

Tahan, M., & Kalantari, M. (2018). The Effectiveness of Preschool Education on Social Adjustment of Elementary Students. *Indigenous: Jurnal Ilmiah Psikologi*, 3(1), 8-14. doi:https://doi.org/10.23917/indigenous.v3i1.5954

The Effectiveness of Preschool Education on Social Adjustment of Elementary Students

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Abstract. Considering the physical, psychological and social preparation of the child in pre-primary school for advancement in various aspects of development and the certificate of various researches, the positive effect of this course's education on the social adjustment of primary school children requires more attention to pre-school education. The elementary school is useful and necessary in terms of quantitative and qualitative and conducting appropriate studies to evaluate the effects and improve the content and conduct of the training. The purpose of this study was to investigate the effectiveness of preschool education on social adjustment of primary school students. The method of this research is post-event (causal-comparative), in which a 320-person elementary school students (160 of whom had pre-primary education and 160 without pre-school education) had adaptive behavior questionnaires. Randomized sampling was performed and the results were analyzed. Findings of this study showed that there is no significant effect on pre-school education on social adjustment of elementary students. The results of this study confirm the view that children can not be sent to preschool centers in the hope that they will only have the effect of preschool experience on the development of their social adjustment, but also the quality of the programs of these centers, the personality and the way of communication. The teacher is the center of space and the amount of pre-school experience that matters in this area.

Keywords: Preschool Education, Social Adjustment.

INTRODUCTION

The success of the children in school depends to some extent on the events that they have experienced before entering school. Children's readiness for Word to school and their subsequent success in studying are related to different aspects of their growth. Factors such as physical, social, cognitive, knowledge and learning how to succeed in school play a role. (Birkh and Moradi ,2003) Given the advancement of science and technology in the present century, and the crystallization of the fact that the prosperity of a country has become a platform for education, the need to expand the pre-primary school is more than ever before. Therefore, it is necessary that a qualitative and quantitative program suitable for physical and mental needs for preschool children is provided, according to the characteristics of this period

of development, preparation and preparation. But the prerequisite for planning and investing in this field is to carry out research on the methodology and the theoretical basis, so that, given the results obtained, some of the needs of society can be solved in this regard, .

Regarding pre-primary education, different and sometimes conflicting views are presented. On the one hand, people like (Alkind, 1987; Siegel, 1987; Cuning and Lyon, 1991; quoted by Lerrancios, 1996) argue that children should not be pushed blindly into pre-school education, and the atmosphere prevailing on many of the pre- Elementary school may not lead children as they should or maybe advancing. The reason for preparing a preschool program is that, during pre-primary education, children learn experiences that may not have the positive effects of such experiences at home. But Kunning and Lyon (1991; quoted by Lerrancios, 1996) believe that

the legend of early experiences has led us to ignore the role of adults in pre-school environments that should provide an appropriate opportunity for children. On the other hand, many scholars (eg, Dummans, 1984; Raskula, 1991; Pandie, 1991; quoted by Lerrancios, 1996) believe that pre-school experiences will have a positive effect on children's development.

(Parra, 2005; Kuntopolo 2003; Primary Child Care Research Network, 1998; B 2001; Barnet, 1995; Barashk and Moradi, 2003; Matrixi et al.; Isaac Nia, 1994; and Darwati, 2001).. For example, many of the above studies have highlighted the useful effect of preschool education on social adjustment. Parra (2005), who measured the evolution of children aged 4 to 5 in the low-income community in Sri Lanka, found that children who were kept in preschool centers were not interested in social skills for children not in these centers. Performed significantly better. But Darthi's (2001) research suggests that preschool education does not have any effect on social adjustment. In his study in a study on the relationship between primary impact and acquisition of later education skills, using an example of a Chicago longitudinal study,

He found that there was a relationship between the parents of children attending nursery programs and cognitive abilities, family support, social adjustment, school motivation and support.

These findings indicate that environmental factors (such as family and school) are affected, and play an important role in predicting the outcomes of education. Birkh and Moradi (2003) in the study (which measured the effect of preschool education on social compatibility of elementary students) that students who have undergone preschool education have better social compatibility. Gender variables, parent's job and paternal education had no effect on social adjustment, but the variables of mother's education were effective. The emphasis on education in pre-school is due to realism, insight, effort and effort by many people who have spent their lives doing this. Given what has been said and as having children with the right education, we are looking at whether preschool education affects social adjustment of elementary students.

METHOD

The present study is a post-event (comparative study) study. In this research,

Two groups of elementary school students were selected and research tools were implemented.

A group of people who have received preschool education in kindergarten or preparation, and the second group did not have any formal education before the primary school. Statistical population and sample group The statistical population includes all students in the first, second and third year of primary school in Mashhad (iran), who study in the academic year 96. The sample group consists of 320 boys and girls, 160 of them have pre-primary experience and 160 have no pre-school experience. Sampling method is a stratified random sampling. The samples were selected based on three areas of north, center and south of the city. At first, two groups were selected from among the statistical population of the subjects who had the characteristics of the two groups and randomly, two groups were selected and evaluated.

Information Gathering Tool

Data was collected using ABIC questionnaire (Adaptive Behavior Questionnaire). The child's adaptation scale was used to measure the child's adaptation scale. This questionnaire was designed by Ahmadi in Tarbiat Modares University in 1990 based on the Adaptive Behavioral Inventory for Children. In her research, she used the level of social adjustment behavior of the child during the initial period The question of child behavioral questionnaire measures the characteristics of the child's developed social child.

The minimum and maximum score that a subject can score on this scale is zero to 94. The question of adaptive child behavior questionnaire measures the social developmental characteristics of the child. These features include: honesty, vitality, confidence, the shyness, sensitivity and irritability, the jealousy, fawning, fantasy, fear, , harassment of others, leadership and relationship with siblings and peers. The data from the questionnaire have a

distance scale and are considered quantitatively and continuously. (Ebrahimi, 1992). Abraham (1993) confirmed the validity of the scale and expertise gained through content validity.

Ahmadi (1989) used a teacher’s form of Michael Rater test to examine the validity of the scale, and a meaningful relationship was found between these two scales. Ebrahimi (1993) also obtained a reliability coefficient of 67% using the two-tiered (individual and paired) test and using the Cronbach’s alpha formula. Zarishan

(2001) also obtained a 86% reliability coefficient using Cronbach’s alpha coefficient.

Procedure in this research, Ahmadi’s (ABC) behavioral questionnaire (1989) was conducted on 160 primary school students attending pre-school education and 160 without preschool education.

FINDINGS

The findings of the present study are presented in the following tables:

Table 1. Frequency distribution of subjects according to the trained and untrained group

Statistical Index of Groups	Number	Percent
Trained	160	50
Untrained	160	50
Collect all	320	100

Table 1 information indicates that 50% of subjects have pre-primary experience, while

50% of them did not experience pre-primary education.

Table 2. Comparison of Mean of Girls and Boys in Social Adjustment

Significant Level	t	The Standart Deviation	Mean	Gender	Age	Variables
0/314	1/013	28/79	23/43	Girl	7	Social Adjustment
	-	31/64	30/23	Boy	7	
0/013	2/534	27/57	19/95	Girl	8	
		31/38	33/98	Boy	8	
0/827	0/219	28/42	24/83	Girl	9	
		24/38	26/11	Boy	9	

Table 2 shows that at the age of 8, the t-test is equivalent to 534.2 and the significance level is 0.013. Therefore, there is no significant difference between girls and boys at the age of 7 and 8 in social adjustment, but there is a

significant difference between the age of 9 years. Also, social skills are not different between girls and boys at the age of 7 and 9, but at the age of 8, the difference between girls and boys is significant.

Table 3. Comparison of the mean of the two trained and untrained groups in terms of age in the variable of social adjustment

Significant Level	t	The Standart Deviation	The Mean	Gender	Age	Variables
0/510	0/662	25/43	24/85	Trained	7	Social Adjustment
		36/30	29/39	Untrained	7	
0/568	0/573	33/43	28/86	Trained	8	
		27/54	25/59	Untrained	8	
0/698	0/390	27/35	24/49	Trained	9	
		24/77	26/74	Untrained	9	

As shown in the Table 3, the t-test for the age of 7 was 662, for the age of 8 years, was -0.533, and for the age of 9, it was 0.39, and the significance level was 0.510, 0.668, and 0.698

is. Therefore, there is no significant difference between the trained and untrained group at the age of 7, 8 and 9 in the social adjustment variable.

Table 4. Comparison of the average of trained and untrained group in gender segregation in social adjustment

Variables	Gender	Educational status	Mean	The standard deviation	T test	Significant level
Social adjustment	Girl	Untrained	36/20	87/25	701/0-	484/0
	Girl	Trained	71/23	75/29		
	Boy	Untrained	37/32	44/30	758/0	434/0
	Boy	Trained	53/28	34/28		

Table 4 shows that the T test for trained and untrained boys and girls in the social adjustment variable is 0.07701, -0.758, respectively, and the significance level is 0.448 and 0.443, respectively.

Therefore, there is no significant difference in the social adjustment variable between the two trained and untrained groups in girls and boys.

Table 5. Comparison of Means of Social Adjustment of Students Based on Maternal Employment Status

Variables	Mother's employment status	Mean	The standard deviation	T test	Significant level
Social adjustment	Employed	13/32	42/30	321/1-	188/0
	housewife	11/26	56/29		

As shown in the Table 5, in the social adjustment variable, t is 1.32 and the level of significance is 18.8%. There was no significant difference in social adjustment between the two groups.

Table 6. Comparison of Means of Social Adjustment Based on Father's Job Using One-way ANOVA

Source changes	Sum of squares	Degrees of freedom	The mean squares	F	Significant level
Variance between groups	04/4230	2	02/2115		
The variance within the groups	84/202666	217	95/933	265/2	106/0
Total	89/206896	219			

The Table 6 shows that F for the difference between the means of social adjustment based on the father’s job is 2.455 and the significance level is 0.16. The results show that in the social adjustment variable, based on father’s job, there is no significant difference between groups.

Table 7. Comparison of Means in Social Adjustment Based on Father’s Education Using One-way Variance Analysis

Source changes	Sum of squares	Degrees of freedom	The mean squares	F	Significant level
Variance between groups	43/5422	2	21/2711		
The variance within the groups	22/208818	236	82/884	064/3	049/0
Total	64/214240	238			

As can be seen in the Table 7, the difference between the means of social adjustment on the basis of father’s education is 3.066 and the significance level is 0.049. Therefore, there is a significant difference between children in social adjustment based on father’s education.

Table 8. Tukey’s test for comparing means in social adjustment based on father’s education

Variables	The mean difference	Standard error	Significant level
Illiterate, Elementary, Cycle, Diploma	97/7	48/4	179/0
Illiterate, Elementary, Cycle, Super Degree and higher	29/3	006/5	789/0
Diploma, Diploma	1126	86/4	055/0

As we see in the Table 8, in the social adjustment variable, the difference between children with fathers with lower education and cycles with children with diplomas has a significant level of 0/179, cycles and lower education with a higher diploma and higher, 789/0, and a diploma with a diploma and Higher than 0.055.

Table 9. Comparison of the mean of social adjustment based on mother’s education using one-way ANOVA

Source changes	F	Sum of squares	Degrees of freedom	Sum of squares	Source changes
		7/271	2	4/543	Variance between groups
0/740	0/301	95/901	237	18/213762	The variance within the groups
			239	58/214305	Total

Therefore, there is no difference between the mean of children in social adjustment based on father’s education in comparison with two averages. In this way, children with an illiterate, elementary and cyclic child with children with a diploma education, as well as children with an illiterate, elementary school, children with children with a high school diploma or higher, as well as children with a high school diploma

Children with high school diploma or higher have no significant difference in social adjustment.

As the Table 9 shows, F for comparison of means of social adjustment of children based on maternal education is 0.301 and a significant level of 0.740. Therefore, there is no significant difference in social adjustment based on mother’s education between groups.

This study showed that pre-primary experience in social adjustment of children did not make a significant difference. The results of Table 10 indicate that the pre-school experience did not make a significant difference in children's social adjustment, which results of this study with Parrha's researches (2005), Contupolo (2003), the primary care research network of the child (1988, 2001), Barnett (1995), Berkshak and Mardah (2003), Matrixi et al. (1364) and Isaac Nia (1994), and with discursive cash research (1380) is consistent.

It should, of course, be that children with pre-primary experience have better social adaptation, but the results of this research give something else. It may be possible to explain this finding to the following:

1. The type of teacher-student relationship is one of the determinants of social adjustment. Therefore, the quality of communication with the teacher may influence the growth of the child's social adjustment. Glaser (1991) believes that the quality of communication in school is one of the factors influencing the growth of children's self-esteem, and he insists that the root of most of the problems in the educational system and the teacher should be able to address the deficiencies that the child at home with Faced with school compensation. It is better to assess the type of relationship between the teacher and the child, or at least his behavioral style, in the future research.
2. Being alone in pre-school schools may not be able to lead children to social adjustment. It seems that the quality of education and the importance of children in these centers are based on what principles and foundations they learn. It is suggested that the content of educational content be analyzed in future studies to determine if one of the final objectives of the preschool education system is to increase social adjustment.
3. Although children spend some of their time in school, the quality of communication with parents and the affective affection of

the family also affect the social development of children.

4. The rate of passing the pre-primary experience is one of the important variables in the social adjustment of children.
5. In most researches that have considered social adjustment, the adaptation behavior questionnaire has been completed by teachers, but in this research parents have completed their completion. Parents may be biased towards showing their children a real picture of their behavior. It is better to give this questionnaire to both parents and teachers in future research so that it can be judged better.

As stated in the introduction to the research, there are different and sometimes controversial views on the impact of preschool experience. In general, the results of this study are consistent with the idea of Alcaniand et al. (1991, cited by Lerrancius, 1996), which should not detract from children and only because the pre-school experience has a positive effect on their growth. These centers sent. However, the results of a research can not be questioned by the preschool educational system, but it is necessary to draw conclusions based on detailed research (which is of a scientific methodology and, more importantly, to come out of a definite theory).. Then, on the basis of the repetition of these studies, he developed appropriate guidelines or revised educational content. The current research has been limited including non-testing, considering educational content, not considering other aspects of development, and not considering interventional variables such as intelligence or other variables. Therefore, future research can more accurately and broadly examine the role of preschool education on the development of a child by the experimental method and by differentiating the educational content into account in many aspects of the evolution, as well as the elimination or control of the intervening variables

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