

## Determining the Effect of Preschool Front the 1<sup>st</sup> Grade Course Success of Children

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### ABSTRACT

Primary school is the education level where academic life begins. The years when the foundations of the future educational life were laid coincide with this period. Thanks to pre-school education, the child develops his autonomy by separating from his family and adopts some basic habits and rules, and will easily adapt to school. It provides a smooth transition for the child to the lesson- and success-oriented education system of primary school. Preliminary learning provided through achievements and activities facilitates the child's success in primary education and provides opportunities for reinforced behavior and learning. Pre-learning has a great impact on children being happy and successful in this environment. The method in the quantitative approach contains a description of the identification of variables; population, sample, and sampling techniques; data collection methods and tools; instrument validation; and data analysis methods. The purpose of this study is about whether pre-school education is effective on first grade students. The purpose of this research is to reveal that there are differences between students who receive pre-school education and those who do not, and to show that students start primary education more prepared and are successful.

**Keywords:** *Preschool Education; Preschool Period; Success.*

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## INTRODUCTION

The role of education in the development of societies is quite great. It is necessary to take education as a priority for economic and social developments. One of the most important periods of education school pre- is education. O.o.e. the child from birth compulsory school to the age until it comes much It is a period covering the ages of 0-6, in which the child's mental, physical and social-emotional development is rapid, his personality is shaped, and the foundations of basic behaviors are laid in line with the cultural values of the society (Oğuzkan and Oral, 1997. p.2).

Preschool education; optionally covers children between 36-72 months. Preschool education is a period in which the foundations of physical, social, emotional and cognitive development are laid and the child is prepared for primary school. One is the period. School pre- in the period environment increasingly is important. This environment rich should be enriched with stimulants. It should be organized according to a certain system and this can be provided in the educational environment (Can,

2017). Pre-school education offers equal opportunities to children who grew up in different environments.

Previously set education their lives with partner one life possibility are provided. School is carried out by teachers who are specialized in pre-school education. Preschool education institutions aim to support children in all aspects. Behavior and developmental deficiencies that are not noticed by families are noticed by educators and guidance is provided to the family, providing early intervention opportunity. Pre-determined gains and indicators with preschool education are transferred to children on a play-based basis. Play allows them to adapt to their educational life more easily. They are made aware of the rules such as school start time, feeding time, activity time and play time with a smooth transition. With preschool education, children's perception of school will be positively affected by activities and games, and they will experience a sense of achievement, thus increasing their self-confidence, control and awareness. The academic success of individuals whose perception of school is well-developed will be positively affected.

One of the important responsibilities of preschool education is to prepare children for primary education (Haktanır et al, 2008; Zembat, 2007, MEB, 2006). Preschool education is to raise children who are inquisitive, questioning, enterprising, able to produce solutions to problems, have decision-making skills, and are able to support themselves and others. to their rights respectful, self-aware Individuals aims to educate children (Unutkan, 2006). In the preschool period, children are able to will have the opportunity to socialize and will be able to express themselves better. Children who learn how to use a pencil, cut paper and paint in pre-school education are expected to be more willing to write. For these reasons, it is important for children to complete their pre-learning and school adaptation processes in a healthy way before primary school and start school.

Primary school academic your life is the level of education that begins. Future Education life The years when the foundations are laid coincide with this period. Thanks to pre-school education, the child who separates from his/her family and develops his/her autonomy, adopts some basic habits and rules, will easily adapt to school. The child has a smooth transition to the lesson and success-oriented education system of primary school. Pre-learning provided with achievements and activities facilitates the child's primary school success and provides the opportunity for reinforced behavior and learning. The effect of pre-learning is great in children being happy and successful in this environment.

The purpose of this study is to determine the effect of preschool education on first grade students. Whether or not, the aim of this research is to reveal the differences between students who receive pre-school education and those who do not, and to determine the differences between students who receive pre-school education and those who do not. It is observed that students start primary school more prepared and more successful.

Preschool education is a period that covers the ages of 0-6 from the birth of the child until he/she reaches compulsory school age, during which the child's mental,

physical and social-emotional development is rapid, his/her personality is shaped, and the foundations of basic behaviors are laid in line with the cultural values of the society (Oğuzkan and Oral, 1997. p.2).

National General Education to their purposes and Basic principles (School Pre-education Institutions Regulation, Amended: Official Gazette - 20.02.2006 26086), the aims of pre-school education are as follows:

1. Children's body, mind And feeling of its development Providing And Good habits to acquire,
2. Children primary school to the period ready halo to bring;
3. Unfavorable from the conditions And from families incoming children partner One development environment to prepare;
4. Turkish TRUE And Beautiful speaking of the children to grow up to ensure,
5. Children society to your life harmony to ensure

In our country school pre- education when examined; Person in its development A lot big importance supply who o.o.e. kindergarten, Kindergartens And APPLICATION in their classes activities They are carrying out. O.O.E. The level covers children aged 57-68 months. Some of the children in Turkey start primary school without taking pre-school education and some without taking pre-school education (Uzun and Alat, 2017). This situation negatively affects the academic success of children. The number of nurseries, kindergartens, pre-school classes and kindergartens has been increasing in our country recently. The national education has started to give more importance to pre-school education and has started to increase the awareness levels of parents. Studies are carried out (Dirim, 2004). When we look at the 2019-2020 school year school enrollment rates, although the demand for preschool education in Turkey is increasing, school enrollment rates are below the planned targets. In state schools, preschool education is paid. Parents have to pay the fees determined by the National Education. These fees are paid during the education process. Children nutrition needs And helper employee expenses to be met is taken for the purpose .

Activities form the basis of preschool education. Preschool activities include primary school preparation In terms of reading don't write Activities located like, children Play activities so that children can learn to cooperate and help each other, art activities that support large and small muscle development, age-appropriate activities that children can have fun with and that contribute to language development while having fun. Songs and finger games suitable for the preschool age group are activities for preschool age. Since cognitive development develops rapidly during this period, the preschool period is the period when the brain is most open to the environment. The child's speed of discovery and learning develops with the opportunities presented to the child (Can, 2017). The gains that the child will gain during this period will provide him with a lifelong advantage. The gains he gains during the preschool period will greatly facilitate his school life. Reading and writing activities will also ensure that he does not approach this lesson with prejudice in the future in primary school, parents cannot

meet their child's need for socialization, and game activities played with peers will meet the children's need for socialization.

### ***The Research Importance***

One of the reasons why preschool education is important is that during this period, the child's mind works fast and they are eager to learn. Therefore, this process needs to be managed very well. Children learn and comprehend more easily during this period. Thanks to preschool education, children do not have problems adapting to school and socialize with their peers. Children who go to kindergarten are social, independent, self-confident, and fluent, have good fine motor development, high empathy, and know how to share (MEB, Preschool Education in the 75th Year of Our Republic, Ankara, 1998, p.11.). The most important reason for this is that students who receive preschool education have experienced these experiences before. Children who have not received preschool education experience separation anxiety from their families, which causes them to adapt to lessons more difficultly and late. Due to these characteristics, the characteristics and effects of preschool education were examined in this study.

The purpose of this study is to determine whether preschool education is effective on students studying in the first grade. Our aim is to determine whether there are differences in academic success between students who received pre-school education and those who did not. And to show whether the students started primary school prepared and whether they were successful.

## **METHOD**

The method explains in detail how the research was carried out. The type of research used will determine the method used in the study. The method in the quantitative approach contains a description of the identification of variables; population, sample, and sampling techniques; data collection methods and tools; instrument validation; and data analysis methods.

Furthermore, the method in a qualitative approach includes several related matters: an explanation of the form of the qualitative approach taken; research participants; data collection methods and tools; validation and transferability; and data analysis methods. The method is written descriptively in the form of paragraphs without accompanied by numbering or bullet.

## **FINDINGS AND DISCUSSION**

This study was conducted with first grade teachers working in an official primary school affiliated to the Amasya Provincial Directorate of National Education. according to school before continue who children 1st class lesson to the success of In order to determine the effect of descriptive survey model from quantitative research methods used. Descriptive of research -most evident feature available situation There is is to work within its own conditions (Sönmez and Alacapınar, 2011).

The universe of the research consists of teachers selected through random sampling in 25 schools affiliated to the Amasya province center in the 2023-2024 academic year. The data in the universe is Amasya It was obtained from the Provincial Directorate of National Education. According to the sample calculation, the sample of our universe, which was 387, was found to be 298.

Data were collected through a survey. Before starting the research, the necessary permission was obtained by contacting Konuk for the use of the Scale for Research on the Effect of Pre-School Education on Success. The “Research on the Effect of Preschool Education on 1st Grade Course Success” scale was used for this research. For this research, the family relations scale, Cronbach's Alpha reliability rate. 841, was found. The “Research on the Effect of Preschool Education on 1st Grade Course Success” Scale was used (Appendix-1). The purpose of the study was explained by going to schools in the 2020-2021 academic year and obtaining permission from the school administrators, and the survey method was applied in the research. The survey was distributed in the determined schools in the academic year. The collected The data were entered into the Spss program and two-way Anova test was applied and interpreted.

Total scores were obtained from the survey answers. In the Kolmogorovsimirnov normality test performed for the distribution of the data, it was seen that the data did not show a normal distribution. together Skewness (-,849) And Kurtosis (1,256) values of -1.5 with +1.5 between. In the analysis of data, t-test and one-way analysis of variance (ANOVA) were used among parametric tests (Tabachnick and Fidell, 2013). In the significance assessment, <0,05 was accepted.

## FINDINGS

Demographic data is presented in Table 1.

**Table 1. Demographic features**

		f	%
Gender	Female	230	79,3
	Male	60	20,7
Education status	Licence	253	87,2
	Master	37	12,8
Graduate faculty	Education faculty	230	79,3
	Other	60	20,7
School type	State	272	93,8
	Special	18	6,2
Seniority	0-5 years	26	9,0
	6-10 years	26	9,0
	11-15 years	49	16,9
	16-20 years	62	21,4
	Over 21 years	127	43,8

To work Participating teachers 79.3% Woman, 20.7% is a man. Teachers' 87.2% have undergraduate and 12.8% have postgraduate degrees. 80.2% of the teachers have undergraduate degrees, 11.1% have postgraduate degrees, and 8% have associate degrees. 79.3% of the teachers are from education faculties, 20.7% from other educational institutions. 93.8% of the teachers who participated in the study are from private schools, 6.2% from state schools. in your school duty is doing. To work of the participants vocational Seniority 0-5 year between those who have rate % 9.0 ,6-10 year between those who have rate 9.0%, 11-15 between those who have rate 16.9%, 16-20 year between those who have rate 21.4% ,21 year and above those who have whereas 43.8 is 290 people participated in the survey. The survey questions received a minimum score of 1.54 and a maximum score of 5.00. Teachers' level of agreement with the statement "the effect of preschool on 1st grade academic success" is high (4.3116).

**Table 2. The research to its purpose related findings**

N	Minimum	Maximum	X	Hss	
290	1.54	5	4,3116	0.5605	6
N	Minimum	Maximum	X	Hss	Not significant
290	1.54	5	4,3116	0.5605	6
N	Minimum	Maximum	X	Hss	Significant

**Table 3. Gender To the variables**

Gender	N	x	Ss	sd	t	p
Woman	230	43.304	0.569	288	1,117	0,265
Male	60	42.397	0.52527			

When the average attitude scores of teachers regarding the Effect of Pre-School Education on Success are examined in Table 3, it is seen that there is no significant difference in terms of gender ( $t=1.117$ )  $p<.05$  .

**Table 4: Education Level variable**

Education Level	N	x	Hss	sd	t	p
Licence	253	43.304	0.54982	28,8	1,491	0,137
Postgraduate	37	41.835	0.62214			

\*  $p < 0.05$

When the average of teachers' attitude scores regarding the Effect of Pre-School Education on Success is examined in Table 4, it is seen that there is no significant difference in terms of education level ( $t=1.491$ )  $p < .05$ .

**Table 5. Graduate Been faculty To the variables**

Graduate	N	x	Ss	sd	t	p
Faculty.	60	230	43.143	0.54338	288 0.157	0.876
Others	60	4,301	0,626			

\*  $p < 0.05$

When the average of teachers' attitude scores regarding the Effect of Pre-School Education on Success is examined in Table 5, it is seen that there is no significant difference in terms of the faculty graduated from ( $t=,157$ )  $p < .05$ .

**Table 6. School Type To the variables**

School type	N	x	Ss	sd	t	p
State School	272	43.238	0.55893	288	1,444	0,15
Special school	18	4,1272	0.56866			

When the average of teachers' attitude scores regarding the Effect of Pre-School Education on Success is examined in Table 6, it is seen that there is no significant difference in terms of School Type ( $t=1.444$ )  $p < .05$ .

As a result of the variance analysis performed in terms of the average of the attitude scores regarding the Effect of Pre-School Education on Success depending on the seniority variable of the teachers, it was seen that there was no significant difference between the groups ( $F=,094$ ) In this section, 1st class schools affiliated to Amasya province center The findings of teachers' findings on the effect of pre-school education on 1st grade academic success are included.

As a result of the study, it was stated that preschool education had an effect on first-grade academic success with an average score of 4.3. Dağlı (2007) studied the effect of preschool education on children in the first grade of primary school and found that those who had preschool education had higher test scores than those who had not. It was concluded that.

As a result of the research, it was concluded that preschool education of primary school teachers provided positive academic development for primary school students.

Tehci (2018) concluded that children who received preschool education were more successful in initial reading and writing skills than children who did not. Koçyiğit (2009) examined the contributions of preschool education according to the opinions of primary school first grade teachers and families, and the teachers' common opinion was that preschool education had important contributions.

It was concluded that there was a significant difference between the mean scores of the teachers participating in the study in terms of their participation levels in pre-school education according to their gender distribution. In the study in which the opinion scores of the classroom teachers regarding pre-school education were determined, Yiğit Orhan (2006) It was concluded that there were differences in terms of age group and gender. The researcher stated that the significant difference in the scores of the classroom teachers according to the gender variable may have arisen because the number of male teachers participating in the study was less (n=60, 20%). He thought that this result could hinder the reliability of the test.

In the study conducted by Kesicioğlu (2013) in which the thoughts of teacher candidates in the classroom teaching department regarding the preschool period were examined, it was examined whether the perceptions in the preschool period changed significantly in terms of gender difference. The statistical results showed that the gender of the participants in the study and the perception scale regarding preschool education were importance with relating to lower size, school before academic And social to success with respect to the contribution No significant difference was found between the sub-dimensions.

Kılıç (2018) investigated the academic progress of students who received and did not receive pre-school education in the first year of primary school. class to the opinions of teachers Determined according to to do aimed at In his study, he found that the opinions of teachers did not differ according to the gender variable. Unutkan (2003) found in his study that children who received preschool education were more prepared for primary education than those who did not. Erkan and his friends (1985) stated that children who received preschool education were more successful in task completion and cooperation than those who did not. Fantuzzo and his friends (2001) stated that children who started preschool education showed better performance in many areas from the moment they started school. This study also stated that even children with low socioeconomic status were losing ground to those with better socioeconomic status. Cevher and his friends (2005) stated that children who continued preschool education had higher academic self-esteem.

When the changes in academic achievement of children who received and did not receive education are examined, it can be said that the following conclusions were reached as a result of the scales applied to primary school teachers and the analysis of the obtained data. In the sample group, the following conclusions were reached as a result of the scales applied to primary school teachers and the analysis of the obtained data. Teachers who receive pre-school education think that pre-school education contributes to the academic development of primary school students and all areas of development in a multi-faceted way. There is a statistically significant difference



between male and female teachers in the sample group in terms of their participation levels in pre-school education. There is a statistically significant difference between teachers with different educational backgrounds in the sample group in terms of their participation levels in pre-school education. There is a significant difference between the teachers in the sample group who work in different schools.

## CONCLUSION

Teachers' school pre- of education achievements And indicators about Seminars and in-service training can be organized. The curriculum of pre-school education can be shaped by the expectations of primary school teachers regarding pre-school education. Considering the importance of pre-school education and its place in child development, it can be made free and compulsory.

School pre- teacher in the field specialized from people to be elected attention should be done. School pre- of education more early in ages start can be provided. School pre- education Only in class done with education annoyed should not remain Gezi observation moremore place should be given. School pre- of education importance mass communication tools by can be explained

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