

THE IMPACT OF PRESCHOOL EDUCATION IN CHILDREN OF KOSOVO

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Abstract

Preschool age is a very important period for the life of the child, since this stage of life foundations for the subsequent development of human . The most intensive changes in both physical as well as mental occur exactly at this age preschool. Also in this age the child creates the physics forms,gender,psychological and education moral. Therefor need a genuine for it. Obviously the family has a great impact on this, but institutional involvement in preschool education helps them even more.

The research aimed to determine the role of preschool education of children. The research was conducted in four schools: “Emin Duraku” in Prishtina, “Ismail Qemali” in Prishtina, “Mihal Grameno” in Kosovo Polje and in Vushtrri. The research participated were 14 teachers who belong to the classes of I to V. They were asked to give their views on the impact of preschool education. For data collection the questionnaire was used which had a total of 34 questions. Based on the analysis of the data showed that institutional preschool education has positively affected the students who had attended it. Teachers who participated in this research provided information that students who had attended preschool were more prepared than other students both in the physical cognitive, social, emotional etc.

According to these statistics, it turned out that these children are more communicative, more creative, more speakers, have greater ability to logical questions, accommodations easier are more socialized, are faster in learning letters etc.

Keywords: *Preschool education, the role of preschool education, field development.*

Introduction

Education is a social activity. It is a very important dimension of human society, since the beginning of time.

Education is the process of human formation, the formation of versatile of all its positive qualities: intellectual, emotional and willpower.

The notion of education has its own meaning: education in the broadest sense includes the process of acquisition of knowledge, skills and attitudes; the process of establishing powers of

intellectual and physical abilities and the establishment of the personality and character, the meaning of the world in its scientific view, emotional life and the will.

Education in its narrow sense is oriented to the formation of personality and character as well as of other positive qualities.

According to different criteria, we can divide education in different fields. So if the criterion is age, then we would have: preschool education, elementary and high school education, university education (in higher education), and postgraduate education. If the criterion is place or the type of work at education, then we would have: education at home, in preschool, school, special education, etc. Regarding the education time, we have: past education, present education and future education.

Preschool education refers to early education from recognized educators for preschool children (Kuvendi i Kosovës, 2001, Neni 1, p. 1).

Preschool education is an integral chain part of the unique system of education in Kosovo. Preschool education enrolls children until their enrollment in primary school.

The Involvement of children in preschool is regulated through administrative instructions (Kuvendi i Kosovës, 2001, Neni 2, p. 2).

Preschool institutions are defined as objects or houses which are built for providing preschool programs that meet the educational needs and children's needs to develop and prepare for their enrollment in primary school. These institutions provide services which are full time, part time and can even hold extended hours during the evening (Kuvendi i Kosovës, 2001, Neni 1, p.1).

Large-scale public preschool programs can have substantial impacts on children's early learning (Burchinal, 2013, p.1). Education and preschool education at home and in preschool institutions is the basis for the development of human personality. At this stage, your child's experiences dynamic psycho-physical development, in this period the child forms a physical identity, gender, mental and moral (Brada, 2013, p. 11).

Development during preschool age represents the basis of the later personality. At this age the child receives educational influences easily, because its nervous system is extremely resilient (Bratushkova, 1976, p. 32). The child obtains and experiences a variety of life experiences, establishes habits, different skills and mental attributes, but also develops physical and intellectual qualities.

The science of psychology has proven that preschool period is of a crucial importance for the human adult development because this age has incredible mental wealth, which if it does not develop at this age often loses. Humans constantly develops until the stage of maturity.

An individual educated well, in home and in preschool institutions, will have a bio-psycho-social personality, and therefore will experience development.

Education and preschool education institutions, unlike in family education, play a triple significant role as they assist parents in protecting children's psycho-physical aspects while they are at work, the preschool education provides bio-psycho-social growth and development compensates children and family education of children when parents do not have time for it (Brada, 2013, p. 16). In preschool, through games, entertainment, educational rooms, children obtain basic knowledge of natural and social environment, develops speaking, and children learn about themselves and others, establish the individual experience, develop abilities and skills, establish hygiene habits of cultural-ethnic necessary for the development of the whole system and its capability for independent living in their social and natural environment. In the process of developing these personality characteristics of the child, the basis of the child's development is established (Brada, 2013, p. 17).

PSED influences in these development areas:

physical health and movement development

language and communication development

social and emotional development

cognitive development and general knowledge

the development of approaches to learning (Shala, 2011, p. 9).

At preschool age, importance should be given to physical education, physical development of the child respectively, since in this period, children are in the stage of development of bones, muscles, nervous system and physical abilities in general.

There is a strong link between preschool and the primary one, since the child takes his first steps, many children learn letters and numbers, begin to collaborate with others thus preparing for starting their elementary school.

The issue of preschool education is regulated by specific laws. The objective of the law for preschool education, is the institutional normative regulation of preschool education in preschool institutions, through which the following can be achieved:

Encouraging the ability of understanding and accepting the self and the others;

Encouraging the ability for discussions, to accept the differences and to be part of groups;

Encouraging the ability to identify emotions and showing their emotional experiences;

Encouraging curiosity, research spirit, intuited, imagination and to develop their independent thinking;

Encouraging the linguistic development as well as the development of other ways of communicating through effective and creative use of language, which later can help on reading and writing abilities;

Encouraging artistic abilities;

Transferring knowledge in different science and daily life fields;

Encouraging physical and psychological development;

Encouraging children's independence in their personal hygiene and their personal health care;

Encouraging positive relations towards their living and ecological environment (Assembly of the Republic of Kosovo, 2001, Article 3, p. 2).

Purpose of the research

This research aimed to inform how preschool education has impacted children who attended it and to raise awareness about the importance of proper education in the preschool age.

Research objectives

» To ascertain the role of the PSED on the children's education for grades I-V.

» To provide an overview of the children involved in institutionalized PSED.

» To define the characteristics of students who attended PSED, unlike those who didn't attend preschool education.

The research and methods

The samples of the research

The research was carried out in four schools of Kosovo, including three municipalities: Pristina, Vushtrri, Kosovo Polje.

In the research are included 14 teachers from first to the fifth grade, six of them have been from the first grade, three of the second grade, two of the third grade, two of the fourth grade and one of the fifth grade.

Variables' sample

As a method for collecting data was used the statistical method, whereas as instrument was used the questionnaire and which was compiled by Professor Arlinda Beka. The questionnaire had a total of 34 questions; the first ten were informative, while twenty-four others belonged to closed questions.

Results and discussion

Analysis of the results obtained through the questionnaire for teachers

Relying on the data obtained through questionnaires completed by teachers we have concluded that a total of 360 students of these elementary schools, 270 of them attended PSED.

In table 1, we can see that in "Ismail Qemali" elementary school, 105 students (75.5%) have attended preschool, 47 students (66.1%) in "Emin Duraku", 75 students (83.3%) in "Mihal Grameno", and 43 students (72.6%) in "Ali Kelmendi".

Table 1. The number of pupils who have attended PSED

NO	School	The number of pupils who have attended PSED	The percentage of students who have attended PSED
I	"Ismail Qemali"	105	75.5
II	"Emin Duraku"	47	66.1
III	"Mihal Grameno"	75	83.3
IV	"Ali Kelmendi"	43	72.6
	Gjithsej	270	75%

As seen in the table 2, 58% of teachers totally agree that PSED has influenced positively to all children alike, while 14% agree, 14% are neutral and 14% partly agree. 57% of teachers totally agree that PSED has influenced the development of children's communication skills of the class, while 22% agree, 14% are neutral and 7% partly agree. 29% of teachers are neutral and 29% partly agree that Children who did not attend PSED have more learning difficulties, while 7% totally agree, 21% agree and 14% disagree. 36% of teachers partly agree that parents of the children who have been to PSED are more cooperative than parents of children who haven't, while 21% totally agree, 7% agree, 14% are neutral and 22% disagree.

Table 2. Analysis of the results obtained through the questionnaire for teachers

	Totally Agree	Agree	Neutral	Partly agree	Disagree
PSED has influenced positively to all children alike	58%	14%	14%	14%	
PSED has influenced the development of children's communication skills of the class	57%	22%	14%	7%	
Children who did not attend PSED have more learning difficulties	7%	21%	29%	29%	14%
Parents of the children who have been to PSED are more cooperative than parents of children who haven't	21%	7%	14%	36%	22%

As seen in the table 3, 36% of teachers partly agree that the volume of work with children who have attended PSED is not the same as those who haven't attended it, while 7% totally agree, 7% agree, 21% are neutral and 29% disagree. 93% of teachers disagree that the teacher devoted more time during the teaching process to the children who had attended preschool education, while 7% partly agree. 50% of teachers partly agree that success in learning is the same for the children who have attended preschool as well as to those who haven't attended it, while 14% totally agree, 29% are neutral and 7% disagree. 36% of teachers partly agree that children who have not attended preschool express the emotional state more, while 7% totally agree, 29% agree, 7% are neutral and 21% disagree. 40% of teachers totally agree that children who have attended preschool are more creative and fluent, while 33% agree, 10% are neutral, 10% partly agree and 7% disagree.

Table 3

	Totally Agree	Agree	Neutral	Partly agree	Disagree
The volume of work with children who have attended PSED is not the same as those who haven't attended PSED	7%	7%	21%	36%	29%
The teacher devoted more time during the teaching process to the children who had attended preschool education.				7%	93%

Success in learning is the same for the children who have attended preschool as well as to those who haven't attended it.	14%		29%	50%	7%
Children who have not attended preschool express the emotional state more.	7%	29%	7%	36%	21%
Children who have attended preschool are more creative and fluent.	40%	33%	10%	10%	7%

As seen in the table 4, 29% of teachers totally agree and 29% agree that work discipline and hygiene at work differs in children who have attended preschool, while 14% are neutral, 21% partly agree and 7% disagree.

30% of teachers agree that children who have attended preschool are more responsible in performing tasks, while 14% totally agree, 21% are neutral, 21% partly agree and 14% disagree. 43% of teachers agree that children who have attended preschool have greater abilities to ask logical questions, while 29% totally agree, 7% are neutral, 14% partly agree and 7% disagree. 36% of teachers totally agree that children with special needs are more respected by children who have attended preschool education, while 29% agree, 7% are neutral, 7% partly agree and 21% disagree. 29% of teachers totally agree and 29% agree that children who have attended preschool are more concentrated during the learning process, while 14% are neutral, 14% partly agree and 14% disagree.

Table 4

	Totally Agree	Agree	Neutral	Partly agree	Disagree
Work discipline and hygiene at work differs in children who have attended preschool.	29%	29%	14%	21%	7%
Children who have attended preschool are more responsible in performing tasks.	14%	30%	21%	21%	14%
Children who have attended preschool have greater abilities to ask logical questions.	29%	43%	7%	14%	7%
Children with special needs are more respected by children who have attended preschool education.	36%	29%	7%	7%	21%
Children who have attended preschool	29%	29%	14%	14%	14%

are more concentrated during the learning process.					
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As seen in the table 5, 50% of teachers agree that children who have attended preschool are more patient, while 43 % totally agree and 7% are neutral. 50% of teachers are neutral that children who have attended preschool are more disciplined, while 14 % totally agree, 22% agree and 14% disagree. 44% of teachers totally agree that children who have attended preschool adapt easier in the lesson, while 14% agree, 14% are neutral, 14% partly agree and 14% disagree. 47% of teachers totally agree that children who have attended preschool are more socialized and agile in motion, while 46% agree and 7% partly agree. 71% of teachers totally agree that children who have attended preschool are faster in learning the letters, while 22% agree and 7% are neutral. 30% of teachers agree that children who have attended preschool perform better in mathematics, while 21% totally agree, 21% are neutral, 21% partly agree and 7% disagree.

Table 5

	Totally Agree	Agree	Neutral	Partly agree	Disagree
Children who have attended preschool are more patient.	43%	50%	7%		
Children who have attended preschool are more disciplined.	14%	22%	50%	14%	
Children who have attended preschool adapt easier in the lesson.	44%	14%	14%	14%	14%
Children who have attended preschool are more socialized and agile in motion.	47%	46%		7%	
Children who have attended preschool are faster in learning the letters.	71%	22%	7%		
Children who have attended preschool perform better in mathematics.	21%	30%	21%	21%	7%

Conclusion

For the realization of this research, a questionnaire was used which contained adequate questions which we used for determining the role of preschool education in children’s education, for the inclusion of children in the institutionalized preschool education, as well as for comparing children who have attended preschool education with those who haven’t.

Research results prove that what was expected and that the literature and our experience indicates that preschool education plays an irreplaceable role in the children’s lives, preparing them for school and life.

Relying on the data obtained through questionnaires completed by teachers we have concluded that a total of 360 students of these elementary schools, 270 of them attended PSED .

We can say that the children's involvement in preschool institutions is satisfactory, since about 75% of students in schools surveyed had attended it.

In table 1, we can see that in "Ismail Qemali" elementary school, 105 students (75.5%) have attended preschool, 47 students (66.1%) in "Emin Duraku", 75 students (83.3%) in "Mihal Grameno", and 43 students (72.6%) in "Ali Kelmendi".

According to the results obtained from this research we can say that: PSED has influenced positively in the children's physical development, mental and emotional.

So, children who have attended PSED are more creative, more eloquent, more socialized, faster in learning the letters, have greater communication skills and capabilities to ask logical questions etc. In the future it is expected that pre-school education to become mandatory for all the children, which is what teachers expect to happen as soon as possible.

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