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**Original article**

## Evaluation of the impact of child care on the academic performance of elementary school students in kermanshah district

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### ABSTRACT

The preschool serious and sensitive issue is not as simple as it passed. In early childhood education, a wide range of interest, has been involved in education. This study, based on an analytical method - a description, and utilization of resources in these fields, as well as a library of methods and a questionnaire to assess the impact of preschool education on the academic performance of first-grade students in Kermanshah district, are discussed. The results imply that, between general information and academic performance Kermanshah district, there is a significant relationship. Between then herd behavior, and academic performance of students in Kermanshah district, according to the results obtained, there is no significant relationship. Between the questions and answers in class, and academic performance of students Kermanshah district, and between the total scores of academic knowledge and academic performance of students in Kermanshah district, there is a significant relationship.

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### 1. Introduction

One of the main goals and tasks of education, creating the groundwork for the development of a comprehensive and well-trained people, efficient and responsible role in individual and social life (Mikaili, 2012:

91). Education in modern societies, the most important element to achieving development is considered. Education is developed, which can be in the path of growth and development, there are different sizes (Saki, 2010: 62). The preschool serious and sensitive issue is not as simple as it passed. We have faith in the teachings of Prophet Muhammad (PBUH) says: "The Science in the tiny inscription in stone » Child's learning, such as the closing of the rock, and will not ever forget the child (Omrani, 2012: 8). In early childhood education, a wide range of interest, education practitioners, psychologists, philosophers and scientists in physiology, biology, and ultimately, a lot of men and women in various professions (Mofidi, 2003: 42). Due to physical and mental health of children, and recognizing individual differences and abilities, and talents, they are the most important features of the education system. Obviously, education programs, would be useful if that is appropriate to students' abilities. The world of education is changing the whole time, and in the coming years for children, parents, teachers would be more interesting years. Children's readiness for school, things are different. Development of language skills, is one of the most important (Kakia, 2009: 104). In fact, learning to read in the context of previous language learning is highly dependent on (Nazarinejad, 1989: 57). were considered. We know that the fundamental character of the child, before the age of 6 was established, and he makes up by later stages. But shortages and bottlenecks of information, economic and management invariably results in short, has been in addressing this issue (Tahzibi and Javadnia, 2006, 32). Among the reasons for the expansion of preschool programs may be due to the effect of the course, in shaping children's academic success in later years, reducing the problems of bilingual children, the need for industrial development needs of working parents, an increase in applicants this year, recognition of exceptional children, and to provide special education, academic performance, especially in first year in existence, the need for low-income families and less educated or illiterate, the use of a healthy environment for their children's education, children are developing comprehensive (Safi, 2002, 277).

## 2. Literature

The international encyclopedia of education, preschool education, as defined, pre-school education, and names like that, in a non-English-speaking countries, organizations and institutions outside the school, and for children under school age is defined as , and has been used to date. In the first half of the twentieth century, institutions and organizations which have a child, "kindergarten, kindergarten, nursery," as it was called, and this terminology is still in many countries, and general More common, the value of preschool education are used.

It is noteworthy that, during the nineteenth century in some countries, such as UK institutions for compulsory pre-school education for children who have reached a certain age, while it was established that this training was optional in other countries. In addition, unclear and vague notion that the kinds of schools for older children, there are several countries, and the lack of schools and pre-school education, it is suggested that this course of education, the meaning of formal It is not, however, clear association between preschool education and primary institutions for small children there, despite the education of young children, standings and is prominent in the history of education, But some scholars of education, the creation of appropriate institutions childhood emphasized. Plato (347-427 BC) is Believing, educational and psychological needs, early childhood, and glory, and mental and physical abilities, children need attention and care, and provide the appropriate context. This suggests that children should be separated from their parents, and in the places where they could be nursery or play room for the children to be placed in the shed, and up to age 6, are placed under foster care, under the supervision of coaches pay to play, and play the way they used to regulate. Frederick Froble, was the founder of the kindergarten. He believes that, at pre-school, educational experience is essential in flight. Education, with the aim of unlocking the natural growth of the child takes place. The curriculum in the first stage of a child, should the child-centered approach, and is based on information and interests of children.

In 1873, Susan Blu, in collaboration with Harris, St. Louis public schools, established the first public kindergarten, kindergarten and first place that the name was popular press Des school, is now a museum. In Italy, Monte Maria mice, institution name (Casey D. Roof tray), in a poor section of San Lorter and Rome, established in 1907. In Iran, from the year 1921 onwards, the signs of the creation of nurseries, has been found in Iran. Children's garden in 1924 by Orion Baqchehban, Tabriz and other nursery, founded by him in 1928 in Shiraz. Abersa kindergarten in 1931, by Mrs. Mersayeh, was established in Tehran. The first kindergarten in the year 1929 by Mrs. Sorordian, was established in Tehran, Tabriz and Mrs. Khanzadian, nurseries established. Moadabolmalek kindergarten in 1923, the streets of Paris, Tehran opened. Noroozzadeh (1994), to examine the impact of pre-school education, the first to third grade students in primary schools Bojnoord efficiency, is discussed. According to

the results, 95%, no significant difference between the annual GPA first and second grade students, experienced and non-experienced pre-school education was observed. But in the third grade, significant differences were observed between them. Asgarnia (1997), a study on the influence of the preparation period, the first elementary school students' reading comprehension bilingual city patio, has done. Results showed that subjects trained Preschool seen, in terms of reading comprehension, there are significant differences. Lashkaripoor et al (2006) examined the relationship between test anxiety and academic performance in secondary school students in the city of Zahedan, which began in 1384, in its analytical - descriptive 935 students, were studied. Results showed that the prevalence of test anxiety among boys and girls were significantly different ( $p < 0.01$ ). Between anxiety and academic performance, there was Reverse relationship ( $P = 0.003$ ,  $r = -0.13$ ).

### 3. Materials and methods

Kermanshah district, has been paid. In this case - control study of 200 first-grade public school students in the Kermanshah district, the pre-school education, and had not seen, were studied. The study population consisted of first-grade students, geographical space are Kermanshah district. This study, using a stratified random sampling method, 96 females (48 cases and 48 controls), and 104 male subjects (52 cases and 52 controls) were selected. Schools chosen randomly according to the geographical distribution, and density of city students took. Indeed, in this study, the correlation between three choices (Public, collective behavior, questions and answers in class and academic knowledge scores), academic performance is tested.

**Analysis:** The findings of this part of the questionnaire included demographic characteristics - Job respondents (age, gender, education level and employment history of ), they are. Of 200 respondents, 10.5% and Diploma in Education, 28.5% of BA, 38.7 percent graduate, and 27.3 percent are PhD. 24.4% of respondents under the age from 30, 35.6% of respondents between thirty to forty years, 20.7, forty to fifty years, and 19.3, more than fifty years of age. More than respondents, ie 68.2% male, and less than 31.8 are women.

#### 3.1. Public relations and academic performance

In relation to the first, it is anticipated that the public information, and academic performance of students Kermanshah district, there is a significant relationship. As can be seen, in this respect, using the Spearman correlation index is reviewed. According to the results shown in Table 1, 0.29, which indicates a positive relationship between the two. Also, due to the significant level, the relationship between the 0.05, is significant, and the relationship is confirmed.

**Table 1**  
Correlation coefficient between skills and academic performance

the level of significance (p)	Pearson's correlation coefficient (R)	Statistical Indicators	
		Variables	
0.02	0.29	Academic Performance	Skill

#### 3.2. Test the second equation

In the latter regard, it is anticipated that between the collective behavior, and academic performance of students in the Kermanshah district, the correlation can be seen, the correlation using Spearman correlation index is reviewed.

**Table 2**  
Correlation coefficient between the collective behavior, and academic performance

the level of significance (p)	Pearson's correlation coefficient (R)	Statistical Indicators	
		Variables	
0.07	0.33	Academic Performance	Collective behavior

According to the results shown in Table 2, the correlation coefficient (r) obtained between the two equivalent, 0.33, which indicates a positive relationship between the two. Also, due to the significant level, the relationship between the 0.05, not significant, and the relationship can not be verified.

**3.3. Test The third equation**

In the third equation, it is anticipated that the following questions and answers in class, and academic performance of students Kermanshah district, there is a significant relationship, it can be seen, the correlation using Spearman correlation index is reviewed. According to the results shown in Table 3, the correlation coefficient (r) obtained between the two equivalent, is -0.028 suggesting a negative relationship between the two. Also, due to the significant level, the relationship between the 0.05, is significant, and the relationship is confirmed.

**Table 3**  
Correlation coefficient between questions and answers in class, and academic performance

the level of significance (p)	Pearson's correlation coefficient (R)	Statistical Indicators	
		Variables	
0.000	-0.28	Academic Performance	Questions and answers in class

**3.4. Test the four equation**

In the fourth equation, it is anticipated that between the total scores of academic knowledge and academic performance of students in Kermanshah district, there is a significant relationship, it can be seen, the correlation using Spearman correlation index is reviewed. According to the results shown in Table 3, the correlation coefficient (r) obtained between the two equivalent, 0.24, which indicates a positive relationship between the two. Also, due to the significant level, the relationship between the 0.05, is significant, and the relationship is confirmed.

**Table 4**  
Correlation coefficient between the total scores, academic knowledge, and academic performance

the level of significance (p)	Pearson's correlation coefficient (R)	Statistical Indicators	
		Variables	
0.000	0.21	Academic Performance	Total scores of academic knowledge

**4. Discussion and conclusions**

and individual leaves. The results indicate that, among the general information and academic performance Kermanshah district, there is a significant relationship. According to the results, the correlation coefficient (r) obtained between the two is equal to 0.29, which indicates a positive relationship between the two. Also, due to the significant level (0.02), the relationship between the 0.05, is significant, and the relationship is confirmed. Between then herd behavior, and academic performance of students in Kermanshah district, according to the results, the correlation coefficient (r) obtained between the two equivalent, 0.33, which indicates a positive relationship between the two. Also, due to the significant level (0.07), the relationship between the 0.05, not significant, and the relationship can not be verified. Between the questions and answers in class, and academic performance of students Kermanshah district, according to the results, the correlation coefficient (r) obtained between the two equivalent, is -0.28, which represents the relationship Reverse negative, between the two. Also, due to the significant level (0.000), the relationship between the 0.05, is significant, and the relationship is confirmed. Between the total scores, academic knowledge, and academic performance of students in Kermanshah district, according to the results, the correlation coefficient (r) obtained between the two equivalent, 0.024, which

indicates a positive relationship between the two. Also, due to the significant level (0.000), the relationship between the 0.05, is significant, and the relationship is confirmed.

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