

Does Preschool Effect The Readiness Skills for USA Kids?

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Abstract: The term readiness as used in the prekindergarten education and kindergarten education refers to the preparedness that is expected or given to a child at the stages of learning that happen before getting to the level of kindergarten learning. This is a phase where learning has not been formalized as done in an institution, but has been planned as a way of mitigating the upcoming issues within the developmental phase of the child. In the United States of America, it has been made necessary that every child who goes to a kindergarten school must have had some skill and knowledge impartation done in the process since the child was given birth to this time of joining a school. The readiness of the child exhibits the capability of the child to execute certain levels of knowledge and skill that become an entry behavior to the kindergarten schooling. This research study has sought child readiness and its effectiveness while entering a kindergarten school. The study has used a case scenario based on two types of children; one has gone through a quality prekindergarten training while the other has come directly from no schooling to kindergarten. The effectiveness of these two children as regards performance and progress throughout growth have been assessed and evaluated with monitoring being at stake to realize reliability. The study has further analyzed this case scenario and deliberated on the foundation that prekindergarten imparts learners with the readiness skills that are instrumental in the general progress of the child at the kindergarten level and the other levels that come above.

Keywords: Preschool, Child, USA, Readiness Skills.

Introduction

Readiness refers to the preparations that a child must get in preschool before entering the next phase of the study that is before kindergarten. Since 1990, the government's role has been to ensure that all children must be ready to learn the moment they enter school. The readiness is the necessary entry behavior that all children must have attained before reaching the age of starting school. Readiness here thus means the preparedness that a child must have accessed as a way of ushering him or her into the schooling system. Most of the readiness is given at the preschool level of education. In the United States of America, child readiness for kindergarten is something that has been left so that the community can work and ensure it is effective (Vinson, 2012). The community must ensure that all children who have not started school are exposed to teachings that prepare them to start school when they have attained the right age. Some of the programs offering this training begin with the parents as the stakeholders of their children's education, prekindergarten teachers, local communities and their programs. They also extend to include aspects like elementary schools,

all working together to ensure that every child has acquired the right preparation and hence are ready to begin school when the right age of beginning school beckons (Benson & Haith, 2009).

Research Question

The study will endeavor to answer the question, "Can Early Intervention Make a Difference?."

Hypothesis:

Children who have gone to a preschool have less challenge in progressing to the next levels of learning and understand. They have an appraised entry behavior and hence make positive development when introduced to the kindergarten learning. Children who have not gone to a preschool are difficult to adapt to the demands of the kindergarten. They develop slowly and take the time to adjust to the pace of learning at this level.

Purpose of the study

The study is intended to explore in learner readiness before kindergarten education and thus relay that learner readiness is a necessity that benefits learners as they proceed to the next levels of learning. Learner readiness has influences on the learning that comes after the preschool.

Significance of the study

The study findings will be used to aid in the development of programs that ensure all learners have accused preschool and have achieved the greatest levels of readiness before kindergarten learning.

Definition of terms:

- Children enter preschool: Children entering the stage of beginning to learn and their age between (4-5)years old
- Preschool: learning situation before going to a setup for learning
- Children do not enter preschool: children failing to be engaged in a learning situation before going to school children failing to be engaged in a learning situation before going to school and they enter to school without learning principles.
- Independent variable: going to preschool or learning in a preschool
- Dependent variable: Readiness of the child

Assumptions:

The assumptions made are that the hypothesis will be a success since credible evidence supports it. Child education is a progressive matter that develops right from the time of birth. Failure in one point will be denoted through the other stages of development and growth. I also assume the success of this study because I believe that from my experience with my sisters and some of my cousins. I had observed that who has learned in preschool before go to school has the highest degrees, highest level of education and strongest skills of learning more than who did not learn in preschool before go to school.

Limitations:

The study will be limited by the small sample size that will be studied within the short time given. I also cannot do this study for all USA students, but I will do this study for five schools and 40 specific students.

Literature Review

Five elements can be used to denote school readiness in a child (Vinson, 2012). These elements also contribute to the levels of readiness of a child in the United States of America. A child is ready if he has acquired education during the early care stages of development. Any education is given to a child during early care influences the overall readiness is needed as they progress from the preschool to the kindergarten. Parenting and family support are other elemental facets of preparing a child ready for schooling. Through the influence of the parents and the family, a child is bound to acquire the necessary skills, a few if not all of them, which will deem them ready for kindergarten (Ramey & Ramey, 1999), (Vinson, 2012).

The third element is that of the social services and health. It is a fact that a child who is not healthy is not ready to begin school (Vinson, 2012). The health of a child initiates a better form for the child to begin integrating new ideas into his or her life. This health is provided concurrently by the social services within the family. The school has to have a capacity and readiness for the children. It is not only that the child is the object to get ready. The school has to be ready regarding preparation for the necessary facilities, materials, teachers, time, and all the facilities that will ensure that the learning process progresses from one stage to another in a child. The other element that is essential in the readiness for a child is the infrastructure programs and the evaluation and administration processes that are useful in instilling readiness for a child. All these elements, if fulfilled in a child, have a greater possibility of influencing change and readiness in a child.

The readiness thus, is a conventional term that has to be perceived in broad developmental aspects to respect and protect the child's uniqueness. The definition of this readiness, according to the National Education Goals Panel covers three main aspects. These aspects are the readiness for a child to school, in general, the readiness for a school to have children, and the support offered by the community and the family

as a way of contributing to the readiness of every child to school (Aysegul, C. (2010). The term that is commonly used to refer to the preparations that are given to make children ready for school is preschool. Preschool is a form of schooling, formal, informal, and non-formal, which is given to a child as a way of preparing them to start the program schooling systems of the United States of America. Preschool has a greater influence in contributing to the readiness that a child needs before joining school (Benson & Haith, 2009).

The preschool programs and interventions among children influence their Child School Readiness significantly. The immediate care and the experiences of learning that children receive before they proceed to the school play a critical role. From the study on brain development, early education, ranging from the age of birth to five years, has a direct influence on the ability of the child to learn and have success in learning while in school. This is a prime age in which a child is at home and thus needs to access the basic education. This is a prime age where a child develops all the necessary skills and competency of responding to nature (McLanahan & Center for the Future of Children, 2004). Teachings that are presented to a child during this age period are critical in influencing how a child will be effective in learning that comes after. The awareness and need for quality education in the growth and development of a child all begins from the early preparations a child is given (Vinson, 2012).

Some assumptions have been made by scholars as relates the results of preschool on the education that comes after. From these researchers, preschoolers who are thought to have attended quality learning programs are bound to have some competencies. Such children are bound to enter kindergarten while possessing skills that are prerequisite for school success. They are the fruits of a notion that success is build and not just acquired within a short time in education. Such children have the ability to demonstrate high levels of understanding of the numerical and verbal concepts. It appears that the pre-schooling they attended served them to have the fundamentals of the numeracy and verbal knowledge, and hence when they get to school, they can learn and understand easily. The social competence of these children is high. They are casual when interacting with the other children. They are easy to learn from others and even teach others one or two things according to the way in which they know. The new environment while learning does not limit them; instead, the new environment simply acts as a new stepping-stone into learning new structures of education.

Longevity of learning

The longevity of learning is better among children who had quality preschool programs. This is demonstrated by the ability to stay longer with an activity. They have been introduced to the concepts of learning, and hence they know how to integrate learning and activity as a way of preserving the concepts learned in school. Such children can anticipate new learning based on the old knowledge acquired. While

learning, they can apply the new skills with ease and are not afraid even to make mistakes in the process of learning. They have a high chance of making typical progress throughout the primary levels of learning. They have better primary grades, something that is essential to building a better skilled and competent child (Vinson, 2012). The initial or preschool programs act as the entry behavior from where skills and competencies are progressed when the child gets to the kindergarten. This is what happens in most of the societies of the United States of America. It is rare to find these children being placed in classes for special education. They are progressive and easy to learn. Moreover, these children have less likelihood of being retained in the kindergartens. They progress to the next levels of learning with little difficulty.

A quality prekindergarten has different ingredients that give to a learner. A competitive preschool is a tool that develops that impact on the social and emotional development of a child. At a young age, children need to develop socially and emotionally. Preschool is a good stage where the emotional development and competency of a child is developed. The social and emotional skills, offered by a quality prekindergarten, impact on the general growth and development of a child (Benson & Haith, 2009). A quality preschool, thus, is imparted through close relationships, interactive conversations, and a well-equipped learning environment. A child who has not gone to a preschool is less likely to have these skills when he or she gets to a kindergarten. Preschool is a good environment where learners are guided in learning social skills that comprise how to be responsible and be of self-control.

The social and emotional skills are nurtured through different hands-on activities children are involved. Most of the learning processes in such stages of education involve myriad engaging activities. There are many but different components of social and emotional development that preschool nurtures in a child (Vinson, 2012). Through pre-schooling, a child can develop regulation and self-awareness. Through the many involving activities, such children can increase their competencies in the understanding of the social and emotional differences between different children, the embrace of the initiative to learn, and develop their empathic and caring attributes. Failure to attend a preschool will see a child miss on the important attributes that contribute to awareness and readiness of a child towards progressing to kindergarten schooling.

Preschool nurtures kindergarten readiness by enabling the child to interact with peers and other adults apart from the family members. This stage of learning also initiates group participation and cooperation responsibilities in the learner. By the time the learner goes to a school, he or she will be ready to interact with others, and engage in group participation and cooperation through a learning process. Also, they will be more responsible for their actions. (What Are The Benefits Of Early Childhood Education? | Childventures," 2017). Moreover, preschool equips a child with the necessary relationships that are attached to parents, peers, caretakers, and teachers. When such a child goes to a kindergarten, he or she can integrate well into the

learning processes. Thus, preschool has a high effect on the readiness of a child before proceeding to the kindergarten level of learning (Aysegul, 2010).

Development of Language and Literacy Skills Competence

It is evident that pre-schooling affects the child's readiness for the development of the language and literacy skills. These are the skills developed through learning of English and mathematics while in preschool. The early language growth and development in every child are dependent on the direct verbal communication children receive from parents and anyone else near this stage of growth in a child. Within a preschool classroom, children access better opportunities from where they can stimulate language development. Teachers use this opportunity to introduce the child to the first language, which might or is to be used at the kindergarten levels of learning. The development of English is seen to take effect at this stage of learning in the United States of America. By the time a child gets to the kindergarten levels of learning, a child will just incorporate what is relevant and advance on the application of the language in other disciplines. Some of the critical competencies that are developed during the preschool level of learning and are important when it comes to kindergarten level are related to language and literacy together with numeracy skills (Vinson, 2012).

The children 3-6 year old learn so fast more than you think. As a result, child who attend preschool get developed more than other. They go to school with high reading skills, richer vocabularies, stronger basic math skills and other (Marija Ristic, 2016).

The basic attributes developed to include the use of language, grammar and vocabulary, writing, literacy response and interests, analysis and comprehension, later and word recognition, phonological awareness, and concepts related to print. In English development, a child can access listening skills, speaking skills, and reading and writing skills. All these skills are critical when it comes to progressing to the kindergarten level of learning. They are essential and become critically necessary when a child is to join a school. Some of the other basic concepts that are developed in a child while in preschool and which influence a child's readiness for kindergarten are the mathematics skills and the science skills. The preschool learning can best serve a child with the best knowledge of physical sciences, earth sciences, and life sciences (Aysegul, 2010). This learning stage also influences competencies on skills and languages of science and its inquiry. At this stage of development, a quality kindergarten will see a child even start to dream of being a scientist even before going to the kindergarten learning. With mathematics, a child develops skills and knowledge of sense to number, measurement, algebra and its functions, mathematical reasoning, geometry, among other skills and competencies. A child who does not go to a preschool will have a challenge in integrating these fundamental skills together with the new skills offered at the kindergarten level of learning (Fram, Jinseok, & Sinha, 2012).

Readiness on Performing Arts and Visuals Competence

Preschool is essential in getting learners ready for kindergarten learning by improving on their performing arts and visual arts. The fields are developed to a great length when a child is in preschool. This field or discipline forms part of the natural setting of young children. These skills are exhibited through hands-on activities like pretending, scribbling, humming, swaying to a musical connotation, among others (McLanahan & Center for the Future of Children, 2004). A quality preschool classroom will motivate and encourage students to be active in art activities. These activities are critical towards the brain development of the children. An art is a field that has many attributes and contributes towards preparing a child to fit well into the kindergarten learning. A child develops a connection between different happenings and the natural world.

Readiness on Social Sciences Competence

The other field that is developed by preschool classrooms and which aid in getting learners ready for kindergarten is that of social studies. Through this field of learning, a child can integrate skills and competencies on marketplace economics, self and society, history and the sense of time, and the members of the preschool or an organization, together with the sense of place through geography, civics, economics, history and ecology. It is unanimous to say that child readiness is achieved through preschool learning. The preschool stage of learning sets pace from where learning begins and develops even to kindergarten and other higher levels of learning and competency development (Fram, Jinseok, & Sinha, 2012).

Methodology

This project is all about effective of preschool for children readiness in the USA. The research question is Can Early Intervention Make a Difference? The aim of this project is to prove that who has learned in preschool before go to school has the highest degrees, highest level of education and strongest skills of learning more than who did not learn in preschool before going to school. The study will engage two sets of respondents, twenty of those who have gone to a preschool and twenty who have not gone to a preschool, and are all in a kindergarten school. The study will involve questionnaires, interviews, and test schedules that will denote the data required.

Design

The study will use both descriptive and exploratory research designs. The laying of the characteristics of the two subjects under study while the exploratory research design will seek to find new aspects from the items under study will validate the descriptive research.

Descriptive research is crucial in nature, as v. to exploratory. This means that descriptive research combines quantifiable information which can be used for statistical inference on my target public through data analysis. As a result, this kind of research takes the form of closed-ended questions that limits its ability to give unique insights. However, used properly it can help an organization better define and measure the significance of something about a group of respondents and the population they represent.

Population:

The study will involve learners in a kindergarten school. Five schools will be considered, each having more than fifty learners. Those schools will be selected from the different areas in Melbourne Florida at the USA.

Sampling

The sample will involve 20 learners who went through a preschool and 20 others who did not go to a preschool, and all are in a kindergarten school. The samples will be derived from five schools. I will choose eight students from each school, four students who went through a preschool and other four who did not go to a preschool.

Instruments

The study will use questionnaires to be filled by learners in the form of scheduled tests, oral questions, and interview schedules where necessary. All the learners are at one level of study and hence will be subjected to the same instruments. The learners will be selected randomly after I get their parents' permission. There will be questionnaires for each participant. The questionnaires will contain at least twenty questions, open ended and closed ended. Oral tests will also be conducted to obtain data directly from the clients. There will be five questions for each section under test. The sections of knowledge to be tested include social science, performing arts and visual arts, literacy skills. All the questions will be read to the learners in the case that there might be some who do not know how to read. Further, interviews will be scheduled. The schedules will have five questions each, including long discussions that will seek to obtain the intended data from the learners. Some of the questions that will be asked include the following:

1. How many colors are there in the flag of the United States of America?
2. Who is the president of the United States of America?
3. How many wheels does a saloon car has?
4. Can you sing the national anthem of the United States of America?

Procedures

The study will start with the collection of the necessary materials, informing of the respondents, accessing the needed legal requirements, and visiting the place of study. The research instruments will be presented in a period of two weeks after which all the materials will be collected and presented within a scheduled time. I will choose five Kindergarten schools in Melbourne Florida at the USA. These five schools will have the same evaluation but from a different area. Then I will choose eight students from each school, four who enter preschool before kindergarten and other four who did not.

Data Analysis

Data will be analyzed using electronic and technological apparatus like the HPSS among others. The analyzed data will be presented in the form of graphs, chart, among others. The quantitative data collected will be fed into the SPSS software. All the qualitative data will be represented or converted to quantitative data. The SPSS will generate different data from the raw data entered. The SPSS is a system that will determine the petabytes of the data on a disk or any other form. The data will yield analyzed data that can be used to make immediate conclusions and recommendations. Moreover, the SPSS will be used to store the data for further and future use within the school. The software is essential since it will be used to archive the data.

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هل تؤثر دراسة مرحلة ما قبل المدرسة على مهارات الاستعداد لأطفال الولايات المتحدة الأمريكية؟

الملخص: مصطلح التعليم في مرحلة ما قبل المدرسة هو التعلم في سن 4-5 سنوات وهناك مرحلتين لهذا السن (الروضة، رياض الأطفال) واهمية هذه المرحلتين هي لتخفيف او تهيئة الطفل للمرحلة الأساسية وأصبح الآن في الولايات المتحدة الأمريكية دراسة هاتين المرحلتين شيء ضروري لالتحاق الطفل بالمدرسة لأن مرحلة رياض الأطفال تنمي كثيراً من المهارات لدى الأطفال (المعرفية، الحسية، العملية.....الخ) لقد سعى هذا البحث لمعرفة مدى تأثير الدراسة في مرحلتي الروضة ورياض الأطفال على مهارات الاستعداد عند أطفال الولايات المتحدة الأمريكية ولقد تناول البحث فئتين من الأطفال في المرحلة الابتدائية منهم من التحق بمرحلة رياض الأطفال قبل دخول المدرسة ومنهم من لم يلتحق وقد تم تقييم الأطفال والتعرف على مستوياتهم بكل سرية وموثوقية والتعرف على فوائد ومميزات مرحلة ما قبل المدرسة.

الكلمات المفتاحية: مرحلة ما قبل المدرسة، الطفل، الولايات المتحدة الأمريكية، مهارات الاستعداد.