Developing an innovative management for educational transitions project for kindergarten students at Bangkok Christian College

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Abstract

This study aimed to examine and enhance the management of the transition program for kindergarten students at Bangkok Christian College through three research objectives: 1. to assess the current and desired states of transition program management and school readiness, 2. to identify priority needs using the Priority Needs Index (PNI), and 3. to develop an innovative transition management model. Employing a multiphase mixed-methods approach under an explanatory design, the study first utilized quantitative analysis to evaluate current practices and expectations, followed by qualitative inquiry to validate and refine findings. Participants comprised three groups: 240 parents of Grade 1 students, 36 transition-program committee members and 3 unit heads purposively selected for their decision-making roles in prototyping and implementation. Data were collected using a structured questionnaire and a semi-structured interview. Results revealed that: 1. the current state of program management was rated at a high level, while the desired state was consistently rated at the highest level, with the evaluation stage showing the greatest gap between current practice and expectation. Similarly, school readiness was also rated high at present but highest in the desired state, with family readiness identified as the area most in need of development. 2. Analysis of the Priority Needs Index further emphasized evaluation as the most critical stage of management and children readiness as the most

pressing area among the readiness dimensions, and 3. based on these findings, an innovative management model was developed, consisting of four phases (pre-assessment, planning, implementation, and evaluation and improvement) and three readiness dimensions (children, family, and school). The model highlights a cyclical, participatory, and evidence-based process designed to foster sustainable improvement and ensure a smooth transition to primary education.

Keywords: educational transitions, kindergarten students, innovative management

Background and Significance

Change is an inherent and unavoidable part of human life, beginning at birth and continuing throughout the lifespan. For young children, the transition from family-based care to formal schooling poses salient developmental demands with socio-emotional and learning consequences. Accordingly, schools and adult caregivers play a pivotal role in ensuring that this transition occurs smoothly so as to safeguard well-being and promote effective learning (Pianta & Cox, 1999; Saifah, 2014). This phenomenon, known as the transition, is an inevitable developmental stage that all children must experience. Schools, therefore, play a crucial role in ensuring that this transition occurs smoothly, thereby minimizing physical and psychological impacts that may affect children's overall development and academic achievement.

The transition from kindergarten to primary school is a particularly critical period, as children at this stage are often not yet fully equipped to adapt in various domains, including motor skills, behavior, language use, and personal and social development (Gesell, 1929). Scholars refer to this state of preparedness for entering primary education as school readiness. Children who possess such readiness are more likely to integrate smoothly with peers, teachers, and the school environment, effectively connecting prior experiences to new learning contexts, which serves as a foundation for continuous learning. Conversely, those lacking readiness often face adjustment difficulties and barriers to learning.

In 2019, Thailand enacted the Early Childhood Development Act, which outlines six primary objectives: ensuring maternal care during pregnancy; safeguarding young children from abuse; promoting holistic development in the physical, emotional, social, moral, and cognitive domains appropriate to their age; fostering desirable character, moral integrity, discipline, curiosity, creativity, and cultural appreciation; cultivating respect for others and the ability to live harmoniously in an equitable society with a sense of national and global citizenship; and equipping caregivers with the knowledge, skills, and attitudes necessary for child development (Early Childhood Development Act B.E. 2562, 2019). In alignment with the spirit of this act, schools must place emphasis on facilitating smooth learning transitions for children during these pivotal developmental stages.

Research has highlighted that the transition from kindergarten to primary school has a profound influence on long-term academic success. Primary education serves as the foundation for academic skills, moral values, and essential life competencies (Saifah, 2014). However, current challenges remain, including

curriculum discontinuity, teachers assigned outside their areas of specialization, insufficient teaching staff, and limited parental understanding of transition-focused learning strategies (Leepairotkun, 2012; Sukajira, 2015). These issues are consistent with the findings of Rimm-Kaufman et al. (2000), who emphasize that children's development is shaped by three principal factors: the child, the school, and the family.

In light of these circumstances, Bangkok Christian College recognizes the necessity of developing an innovative management model for facilitating educational transitions from kindergarten 3 to Grade 1 to ensure children's readiness and improve academic outcomes. This initiative aims to ensure that children are physically and emotionally prepared, thereby fostering positive learning experiences and improving academic outcomes. The objectives of this study consisted of examining the current and desired states of educational transition management for kindergarten students, assessing the needs for managing educational transitions, and developing an innovative management approach for educational transitions. Beyond the institutional context, the findings can inform school and district-level transition policies, guide resource allocation for family engagement and teacher development, and provide a scalable management blueprint for comparable settings. The study also delineates future directions, such as systematizing evaluation routines and integrating readiness indicators into quality-assurance frameworks, that can advance the national conversation and seed further research and development.

Objective

1. To examine the current and desired states of educational transition management for kindergarten students at Bangkok Christian College.

2. To assess the priority needs for managing educational transitions for kindergarten students at Bangkok Christian College using the Priority Needs Index (PNI).

3. To develop an innovative management model for educational transitions for kindergarten students at Bangkok Christian College.

Literature Review

Reviewed documents relevant to this study can be presented in two sections as follows: concepts and theories of management, and concepts and theories of school readiness, as detailed below.

1. Concepts and Theories of Management

The concepts and theories of management have been developed from the perspectives of scholars across various fields, with a common emphasis on viewing management as a process aimed at achieving organizational goals through the efficient and effective utilization of resources (Jones & George, 2015; Mukherjee, 2009; Schermerhorn, 1998). Management is thus not merely the administration of tasks, but rather the coordination of human cooperation, the determination of direction, the control of operations, and the pursuit of continuous improvement in order to create value for the organization.

An analysis of the management process theories proposed by major scholars, such as Fayol (1916, as cited in Sheldrake, 2003), Deming (1982, as cited in Imai, 1986), Gulick & Urwick (1987, as cited in Meechat, 2007), Kreitner (1989), Griffin (2008), and Soongsombat (2008) suggests that the framework of management can be summarized into three core stages: planning, implementation, and evaluation. These stages are interconnected in a systematic and cyclical process.

Planning constitutes the foundation of management, focusing on the establishment of objectives, steps, and timelines to guide organizational operations (Stoner, 1982; Williams, 2014). This stage provides direction and a practical framework for organizational activities. Implementation translates abstract plans into concrete outcomes by allocating resources, assigning responsibilities, and adjusting processes to align with real-world conditions (Kaothien, 2003; Kerzner, 2013). Evaluation, meanwhile, involves the collection, analysis, and interpretation of operational data in order to determine whether the intended objectives have been achieved and to provide feedback for improvement in subsequent cycles (Cleland, 1999; Heagney, 2012; Rangchaikul Viboonseri, 2008).

These three stages of the management process are flexible and adaptable to diverse contexts, making them suitable as a conceptual framework for this study. They encompass direction-setting, implementation, and assessment, which are all essential components in managing educational projects designed to reduce discontinuities in the transition between educational levels.

2. Concepts and Theories of School Readiness

The transition from kindergarten to primary school is a critical period, as children at this stage are often not yet fully equipped to adapt in domains, including motor skills, behavior, language use, personal and social development (Gesell, 1929). Scholars refer to this state of preparedness for entering primary education as school readiness. Children who possess such readiness are more likely to integrate smoothly with peers, teachers, and the school environment, effectively connecting prior experiences to new learning contexts, which serves as a foundation for continuous learning. Conversely, those lacking readiness often face adjustment difficulties and barriers to learning.

Kagan (1990) and Pianta & Cox (1999) explain that school readiness is the result of the integration of three primary factors: the child, the family, and the school. For the child, readiness involves developmental competencies across physical, socio-emotional, cognitive, and language domains. Families play a vital role as the initial environment shaping children's attitudes and behaviors, while schools are responsible for providing appropriate learning environments and ensuring continuity of developmental experiences. This holistic view of readiness is consistent with the framework proposed by the National Education Goals Panel (1995), which emphasizes the interplay among children, families, and communities in fostering readiness.

Furthermore, Rimm-Kaufman et al. (2000) highlight that a lack of school readiness is often associated with adjustment problems such as anxiety, oppositional behaviors, or difficulties in learning, all of which may have long-term consequences on educational achievement. Conversely, children who are

ready for school are more likely to form positive relationships with peers and teachers, bridge prior experiences with new ones, and develop learning skills in a sustained manner.

In the Thai context, the Early Childhood Development Act B.E. 2562 (2019) reflects a national commitment to fostering readiness by emphasizing physical and mental health, moral development, and the cultivation of a lifelong learning disposition (Office of the Education Council, 2007). Nevertheless, challenges remain, including curriculum discontinuity between kindergarten and primary education as well as insufficient understanding among parents and educators, which continue to hinder the effective promotion of readiness (Sukajira, 2015).

Synthesizing the literature, school readiness is a shared responsibility of children, families, schools, and related stakeholders. Accordingly, the management of readiness-support programs should adopt an integrative, comprehensive approach that addresses child-, family-, and school-level dimensions to secure smooth and effective transitions. On this basis, innovative project-management approaches for educational transitions should combine established principles of educational administration (planning, implementation, and evaluation) with a holistic promotion of children's readiness. This alignment provides a coherent foundation for design, resource allocation, and evaluation, enabling learners to move from kindergarten to primary school with confidence and supporting sustained academic achievement.

Conceptual framework

The conceptual framework of this study comprises two main components: 1) management concepts, and 2) school readiness concepts, as described below.

1. Management Concepts

This component addresses school-management models, methods, and procedures for bridging educational transitions among kindergarten students at Bangkok Christian College. The framework draws on six key sources: Fayol (1916, as cited in Sheldrake, 2003), Deming (1982, as cited in Imai, 1986), Gulick & Urwick (1987, as cited in Meechat, 2007), Kreitner (1989), Griffin (2008), and Soongsombat (2008). It comprises three stages: 1) planning, 2) implementation, and 3) evaluation.

2. School Readiness Concepts

This refers to the promotion and preparation of children's readiness, as well as the support of family readiness, which collectively enable children to successfully transition into formal schooling at Bangkok Christian College. The framework was synthesized from four major sources (UNICEF, 2012; Office of the Education Council, 2019; Saifah, 2014; Ministry of Education, 2017) and includes three dimensions as follows: 1) Children readiness, 2) School readiness, and 3) Family readiness.

In summary, these two sets of concepts are integrated into the research framework, as illustrated in Figure. 1.

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│ Management Concepts Framework       │     │ School Readiness Concepts Framework │
│ consists of three stages as follows:│     │ consists of three dimensions as     │
│                                     │     │ follows:                            │
│    1. Planning                      │     │    1. Children readiness            │
│    2. Implementation                │     │    2. School readiness              │
│    3. Evaluation                    │     │    3. Family readiness              │
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│ BCC's Innovative Management for Educational Transitions Project    │
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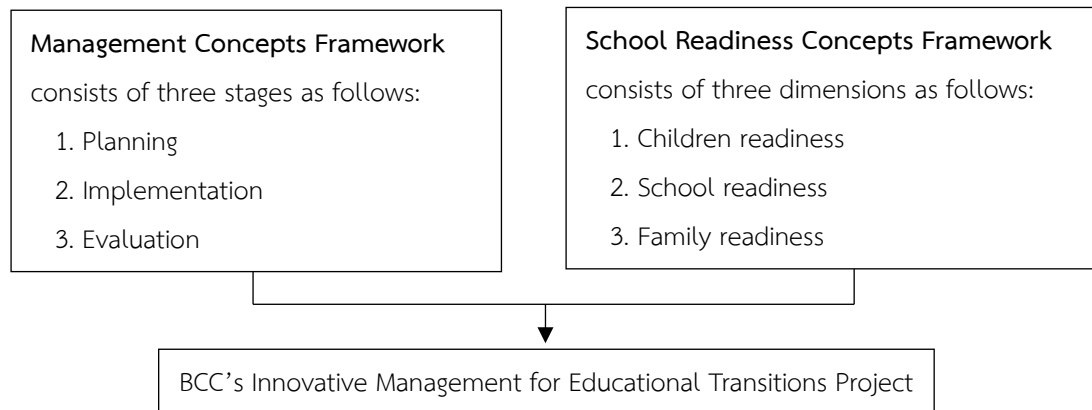
Figure. 1 Research conceptual framework

Methods

This study employed a multiphase mixed methods research design, integrating quantitative data from questionnaires with qualitative insights from interviews to gain a comprehensive understanding of the phenomenon. Data collection was coordinated through the school's research coordinator, who granted permission for the research team to access participants and carry out the study within the school setting. The procedures and details of the methodology are described as follows:

1. Population and sample

The study included three participant groups. Group 1 comprised parents of Grade 1 students in Academic Year 2025 (N = 392). A census approach was employed based on the school registry; usable questionnaires were obtained from 240 parents. Group 2 comprised committee members responsible for implementing the transition program (N = 42). A census approach was likewise employed; usable responses were received from 36 members. By role, responses were obtained from 8 of 9 administrators, 14 of 18 performance-assessment staff, and 14 of 15 academic-development staff. Group 3 comprised 3 unit heads (chairs of the performance assessment unit, the BRIDGE Program, and the BRIDGE Camp) (N = 3), selected via purposive sampling owing to their direct decision-making roles in prototyping and implementation.

2. Research tools

Two instruments were employed: a structured questionnaire and a semi-structured interview. Both were refined in line with the project advisor's recommendations prior to field administration.

2.1 Questionnaire: Items were drafted from the literature and institutional documents, then revised per advisor feedback. Content validity was examined by three experts using item–objective congruence (IOC = 0.67–1.00). A try-out with 30 participants comparable to the target sample produced satisfactory internal consistency (Cronbach's α = 0.89 overall).

2.2 Semi-structured interview: The guide was constructed from (a) analysis of questionnaire results on current and desired states and (b) PNI-ranked priorities, then mapped to management stages (planning, implementation, evaluation) and readiness dimensions (children, family, school). Content

adequacy and clarity were ensured through advisor review and peer debriefing with two senior educators. A brief pilot with three comparable participants informed minor refinements to wording, sequencing, and probes. Interviews were conducted in person, audio-recorded with consent, and lasted approximately 30 minutes.

3. Data collection

Data were collected from a total of 437 participants, categorized into three groups: 392 parents of Grade 1 students in the academic year 2025, 42 committee members involved in the educational transition program, and 3 unit heads who chaired the Performance Assessment Unit, the BRIDGE Program, and the BRIDGE Camp. The data collection process involved distributing cover letters with detailed explanations, along with questionnaires and interview forms, to all participants. Each participant was informed of their right to decline participation in accordance with Research Ethics Principal No. 5, which underscores respect for the dignity and rights of human subjects. Data collection was conducted in person by appointment.

4. Data analysis

Quantitative data were summarized using descriptive statistics (frequency, percentage, mean, standard deviation). Priority Needs Index (PNI) values were computed as $(I–C)/C$ at both the management-stage level (planning, implementation, evaluation) and the readiness-dimension level (children, family, school). PNI values were ranked in descending order, and domains with PNI greater than the overall mean PNI were designated as priority levers; these priorities were then translated into design strategies and resource emphases for the innovative management model. Qualitative interview data were analyzed using content analysis to identify themes on needs, feasibility, and design requirements. These qualitative findings were used to explain and refine the PNI-informed priorities, so that the final model emphasized high-priority processes while still providing a coherent, full-process design.

Results

This study was conducted with three main research objectives, employing a multiphase mixed methods approach under an explanatory design. The research process began with a quantitative phase, the results of which were then utilized to identify key issues and select participants for the qualitative phase. The qualitative findings were subsequently integrated to provide a comprehensive conclusion. The results of the study are presented according to the research objectives.

The findings from research objectives 1 and 2 can be synthesized and presented in Table 1, which illustrates the current and desired states of school management and school readiness, as well as the priority needs identified in the transition program.

Table 1 Summary of the Priority Needs in Managing the Educational Transition Program for Kindergarten Students at Bangkok Christian College

Transition Program	Current States			Desired States			PNI Value	
	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning	$PNI_{modified}$	Rank
1. School management aspect								
1.1 Planning	4.37	0.61	High level	4.62	0.51	Highest level	0.058	2
1.2 Implementation	4.42	0.63	High level	4.67	0.50	Highest level	0.056	3
1.3 Evaluation	4.14	0.76	High level	4.53	0.60	Highest level	0.095	1
Overall	4.31	0.67	High level	4.61	0.54	Highest level	-	-
2. School readiness aspect								
2.1 Children readiness	4.36	0.60	High level	4.67	0.50	Highest level	0.072	1
2.2 School readiness	4.38	0.59	High level	4.66	0.50	Highest level	0.064	3
2.3 Family readiness	4.30	0.60	High level	4.60	0.50	Highest level	0.069	2
Overall	4.34	0.60	High level	4.64	0.50	Highest level	-	-

1. Current and Desired States of the Transition Program Management

The findings indicated that the overall state of school management in the transition program for kindergarten students at Bangkok Christian College was rated at a high level in the present ($\overline{X}$ = 4.31, S.D. = 0.67), while the desired state was consistently rated at the highest level ($\overline{X}$ = 4.61, S.D. = 0.54). Across the three management stages (planning, implementation, and evaluation), the current practices were perceived as highly effective, yet stakeholders expressed expectations for further improvement, particularly in evaluation, where the gap between current and desired states was most evident. Similarly, in terms of school readiness, the current state was evaluated at a high level ($\overline{X}$ = 4.34, S.D. = 0.60), while the desired state reached the highest level ($\overline{X}$ = 4.64, S.D. = 0.50). Among the three dimensions, children readiness and school readiness showed relatively stronger alignment between current and desired conditions, whereas family readiness, though high, exhibited the greatest need for development to meet the expected standard.

2. Priority Needs of School Management in the Transition Program

The analysis of priority needs in managing the educational transition project for kindergarten students at Bangkok Christian College revealed distinct areas of emphasis. For project management, the highest priority need was found in the evaluation stage ($PNI_{modified}$ = 0.095), followed by the planning stage ($PNI_{modified}$ = 0.058), and the implementation stage ($PNI_{modified}$ = 0.056). Regarding school readiness, the greatest need was identified in children readiness ($PNI_{modified}$ = 0.072), followed by family readiness ($PNI_{modified}$ = 0.069), and school readiness ($PNI_{modified}$ = 0.064). These findings highlight evaluation processes and children readiness as the most critical areas for further development.

3. The Development of an Innovative Management Model for the Transition Program

Drawing upon analyses of the current and desired states, together with the Priority Needs Index (PNI) findings concerning the management of the kindergarten-to-primary transition program, a preliminary framework was developed and subsequently refined through in-depth stakeholder interviews. The finalized model comprises four management phases: Pre-Assessment, Planning, Implementation, and Evaluation and Improvement, which collectively address three key dimensions of readiness: Child readiness, Family readiness, and School readiness, as follows.

Phase I: Pre-Assessment

Goal: To gain a clear understanding of the current conditions before project implementation.

This phase focuses on evaluating the readiness of children, families, and schools through both quantitative and qualitative tools. The collected data serve as the foundation for planning.

Phase II: Planning

Goal: To develop a comprehensive, adaptable action plan with stakeholder involvement.

This phase emphasizes participatory planning, involving administrators, teachers, and families in setting goals and designing activities. A diverse project team is established to ensure flexibility and alignment with children's developmental needs.

Phase III: Implementation

Goal: To foster balanced development of children, families, and schools in line with the plan.

This phase involves carrying out the planned activities systematically, focusing on children's holistic development (physical, emotional, social, linguistic, and cognitive). Teachers and staff are supported with resources and training, while parents are encouraged to actively engage in their children's learning process. Progress is continuously monitored.

Phase IV: Evaluation and Improvement

Goal: To ensure sustainable improvement and long-term quality enhancement of the program.

This phase includes systematic and ongoing evaluation of project activities. The results are used to identify successes and challenges, leading to continuous improvement. Transparency in communicating outcomes to stakeholders is emphasized.

Before the Program	During the Program		After the Program
Phase I: Pre-Assessment	**Phase II: Planning**	**Phase III: Implementation**	**Phase IV: Evaluation**

Conduct a readiness assessment of children (Children readiness), schools (School readiness), and families (Family readiness) through questionnaires in order to obtain basic information for planning and implementation.	Implement program planning in the following ways: 1) Provide opportunities for administrators and teachers to participate in planning. 2) Develop a joint plan through meetings and brainstorming sessions. 3) Determine directions for program implementation with clear objectives and appropriate targets.	Carry out the plan in the following ways: 1) Implement the program according to the joint plan. 2) Organize activities to develop physical readiness, knowledge, and learning skills of children. 3) Support families to acquire the knowledge and resources necessary for supporting their children's learning.	Conduct evaluation with the following processes: 1) Communicate evaluation results to stakeholders. 2) Apply evaluation results for program improvement. 3) Continue program management using the evaluation results for ongoing development.

Children Readiness
1) Develop physical fitness.
2) Develop thinking, comprehension, and general knowledge.
3) Develop emotional and social skills.
4) Develop learning attitudes.

Family Readiness
1) Encourage family participation in supporting children's learning activities.
2) Create opportunities for families to collaborate with teachers in managing children's learning.
3) Promote parents' understanding of how to assist their children's daily learning.
4) Encourage families to support children's learning according to their potential and interests.

School Readiness
1) Organize learning resources that support student learning, emphasizing the importance of children as the central focus.
2) Prepare teachers to be ready to provide learning support and guidance for children and families.
3) Create an environment conducive to learning that promotes children's development.
4) Provide sufficient learning materials, media, and teaching resources.
5) Promote activities that encourage children to continuously develop their learning potential.
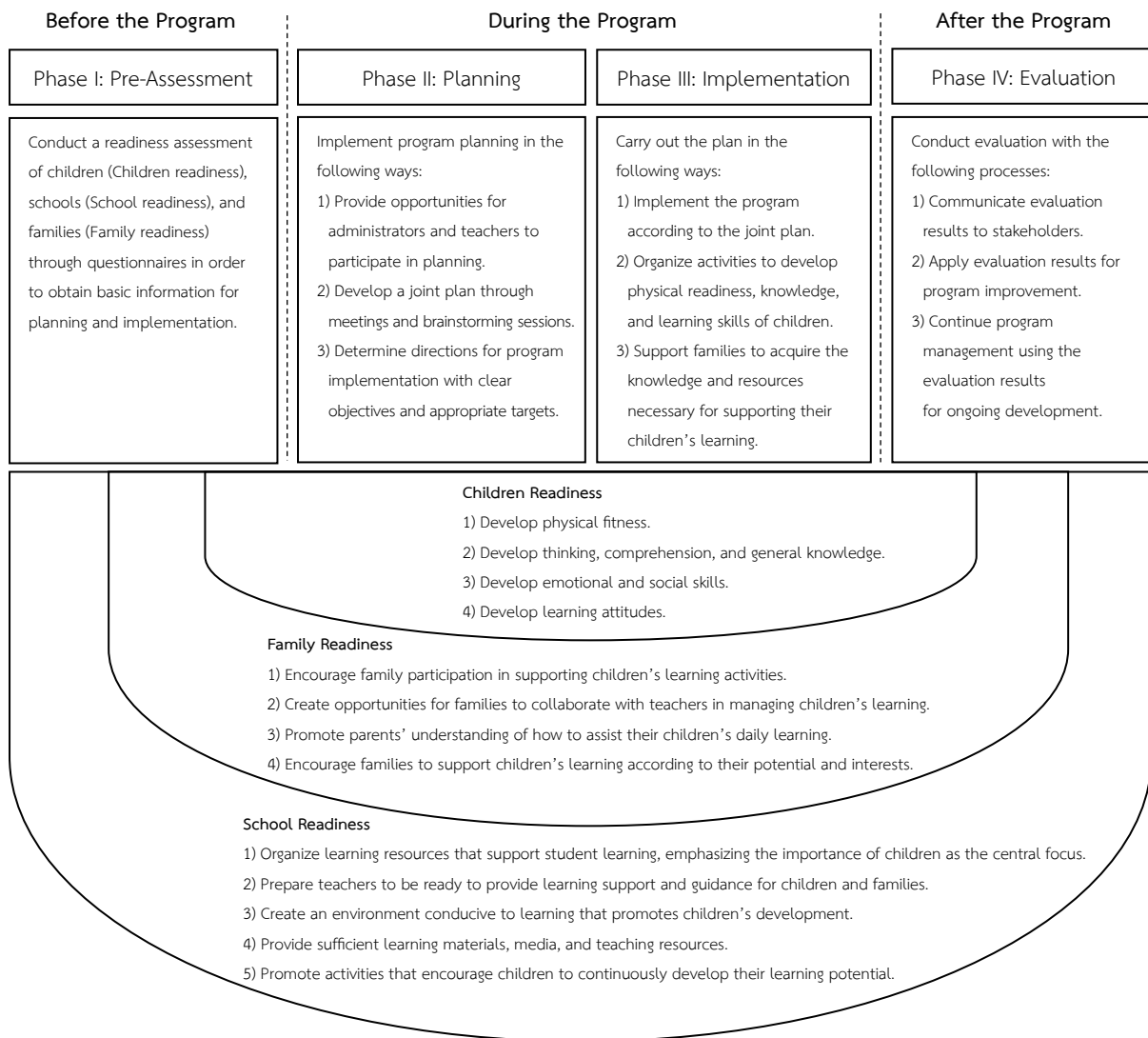
Figure. 2 Innovative management model for the transition program

In addition to these four phases, the model incorporates readiness enhancement strategies in three key areas:

Children Readiness: Develop children's physical, emotional, social, linguistic, and cognitive foundations through active learning and child-centered approaches.

Family Readiness: Build parental knowledge and involvement through networks, workshops, and guidance for supporting children's development.

School Readiness: Improve learning environments, facilities, and instructional resources to better support early childhood education.

Overall, this model highlights a cyclical and participatory process that integrates planning, implementation, evaluation, and readiness enhancement to ensure a smooth educational transition for kindergarten children.

Discussion

1. Current and Desired States of School Management in the Transition Program

The study found that the current state of managing the transition program for kindergarten students at Bangkok Christian College was at a high level, while the desired state was at the highest level in all domains. This indicates that the school already demonstrates strong practices through systematic planning, resource support, and ongoing monitoring, yet further improvement is still needed. Specifically, project management was rated high but should move toward greater stakeholder participation, consistent implementation, and systematic use of evaluation results. In terms of readiness, children, families, and the school were well-prepared, though ideally children should achieve deeper progress in language, cognitive, and social domains, with stronger family support networks and enriched school environments.

These findings support earlier research emphasizing the importance of comprehensive support, participatory planning, and continuous evaluation in successful transitions (Saifah, 2014; Katechulasriroj & Saifah, 2021). More recent studies (Rimm-Kaufman & Sandilos, 2004; McIntyre et al., 2007; Malsch et al., 2011) also confirm that collaboration among teachers, administrators, and parents is critical consistent with the present findings. In summary, effective transition program management relies on well-structured planning, coherent implementation, and continuous evaluation to build the full readiness of children, families, and schools.

2. Needs of the Transition Program Management

The study revealed that within program management, the Evaluation phase demonstrated the highest level of necessity. This indicates that while the school has mechanisms for monitoring, there remains a need for a more systematic and comprehensive evaluation framework that not only collects data but also communicates findings effectively to stakeholders and guides program improvement. A well-structured evaluation process would thus serve as a critical feedback loop, ensuring that insights gained from practice are continuously translated into evidence-based decision-making and long-term program development.

In terms of learning readiness, Children's Readiness emerged as the most urgent need, particularly in language development, followed by cognitive growth and general knowledge. These skills form the foundation for successful adaptation to primary education. The results highlight that children's preparation must be prioritized, while family and school readiness, though secondary, remain crucial in strengthening support systems. In particular, family engagement and investment in child-friendly learning environments are areas requiring further development.

These results are consistent with the framework proposed by Kraft-Sayre & Pianta (2000), who

emphasized that effective transition programs rely on collaborative planning and continuous evaluation that engage families, teachers, and community stakeholders. In their model, evaluation is viewed not only as a mechanism for accountability but also as a process for communication, shared decision-making, and sustained program improvement. Similarly, Wildenger & McIntyre (2011) underscored the importance of parental involvement as a critical factor in supporting children's adjustment during the transition process.

In summary, although the transition program is implemented effectively, it still requires reinforcement in two key areas: establishing a robust evaluation system that informs all stakeholders, and prioritizing children's readiness, especially in language and cognitive skills, to ensure smoother and more sustainable educational transitions.

3. Innovation Model for Transition Program Management

The study developed an innovation model for transition program management with four phases: Pre-Assessment, Planning, Implementation, and Evaluation. This structure directly addressed the gaps identified in objectives 1 and 2, namely the lack of systematic evaluation, limited stakeholder participation, and insufficient readiness support. Designed to match the unique context of Bangkok Christian College, the model balances its high academic standards, diverse student profiles, and strong parental engagement with the need for flexible, evidence-based management.

Each phase serves a distinct role: Pre-Assessment ensures accuracy through data-driven planning, planning emphasizes inclusive collaboration and adaptability, implementation focuses on holistic child development supported by teacher training and resources, and evaluation prioritizes transparency and continuous improvement. Together, these phases align with existing research stressing the importance of evidence-based programming, parental involvement, and sustained evaluation in ensuring smooth educational transitions.

In terms of readiness, the innovation model systematically enhances children's competencies across cognitive, language, social, and emotional domains, aligning with the concept of holistic development emphasized in the Early Childhood Development Act, B.E. 2562 (2019). The model further promotes structured parental involvement and proactive collaboration between families and schools, consistent with UNICEF's (2012) notion that readiness should be regarded as a shared responsibility among families, schools, and communities. Moreover, the inclusion of continuous evaluation and reflective improvement processes reflects modern management principles advanced by Kerzner (2013).

Body of knowledge

This research has generated new knowledge in the following areas:

1. Educational Transition Program Management

Although the school already manages transition programs at a good level, there remains a strong need to enhance a systematic and comprehensive evaluation framework. Such a framework should effectively communicate results to stakeholders, ensuring that data are not only collected but also used

to improve and further develop the program in practice.

2. Learning Readiness

The development of children's readiness, particularly in language skills, critical thinking, and general understanding, is identified as the most crucial factor influencing the transition from kindergarten to primary school. At the same time, family and school readiness also play significant roles. Strengthening parental engagement and improving the learning environment to align with 21st century education is essential for sustainable development.

3. Innovation in Academic Management

An innovative model was developed, consisting of four phases: pre-assessment, planning, implementation, and evaluation. This model reflects a systematic management approach that directly responds to the school's real context. It emphasizes stakeholder participation, holistic child development, and continuous improvement of the program.

In summary, this study has contributed both theoretical and practical knowledge that can serve as a reference framework for managing educational transition programs in other schools with similar contexts. It also provides a knowledge base that may inform policy development and strategies to support children's educational transition at the national level.

Suggestions

1. Suggestions for applying research results

1.1 Develop a comprehensive and continuous evaluation system. The study found that the evaluation phase had the highest necessity. Therefore, both formative and summative evaluations should be designed to provide clear feedback for improving management quality.

1.2 Enhance students' language skills and cognitive development. Since the most critical need identified was language development, followed by cognition and general knowledge, activities should be designed to strengthen both Thai and English language skills and foster analytical thinking.

1.3 Implement and monitor the four-phase project management innovation. The research confirmed that the proposed innovation aligns with the needs of the school, families, and students. It should be applied in practice and continuously monitored to ensure sustainability.

2. Suggestions for future research

2.1 Examine the current and desirable conditions of students with special needs to ensure inclusivity in project management.

2.2 Conduct in-depth studies on factors influencing language development during transition phases, such as family language environment or school support, to design more effective language programs.

2.3 Carry out follow-up studies to assess the effectiveness and sustainability of the developed innovation and its adaptability to other school contexts.

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