

The Study of Effectiveness of Kindergarten on the Compatibility of Children's in the Preschool

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ABSTRACT — This research aim was to study of effectiveness of kindergarten on the compatibility of children's in the preschool. The population of the research was 10 neighbors of region 13 of Tehran municipality and the sample size was (250) children's (5-6 ages). 100 subjects from 250 samples has close conditions (the degree of parent's education, the number of child's, income, the order of child's and the time of kindergarten passing) and by using purposive sample has been selected. 50 subjects (25 female, 25 male) of sample had passed the kindergarten period and 50 subjects (25 female, 25 male) of sample had not passed the kindergarten period. By using Cronbach's alpha, Reliability coefficient was 0.95. This research has been done in 10 weeks and required date for the study gathered by using children's compatibility measuring questionnaire. T test has been used for statistical analyzing. The result of research indicate that there isn't significant relationship between the mean of compatibility components (control of anger, interest expression, correct deciding, collaborative with others and observance of rules) in the subjects of two groups (who passed and didn't passed the kindergarten period). But there was a significant difference in self-confidence component and compatibility that means passing kindergarten period can increase the level of compatibility and self-confidence of children's.

KEY WORDS: Kindergarten Period, Children's Compatibility, Children's self-confidence

Introduction

Compatibility is a physiological structure or biological process or behavioral pattern that helped to the ability of survive and reproduction during the history. Regard definition, compatibility comes from natural choice and have to be selectable by heredity (by Hergenhahn and Seif, 2006). when an action is adopted in biology, which help to the organism to live and continue its life in the internal and external environment. If the reaction exceed from its capacity, there is no other compatibility. Regard biologic view in the natural science every organism has ability to act in the environment and change it by its needs (Pierre Badin, Irvani, 1997). Jean Piaget believes that adoption is the balance of inside and outside building. Adoption can be known as building set of relations that human put himself among them. Such situations can be happen because of harmony an action that ensures reduces of the superiority complex and vice versa ideas. In other words, sets of actions that itself by using them change the structure or behavior to answer with harmony to a new experience or condition (Mansour & Dadsetan, 1998). Piaget in the book of psychology and the science of education and training, argues that in a research in the kindergarten of the institute of ethics science in the Geneva University, between child's 3-6 ages, there were many individualism items, that means each of them were speaking without paying attention to other one. But in the different conditions the situations were different. Indeed this option depends on the environment. The researches and policies indicate the big interests of children's for learning in the beginning of their live and before going to schools (Burns, Donovan & Bowman, 2001; Shonkoff & Philips 2000). The first six years of child live, that means the age of going to school, made the base of their personality. Today's most of families put their child's in the kindergarten and this period is the one of sensitive periods for growing the child. It is more than a century that this kind of organizations for keeping and education of child's established. Froebel was the first men that who build the kindergarten with new styles. The plans of Froebel kindergarten was based on interesting games. The first kindergarten in Iran was established by Soroushian in Tehran and Khanzarian in Tabriz in 1929. In these kindergartens there were such a simple programs like common games, elementary educations, reading and painting's and Puppeteer. With developing these centers and needs for teachers, in 1968 child care academy had been build and 1972 in some educative faculties, major of child teacher or education and training before school had been made (Eshagnia, 1994). From education view, the family environment is the first environment that child can grow on it and develop his abilities. In the first years of childhood, the family is able to provide the different needs of child but growing up gradually, for healthy grow, need to make a relationship with others and new educations. To education positive, healthy and happy people, basic education have to be trained in the childhood. The organization of education and training is a

basic organization that have big rule in this kind of activities. Kindergarten is a place for keeping, maintains and education training before going to elementary school from 3 month to 5 ages (Mofidi, 2009). In other words kindergarten is place that in that place child can experience his unnatural feeling in the playing with his same age child's (Vanhaaren, 2015). Also a research that has been done by Claessens shows the effect of kindergarten on the social and emotion growing of children's. The results of different researches indicate that good experiences of children's during childhood has affect in the multi dimension grows of child. The first experience of child in the kindergarten and preschool shows the educational future of child and they make their pattern by hearing the kind of words and speak from others. As Lora I Breck said (Seyed Mehdi, 2006) social environments that make a possible to make a friendship and compatible behaviors are kindergartens that one of goals of this centers is education of live skills for increasing children's compatibility. The result of Mohidin, Ismail and Romley (2015) research that has been done with goal of the study of kindergarten designing effects on the increasing grows of children's before entrance to Malaysia education system shows that kindergarten can have good effect on the grows of children's. Indeed the kindergarten is the place that children are there after their family. Child receives a lot of effects from kindergarten environment that may be the background of his interests or behaviors in the society. The role of teacher in this field is very effective. The first role of teacher is expanding the child relation with environment to increase his knowledge from environment and phenomenon. The teacher role is not just putting sets of data in the child mind but also growing emotion and strengthen willing and education other skills. The education or training is the introduction for educating children's for being wise and creator that has good effect on the society (Jafari, 2012). As above context and also because of that researcher was teacher in the kindergarten for 3 years, decided to study the effects of kindergarten on the compatibility of them in the preschool period. The hypotheses are proposed:

The hypothesis of research

Main hypotheses

Passing kindergarten period has impact on the compatibility of children's in the preschool.

Sub main hypothesis: passing kindergarten has impact on the compatibility dimensions of children's (control of anger, interest expression, correct deciding, collaborative with others and observance of rules) in the preschool.

The methodology of research

The method of this research is cross sectional and casual-comparative that compare children's who have gone to kindergarten and who didn't. The population of this research was 250 children's at 5-6 ages. The students have been selected from preschools 10 neighbors of region 13 of Tehran. The sample of this research is 100 preschool children, which 50 of them (25f, 25m) have passed kindergarten and 50 of them (25f, 25m) have not passed kindergarten. At first to gathering some information about children's a questionnaire have given to the parents of children's, then a questionnaire that included 33 questions have given to the teachers to make a compare between children's. Required information gathered then means, variance and standard deviation have been calculated for two groups. To make sure that the slight differences between groups are because of chance or not, independent t test have been used. The tools of this research are:

Children's compatibility questionnaire

The measurement tool in this research has been derived from thesis "the effect of creative drama in compatibility Jafari preschool. This questionnaire measures the behavior of child's from 6 compatible behaviors dimension's with Likert scale (very high, high, medium, low, very low) and (always, often, sometimes, seldom, never). The ordinal numbers for positive terms were (1,2,3,4,5) and for negative terms were (1,2,3,4,5).The reliability of this test has been done in this research. For calculating internal homology of questionnaire, Cronbach's alpha has been used. The reliability coefficients were 0.94. This coefficient indicates that internal parts of scale have high correlations with each other's. Then can get a result that, the achieved numbers are reliable and exact.

Findings of Research

In this research 100 of children's have been studied that 50 subjects of them were female (who passed kindergarten and who didn't) and 50 subjects of them (25 who passed kindergarten and who didn't). For surveying hypothesis of research (comparing children's compatibility) because of having two independent group t test is using. Before using t test some assumptions are surveying. Regard to the results of Levine test and Kolmogorov –Smirnov and because of compliance of using t test, using t test is allowed.

Main hypothesis of research

Passing kindergarten has effect on the compatibility of children's in the preschool.

Table 1- summary of descriptive statistic for calculating independent compatibility t test

Result of H0	Standard errors of differences	Mean differences	sig	f r	t	variable
reject	3.29	6.64	p < 0/05	98	2.02	compatibility

Regard to table (1), because of absolute value of calculated t (2.02) from critical value of t (with 98 freedom rate and sig p < 0/05) is bigger, then null hypothesis is rejected. With 95 percent confidence, there is significance difference between

compatibility of children's that who passed the kindergarten and who didn't. In other words passing kindergarten increases compatibilities of children's.

Sub main hypothesis of research

Passing kindergarten has effect on the dimensions of children's compatibility (control of anger, interest expression, correct deciding, collaborative with others and observance of rules) in the preschool.

Table 2-summary of descriptive statistic for calculating children's independent compatibility t test

Variable	T	f r	sig	Mean differences	Standard errors of differences	Result of H0
Control of anger	1.59	98	p > 0/05	1.08	0.68	confirmed
collaborative with others	1.02	98	p > 0/05	0.82	0.80	confirmed
interest expression	0.80	98	p > 0/05	0.48	0.60	confirmed
Self-confidence	2.37	85.1	p < 0/05	3.56	1.50	confirmed
Correct deciding	0.99	98	p > 0/05	0.50	0.50	confirmed
observance of rules	1.27	98	p > 0/05	0.86	0.68	confirmed

Regard to table (2) because of absolute value of calculated t from critical value of t in (control of anger, interest expression, correct deciding, collaborative with others and observance of rules) with 98 freedom rate and sig p < 0/05 is smaller, and then null hypothesis is confirmed. We can conclude that there weren't significant difference between control of anger, interest expression, correct deciding, collaborative with others and observance of rules of between children's who passed and who didn't passed kindergarten. But from view of self-confidence the difference between groups is significance. In other words passing kindergarten has effect on the self-confidence of children's.

Discussion and conclusion

The results of analysis indicate that passing kindergarten has effect on the compatibility in the preschool. So the first hypothesis confirmed. This finding has confirmed other researches about the relation of education of social skills with children's compatibility like Homaiee (2006), Arabghol (2005), Arjomandi (2001).One of explains can be related to the training role of playing and elementary concepts. The game is the first tools of socializing and children's have natural interest to playing. From watching children's game can identify the interests of children's and have effect on them indirectly. As Akbarlou said (2009) playing seems the unusual social chance because each of children's can play. Children's to obtaining suitable understanding from their self should enter to the new phase of playing. Kindergarten is the form of playing. Children with playing other children and being in a group games pretend to be someone else or somewhere else. As Agha Abbasi assumed, the group games and the roles that children's have in that game, have no reality danger because they are predictable and manageable, by the way, they have real experience characters that every time happen in the new situations. This games and educating elementary concepts encouraging children's to attend and play. Children's in the kindergarten have communicate with same ages children's that there is friend group and for being in this groups and having communicate, they need to be compatible with their friends. The child that have no compatible with his friends, other children's will leave him and because of that children's don't like to be alone, try's to be compatible. Also being in the kindergarten cause to know the education environment and have the experience of being far from his mother and this issue make it more compatible in the preschool. Eshaghnia research, indicate that proposing suitable education programs before school, just not cause increase in the mental abilities of children's also has long time effect on the compatibility of them with class environment and education progress in the preschool. In this research in addition main hypothesis, also the sub main hypotheses were evaluated and the results indicate that from view of anger control there isn't significance difference between children's who passed kindergarten and who didn't, that means being in the kindergarten doesn't increased children's control of anger. So the second hypothesis is rejected. One of the explains can be that in today's families, children's are learning and following from his parent's that following and imitation are the more important ways of transferring values, social norms and social tradition's. Children's learn from their family that what is good or bad, and families because of having close relations in the first years of children's life, have more important roles in the shaping children's social norms (Setodeh, 2000). In other words, when there is conflict in the family in front of children's and when parents don't have control on their behavior, in this situation children learn from them. Changing this kind of children's behavior is very hard because child learned this behavior and also has no good mood. To help these children's we need experienced teachers that can have good relations with children's. Because of being more children's in the kindergarten, there is no time to help this kind of children's and because of this children's bad behavior, some kindergarten doesn't accept them. In the result, this kind of children's going to the kindergarten that the only purpose of them is spending time. Also the results indicate that there isn't significant difference between children's who passed the kindergarten and who didn't. So the third hypothesis rejected. It maybe happens because of that kindergarten environment is more educational and is far from its goal, focusing on the children's playing and learning to make relation. Parents always demand kindergarten to educate foreign language or religious classed for their children if this training is full-featured, along with working with children in the proper environment, maybe are effective to the children's. For exact results, testing with other groups is proposed. But one of the obtained results of analyzing indicate that there is significant different between self-confidence of children who passed kindergarten and who didn't. This means that passing kindergarten has developed children's self-confidence. So the fifth hypothesis is confirmed. This result is same as Ardestani (2011) research that was the effect of preschool educations on the compatibility. Both of them indicate that passing kindergarten is effective. One of this explains can be that children are going to know their abilities and being educated required elementary concepts. One of other explains is that

kindergarten is the happy experience and educating in the freedom and confidence space allow children's to have successful experience in making relationship. Successful experience, also prepare the background of self-confidence and in the result when children's entering to the next period, they enter with high self-confidence to school. Also results of analysis indicate that there is no significant difference between who passed the kindergarten and who didn't. So the sixth hypothesis rejected. Deciding with aim to understand this issue that in the everyday life we require to make a decision and some of this decisions has more important in the compare with others. In this period of age it is not possible because children's don't have good understanding from issues. Also the results indicate that there is no significant difference from view of observance of rules between children's who passed the kindergarten and who didn't. So the seventh hypothesis rejected. In the research of Jafari (2011) that measured the effect of creative drama in the compatibility, the result was same. Because maybe in this age, children's are very curious, and putting them in the rules are very difficult. Maybe it is easy to children to comply with the rules. But in the ages among 3-5 it is not possible to comply with rules. Or maybe because of different rules in different kindergarten and homes and all of these differences make a conflict in the children's behavior.

Final conclusion

Education in the kindergarten because of entering to preschool has been done. So with providing effective ways of education of emotion and social compatibility can receive good results. Regard to findings related to the improvement of compatible behavior and social skills can say that created changes because of passing kindergarten is useful.

Other findings of this research are following:

- Passing kindergarten make improvement in the self-confidence in the children. Positive imagine of self-esteem lead to growth of emotion and socializing in the person.
- Passing kindergarten has effect on the compatibility of children's in the preschool because the child experience being far from his mother and home and this cause to enter to the new environment with less stress.
- Passing kindergarten because of increasing self-confidence and compatibility of children in the preschool, make it easy to educate in the preschool.

Limitations

- There weren't same experience in the field of research.
- Because of more children's in the preschool, it was very difficult to teachers to fill out the questionnaire.

Recommendations

- Kindergarten has effect on the compatibility because of that going to kindergarten had to be considered as mandatory.
- Can use the result of research as an education course to increase families' knowledge about the benefits of kindergarten.
- Because of having more question in the compatibility questionnaire, researcher recommend to other researchers to decrease compatibility questionnaire questions, because there are more students in the classes and filling out this questionnaire for the teachers is very hard.

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