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**Students Who Receive and Do Not Receive Pre-School Education a Research on Achievement in Primary Education**

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**Abstract**

The transition between the educational steps is a sensitive period for children, parents, educators and educational institutions. Mostly, it is an unsettling period for parents and educators in childhood, when starting primary education, and in the processes where they will encounter academic studies, and it requires preliminary studies. This situation is not only centered on the academic world and literacy skills of children, but also as a set of processes that provide multi-faceted development such as many interdisciplinary social, emotional, cognitive, etc. The most important goal during this process is to prepare students for this transition properly and without harm, to support and guide them to overcome this process. In this article, research was conducted on the success of students who received and did not receive preschool education in primary education. It has been understood from the opinions of teachers that preschool students adapt to the social environment more quickly and are more open to sharing with their friends. It has been understood that the students' accustoming to the school environment makes it easier for them to adapt to school and classroom rules, that their psychomotor skills, especially small muscle development, are more developed than students who do not receive preschool education, that their readiness to read and write is high, and that many concepts learned by students form a basis at the cognitive level.

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## INTRODUCTION

Preschool education; It is an education process that better creates the mental, physical, social and emotional development processes of students up to the age of compulsory education on a regular basis, gives them good behavioral skills and a basic understanding of morality, guides them in the development of their talents by discovering their talents, and prepares them for all school processes in an integrated manner. Research conducted by educators and researchers shows that preschool education affects classroom practices and career paths (Nadir et al., 2017). It is also of great importance in terms of educating children with low social and economic levels and growing up in disadvantaged areas at a younger age, sensitizing them to the social fabric and preventing the formation of level differences, and being a source of stimulation and awareness. This situation increases the importance of education.

Measurement and evaluation processes are important to make progress in efforts to improve early childhood development and increase accountability. These processes collect regular, nationwide comparable data, use it to monitor children's development, and help policymakers, experts, and stakeholders make effective decisions (Richter et al., 2019).

Most of these teachings prepare students for their future school and education life.

The aim and subject of this study is to evaluate the academic and social achievements of children who are in preschool education or who cannot take part in this education in any way.

### Literature Review

The development of preschool individuals should be evaluated as a whole. A large body of evidence suggests that preschool education is positively associated with early school achievement (Bogard & Takanishi, 2005; as cited in Sun et al., 2023: 2) as well as the development of children's cognitive and non-cognitive skills (McCoy et al., 2017 & Nores & Barnett, 2010; as cited in Sun et al., 2023: 2).

It also improves their creativity skills and allows them to discover themselves more easily in the future. Preschool education institutions are institutions and organizations that undertake these duties in their most general sense.

Preschool education institutions should be organizations that take care of the homework that students need to do, guide them and offer them the chance to move here. Employees of such institutions should be able to create and develop basic perceptual concepts such as numbers and colors at the basic level and give them in accordance with the age level of the target audience. Individuals learn their organizational skills mostly in these institutions and provide permanent behavioral gains. This is one of the most basic tasks of preschool education institutions. Recent academic studies show that the skills acquired by children between the ages of 0 and 6 are very likely to remain in their lives for life.

Preschool activities include activities that will facilitate cognitive activities such as understanding, focusing attention, increasing vocabulary, encouraging verbal expression skills, providing hand-foot-eye coordination, developing motor skills, making matches, providing understandable relationships with different individuals, grouping, and so on. These activities start with the trainer's recognition of the students and are provided with personal and small group activities. Goal-oriented play activity encourages children to exercise and triggers the movement of body muscles (Sutapa et al., 2021). These studies have an undeniable importance in the success of individuals in the coming years.

Early childhood is a critical time for developing children's motor skills. During this period, children's nervous system develops rapidly and they have the potential to greatly improve their motor abilities thanks to environmental stimuli (Sutapa et al., 2021). The various activities and games that children experience, in particular, are important to encourage this development.

Children's physical activities, playing games that improve their hand skills, and doing sports strengthen their motor skills and at the same time lay the foundations for a healthy lifestyle. During this period, children's natural curiosity to explore and learn makes it easier for them to learn different motor skills.

In the education of individuals in the preschool education period, children's perception, understanding and focus have an important place in addition to different activities. Problem-solving skills also develop in parallel with these areas.

When all of these are taken into consideration, it is known that the level of children coming to preschool education institutions from different levels of economic, social and different education levels can be reduced to the minimum scale thanks to these educations. For this purpose, it can be observed whether there is a difference in academic achievement between children or the positive or negative reflections of these differences on academic success. Therefore, it is assumed that the importance of preschool education can be understood and that these parents can be motivated and mobilized on such issues.

In order to eliminate or minimize these problems, it is important to evaluate whether the right time is chosen for the child to start primary education or education process.

### **Early Childhood Education**

Pre-school education includes the period starting from the first day of birth of the person until the year he starts the basic education process. Providing important roles in the lives of individuals in the following years; It is defined as the development process in which physical, cognitive, psychomotor, social and emotional and language development is completed at a high rate, and the education that starts to be given in parents and the institution also adds shape to the personality characteristics of the individual. Even in high-income countries, many studies report that most of the differences between children with and without preschool education disappear after only 1 or 2 years of schooling (Puma et al., 2012; Bassok et al., 2015; Li et al., 2020; Burchinal et al., 2022; as cited in Dinh & Robinson, 2023).

In this context, a healthy process management will be needed to overcome these critical periods. Early childhood education is also very important in terms of social structure, as this development and formation in the individual will build the future of the society.

### **Method**

The main purpose of the study is to determine the achievements of students who receive and do not receive pre-school education in primary education and to create and develop suggestions based on the findings obtained.

The sub-objective questions to be answered in line with the main objectives are as follows:

- Are there differences in academic achievement between students who receive preschool education and those who do not?
- What are the teachers' views on Psychomotor, Cognitive, Language and Social Emotional Development and Classroom Rules Compliance Skills among preschool and non-preschool students?
- What are the teachers' views on the effect of preschool education on student achievement in primary schools?

### **The Importance of the Study**

Education is a process that starts before birth and continues throughout life. During this process, there are some critical important periods that make themselves noticed in parallel with the development of people. This part, which we can define as preschool or 0-6 years old, is considered important in terms of completing the development processes of the individual. Mental development has greatly increased the importance of preschool education, thanks to the discovery by the authorities that it is completed at the highest rate in these 0-6 age periods.

It is thought that this study will shed light on primary school teachers and draw attention to the necessity of preschool education by determining whether there are significant differences in the academic achievements, Psychomotor, Cognitive, Language and Social-Emotional Development and Classroom Rules Compliance Skills of preschool students compared to students who have not received preschool education.

### **Limitations of the Study**

The data collected within the scope of the study are limited to the opinions of 11 teachers in primary schools in Çorum.

## Research Model

In the conduct of this research, which aims to evaluate the academic achievements of primary school children who are included and not included in the preschool education process, a literature review has been made about the importance, content and reasons of preschool education, the concepts will be examined and these concepts will be defined by grouping.

## Universe and Sample

The population of this study consists of teachers working in primary schools in Çorum Province in the 2016-2017 academic year, and the sample consists of 11 teachers.

## Finding

The participants of the study consist of 11 teachers of students between the ages of 7-14 in primary school. Answers were sought to the interview questions prepared to determine whether there is a significant difference between the academic achievements of the students who receive and do not receive preschool education. The school is located in a region with a low socio-economic level and heavy migration from the village.

Questions were asked to 11 teachers participating in the study in order to determine whether there is a difference between the education levels of the parents of students who receive pre-school education and those who do not. The opinions of the teachers received in this direction are given below.

*T1: Parents of students receiving pre-school education have a better socio-economic status and higher level of education.*

*T2: Parents with poor education level and economic status do not send their children to pre-school education.*

*T3: I do not think that there is a significant difference between the parents of students who receive preschool education and those who do not. However, I think that the approach of parents is related to the environment they live in.*

*T4: There are many studies that preschool education supports the basic development of children and provides a solid foundation for their future education life. For this reason, it is very important for parents to direct their children to an environment where they can contribute to this important period.*

*T5: We observe that families with a strong level of education and economic status tend to allocate more resources to their children's education. This can make it easier for children to access preschool education and put them in a more advantageous position to begin with.*

*T6: In addition to environmental factors, parents' own educational backgrounds may be effective in their decisions to send their children to pre-school education. For this reason, it is important for educational institutions to carry out information and awareness activities for parents.*

*T7: Preschool education can contribute positively to the social, emotional and cognitive development of children. However, in order to offer this opportunity equally, it is necessary to support parents by taking into account economic differences.*

*T8: Research shows that preschool education is important for long-term academic achievement and social cohesion, especially for children from disadvantaged groups. Therefore, education policies need to allocate sufficient resources to this area.*

*T9: The importance that parents attach to preschool education is usually related to their own education level and experience. For this reason, it is important for educational institutions to carry out awareness-raising activities by communicating effectively with parents.*

*T10: Preschool education can accelerate the learning process of children and enable them to be more successful in their later education life. Therefore, it is important that the education system is inclusive so that all children have equal access to this opportunity.*

*T11: Parents' interest in preschool education is generally related to their concern and responsibility for their children's future and a successful education life. For this reason, it is important to support parents on this issue and to carry out awareness-raising activities.*

The results of the research show that as the level of education increases, the importance given by parents to preschool education also increases.

Questions were asked to 11 teachers participating in the study in order to determine whether there is a difference between the socio-economic levels of the parents of students who receive pre-school education and those who do not. The opinions of the teachers received in this direction are given below.

*T1: Based on the results of the research, I observe that the socio-economic status of the parents of pre-school students is generally better. This suggests that there is a strong relationship between education and income levels.*

*T2: I observe that parents with poor education level and economic status have reservations about participation in pre-school education programs. This shows that these families are hesitant and less willing to send their children to such programs.*

*T3: I do not think that there is a significant difference between the parents of students who receive preschool education and those who do not. However, I think that parents' approach to this issue is closely related to environmental factors. Therefore, it is important to consider factors such as education level and economic status, as well as the influence of the social environment in this regard.*

*T4: Families with socio-economic competence send their students to pre-school education.*

*T5: Families with suitable socio-economic level are more willing and conscious to send their children to preschool education.*

*T6: I observe that families with low socio-economic status are hesitant to send their children to pre-school*

education. I think this situation is directly related to the financial concerns of the families.

T7: I notice that there is a significant socio-economic distinction between the parents of students who receive pre-school education and those who do not. Generally, families with better economic outcomes are more willing to involve their children in such programs.

T8: The results of the research show that pre-school education depends on the socio-economic status of the families. Families with higher income levels encourage their children to participate in these programs, while this is not the case for families with lower income levels.

T9: Families with high socio-economic status tend to give more importance to their children's education and send them to pre-school education. This is often directly related to the education levels and income levels of the families.

T10: I observe that participation in preschool education programs varies according to the economic status of families. Families with higher income levels tend to send their children to these programs more often because they can afford such educational opportunities.

T11: While socio-economically strong families encourage their children to receive pre-school education, families with weaker economic conditions are more hesitant in this regard. Therefore, I think there is a close relationship between education and income level.

Based on the results of the research, it is seen that there are significant differences between the socio-economic levels of the parents of students who receive preschool education and those who do not. Generally, families with higher socio-economic status are more willing to include their children in preschool education programs and are able to afford such educational opportunities. This shows that there is a strong relationship between education and income level. In addition, it is observed that families with low socio-economic status are hesitant to send their children to pre-school education programs and are more hesitant in this regard. However, some teachers think that these differences are not only related to the economic situation, but also to environmental factors. As a result, it should be taken into account that socio-economic factors are decisive in access to pre-school education programs and that these factors affect children's participation in education.

### **Teachers' Views on Cognitive, Psychomotor, Language and Social, Emotional Development and Classroom Rules Compliance Skills of Preschool and Non-School Students**

It has been stated that students who receive preschool education adapt to the social environment more quickly and are more open to sharing with their friends. It has been emphasized that the fact that preschool students are accustomed to the school environment makes it easier for them to adapt to school and classroom rules. In addition, it was emphasized that students who did not receive pre-school education exhibited a timid nature, could not express themselves well, had problems in leaving the family, had difficulty in checking school belongings and clothes, and had difficulty in completing their eating and drinking tasks on time at feeding time. It has been stated that the psychomotor skills of the students who receive preschool education, especially the small muscle development, are more

developed than the students who do not receive preschool education, depending on the activities carried out in preschool. It was emphasized that the readiness of preschool students was high. In addition, it has been emphasized that many concepts learned by students in preschool education form a basis at the cognitive level and it becomes easier to add something to it. The opinions of the teachers received in this direction are given below.

*T1: Students who have received pre-school education; They can express themselves better, know the school rules better, adapt to the classroom rules more easily and are socially developed.*

*T2: Preschool students receive basic school skills. Students who have not received pre-school education feel empty. It takes time for them to follow the rules and adapt to school.*

*T3: Since the psychomotor skills of preschool students are more developed, they are largely prepared for pencil holding, paper cutting and writing skills. Cognitively, they come with a lot of concepts. (figure names, numbers, Atatürk, etc.) They also come knowing the classroom and school rules. They express themselves better, communicate better with their friends.*

*T4: The social skills of preschool students are stronger in subjects such as sharing and cooperating. These students make a more positive impact in the classroom and in the school environment and participate more actively in group activities.*

*T5: Preschool education ensures that students are more ready for school life. When these students start school, they adapt to their environment faster and come more willing and ready to learn. In addition, the fact that they have already acquired basic school skills facilitates their learning process.*

*T6: Preschool education provides students with cognitive skills as well as psychomotor skills. Since these students have already learned concepts such as numbers, letters, and colors, they come to school more prepared and adapt to learning faster.*

*T7: The learning processes of preschool students contribute more to their cognitive development. These students are more active and successful in the classroom because they are more willing and ready to learn when they start school. In addition, their high self-confidence allows them to express themselves better.*

*T8: Preschool education supports students' language development. When these students start school, they come with a wider vocabulary and more advanced communication skills. This allows them to communicate effectively in the classroom and participate more actively in the lessons.*

*T9: Students who have received preschool education are also advantageous in terms of language development. These students use their communication skills more effectively because they have a richer vocabulary when they start school. In addition, supporting their language development helps them to communicate more successfully in the classroom and to participate more actively in the lessons.*

*T10: Preschool education strengthens students' problem-solving skills. These students are able to solve the difficulties they face when they start school more effectively and take a more active role in group work. Developing problem-solving skills increases students' academic success and helps them achieve social cohesion.*



*T11: Preschool education increases students' self-confidence. Thanks to their self-confidence, these students take a more active role in the classroom and are more willing to learn new topics. Increasing self-confidence is an important factor that increases students' success.*

Preschool education increases the academic and social success of students by enabling them to enter school life in a more ready and equipped way. The high literacy readiness of the students indicates that their cognitive skills are developed. In addition, the fact that the concepts learned in the preschool education process form the basis at the cognitive level enables students to come to school more prepared and manage their learning processes more effectively. The psychomotor skills and language development of preschool students are also more advanced. This allows students to come back as more confident, articulate and socially skilled individuals when they start school. As a result, while preschool education increases the academic success of students, it also contributes positively to their social and emotional development. Therefore, the importance and impact of preschool education is a determining factor for students to lead a successful school life.

### **Teachers' Opinions on the Academic Achievement of Preschool and Non-Preschool Students**

Questions were asked to teachers about the academic achievement of students who received and did not receive pre-school education and answers were received. It has been stated that students who receive pre-school education adapt to school more quickly due to reasons such as language and social development and do not have difficulty in adapting to school, and they learn more easily because their readiness is better. It is emphasized that it is not possible for a child who knows the school and knows the environment and a child who comes to school for the first time to be the same academically. It has been stated that some students who do not receive pre-school education create a fear because they cannot get used to the school atmosphere at first, and this feeling of fear is also observed in the lesson, and therefore there is a possibility of failure.

It is stated that students who receive preschool education learn listening, comprehension and expression skills more easily than they are better, and that the difference between students who receive and do not receive preschool education is very clearly understood, especially in line studies, and the difference is obvious in the first semester of the first grade.

The opinions received from the teachers are given below.

*T1: Preschool education provides students with a strong foundation in learning. When these students start the class, they have a more positive attitude towards learning and are more willing to learn new subjects.*

*T2: Preschool students are more conscious about discipline. These students better follow classroom rules and respond more adaptively to the teacher's instructions.*

*T3: Preschool education increases students' self-confidence. Thanks to their self-confidence, these students play a more active role in the classroom and are encouraged to ask more questions and contribute.*

*T4: Preschool education helps students develop their learning strategies. These students are more capable of managing their learning processes and developing their organizational skills.*

*T5: Preschool education provides students with problem-solving skills. These students are able to solve the challenges they face more effectively and strive to improve their academic success.*

*T6: I observe that the difference in academic achievement between students is especially evident in the first semester of the first year. However, I find that some students have the ability to bridge this gap in the second semester. This points to the different learning speeds and capacities of students and emphasizes that teaching strategies should take this diversity into account.*

*T7: Students who receive preschool education are more successful and advantageous than students who do not receive preschool education in adapting to the school culture, exhibiting positive behaviors towards school, exhibiting positive behaviors and academic success.*

*T8: The academic achievement of preschool students is higher than other students. He knows how to hold a pen and the rules of society. Ready to write. He knows how to count better.*

*T9: Preschool students do not have any difficulty in the preparation period for writing (line studies), they grasp rhythmic counting and writing numbers more quickly. This increases their academic success.*

*T10: Preschool students are better at listening, comprehension and expression skills. Thanks to these features, they participate more actively in the classroom and manage the learning process more effectively.*

*T11: Preschool education provides students with a distinct advantage in line work. These students have less difficulty in the writing preparation period and learn the spelling of numbers faster. This contributes to the increase of their academic success.*

The academic achievement and social skills of students who receive preschool education are significantly superior to those of students who have not taken this program. In particular, the difference in listening, comprehension and expression skills is clearly seen in line work. This difference in academic achievement between students is quite evident in the first semester of freshman year. However, some students have the ability to bridge this gap in the second semester. Preschool education provides students with a strong foundation in learning, raises awareness about discipline, increases their self-confidence, develops learning strategies and provides problem-solving skills. As a result, preschool education has a positive impact on students' school life by increasing their academic and social success.

### **Conclusion and Discussion**

It has been understood from the opinions of teachers that preschool students adapt to the social environment more quickly and are more open to sharing with their friends. It has been understood that the students' accustoming to the school environment makes it easier for them to adapt to school and classroom rules, that their psychomotor skills, especially small muscle development, are more

developed than students who do not receive preschool education, that their readiness to read and write is high, and that many concepts learned by students form a basis at the cognitive level. It has been determined that students who do not receive pre-school education exhibit a timid nature, cannot express themselves well, have problems in leaving the family, have difficulty in checking school belongings and clothes, and have difficulty in completing their eating and drinking tasks on time at feeding time.

### **Suggestions**

In order to contribute to preschool education, the following suggestions can be made in the research conclusion section:

- An increase in the number of preschool education institutions should be ensured.
- Preschool education should be used for at least one year.
- Educators working in preschool institutions should be kept up-to-date with in-service training activities and should be able to keep up with the needs of the age.
- It should be ensured that educational approaches that continue and support each other in preschool education and primary education curriculum are constantly revised and updated in the programs.

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