

Investigation the effect of pre-Junior education on family, education progress and social growth in junior student of Kerman province

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Abstract: Pre-junior school centers have been designed in order to provide social and recognition richness during the period of childhood growth. The aim of this study is to investigate the effect of pre-junior period on educational progress and social growth of junior students. The main question of research, according to this, is that whether the pre-junior period has significant effect on educational success and becoming republic of children? And whether there is any difference between boy and girl students and also between students who are restrained and who are not? The research method was comparative and by reasoning. Statistical community consisted total junior student of Kerman province (N=46074) who first began education at first grade in 2006. Volume sample was 360 individuals and was chosen by multistage bunch sampling method. Vain laud social growth scale was used to assemble needed data about social growth and educational report card was used in order to know educational progress the data were analyzed by using T test and Anova. The results showed that educational progress is significantly higher in students who spend pre-junior period than who are don't; educational progress and social growth didn't show significant difference between boy and girl students; but educational progress and social growth was significantly different between students who spend pre-junior period in different regions and different welfare.

[Eshrat Karimi Afshar, Dr.Saeideh khojasteh. **Investigation the effect of pre-Junior education on family, education progress and social growth in junior student of Kerman province.** *N Y Sci J* 2013;6(11):58-63]. (ISSN: 1554-0200). <http://www.sciencepub.net/newyork>. 9

Keywords: pre-junior education, educational progress, social growth

Introduction

Childhood is the first and most important period of human life. In this period, the child first communicates with nature, base his social relationships and reaches to knowledge of himself. Since in this period, personal structure of human being is based so specialists of education and researcher identify childhood education very effective in individual future and fate and emphasize on it. The environment richness in this period to mental motivation and providing suitable area to grow chide talents has been always considered by psychology analysts in Iran and in world. According to Silva (2003) pre-junior centers is designed to provide social and knowledge richness in childhood period. The aim of these centers is to provide child abilities to successful transfer to school. Spending this period is an important factor in educational success of children. Also becoming republic and child's compatibility will be easy in school environment.

pre-junior centers cause the child achieve more accurate senses to see around driving by the means of the development of senses and to respond mental needs of children. The development of curiosity sense, breading child's individuality, getting personal independence, self-confidence, the growth of saying power, getting better vocabulary source, increasing physical and mental abilities, and shaping

child's characteristic, all are of achievements of these centers. (Price, 1999)These centers could face child to social and personal variations. these things that child experience cause variations in his behaviors, actions and thoughts, so that develop child's suitable reactions against affairs and has deep effect on child's computability against events (Bennent, 1998). Children, who learn many experiences in infant school and communicate easily with society of children, accept junior school conditions easily. They are familiar with sense like class, teacher, rules and other's right respect that are necessary for entering junior school. (Eshagh Niya, 1993).

Universal studies show positive effects of pre-junior education on different aspect of children progress. Morrison (2003) showed that student who spend this period, have significant difference in compatibility in school, playing common games and behavioral problems with who don't spend it. Goodman (2005) found those students who spend pre-junior period are educationally better than who do not students who had spend pre-junior education showed more positive and better behavior and had fewer behavioral problems and acted in higher level socially and had more positive thoughtsat the end of third and forth class (Morison 2003), showed improved behavior (Ocannel; from Sammons, 2004); They surpass in positive correlation with classmates

(Cochran, 1977), in better communication (Ocannel, Farren, 1982), and playing in more advanced level (Rabenstein & Howes, 1979); The knowledge social, emotional and physical skills have been better developed in this children (Housden & Kam; from Burchinal 2002); and pre-junior education has had desired effect on pre-junior student's progress specially in reading, listening, mathematics, science and strengthening educational and scientifically base (Diaz, 2000).

Also, in our country, the results of researches generally showed that pre-junior programs affected on educational and social progress of children. for example some studies (From Kamkar, 2002) showed that pre-junior education has prominent effect on social growth of students at school (Hoseini, Ali, 2002); pre-junior education has been able to help children to experience new mental things which are not available in normal family environment, by making rich the environment. (Tashakkori et.al, 1975) educational progress is better in students who spend pre-junior period than who don't utelize this opportunity (Akbarzade, 1983).

Also the result of studies have shown that students who spend this period reported better collective cooperation, responsibility, emotional relationship, happiness and interest in educational affairs, educational progress and success in total lessons. (English-Niya, 1983); pre-junior education has significant effect on social and physical progress and also in educational progress of children (Kamkar, 2002); This education has resulted in increasing cooperation and activities of children in learning (Saeed-zade, 1376). In general, children who spend this period show higher educational progress and fewer behavioral problems (Haghighat, 1985); and also fewer behavioral difficulties (Mottaghi, 2002) rather than who don't spend this period.

However there are some reports (Zingler & Sony; from Diaz, 2000) that speeching and physical violence, disobedience of adult command and cooperation with them; and ignoring rules is more in students who spend this period than who don't also some studies (schwartz et.al, from Morison 2003; Farshad, 1998; Dideban et.al, from Kamkar, 2002) have not shown significant differences between two groups of students.

The difference in the results of study about the effects of pre-junior education in some cases, were because of the differences in the quality of educational centers and variables such as educational facilities, the age of entering centers, the ratio of coaches to children and their educational background (Bwiling & Howes, Phillips, from kinshnk, 2001); for example there are evidences (McCartney et.al; Raupp et.al; Andle & powers, from kinshuk, 2001) that there

is relationship between economical state of family and the result of pre-junior education in aspects of social, emotional and mental growth; such that the children growth has been better and the education has been more successful in centers with higher quality.

As it considered, the results of studies prominently show positive effect of pre-junior education on children progress and growth is junior school; however what motivated us for present study was the variety in pre-junior educational content because of un-concentrated system in this period unlike other educational courses. According this, the aim of this study was to indicate the effect of pre-junior education on educational progress and social growth of the first class students in junior school and also the difference between students who spend this period and who don't according to their gender (boy/girl) and region (with good facilities/ with mediocre facilities/ with no facilities) in Kerman province.

According to above aims some assumptions was developed that there is difference between these two groups in social growth and educational progress.

There is difference between boy and girl students who spend this period. There is difference between students who spend this period and who don't in educational progress and social growth in different regions. There is difference between these two groups according to facilities.

The method of research

This study investigated the effect of pre-junior education on educational progress and social growth after spending pre-junior period, after that the variables have been occurred; so the method of research was by reasoning and comparative or after-occurrence.

1- Community, sample volume and the method of sampling statistical community of this study was total junior students of Kerman province (N=46074) who were first educate in the first grade in junior school. To achieve sample volume in this study we

$$N = \frac{NZ^2S^2}{Nd^2 + Z^2S^2}$$

used the formula of

Confidence level was chosen 95% in two-way test and the standard score (Z=1.96) and estimation error (d) and standard variation (s) was according to previous studies (Kamkar, 2002; farshid, 1998; saeedzade, 1997) chosen 0.5, 0.48 respectively. So the sample volume of first grade students was calculated as follows.

In order to select sample bound multi-stage sampling method was used and equal number of

students was used of different region, each 120 individuals and different gender (173 boys and 187 girls).

2- The tools of research:

Two tools were used In order to assemble necessary data:

1) Vain land test (vain land social growth scale):

This test was used to assemble data about student's social growth. This is consisted categorized question on the basis of different ages which are answered by parents and teachers.

2) Student's educational report card:

This tool was used to assess student educational progress. The student's average considered as assessment basis.

3) The method of data analysis:

T test was used in this project to analyze data in two-group comparisons and variance analysis was used in multi-group comparisons.

Findings:

Educational progress and social growth in students who spend the period was compared on the basis of T test. Since p-(significance value)- was smaller than $\alpha=0.05$, H_0 was rejected and we couldn't conclude that social growth and educational progress is equal at two group. In other words there is significant difference between two groups about educational progress and social growth and it is revealed by average comparison that educational progress and growth is significantly higher in students who spend the period.

Educational progress and social growth comparisons in girl and boy students who had spent the period was achieve on the basis of T test calculations, since p was larger than $\alpha=0.05$, so H_0 wasn't reject and it couldn't be said that there is significant difference between two groups in educational progress and social growth.

Educational progress and social growth comparison in different region's students who had spent the period was achieved on the basis of the calculations of Anova test. Since P is smaller than $\alpha=0.05$; So H_0 was rejected and it couldn't be that the average of educational progress and social growth is equal in students of different regions who had spent the period. In other words there is significant difference in educational progress and social growth between students of different regions. Comparing averages showed that educational progress and social growth is better in students of the regions with good facilities and decrease in the regions with mediocre and few facilities respectively.

Educational progress and social growth comparisons considering facilities was achieved on the basis of Anova test. Since P was smaller than

$\alpha=0.05$; so in this level H_0 was rejected and it couldn't be said that social growth and educational progress averages are equal in different regions. In other words there is significant difference between students in different regions. Averages comparison show that educational progress and social growth is better in students who are in the regions with good facilities than who are in the regions with mediocre and no facilities.

Discussion and conclusion

Educational progress comparison between students who had spent pre-junior period and who hadn't showed that educational progress average in two groups are important. Averages comparison show that educational progress is significantly higher in students who spend the period than who don't. To be confirmed this hypothesis reveal that pre-junior education provide the background of getting mental experiences by making rich the educational environment. In other words the education of this period could make a bed for next years' progress and is strong foundation for next period of education.

Also aside these results, other findings have showed that students who has spent pre-junior period educationally surpass students who hasn't. (Goodman 2005), pre-junior educations have desired effect on children progress in junior period, especially in the areas of reading listening, mathematics, science and educational and scientific base, (Diaz, 2000) and has resulted in increasing cooperation in education and learning (Saeedi-Zade, 1987).

Social growth comparison in this groups showed that social growth average is not equal in two groups and there is a significant difference between these two groups. Averages comparison show that social growth is significantly higher in students who spend pre-junior period than who don't.

Student who spent pre-junior period showed higher social growth. This in consider to one of the most important aim of this period namely the development of correlation ship and social compatibility, could be because of the presence of correlation opportunity in pre-junior centers. In addition, in many of these centers, experienced couches speed children's social growth process by providing artificial problem-base conditions and the ground of asking cooperation. Aside recent results, some findings show that pre-junior centers have been able to cause developing communicational skills and compatible behavior of child in the face of environmental affairs and school conditions and prominently affect on social and emotional growth of children (Morison 2003, Bennet 1998; Eshagh-Niya-1993).

As we see, in general, study results show significant effect of pre-junior education on educational progress and social growth in junior school. so Silva idea (2003) is confirmed that pre-junior educations could result in making rich the knowledge and becoming republic; And these are in accordance with findings that students who has spent this period are better in collective cooperation, responsibility, interest in educational affairs, self-confidence, emotional relationships, educational progress and success in total lessons than others who hasn't (Eshagh-Niya, 1993); and that pre-junior education has significant effect on social and physical growth and also on educational progress of children (Kamkar, 2001). On the other hand there also are reports (schawrtz et. al, from Morison 2003; Farshad 1377, Dide-ban et. al, from Kamkar 2001) that not only didn't show significant difference in social growth and educational progress, but also reported in some cases physical and linguistic violence, disobedience of adults commands and fewer cooperation with them and ignoring rules in students who spend this period rather than who don't. (zigler & song; from Diaz 2000).

The differences in the effects of pre-junior education could in some cases be a result of the differences between educational centers' quality and some variables such as educational facilities, the age of entering school the ratio of coaches to children, coaches' experiences etc. educational progress and social growth comparison between boy and girl students who had spent pre-junior period showed that there is no significant difference between two groups. In other words, social growth and educational progress averages in two groups are equal. This may be the result of this fact that educational contents of pre-junior centers are equal for boys and girls and this equality may be result of not to emerge complete differences of boys and girls in this period. The differences that will fast develop in next ages by effects of differences in roles and expectations of gender. In other words, in these ages the difference between boys and girls have not emerged completely and so they educate in equal social-educational conditions and even in many cases in one environment. We didn't observe among foreign researches one which had studied boys and girls and their educational progress, separately. In internal researches other cases such as parent's education, social skills and dwelling conditions much were considered. Only in one study (Dide-ban et. al, from Kamkar 2002). It has been reported that the effects of this period on social growth was more successful in girls than boys. Because of this fact that the content of this period is given uncontrived; in some cases different result may be achieved. For example' if the

boys are led to lively games and girls are led to saying stories, social communications and talking about interested topics, it will certainly results in physical growth and social growth for boys and girls, respectively. There for when the education is equal in this age, the results will be equal too and when a condition is different the results will be different accordingly. Educational progress comparison in pre-junior educated students in different regions showed that educational progress average is not equal in different regions. In other words, there is a significant difference between students of different regions in educational progress. Averages comparison show that educational progress would be higher in students of regions with good, facilities then mediocre and then no facilities.

Assessing this hypothesis showed that facilities level in regions is a factor that directly affect on educational progress of students. However in every province people live in different regions with different facilities and this factor shouldn't affect on educational progress of students. considering the importance and the role of childhood and pre-junior educations, it is necessary that some programs and process are provide to avoid the effect of having no facilities an educational progress which results in un equity. The drawback of educational progress because of educational un equity can be with children in their whole life. One of the studies that is present in this area and is in accordance with our results is the study of discipline institute of Peking, china and Malaysia (1985). The results of this project showed that students of the regions with no facilities have slower growth rate than students of the region with good facilities, Also in some reports it has been shown that there is relationship between economical situation of the family and the results of pre-junior period about emotional, Linguistic and knowledge growth of children (Kinshuk, 2001).

Social growth comparison between the students of different regions who had spent pre-junior period showed that social growth average isn't equal in different regions students, In other words, there is a significant difference between the students of different regions who spend pre-junior period, in social growth. Averages comparisons show that social growth is decreasing in student of the regions with good, mediocre and no facilities, respectively.

The education of childhood is the background of social growth of children in future. It is obvious that when the child spend pre-junior period in a region with no facilities because of his father occupation, has fewer social growth than a child who utilize good facilities. It is necessary for social equity and educational equity that pre-junior education is provided in equal conditions related to facilities. one

of that studies related to this area is Diaz's (2000) project that has confirmed the relationship low class receive fewer educational facilities than students of high class, and this imply that there is a direct relationship between children growth and available facilities in educational center. In other words, more facilities results in more growth in pre-junior programs. Social growth and educational progress comparison on the basis of facilities showed that the average of social growth and educational progress isn't equal. In other words there is a significant difference between students who spend this period and who don't, in social growth and educational progress. Averages comparison show that educational progress and social growth is better for students of the regions with good facilities. Also there are reports that social growth has increased in centers which have higher quality and education has been more successful.

Assessing (Testing) this hypothesis emphasize on providing facilities in order to social growth and educational success in this period. The results have shown that painted classroom with suitable area and comfortable chair, adequate light and warming and cooling facilities are some factors that affect educational success of children. In this study the space has been categorized in three type of good, mediocre and without facilities. The results have shown that success has direct relationship with facilities type; so this progress is high with good facilities and decreases with mediocre and no facilities. So by given results, it is necessary for an responsible in education that at least provide mediocre facilities for all students all over the province on of the studies which is in accordance with ours is the study done by Owling, Howes and Phillips (from Kinshnk 2000) which confirm the effect of educational centers' quality and such variables as educational facilities an educational progress of children.

Considering recent result, one of the main factors of positive effect of pre-junior period on educational progress and social growth is the facilities. The results show the relationship between facilities level and social growth and educational progress. It is necessary in situation in order to equal facilities for children that the facilities would distribute equally among schools and in addition a model and a list is provided for centers about educational facilities of this period so that these facilities are provided be means of these centers budgets and facilities un equity as a cause of educational un equity would be decreased.

It should be noticed about the restriction of the study that there aren't indices and systems for direct assessment of the results of programs and

educational activities; So the assessing the result is constrained to questionnaires. It is obvious that this study has been also constrained in order to investigate the effect of pre-junior education on educational progress and social growth.

In relation to application aspects of finding some points should be noticed. Give the small number of the students who don't spend pre-junior education and the importance of this period in mental, physical, social and emotional progress, it is necessary that some designs and appropriate programs provide to encourage and direct children to pre-junior centers by related their children to pre-junior centers, so it is necessary in order to increase the knowledge of parents that some programs and designer perform by such units as parents and couches associations and consulting units; Given the role of educational space in educational progress of children, it is necessary that related standards are predicted and performed. Given the importance and the role of educational facilities in educational progress and social growth children, necessary and suitable facilities should be provided and distributed at all regions equally.

Given the absence of suitable assessment system about results of educational programs of this period, an assessment system with appropriate indices should be provided by specialists in province and country levels. Given the variance of educational degrees and fields of the coaches and in order to provide necessary grounds for the equity of educational opportunities, educational programs should go through; And finally given the content, programs and methods variety in these centers, it is proposed that appropriate research designs by next researchers perform to fit contents and programs with ends and to assess the progress of these aims.

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11/5/2013