

THE IMPORTANCE OF PRE-SCHOOL EDUCATION TO CHILDREN

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Abstract

This research is done in 5 schools of Kosovo: “Xhavit Ahmeti” - Prishtina, “Pavarësia” - Prishtina, “Emin Duraku” - Prishtina, “Naim Frashëri” - Podujeva and “Bajram Curri” - Istog and his purpose is to take out information that how preschool education has influenced in further education of children. Through this research we can take results about things that have to do with the importance of preschool education. Early childhood is period in which social-emotional, physical, intellectual and linguistic development takes moments that will influence the entire life of human. In our days, the interest for this period of childhood is grown very much ,however in this research you will hear about statistics that talk about how parents awareness is not yet present that there children have to part of preschool institutions because this is the part they start to learn, socialize and to be part of activities that will have positive influence in their further education. In this research is used surveying methods, questionnaire instrument and there are 24 questions in total. Relationship with the parents members of family and all the people who take care of children have a great influence in children development, urging or stop it. When the kids are in age 3-6 they are part of institutions with high quality programs of care and education and they are leaned to have greater intellectual abilities, linguistic, language, short memory and interpersonal intelligence more than other kids that don't have it or they have a very small attention in early childhood. In our days about 78% of children in Kosovo follow preschool programs, meanwhile in the other side there are about 13 % that don't. We suppose that preschool education have to be obligate for all the children because it helps them a lot get closer with school environment, learns them to respect each other, make them more social with their coeval, gives them more freedom in saying what they think that makes them more communicative, gives them job abilities etc.

Keywords: Preschool education, development field, pre-school Institutions, the questionnaire for teachers.

INTRODUCTION

Preschool education covers the period of early childhood, where child development is versatile. The term early childhood is a social term, which is defined as the period of life of children from conception to age six. According to Mayall (2002, p.34) the child lives from childhood to adults served by their concept of childhood and children according to forecasts what the kids want to be when they grow up. This period coincides with the growth and development of the brain larger

child and the acquisition of skills and basic skills, necessary for school age. The outdoor and indoor environment “accelerates the optimal growth and development of children”.

Child development occurs in all directions at once:

- In physical-running ability to move and coordinate movements;
- The socio-running ability to enter into relations with others;
- In running emotional ability to feel;
- In running intellectual ability to think and to give reasons;
- In running linguistic ability of the child to express themselves and to enter into cooperation with those who have the same age and adults.

Scientific research has proven that investing in early childhood helps prevent developmental problems and, therefore, brings lasting benefits to individuals and society. "Children are very active and efficient learning are skilled investigator and eager to understand" (Donaldson, 1993, p.15)

Until later places where children have attended preschool are called preschool while today recognized as preschool institution.

But every time this education aimed at the development of the field. Development areas are different aspects of holistic child development. These areas must be seen in close correlation with each other, then to be conditioned and and to condition the holistic development of the child.

Children develop in the following areas:

- Physical health and motor development
- Development of language and communication
- Emotional and social development
- Cognitive development and general knowledge
- Developing access to learning

“We worry about what a child will become tomorrow, but we forget that he is someone today” (Tauscher, 2006, p.38).

A statement to parents from Franklin P.Jones (2006, p.54). – “You can learn many things from children. For example, how much patience you have”.

“Do not worry if you do not listen to kids, they always worry when they only see you” (Fulghum, 2006, p.95).

“Children have more need of models than Critics” (Carolzn, 2006, p.120). “If a child is not learning the method you are using, then up to you to adjust his style of learning” (Dunn, 2006, p.118).

Pedagogues and psychologists, who have dealt with this issue have stressed the importance of play and other recreational activities as regular development of children. The game is the most important event in the lives of children, while the game is sometimes more important than eating and sleep, sometimes the game is easy and fun, the game is sometimes great effort to win.

According Frobel (2006, p.230) game is “work” of children. Traditionally, the game has been the heart of early childhood education as the only way accepted by all to teach children in the most natural way.

METHODS AND RESEARCH

1.1 Sample of research

The 2nd International Conference on Research and Education – “Challenges Toward the Future” (ICRAE2014), 30-31 May 2014, University of Shkodra “Luigi Gurakuqi”, Shkodra, Albania

The research was conducted on a sample of students of the first, second, third, fourth and fifth from five schools in Kosovo, namely the primary school “Xhavit Ahmeti” - Prishtina, “Pavaresia”-Prishtina; “Emin Duraku” - Prishtina; “Naim Frasheri” - Podujeve, and “Bajram Curri” - Istog.

24 classes were part of the questionnaires. 4 classes of the first grade, 6 classes of second grade, 4 classes of the third, 6 classes of the fourth and 4 of the fifth grade. Based on the answers given by the teachers, it comes to the conclusion that out of 591 students of these classes, 401 of them attended preschool, 257 of them are girls and 144 are boys.

1.2 The sample of variables

To identify the importance of preschool children it has used a questionnaire, which was dedicated to teachers only, which were separated into groups of students who have attended preschool. The data were obtained from teachers based on students' files.

1.3 Organization of research:

- Setting theme: the importance of preschool children
- Preparation of questionnaire: Professor Ma. Arlinda Beka
- Research instrument: test (questionnaire)
- Number of questions: 24
- Number of questionnaires: 24
- Valid questionnaires: 24 / Not valid: 0
- Time: December to January
- Target group: primary school teachers
- Location: Republic of Kosova

1.4 Purpose of research

This research is intended to generate statistics, first for the percentage of students who have attended preschool as well as the impact of preschool education to students, so that in the future affect the awareness of teachers, family and community on the importance of early childhood education.

2.5 Research Methods

To researched and studied this issue have comprehensively research using these methods:

- Method of conversation
- Statistical methods
- Comparative method
- Analytical method

RESULTS AND DISCUSSION

3.1 Analysis of the results obtained through the questionnaire for teachers

According to table 1 the questionnaire data indicate that teachers of all schools surveyed are of two sexes, women 17 (71%) and men 7 (29%), the majority are women.

Table 1

Gender			
Women		Men	
17	71%	7	29%

According to table 2 the ages of the teachers are different, but the most are between 30-45 years of age.

Table 2

Age of teachers surveyed		
25-35 ages	9	37%
35-45 ages	8	33%
45-55 ages	4	17%
More than 55 ages	3	13%

According to table 3 and based on data obtained from the questionnaire for teachers have collected the total number of pupils in classes. Fourth grades are in desperate pupils (159 pupils), while those of the first grade with the least (95 pupils).

The number of those who have attended pre-school education is satisfactory in comparison with the total number of pupils (those classes which have completed the questionnaire). Out of 591 students 401 have attended preschool.

Table 3

Classes	No. of classes		No. of pupils		The number of pupils who have attended pre-school education	
	No.	%	No.	%	No.	%
1	4	16%	95	16%	70	18%
2	5	21%	116	20%	78	19%
3	5	21%	107	18%	80	20%
4	6	25%	159	27%	99	25%

5	4	17%	114	19%	74	18%
Total			591		401	

According to table 4 in all grades of teachers surveyed, there was at least one student who attended preschool. From statistics obtained from the questionnaire questions underlined characteristics that have affected or did not affect the further development of children in primary education respectively.

We question whether this education has helped teachers or not, and to let us trace its impact on pupils and positive influences. They agree with the fact that students who have attended preschool with developed communication skills. Parents who have had children in preschool are more cooperative. Students who do not attend pre-school education does not mean that they will have difficulties but it all depends on their intellectual development. Teachers do not differentiate between pupils who have attended preschool and those who have not followed, with all the same work.

Table 4 Some of the characteristics of students who attended preschool

No.	Questions	Totally agree	Agree	Neutral	Partly agree	Disagree
1	Preschool education(PE) has influenced positively to all children alike.	36%	24%	12%	28%	0%
2	PE has influenced the development of children's communication skills of the class.	46%	42%	0%	12%	0%
3	Children who did not attend preschool education have more learning difficulties.	25%	21%	17%	25%	12%
4	Parents of the children who have been to PE are more cooperative than parents of children who haven't.	8%	25%	4%	34%	29%
5	The volume of work with children who have attended PE is not the same as those who haven't attended preschool education.	29%	12%	17%	25%	17%

According to table 5 teachers have confirmed that we develop of oratory and creativity does not affect preschool in most cases, but depends on the students themselves. They do not distinguish students who attended preschool with those who have not attended; you pay attention to all students alike.

The success of the students and their emotional state depends not from preschool.

Table 5 Some of the characteristics of students who attended preschool

No.	Questions	Totally agree	Agree	Neutral	Partly agree	Disagree
6	The teacher devoted more time during the teaching process to the children who had attended preschool education.	0%	0%	13%	13%	74%
7	Success in learning is the same for the children who have attended preschool as well as to those who haven't attended it.	4%	29%	21%	29%	17%
8	Children who have not attended preschool express the emotional state more.	2 8%	6 25%	6 25%	2 8%	8 34%
9	Children who have attended preschool are more creative and fluent.	29%	25%	13%	29%	4%
10	Children who have attended preschool are more eloquent.	29%	33%	0%	13%	25%

From the table 6 given, one can note that labor discipline and hygiene to pupils does not distinguish whether the students were in preschool education or not.

When teachers speak of the responsibility of performing the tasks for focusing on the performance of duties and in respect of children with special needs from the students point out that this does not affect the fact that they were in preschool education or not.

Table 6 Some of the characteristics of students who attended preschool

No.	Questions	Totally agree	Agree	Neutral	Partly agree	Disagree
11	Work discipline and hygiene at work differs in children who have attended preschool.	12%	25%	17%	13%	33%
12	Children who have attended preschool are more responsible in performing tasks.	12%	25%	13%	25%	25%
13	Children who have attended preschool have greater abilities to ask logical questions.	29%	21%	4%	17%	29%
14	Children with special needs are more respected by children who have attended preschool education.	21%	21%	12%	12%	34%
15	Children who have attended preschool are more concentrated during the learning process.	12%	29%	17%	17%	25%

The table 7 given below notices that preschool education has influenced students to be more patient in completing the tasks are more easily socialized and become familiar with in class. Discipline does not depend on prior education, but from that family. Whether teachers are hesitant to preschool or not affects the development of physical skill.

Table 7 Some of the characteristics of students who attended preschool

No.	Questions	Totally agree	Agree	Neutral	Partly agree	Disagree
16	Children who have attended preschool are more patient.	29%	33%	8%	13%	17%
17	Children who have attended preschool are more disciplined.	4%	8%	13%	25%	50%
18	Children who have attended preschool adapt easier in the lesson.	42%	33%	0%	25%	0%
19	Children who have attended preschool are more socialized.	42%	37%	4%	13%	4%
20	Children who have attended preschool are more agile in motion.	17%	37%	12%	21%	13%

According to table 8 the following scatter plot makes us know that preschool education that affects students of the first class to have an easier time in learning the letters, while math teachers were puzzled that prior education affects the development of mathematical skills.

All teachers agree that preschool education should be made obligatory.

Table 8 Some of the characteristics of students who attended preschool

No.	Questions	Totally agree	Agree	Neutral	Partly agree	Disagree
21	Children who have attended preschool are faster in learning the letters.	35%	23%	11%	19%	12%
22	Children who have attended preschool perform better in mathematics.	8%	25%	5%	25%	17%
23	Preschool education should be made compulsory for all children.	87%	13%	0%	0%	0%

CONCLUSION

To achieve the goal we have chosen to use the survey questionnaire as the most appropriate form to reach conclusions about the number of children who attend preschool and how it affects their development. The research included teachers from first grade to fifth grade, five schools of different municipalities. Through data collected from the questionnaires we have concluded that 591 students from five schools where the research was conducted, only 401 students have attended preschool, or 68% of them. Based on data obtained from questionnaires appears that preschool have a great importance in a child's development, especially in terms of cognitive, physical, social-emotional, intellectual, etc.. According to the responses received can say preschool has affected all children equally and that students who attended preschool learning accommodations easier, have great communication skills, fast socialize with others, are more eloquent, more creative, are more patient

in completing tasks and activities that take place in the classroom, are faster in learning the letters, the tape also have more developed logical skills.

While responding to questionnaire, teachers fully agreed that preschool education should be mandatory for all children, because their preschool education has a huge impact on the development of all-round development of children. And finally we should note that preschool education should be made compulsory for all children, but should also prepare a proper system for the successful realization of this important process for children and their future.

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