A Study Into The Effects Of Preschool Education On The Emotional Skills Of First Graders

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Abstract

It is the purpose of this study to explore whether the variables “receiving preschool education or not”, “duration of attendance in preschool education” and “the type of preschool institution (nursery school, kindergarten)” make a difference in emotional skills of first graders in primary school.

The population of the study was the first graders who attended primary schools in Konya during 2011-2012 education year. 40 out of 254 primary schools were randomly selected and Emotional Skills Test was administered to 800 first graders (400 girls - 400 boys) who were randomly selected from the population and “Personal Data Form” was used to collect data on the participants. A relational screening was performed between dependent and independent variables in the study, which was conducted through screening model.

Results revealed a significant difference between the students who received preschool education and those who did not and between the ones who did not attend preschool education and those who attended for 2 years or more. It was found out that the type of school that the students attended (nursery school, kindergarten) did not cause any differences between the mean scores from Emotional Skills Test.

Keywords— Emotional Skill, Children, Nursery School.

Introduction

“Preschool Education” means the period of educational process from the birth until the compulsory education. The objective of education in this period is to provide for a child’s physical, mental, emotional, and social development, starting from the birth, before primary school (Ustunoglu, 1991).

Emotion is a whole of change and effects that interior and exterior stimulants lead to a person, apart from mental functions. In other words, it is the impressions that are left on a person in direction of pleasure and anguish by whether the stimulants are enjoyed or not (Kuzucu, 2006).

Children, until the preschool period, have learnt lots of things related to emotion and emotional expression. The preschool children are able to understand positive emotions easily, even if negative emotions expressed by others are not well. Experts who examine the talks of children have found that two years-old children talk about their own emotions as well as

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other’s emotions. The researches have determined that it is noticed which face expression belongs to which emotion (Ergin, 2003).

Preschool education aims at training individuals who are researcher, curious and entrepreneur, who are able to express his emotions and opinions and to find solutions and alternatives against the problems with which he meet and to decide by himself, who are respectful to his own rights and others’ rights, who are able to use the potentiality he has in a maximum level and his skills at best and to check/control by himself (Yapici and Ulu, 2010).

In this way, children receiving a preschool training gain the capability of understanding others’ emotions and in interpreting and expressing his own feelings. Normally, as soon as each child’s power of communication increases, his communication with his environment increases as well and so, his dependence to his mother decreases. If a child’s basic emotion of trust does not develop, its dependence to his mother keeps despite he reaches a school age. It is tied to be decreased dependence to his mother and developed emotion of self-assurance that a child goes to school willingly and finds pleasure in the studies there (Gurkan, 2009).

**Objective:**

The basic objective of this study is to find an answer for the question “Does the preschool education affect on the skills of the first-grade students’ expressing of emotions of primary school?”

**Sub-Objectives:**

Dependent on the general objective, it will be tried to find an answer for the following questions.

1. Is there any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do and do not receive a preschool education?

2. Is there any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do not receive a preschool education or continue for one year, two years or more?

3. Does the (educational) preschool institution (kindergarten /nursery class) in which is received a preschool training differentiate the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school in a meaningful level?

**Method**

In this research done by a screening model, a relational screening was made between the dependent and independent variables. In addition, it was researched whether the variable of preschool education leads to differentiate the skills of the first-grade students’ expressing of emotions of primary school, or not. For the analysis of data, the Test T and the Test F; for the determination of the meaningfulness level of difference among groups, the Test Tukey was used. The meaningfulness level in the analysis of data was accepted as 0,05.
Universe and Sample:

The target population of the study consists of the first-grade students of the state’s primary schools that are officially tied to the Directorate of National Education of Karatay, Meram and Selcuklu Districts of Konya City.

In order to form the sampling group of the study, totally 40 schools were selected; 11 schools from Karatay District, 16 from Meram District, and 13 from Selcuklu District, by the method of random cluster sampling. From the schools, with the random cluster sampling, two each class was taken. From these classes, it was fixed the students who are six years and five months old. Through these students, five girls and five boys, totally twenty students from every class of one school were included in the sampling via the random element sampling. 400 girls and 400 boys, totally 800 students participated in the study in this way.

Findings

Is there any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do and do not receive a preschool education?

It was tested by the Test T whether there is any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do and do not receive a preschool education. The statistical values obtained by the Test T are presented on Table 1.

As seen on Table 1, the average point of “The Test of Expressing of Emotions” of the first-grade students of primary school who receive a preschool education is 7.39, and the average point of “The Test of Expressing of Emotions” of the first-grade students of primary school who do not receive a preschool education is 4.66. The value t is found as 15.20. From the findings, it appears that the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who receive a preschool education are meaningfully higher (p<0.001) than the average point of “The Test of Expressing of Emotions” of the first-grade students of primary school who do not receive a preschool education. The findings on Table 1 indicate that the preschool education leads meaningfully to differentiate the average points of the skills of the first-grade students’ expressing of emotions of primary school.

Table 1:
The Average Points of “The Test of Expressing of Emotions” of the First-Grade Students of Primary School Who Do and Do Not Receive a Preschool Education, $\bar{X}$, S, n and t values

<table>
<thead>
<tr>
<th>State of Preschool Education</th>
<th>n</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who receive</td>
<td>400</td>
<td>7.39</td>
<td>2.58</td>
<td>-</td>
<td>.000</td>
</tr>
<tr>
<td>Who do not receive</td>
<td>400</td>
<td>4.66</td>
<td>2.48</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>800</td>
<td></td>
<td></td>
<td>15.20</td>
<td>.000</td>
</tr>
</tbody>
</table>
Is there any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do not receive a preschool education or continue for one year, two years or more?

It was analyzed by the Test ANOVA whether there is any meaningful difference among the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school who do not receive a preschool education or continue for one year, two years or more. The analysis conclusions are given on Table 2.

Table 2:
*The Average Points of “The Test of Recognition of Emotions” of the First-Grade Students of Primary School Who Do Not Receive a Preschool Education or Continue for One Year, Two Years or More, X̄, S, n and F Values*

<table>
<thead>
<tr>
<th>Continuation Period for Preschool Education</th>
<th>n</th>
<th>X̄</th>
<th>S</th>
<th>Sd</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do not continue</td>
<td>400</td>
<td>4.66</td>
<td>2.48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who continue for one year</td>
<td>332</td>
<td>7.35</td>
<td>2.59</td>
<td>2</td>
<td>115.82</td>
<td>0.01</td>
</tr>
<tr>
<td>Who continue for two years and more</td>
<td>68</td>
<td>7.60</td>
<td>2.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>800</td>
<td>6.01</td>
<td>2.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As appeared on Table 2, the average point of “The Test of Recognition of Emotions” of the first-grade students of primary school who do not receive a preschool education is 4.66, and the average point of the first-grade students of primary school who continue a preschool education for one year is 7.35, and the average point of the first-grade students of primary school who continue a preschool education for two years and more is 7.60 (p<0.01). From the arithmetic averages on Table 2, it is seen that the average point of those continuing a preschool education for two years and more is higher than the average point of those continuing for one year. In order to determine from which group this difference emerges, the Test Tukey was applied. The findings gotten by the Test Tukey are presented on Table 3.

Table 3:
*The Average Points of “The Test of Expressing of Emotions” of the First-Grade Students of Primary School Who Do Not Continue a Preschool Education or Continue for One Year and for Two Years or More, X̄ and Tukey Values*
Continuation Period for Preschool Education (I) | n | Duration of Receiving an Education for Preschool (J) | Mean difference (I-J) | P | X
---|---|---|---|---|---
Who do not continue | 400 | Who continue for one year | -2.68 | .00 | 4.66
Who continue for two years and more | Who continue for one year | -2.93 | .00 |
Who continue for one year | 332 | Who do not continue | 2.68 | .00 | 7.35
Who continue for two years and more | Who continue for two years and more | -.24 | .75 |
Who continue for two years and more | 68 | Who do not continue | 2.93 | .00 | 2.55
Who continue for one year | Who continue for one year | .24 | .75 |
Total | 800 | |

According to Table 3, the average point of the first-grade students of primary school who do not continue a preschool education is 4.66, and the average point of the first-grade students of primary school who continue a preschool education for one year is 7.35, and the average point of the first-grade students of primary school who continue a preschool education for two years and more is 2.55. From the findings reached, it is seen that the average point of the first-grade students’ expressing of emotions of primary school who continue a preschool education for two years or more is meaningfully higher than those who do not continue a preschool education (p<0.01), and additionally, the average point of expressing of emotions of those who continue a preschool education for two years or more does not meaningfully differentiate by comparison with those who continue a preschool education for one year (p>0.05). It appears that this result is effective in the children’s expressing of their emotions as long as the continuation period for preschool education increases.

Does the (educational) preschool institution (kindergarten /nursery class) in which is received a preschool training differentiate the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school in a meaningful level?

It was tested by the Test T that whether or not the variable of the (educational) institution in which is received a preschool training differentiates the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school in a meaningful level. The statistical values obtained by the Test T are shown on Table 4.
As it is seen on Table 4, the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school according to the institution (Nursery Class) in which they receive a preschool training is 7.39, and the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school according to the institution (Kindergarten) in which they receive a preschool training is 7.33. As for the t value is found as 0.18. By these findings gotten, it could not be found a meaningful difference between the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school according to the institution (Nursery Class) in which they receive a preschool training and the average points of “The Test of Expressing of Emotions” of the first-grade students of primary school according to the institution (Kindergarten) in which they receive a preschool training (p=0.85>0.05). This finding puts forwards that the institution (Nursery Class or Kindergarten) in which the first-grade students of primary school continue is not an important variable in expressing of emotions.

<table>
<thead>
<tr>
<th>The Institution of Preschool Education</th>
<th>n</th>
<th>( \bar{X} )</th>
<th>S</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Class</td>
<td>328</td>
<td>7.39</td>
<td>2.57</td>
<td>0.18</td>
<td>.85</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>72</td>
<td>7.33</td>
<td>2.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion And Interpretation


Ribes, Bisquerra, Agullo, Filella and Soldevilla (2005) defend that a regular training given an individual towards emotions since his birth will remove emotional, behavioral and social problems that may appear in future years and so that the educational programmes have to be enriched in terms of emotional and social contents. With regard to Entwisle and Alexander (1998), the children participating in full-time educational programmes show a higher academic success to pass in the first-grade of primary school. Elicker and Mathur (1997) express that the children who receive a full-time training find a chance of participating in the child-focused activities more and that they are able to take part in some
individual studies directed by the teacher, when compared with the children who receive a part-time training. The findings obtained from this research do not support the findings of the variable of educational preschool institution who they continue.

References


