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The first promotion: Self-concept and the transition from
afternoon to morning sessions at kindergarten.

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Abstract

The present study examines the effects of transition from afternoon to morning sessions on the self-concept of children attending kindergarten. In particular, self-concept was examined in terms of gender. Twenty children were tested on three occasions over the transition period using the Dimensional Self-Perception Test for Preschoolers (DSTP). The DSTP was specifically constructed by the researcher for the purposes of the present study. Statistical analyses showed girls consistently scored higher on the Family, General and Kindergarten subscales than boys. Physical subscale scores of all participants increased over time. An interaction effect was found in the Peer subscale, with boys' scores decreasing over time as girls' scores increased. Further testing using the DSTP and larger sample sizes is recommended in order to extend these initial findings on the relationship between self-concept and the first promotion.