

## ABSTRACT

A smooth transition to primary school is positively related to children's later school experience. Continuity among family, Early Childhood Education and Care, and primary school is conducive to successful transition to school. Certain parental school-readiness beliefs and parenting styles, among other factors, contribute to the smoothness of this transition. Therefore, this study compared the school readiness beliefs among Chinese parents, kindergarten teachers and first grade teachers, based on samples drawn from Chongqing, China. 1204 Chinese parents, 245 kindergarten teachers and 133 primary school teachers participated in the current study. Using multi-group confirmatory factor analysis for checking the measurement invariance, this study revealed that kindergarten teachers valued social-emotional competence more than parents. And kindergarten teachers rated items about social-emotional competence significantly higher than primary school teachers did. Besides, this study adopted latent profile analysis to examine the patterns of Chinese parents' school-readiness beliefs. Three profiles were identified: (1) very strong overall emphasis and slightly less academic-oriented; (2) moderate overall emphasis and less academic-oriented; (3) no emphasis and more academic-oriented. Higher socioeconomic status was found to be more likely to be associated with membership in Profile 1 rather than Profile 2. Three subgroups of parents are also identified based on the combination of school readiness beliefs and parenting style, as well as the combination of school readiness beliefs and attitude regarding roles in school readiness. The present study shows quantitative support for Anette Lareau's work and has implications for more targeted parental intervention programs.