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**A Comparative Study on Social Adjustment Ability of
Children With and Without Pre-school Education:
The Case of Gore Town in Illubabor Zone**

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of Master of Arts in Curriculum and Instruction

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ACRONYMS

- **CWPSE** – Children With Preschool Education.
- **CWOPSE** – Children Without Preschool Education.
- **TGE** – Transitional Government of Ethiopia

ABSTRACT

This study was basically designed to investigate the difference in social adjustment ability of children with and without preschool education. In addition, the study was aimed to find out the social adjustment problems faced by children without preschool education. For this purpose, mixed research method was employed in which 80 children (40 with and 40 without preschool education) were randomly selected from four governmental primary schools in Gore town in Illubabor zone. All self-contained teachers and principals of the schools and 52 parents (26 parents of children with preschool education) were also included in the study. In order to collect data from these participants, close ended questionnaire, structured observation checklist, and semi-structured interview were used. Since the data were of two types: qualitative and quantitative, the analysis was made using independent t-test and percentages for quantitative data and interpretative narration was employed for qualitative data. The results provided evidence of statistically significant difference in the social adjustment ability of children with and without preschool education. It was also found out that children without preschool education were facing different social adjustment problems. Furthermore, data gathered from parents of children with preschool education and self contained teachers asserted that relatively children with preschool education were manifesting high school adjustment ability than children without preschool education. Finally, the researcher recommended all the concerned bodies like the regional state government and NGOs to gain an insight from this study that preschool education is the crucial step for the children's later social adjustment ability in school. Thus, these bodies should pay due attention for the expansion and development of preschool education in the area.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

No human being is born with the learning which enables him adequately to take his place in the world about him. The modern world is so complex for society to hope that the process of growing up will, by itself, equip the child with the learning he or she requires to make a successful adjustment to life. His /her quality as a person and his contribution to the social groups of which he will be apart are determined by the experiences with which he/she is provided and the opportunities they provide him for learning. To this end, early childhood education plays a decisive role to equip the child with the initial social, intellectual and emotional experiences of early childhood.

Supporting the above idea, Heffernan and Todd (1960) suggest that in these early years, the child meets and in some manner makes an adjustment to many of the persistent life situations which command our attention. Thus, guidance in these situations constitutes the core of early childhood education. Among the agents which give this guidance to the child, pre-school education which is offered at the nursery school or kindergartens is the core. Foster and Headley (1969:56) explain this fact as follows:

A pre-school education given at kindergarten level is the important beginning of a child's school experience. Before his first day in kindergarten, the child has lived largely with his family group with brief excursions in to his neighborhood and wider group. He had had little experience in social living. Now he is suddenly confronted with a multitude of new adjustments. Here, he must gain acceptance for himself as a participating member of his peer group. For his comfort and security, he must establish satisfying relationships with at least one or two other children. He must adjust to a new adult i.e. his teacher-whose ways may differ considerably from those of his parents. He is aware of certain other adults on the periphery of his new environment- the nurse, the principal, the custodian. Occasionally he makes direct contact with one of these adults but is probably not very sure of their relation to him.

As can be inferred from the above explanation of Foster and Headley, preschool education helps the child to start adjusting him/her self to the wider society. Wills and Stegeman further explain

this idea suggesting that the entire preschool education program is an experience in social living for the pupils. Coming from homes where there are only a few members in their family group, most children meet, face, and solve their first problems of adjusting their behavior to a larger group situation (Wills and Stegeman, 1953). Readus (1990) also suggests that a child at kindergarten makes beginnings in understanding the world, starts developing attitude towards society and discovers ways of constructive participation by first learning to adjust to his immediate group or groups.

On the other hand, many scholars agree that children who did not receive preschool education would face social adjustment problems when they start formal education. It is also believed that children who could not get the opportunity to enroll in kindergartens will meet failure in adjusting themselves to the dynamic world (Foster and Headley, 1969).

The above discussion indicates that children's preschool education experience has a great influence on their later school adjustment ability. In other words, it means that when students start formal school, their preschool education experience (whether they passed through preschool education or not) influences their social adjustment ability in school. This implies that children who received preschool education manifest more social adjustment ability than those who did not receive preschool education.

Thus, the student-researcher believed that it is pertinent to see the influence of preschool education on children's later school social adjustment ability by comparing children who received preschool education and those who have not received the program. With this background, this study will attempt to investigate the social adjustment ability of children with and without preschool education.

1.2. Statement of the Problem

There is an increasing recognition by professional educators and laymen alike that a preschool experience is an important part of a child's education. This is due to their belief that preschool education is a part of a continuing school experience. In line with this, Wills and Stegeman (1953) stated that kindergarten education is not only a preschool class, but also an integral part of elementary school program. Thus, this clearly means that when starting formal schooling, children who received preschool education can simply adjust themselves to the school environment.

Research findings on this area also disclose that children who received preschool education are more advantageous in motor intellectual, language, emotional and social developments than those who did not receive preschool education. The student- researcher has summarized some of the researches made on this area by researchers like Shewakena (1997), Amelework (2007), Gezahegn (2005), Temesgen (2006), Lodetti & Pelamatti 1992 in Shewakena (1997:17). Accordingly, these studies brought out the following facts:

- Children with preschool education training tend to make relatively more rapid progress in the first four grades than do those who have not attended the program.
- The proportion of first grade repeaters in cities with out kindergarten programs is much greater than that in cities with kindergarten.
- In grade one through three, preschool education trained children show a marked advantage in both rate and comprehension in reading.
- Kindergarten trained children in first grades surpass others in the rate and quality of their handwriting.
- The current status of learning environment of Ethiopian kindergarten is poor.
- The practice of most of Ethiopian kindergartens is not related to the curriculum.

All the above findings depict that early childhood education is a very crucial program for the child's latter overall school adjustments. It is evident from the summary that almost all the local researchers looked into the issues related with the evaluation of the quality, such as status, practice and relevance of preschool education in Ethiopia. As far as the knowledge of the student-researcher is concerned, there is no local researcher who directly examined the

difference in the social adjustment ability of children with and without preschool education. However, the quality of preschool education can, in large part, be evaluated, above other things, by its contribution to the development of healthy social adjustment ability of its children (Shaw, 2004). This is because that the primary goal of preschool education is enhancing the social adjustment ability of its children since the child, before he/she joins preschool, is almost asocial, instinctive and uninhabited (Readus, 1990). This can simply be interpreted that the child's preschool education experience can affect his/her social behavior in school which in turn affects his/her classroom mood, learning, concept of and feeling about himself and relationship with others (Wright, 2000). This, in other words, means that lack of preschool education would contribute to the poor social adjustment ability that children manifest in school. Unfortunately, in developing countries, like Ethiopia, in general and in their small towns, like Gore town, in particular the coverage of preschool education is very low. Hence, it is not uncommon to have two kinds of children in a primary school: the advantaged (those with preschool education) and the disadvantaged (those without preschool education). Thus, when these children come together in one primary school, there might, according to the literature, be a difference in their social adjustment ability. Taken in its widest sense, this means that those children who did not receive preschool education might exhibit poor social adjustment ability which may in turn disorder the child's entire school life. The student-researcher, therefore, found this topic to be pertinent to deal with.

In sum, the student-researcher has two reasons to conduct this research. First, there are few previous local researches which were conducted on this area and even those conducted did not directly contend with the influence of preschool education on the social adjustment ability of children by comparing children with and without preschool education. Secondly, the researcher was interested to look into social adjustment problem that children with out preschool education program face in comparison with those who received preschool education since the problem may disorder the child's entire school life. To this end, the following research questions were formulated.

- Is there any significant difference in the social adjustment ability between children with and without preschool education are manifesting in the school.
- What are the social adjustment problems faced by children who have not undergone preschool education?
- How do teachers, principals and parents perceive the social adjustment ability of children without preschool education as compared to those with preschool education?

1.3. Objectives of the Study.

In order to answer the above basic questions, the following objectives were formulated.

- To see the difference in social adjustment ability between children with and without preschool education.
- To investigate problems faced by children who did not receive preschool education.
- To know how the role of preschool education program in enhancing the social adjustment ability of children is perceived by parents, teachers and principals.

1.4. Significance of the Study

For children, among the several causes leading to adjustment problems, lack of preschool education is paramount (Shaw, 2004). For this reason, it is hoped that this study may answer some of the questions concerning the importance of preschool education to a child's later social adjustment ability. It may also be important for those involved in kindergarten education program. The findings and their implications of this study may also help policy makers to compile and use it for planning and development of preschool education program. Finally, it is hoped that the findings of this study and their implications may provide some important directions for conducting further researches on this area.

1.5. Delimitations of the Study

Because the student-researcher wanted to deal with the problem in a considerable detail, the scope of this study is limited to one town, Gore, Illubabor. Further, the study is delimited to comparing the social adjustment ability of children with and without pre-school education which could be manifested in school. Since the research is not experimental, it is not aimed at

investigating the cause for poor social adjustment ability of children rather it is aimed to simply see the difference between the two groups in their social adjustment ability in some governmental elementary school in the town.

1.6. Operational Definition Related Terms

- **Children with Pre-school Education:** children who have attained nursery or kindergarten education before joining elementary school.
- **Children without Pre-school Education:** children who have not attended nursery or kindergarten education before joining elementary school
- **Pre-school Education Program:** the educational enterprise before the pre-primary year or years
- **Social Adjustment Ability:** children's social skills as indicated by their social relationships at schools in relation to their social competence, shyness, loneliness, and social anxiety and distress as measured by the Watson and friend social distress scale and the revised check and Buss shyness, loneliness and social dissatisfaction scale.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Under this chapter, some literatures which the student-researcher assumed to be pertinent to the study were discussed.

2.1. The Term and Concept of preschool Education

The use of the term preschool (and equivalent names in non English speaking countries) to denote organized education outside home for children below school age is of quite recent date (Lamp, 1990).

Before the middle of 20th c such educational arrangements were called "nursery school", "Kindergarten school", "day care" and so on. These more specific terms are still more common than "Preschool" in many countries (Gutek, 1987).

Preschool education, as to the English oxford Dictionary, is an education pertaining to the time before a child is old enough for school.

Walsh (1990), on his part, expresses preschool education as an education which aimed at providing a social situation that will constitute a real learning situation to children below the age of 6(Six); that will, on the one hand, aid the children in learning to adjust and conform to others, and, on other hand, to maintain their freedom as an individual in the group.

Nowadays, in spite of the terminological and organizational confusions (kindergarten, preschool, nursery...), there exist a clear link between present day preschools and early primary schools for small children.

2.2. Historical Background of Preschool Education

The history of preschool education has its unique features in each country. But there is also a good deal of commonalities in its historical development in different countries (Lamp, 1990).

The upbringing of very young children does not hold a prominent position in the history of education. Supporting this, Lamp (1990) States that before 18th c though there were some day care services for infants, there were no organized and well managed infant schools which could enhance the over all development of the child.

The real beginning of institutionalized early childhood education took place under the social pressure of the industrial revolution and under the influence of religious, philanthropic and enlightenment ideas (Gutek, 1987). Strengthening the above idea, Braun and Edwards (1972) state that the expanding industrialization compelled both parents and elder siblings to work out side home, leaving the small children with out care and, according to them, this development led religious and philanthropic individuals and groups to set up institutions in which infants could be given both care and education.

The aforementioned idea show that the beginning of preschool education was not intended to help children rather it was intended to help parents freely spend their day time on their job. This means that the first institutions were mainly aimed at giving care for children whose parents work outside home leaving them alone. In line with this Kurucz (1991) states that the first practical antecedent of preschool education were part of charity work with the purpose of helping parents who spend most of their time working in factories.

Kurucz. (1991) further Sates that, even though the idea of preschool education was well recognized by Greek philosophers like Socrates (469-399 B.C), Plato (425-347), and Aristotle (384-322), F.W Froebel is the most influential person in the history of preschool education. In line with this idea, Lamp (1990), States that preschool movement took a significant step forward with F.W Froebel's innovative contributions. The philosophy of Froebel's kindergarten which he opened in 1837 was as follows:

... a basic concept is "unity", the idea that everything is interconnected... the parts of this unity are all related to each other and they are constantly in a dialectic interaction with each other to form a universal whole, the source of which is an all-pervading God (Lamp, 1990:78).

In 19thc the Froebel's model preschools spread rapidly with the Froebelian philosophy (Gutek, 1987). Before challenges came to challenge this philosophy, Froebelian preschools were influential. Gutek, (1987:154) explains this idea saying the following;

By 1990 the Froebelian System dominated preschool practice in most countries, but it was also being challenged from various quarters. The progressive movement, led by Stanley Hall, John Dewey and others, gave argument from scientific child study for an alternative curriculum.

The new educational view proposed by S.Hall, J. Dewey and others has the idea of building education of the interest of the child. As to the new educational view, education should also base on the everyday experience of children than on prescribed materials- the idea of F.W Froebel (Spodek, 1982). However, some points of Froebel's philosophy are still influential. These are his emphasis on role plays, creative activities, and social learning (Kurucz, 1991).

Another important source of influence on preschool curriculum has been of a generally permeating character, the Montessori program, has been disseminated as an integrated whole in the half of 20thc (Braun and Edwards 1972). Maria Montessori (1870-1952), the first woman physician in Italy viewed educating children as assisting the psychological development of children rather than as teaching per se (Moringham 2005). She also noted that children learn best through their own spontaneous activities and that these experiences should take place in a planned environment (Amelework, 2007).

The aforementioned facts show that the concept of establishing kindergarten or preschool institution for children below age 7 is not a current issue rather it has a long history which starts from the ancient Greek philosophers.

In Ethiopia, the first modern kindergarten was established by foreigners. The historical roots of modern kindergarten in Ethiopia have a direct relationship with different embassies and

Missionaries. In line with this, Bizunesh, cited in Shewakena (1997:13), stated that the first kindergarten in Ethiopia was established in Dire Dawa in 1908 by the embassy of France. Then onwards, Missionaries like catholic missionaries started to build modern kindergartens.

As to the above discussion, it is about 100 years since modern kindergarten education has been started in Ethiopia. However, Amare, cited in Belay (2005:38), states that one should notice that this fact does not mean that there was no early childhood education in Ethiopia before 1908. According to him, the Ethiopian Orthodox Church had been giving this early childhood education before the modern kindergarten was started.

2.3. Aims of Preschool Education

Different scholars suggest different aims of preschool education based on their philosophy of education or the context of their country's educational system. Even though so, there are many points on which many scholars agree as the main aims of preschool education. The following are aims of preschool education which are suggested by scholars like Milichamp and Fletcher (1990), Walsh (1990), Kurucz (1991), Gutek (1997) and Lamp (1990):

- The aim of preschool education is promoting adaptability to the group, in advancing social skill and attitudes that cannot be readily be learned at home and promoting social poise, ability to leave and cooperate with others.
- Preschool education aims to provide a social situation that will constitute a real learning situation to the child; that will, on the one hand, aid him in learning to adjust and conform to others, and, on the other hand to maintain his freedom as a individual in a group.
- To prepare the child for later academic achievement, safe guards, health, foster social development, develops physical skill, coordination, and power; gives emotional strength; and provides healthy self-concept, and an opportunity to increase intellectual achievement and competence.
- The major ostensible aim of preschool education has been to provide an opportunity for social contacts and experiences as a supplement to the opportunities normally afforded in the home.

The aim of preschool education in Ethiopia is not an exception of the above stated general aims. Regarding this the government of Ethiopia states in Education and Training policy (TGE, 1994) that "Kindergarten will focus on all rounded development of the child in preparation of formal schooling".

In sum, most scholars agree that preschool education should have aims which enable the child make a successful adjustment to life.

2.4. Social Adjustment Ability

2.4.1. Meaning and Concept of Social Adjustment

Social adjustment has been defined in many ways by many different theorists. underlying most definition of the terms, however, are the following notions; (1) the existence and stability over time of societies and groups within society depends, at least in part, on a degree of consensus among their members regarding what are appropriate behaviors for group members, what are the major goals of the group and what means should be used to attain these goals (2) establishment and maintenance of consensus, in turn depend up on possession by group members of specific skills, values, and internal behavioral dispositions that make at a minimum, initial communication and interaction possible (3) Members of the species *Homo sapiens* do not possess such skills, values and dispositions and birth and therefore must require them during the course of their lives (4) acquisitions of the qualities necessary for participation in group life may occur as a result of efforts (both conscious and unconscious) part of the individual to emulate the behavior of others. (Brim and wheeler, 91966), (Heffernan and Todd 1960), (Red, 1955), (Wills,1953), (Braun and Edwards, 1972), (Spodek, 1982), (Foster and Headley, 1969), (Wellman,1992), (Parten and Murphy, 1990), (Lamp ,1990).

Social adjustment ability, therefore, is concerned with preparation in group life: with discovering how individuals learn to participate effectively in social interaction, why some individuals have difficulties, and by inference what makes group function better than others.

2.4.2. Theories of Social Adjustment

Concerning the theoretical basis of social adjustment, there are a few numbers of theories which will be discussed hereunder.

2.4.2.1. Behaviorist or Rational Theory

Scholars under this theory assume that individuals respond to social values in a stable way. According to these theorists, family or an organization working with children should equip them with the already existed rules of the society. In line with the above idea, Brim and Wheeler (1966) state that behaviorist oriented theorists have tended to conceptualize the activities of the learner in essential, irrational and behaviorist terms. Benedict (1969) on his part states that these theorists perceive social adjustment of individuals as responding in more or less automatic and stable ways. Clausen (1978) also strengthens this idea saying that social adjustment ability of an individual, is to this theorists, is configurations of stimuli coming from the external environment.

The above discussion depicts that behaviorist theorists assume social adjustment as responding to, rather than initiating social interaction and concomitant learning experience.

2.4.2.2. Humanistic Theory

These theorists give a central place to the learner than that of the content or context of the social interaction. For humanistic theory of social adjustment the learner is more often viewed as consciously making choices, seeking out new roles, and deciding to acquire new skills or alter existing behaviors (Jekins, 1969). Anderson also states the assumption of humanistically oriented theorists as follows:

... these theorists, although acknowledging the importance of prior experience, established response patterns, and the like, frequently take a starting point an individual who is viewed as being capable of making rational discussions, weighing the consequence of these acts, and optimizing his chances for achieving consciously determined personal goal (Anderson 1974:15).

The above facts show that humanistically oriented theorists view social adjustment ability from the learners' (Socializees') aspect. Accordingly, a seeking, creating and system building mind must be postulated.

2.4.2.3. Combinational Theory

As the name indicates this theory focuses on both the learner and the environment. Levin (1969) calls attention to the existence of both factors in the learners' social adjustment process. He states that the aspect of behavior that are assumed to be more or less automatic or nativities and those that are presumed to be the result of conscious planning on the part of individual. Levin further states the theory saying the following.

... this theory includes recognition of the distinction between how, on the one hand, individuals acquire the skills, knowledge and dispositions necessary for effective social participation and, on the other hand, how they are indicted to perform socially prescribed acts based on what they have learned (Levin, 1969:38)

Benedict (1969) on his part states that the combinational theory sees the process of social adjustment as a two way process in which both socializee (whether individual or group) and socializer may be changed in significant way. As to Bandura (1969), cited in Gewirtz (1980:220) this concept leads to an explication of the contractual characteristics of social interaction and an examination of such issues as the opportunities open to participants for negotiation over their respective social roles.

it is evident from the foregoing that the problem of goodness of fit between the individual and his social environment may be raised leading to an analysis of the relation between individual characteristics and attributes of groups in to which they are being socialized. Thus, the combinational theory can be considered as a mediator between the two aforementioned theories.

2.5. Contribution of Preschool Education for Children's Social Adjustment Ability

Under this title, different research findings which the student researcher assumed to be in line with the title will be discussed.

Early childhood education is viewed by researchers as the first essential stage of the basic education process (Red, 1955). Taken in its widest sense, this idea implies that the provision of preschool education for a child can have a great influence on his/her latter life.

Cushing (1988) made a research on the importance of preschool education preschool education for children's social adjustment ability. The findings of his research brought out the following facts:

... Children who receive preschool education are more superior in their total adjustment (including social adjustment) and in their attitudes and exceed the non preschool group considerably in amount of material used and in total number of activities. (Cushing, 1988:74)

The findings of Cushing indicate that children with preschool education can easily socialize themselves with a new situation than those who did not receive preschool education. This fact is also shared by Walsh who did an experimental research on nursery school children and found the following.

... nursery school became less inhabited, more spontaneous and more socialized; they appeared to develop more initiative; independence, self assertion, and self-reliance than those who did not receive preschool education (control group). They also showed a greater increase of curiosity and interest in their environment. (Walsh, 1990:145)

In the same vein, Greence also compared by means of rating and report cards, primary school children who had had nursery school training with primary school children who had had not nursery school experience. After a long term study, he has found the following facts:

... children who did receive preschool education were rated better than average by one teacher while another teacher rated them about average; i.e. children who had attended nursery school are rated to be more socialized than those who had not attended (Greence, 2000:111).

Taylor and Frank (1999) inquired in to the later school adjustment of children who had had kindergarten training and found that many problems present in kindergarten level will not be any more these children. In other words, these children could simply adjust to their later school situation since they had faced different challenges while they were in kindergarten.

A recent study by Hattwick on the effects of nursery school experience deals with larger numbers than are presented in earlier studies reviewed above. The finding is stated as follows.

... among other findings, children who had attended nursery school for a long period showed less fear of strange people, less tendency to stay close to adults and to avoid play with other children. In general, the results show an improvement in social adjustment following nursery school attendance; a decrease in behavior indicative of inhibition and an improvement in routine habits. (Hattwick, 2000:118)

The various studies reviewed above, while differing considerably in method and to some extent in purpose, point to certain general conclusions. It appears that nursery school experience aids in the development of positive personality traits, promotes social skills, prepares the child to adjust somewhat more effectively to future group situation which one may be called upon to meet. Although the findings in some of the studies are not as conclusive as might be wished, it would seem that nursery education can promote the rare results of converting the child into a more "Social" being and at the same time foster his individualism. In other words, the above various findings can be interpreted that preschool situation might be responsible for the development or lack of development of many kinds of relationship.

2.6. Problems of Children Without Preschool Education

Many studies dealing with the effects of nursery school training have been concerned with the general problem of how much or whether the school affects a child's IQ. Others have also been concerned with the effect of nursery school on the academic performance of children. There are very few researches which have been specifically concerned with the effect of preschool education on personality and social behavior of children. A review of some of the studies dealing more specifically with social behavior problems of children without preschool education follows:

Wallan and Walsh (1986) studied the relationship of nursery school of the development of certain personality traits in two groups of children including twenty two nursery school children and twenty-one control groups. Ratings were made at the time of entrance of the experimental

group in to nursery school and again after periods of two, four and six months. The findings suggest the following:

... the control group, those who did not receive preschool training, became more inhibited, less spontaneous and less socialize; they appeared to develop less initiative, independence, self-assertion and self reliance than the control group. They also showed low curiosity and interest in their environment (Wallan and Walsh, 1986:16).

Kawin and Hoefer (1999) have also studied the adjustment to primary level of children with previous training in kindergarten as compared with children new to the school situation. Thirty-three former nursery school children were compared with twenty-five non nursery school children on the basis of teacher rating on a list of behavior characteristics grouped under the headings; **health habits, social adaptability, use of environment** and **personality traits**. The findings do not indicate striking difference in adjustment between the groups, although, the non nursery school children appeared to be somewhat inferior in their total social adjustment and in their ability and proceeded by the nursery school children considerably in the amount of materials used and in total number of activities.

A study by Jersild and Markey (1998) of children conflicts with one another in nursery school and kindergarten includes incidental findings regarding the effect of nursery school situation. During the first year of this study, the subjects included fifty-four children enrolled in three different nursery schools. Each child was observed during ten fifteen minute periods. during the second year thirty-six of these children were reobserved, some of these still attended the same nursery schools and some had moved on to kindergartens and were studied there. Among the findings are the following:

The thirty-six children who were studied (observed two years in succession, when treated as a group, entered into a higher average number of fights and quarrels during the second year than during the first. However this increases in sheer combativeness such but seemed, rather to a large extent, to be an indirect result of other factors. the nursery school experience enabled the children to increase the scope and number of their activities, both in the use of materials and in social play, and this fact alone carried with it more opportunities for collision and conflict of interests, quite apart from any increase in combativeness as such. Moreover many

of the children, although older and more active still occupied the same play space as they had occupied a year before; this in effect meant that they were more cramped for space, relatively, than during the previous year and this fact might well be expected to produce more encounters. Jersild and Markey (1998:155)

Parten (1990) observed for one minute daily over an eight months period, each of fourteen-two nursery school children aged two to five "Social participation scores" were computed by weighting the following behavior categories from -3 to +3 respectively: **unoccupied behavior, solitary play, on looker behavior, parallel play, associative play** and **cooperative play**. The correlation between these scores and nursery school experience, on the basis of date of entry to the school, was found to be very low (+.12). The record showed, however a tendency toward increased social participation as distinguished from onlooker and solitary behavior during the course of the school term.

In sum, even though it is difficult to draw conclusion rearing adjustment ability of individual children from the trend exhibited by group data, most scholars agree that at least at the early ages of children, the experience of preschool education is highly significant for the development of social adjustment ability. This in turn means that those children who did not receive preschool education may, at least in their early age face some difficulties in adjusting themselves to a group.

2.7. Curriculum of Preschool Education

In addition to having needs unique to their ages that demand special physical facilities, the children in preschool need the learning that requires considerations. Lambert (2005) strengthening this idea stated that the school program for the primary child should be organized somewhat differently from that for older children. He further stated that the kindergarten that has a homelike atmosphere makes fewer demands on the children below the age of seven and help them materially in bridging the gap between home and the school in order to develop their social behavior.

The curriculum of preschool education should also include play in order to develop the child's mental, physical and social skills. In line with this Gans et al. (1972) stated that when the child

engages in dramatic play, s/he not only produces in his/her play the adult world around her/him, s/he also clarifies these concepts by adding learning to her/his growing store of understandings. Readus (1990) also supports this idea that he stated that play is socializing force in the lives of young children. He stated that in learning the give and take of the play group, children learn valuable lessons in social adjustment and adoption. Heffernan and Todd (1960) also state that the curriculum of kindergarten should include play and games since play group can often help children develop feelings of sympathy and understanding; they learn how to win without arrogance, how to take criticism and give it, how to submerge personal wishes in the interest of others, how to be part of a team and how to be legal to one another.

The foregoing discussion implies that the curriculum of kindergarten should include enough time for play, game and different arts so as to develop children's cognitive as well as social skills.

Scholars like Heffernan and Todd (1960), Wills and Stegman (1953) and, Lambert (1960) agree that the curriculum of kindergarten should include the following main contents:

- **Health and safety:** - since preschool children are so highly susceptible to illness, several precautions are necessary in order to maintain the health and safety of such group.
- **Furthering physical development;**- a good preschool appreciate the common ground of preschool and incorporate physical education which will give the children endless opportunities for large muscle development.
- **Learning to Participate in the culture:** - this includes what the preschool do to help the children understand and participate in the culture of which they are apart. These included
 - The role of a child, as distinct from that of adults
 - The role of a boy, or of a girl
 - Family roles, including those of father and mother
 - The artifacts of the society and how each is used
 - Relationship of people in the world
 - Basic concepts of the society
 - Activities associated with the special holidays
 - Costumes appropriate for a particular activity or occasion.

- **Building science concepts;** - this defines helping the child develop the concepts which will keep him/her safe from hazards of his environment.
- **Exploring time, space, number, color, texture and causality.**
- **Developing verbal communication**
- **Stories for preschool children**
- **Art and crafts**
- **Musical sounds**
- **Emotional elopement.**

As to Yashima (2002) the sum of all the aforementioned curricular elements creates a child that can fit to the challenges of life. Yashima further indicates that of the utmost importance to the preschool is the emotional development of its children which develops their social adjustment ability in their next school life.

CHAPTER THREE

DESIGN AND METHODOLOGY OF THE STUDY

3.1. Research Paradigm and Methods

This research followed the pragmatists (pluralists) paradigm. This *paradigm has a philosophy called “What works is truth.” Besides, this paradigm is more concerned on the problem than the method. Thus, it is a flexible paradigm which allowed the student- researcher to employ more than one kind of data in a research. Moreover, this paradigm addresses questions like “What” and “how” in a research (Creswell, 2003). Thus, this study employed mixed research method with a **concurrent triangulation strategy, which helps the student-researcher cross validate or collaborate both qualitative and quantitative data integratively.

3.2. Sources of data

The study included the following sources for data collection:

- Grade one student with and without pre school education.
- Grade one self-contained class teachers.
- Directors of the sample schools.
- Parents of students with preschool education.
- Parents of student without preschool education.

3.3. Procedures of Selecting Subjects of the Study

3.3.1. Subjects of the Study

The target populations of the study are grade one students with and without preschool education. To increase the trustworthiness of the study, grade one self contained teachers, directors of the sample schools and parents of these students were also included as the sample population.

*Paradigm is a model or a school of thought or a theory which serves as a guide for practice. It indicates how philosophers view reality of the world

3.3.2. Sampling Procedures

According to the information obtained from education Bureau of Alle Woreda, Illubabor zone, there are four governmental primary schools in Gore town. All these schools were taken as a sample school of the study. All sample schools' grade one self-contained class teachers and principals were also included in the study availability sampling technique.

After studying their background, all grade one students of the sample schools were classified as "with preschool education" and "without preschool education program."

Since the student-researcher wanted to take 20 students from one school (ten with and ten without preschool education), simple random sampling, lottery method was used to choose 20 students from each school and ten students from each group

Accordingly, there were 15, 32, 23 and 30 grade one students without preschool education from kundi, Aboune petros, Gore 02, and Gore 01 primary schools were taken respectively. And from the same schools 30, 28, 47 and 68 grade one students with preschool education were taken respectively. Finally, using lottery method, twenty (ten with preschool and ten without preschool education) from each sample school were taken which gave a total of 80 students (40 with preschool and 40 without preschool education). Among the parents of these students 52 (26 parents of students with preschool education and 26 parents of students without preschool education) were taken using purposive sampling technique since they were literate to fill questionnaires.

The table on the next page shows the sampling procedure for selecting sample students.

****Concurrent triangulation method is one of the strategies of mixed approach which brings both qualitative and quantitative data and uses both data simultaneously for data analysis method.**

Table1: The Selection Procedure of Children With and Without Preschool Education

Section	Schools									
	Kundi Primary School		Aboune Petros Primary School		Gore 02 Primary School		Gore 01 Primary School		Total Number of Target students	Total Number of Sample Students
	Without Preschool	With Preschool	Without Preschool	With Preschool	Without Preschool	With Preschool	Without Preschool	With Preschool		
A	9	14	18	4	4	20	10	27		
B	6	16	14	24	8	14	9	20		
C	-				11	14	11	21		
D	-									
Total	15	30	32	28	23	47	30	68	284	
Sampling technique used	Lottery Method	Lottery Method	Lottery Method	Lottery Method	Lottery Method	Lottery Method	Lottery Method	Lottery Method		
Number of students taken	10	10	10	10	10	10	10	10		80 (Forty with and forty without)

3.4. Instruments of Data Collection

To achieve the objectives stated, different data gathering instruments were employed to collect both quantitative and qualitative data. All the instruments were translated in to Afan Oromo in order to create effective communication between the student researcher and the participants.

3.4.1. Structured (non participant) Observation

Observation was employed to directly collect data form the target population, i.e. grade one children with and without preschool education. Since it would be difficult for these children to genuinely fill questionnaire and openly respond to interviews, the student-researcher observed the social adjustment ability of these children guided by observation checklists. These observation checklists were prepared based on the social adjustment measures developed by Watson and Friend in Jones et al. (1986:18) and cheek and Buss taken form Asher et al. (1984:44). The observation was conducted both in indoor (classroom) and outdoor (out of the classroom but in the school). Indoor and outdoor observation checklists consisted of 8 and 4 items respectively. By giving code for each student, both groups of children were observed. Each school was given 8 days: three days for indoor and 5 days for outdoor observation. The outdoor observation was made during break time, play time and when they rush out for their homes. Since student-researcher communicated with the schools' principals, in the section where these target students are available in large number, at least, one period was given for students to be out from their class and play in order to help the student-researcher for his outdoor observation. Thus, it was suitable for the student-researcher to observe these children repeatedly. Before these formal observation days, one day was spent in each school for informal observation without checklists so as to familiarize the student researcher with the school environment and the target students. The indoor observation was conducted by communicating with the self-contained teachers so that these teachers base their instructional procedures on these target students. Moreover, since the student-researcher discussed the observation questions with these teachers, they were intentionally making their instructional period these target students centered

3.5. Validity and Reliability of the Tools

As validity and reliability of the instruments are among the necessary conditions in scientific research, the student-researcher made a great effort to make the instruments valid and reliable.

Concerning the validity of the tools, two professionals, one from social psychology and one from curriculum departments critically looked the content and face validity of the observation checklist and the questionnaire. Initially, 18 and 12 items were prepared for self-contained teachers and parents respectively. Based on their professional comments and suggestions some items were modified as they seem to be vague for the respondents where as two items from each questionnaire were totally discarded from the list since they were found to give a different meaning for the professionals. After this, Pilot testing was conducted on 20 subjects (four teachers and sixteen parents) for the purpose of determining the reliability of the questionnaires. Based on the information obtained from the pilot study, the reliability of the questionnaires was calculated using SPSS. Hence, the calculated reliability coefficient was found Cronbach alpha 0.71 for the items of questionnaires for parents and 0.87 for the items of questionnaires for self-contained teachers. Based on the numerical evidence obtained from Cronbach alpha's reliability coefficient, the instruments designed were found to be strong enough to measure the social adjustment ability of children with and without preschool education. Finally, the validity of the instruments designed for observation checklist is made by the judgment of professionals that have a background in social research. Further, in order to increase the validity of all the instruments, they were translated in to Afan Oromo and then translated back in to English by two language experts.

3.6. Data Collection Procedures and Role of the Researcher

The nature of mixed research methods call for proper data collection procedure and appropriate role of the researcher. To this end, the observation was conducted by the student researcher with some help by his assistants.

The questionnaire for grade one self-contained teachers was distributed by the student-researcher himself after classifying the students in to two groups: children with and without preschool education. The teachers were given one day to consciously think and genuinely respond to the questionnaire. Finally, all the distributed questionnaire were returned to the student researcher

The questionnaire for parents was distributed both by the student-researcher and his assistants. These questionnaires were posted to parents via their children. And all the questionnaires were returned to the student- researcher.

The interview with the school principals and 4 self-contained teachers was conducted by the student-researcher himself since the researcher himself is a data collection instrument for qualitative data.

In order to get genuine responses, the student-researcher communicated with the teachers and principals to let them clearly know the sample students. Thus, they give their responses based on these sample students.

3.7. Data Analysis

As the research's strategy is a mixed one, there were both qualitative and quantitative data. Thus, these data were analyzed both quantitatively and qualitatively. Hence, the quantitative data which were obtained from the observation checklist, questionnaires were tabulated and analyzed using independent t-test and percentages respectively. And the qualitative data obtained from interviews were put under a theme and narrated.

3.8. Potential Ethical Issues

The student researcher recognized all the ethical considerations which could be raised in the study. Thus he respected the research site and protected the privacy of participants and conveyed this protection to the participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is concerned with the presentation, analysis and interpretation of the data gathered from indoor observation, out door observation and from sample teachers, principals and parents through the data gathering instruments: observation checklist, questionnaire, and interview. These data were analyzed and interpreted in relation to the basic questions raised under chapter one.

Accordingly the main points of this chapter focused on:

- The difference which children with and without preschool education are manifesting in their social adjustment ability.
- Social adjustment problems of children without preschool education.
- The perception of principals, teachers and parents towards the social adjustment ability of children with and without preschool education.

4.1. Background Information of the Respondents

The sources of data for this study were children with and without preschool education, principals of the schools, self contained teachers, and parents of children of each group (children with and without preschool education). The following table describes background information of these respondents (participants).

Table 2: Description of Participants by Age and Sex

No	Item	Principals		Teachers		Parents of children				Children			
						With preschool education		Without preschool education		With preschool education		Without preschool education	
1.	Sex	No	%	No	%	No	%	No	%	No	%		
	Male	0	100	0	100	2	8	26	100	31	77.5	14	35
	Female	4	0	9	0	24	92	0	0	9	22.5	26	65
	Total	4	100	9	100	26	100	26	100	40	100	40	100
2.	Age												
	6-10	0	0	0	0	0	0	0	0	40	100	37	92.5
	11-20	0	0	0	0	0	0	0	0	0	0	3	7.5
	21-30	0	0	4	44.4	11	42.3	0	0	0	0	0	0
	31-40	2	50	5	55.6	12	46.2	21	80.7	0	0	0	0
	Above 40	2	50	0	0	3	11.5	5	19.5	0	0	0	0
	Total	4	100	12	100	26	100	26	100	40	100	40	100

The data in table 2, item 1 above indicate that all participant principals 4(100%) and self-contained teachers, 9(100%) were female. Among participants parents, 2(8%) of parents of children with preschool education and 26(100%) of parents of children without preschool education were males while 24(92%) of parents of children with preschool education and none of parents of children without preschool education were females. This item also demonstrates that 31 (77.5%) children with preschool education and only 14(35%) of children without preschool education were males while 9(22.5%) and 26(65%) of children with and children preschool education were females respectively. Altogether, the table shows that most of children without preschool education, most parents of children with preschool education and all principal and self contained teachers were females. This evidence can be interpreted in three ways: first, since almost all children with preschool education have got literate female parents, it may mean that educated female parents actively participate in educating their children starting from preschool

The data under item 1 depict that the principals and teachers of the sample schools seem to be qualified enough to accomplish the tasks expected of them at the mentioned level.

The data under item 2 in table 3 show that 2(50%) of the principals and 10 (83.3%) of teachers served for 11-15 years in teaching profession. The item also shows that 2(50%) of the principals and 2(6.7%) of the teachers served above 15 years. From this data, it is evident that both the principal and teachers were experienced enough to effectively handle their job. Moreover, this experience can help both the principals and teachers better understand their students' social adjustment conditions which in turn help the student researcher get a reliable data from these participants.

4.2. The Difference Which Children With and Without Preschool Education Were Manifesting in Their Social Adjustment Ability

Under this sub-title, data gathered through observation checklist were treated. In order to understand the social adjustment conditions which both groups (CWPSE and CWOPSE) were manifesting in their school, the student researcher and his assistants made observation using by an observation checklist. As it was mentioned in chapter 3, this observation checklist was categorized under two groups: Indoor (classroom) and outdoor (out side the classroom) observation. Indoor and outdoor observation checklists consisted of 8 and 4 items respectively. The data of both groups were presented here under and analyzed and interpreted using an independent t-test.

Table 4: Group Statistics of Outdoor Social Adjustment Ability of Sample Students.

Group	Number	Mean	SD
CWPOSE	40	8.4500	2.21822
CWPSE	40	9.8250	2.52056

Table 5: Group Statistics of Indoor Social Adjustment Ability of Sample Students.

Group	Number	Mean	SD
CWPOSE	40	3.4000	1.29694
CWPSE	40	5.4750	1.56872

4.2.1. Observed Difference in Outdoor Social Adjustment Ability between CWPSE and CWOPSE

Table 6: Difference in Outdoor Social Adjustment

Group	Mean	SD	t	df	Sig(2.tailed)
CWPOSE	9.8250	2.52056	2.590	78	0.11
CWPSE	8.4500	2.21822			

*t-value is significant at the 0.05 level (2-tailed)

The above table indicates that there was statistically significant difference between CWPSE and CWOPSE in their social adjustment ability which they were manifesting outside the classroom ($t(78) = 2.590, p > 0.05$). In other words it means CWPSE were manifesting more social adjustment ability than CWOPSE. Jersiled and Markey (1998), Read (1990) and Tobin (1997) also strengthen this that he stated there is a significant difference between CWPSE and CWOPSE in the social adjustment ability they manifest outside the classroom.

4.2.2. Observed Difference in Indoor Social Adjustment Ability between CWPSE and CWOPSE

Table 7: Difference in Indoor Social Adjustment

Group	Number	Mean	SD	t	df	Big (2.tailed)
CWPOSE	40	5.4750	1.56872	6.448	78	0.000
CWPSE	40	3.4000	1.29694			

*t-value is significant at the 0.05 level (2-tailed)

The data in table 7 indicates that there was statistically significant difference between CWPSE and CWOPSE in the social adjustment ability which they were manifesting in the classroom ($t(78) = 6.448, p > 0.05$). In other words it means that CWPSE were manifesting more social adjustment ability than CWOPSE. The results of both table 6 and table 7 indicates that there was a significant difference in the social adjustment ability which they were manifesting in their school. This finding is in line with the findings of Breaver (2000) and Hattwick, (1999) who found out that CWPSE are more sociable than CWOPSE.

4.3. Social Adjustment Problems of Children With Preschool Education

During observation, it was apparent that CWOPSE were observed to show different social adjustment problems. Among indicators of low social adjustment ability, most of them were observed to be shy and exhibit low curiosity and interest in their environment.

Data gathered through interviews with self contained teachers and principals of the target school asserted that, CWOPSE face different social adjustment problems. One of the self contained teachers said:

.....I can assure you that CWOPSE face many social adjustment problems. These students do not have the confidence to play with their friends. These students (CWOPSE) always compare themselves with those who passed through preschool education and since CWPSE are more active both in and out of the classroom than them, CWOPSE are touched negatively.

The above suggestion indicates that CWOPSE face social adjustment problem like low confidence to play with others which might be caused by lack of preschool experience. As suggested by some scholars like Taylor and Frank (1999) the curriculum of preschool education primarily focuses on play which may have a positive effect on children's later play time in formal school. Supporting the above idea another self-contained teacher said.

...as I think the nursery school experience enables the children to increase the scope and number of their activities both in the use of materials and social play. I said this because of what we daily observe here in this school. CWOPSE, most of them, are shy, dependent, and more inhabited. Especially during the first few days of the school, these students were challenged by everything in the school. However, those who received preschool education act as if they were learning in this school even the first day of their formal education.

The response of the above teacher is also shared by Jersiled and Markey (1998) who studied the difference in social adjustment ability between children with and without preschool education. As to these scholars CWOPSE are, relatively, weak in their social behavior than CWPSE.

Another self-Contained teacher also suggested that he also faced a problem while teaching CWOPSE. As he said CWOPSE are new for everything in the school and since they did not get an exposure to be familiar with the school experience, they always show dissatisfaction in their school stay. Another self contained teacher also shared the comment of his colleague. He said:

The parents of most of CWOPSE usually come to contact me and they told me that their children do not have an interest to go to school. They told me that their children are always complaining about their school and their friends. I did not hear such complain on CWPSE. As I think the result of this is that these children (CWOPSE) always lag behind CWPSE

in both classroom and out of the classroom. While playing together CWPSE dominates CWOPSE since they had already mastered different kinds of play. However, this does not mean that all CWOPSE are weak in their social behavior, I am talking about the majority.

The above teacher stated that, if not all, most of the children who did not receive preschool education have low sociability than those children who received preschool education.

The interview with the above self contained teachers asserted that CWOPSE when compared to those CWPSE face many social adjustment problems.

In their interview, the principals of the four schools agreeably asserted that the problem of these children is increasing from time to time. Due to this reason, as the director stated, self-contained teachers are usually complaining about these children. One of the principals stated the following comment:

It is really difficult to teach two kinds of children within one school. As to my observation and experience, I found a great difference between CWPSE and those WOPSE in their social adjustment ability. Most of CWOPSE avoid playing with others, show more fear of strange people, less tendency to stay out side of the classroom during break time. Their teachers also complain that these children are not willing to openly express their idea in the classroom. They (most of them) have also low curiosity and interest to work with their friends. Most of them prefer to be alone instead of playing with other children, particularly with opposite sex children. Due to this and their academic problem, as you have seen, we have started 'O' grade in which CWOPSE are learning so as to prepare them for grade one. However I do not think it can replace the contribution of preschool education.

As can be seen from the above explanation given by one of the principals, the problems of CWOPSE are enormous.

As the student-researcher also observed these schools, Gore 04primary School and Gore 02 primary school started what they call 'O' grade in order to support CWOPSE. The student researcher also observed this 'O' grade students and most of them were not even confident to

express their idea which could be taken as one of the indicators of their low social adjustment ability. As to one of the principals' suggestion, the increment in the quality of some preschools in the town more complicated the problem of CWOPSE. As to his opinion, some kindergartens are highly preparing their students for the formal education. Thus, when these children join formal education, they simply familiarize themselves with the new school environment which indirectly affects CWOPSE.

These all discussions show that CWPSE are more advantageous in their social adjustment ability than those who did not receive preschool education. As indicated above, most of CWOPSE are shy, aggressive, lonely and suspicious than ACWOPSE which indicates low social adjustment ability of these children.

4.4. Self Contained Teacher's Perception towards their Students' Social Adjustment Ability

Under this sub title 16 items were treated in order to know the perception of self contained teachers towards their students' social adjustment ability. These items were categorized under two groups based on their characteristics. The first category consists the first eight items which dealt with the social behavior of the target students in the classroom. Where as the second category consists the rest 8 items which examined the target students' social adjustment ability out side of the classroom as perceived by their teachers.

4.4.1. Self Contained Teacher's Perception towards their Students' Classroom Social Adjustment Ability

This sub title discussed the social adjustment ability of students which they were manifesting in the classroom as perceived by their teachers.

Table 8: Students' Classroom Social Adjustment Ability as Perceived by Self-Contained Teachers.

No	Items	CWPSE		CWOPSE	
		No	%	No	%
1.	They have an interest to work with others				
	(A) Agree	8	88.9	4	44.4
	(B) Disagree	1	11.1	5	55.6
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
2.	They are shy when asked to explain their idea in the classroom				
	(A) Agree	5	55.6	6	66.7
	(B) Disagree	4	44.4	3	33.3
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
3.	They have good classroom participation				
	(A) Agree	9	100	3	33.5
	(B) Disagree	0	0	6	66.7
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
4.	They like individual work than group work				
	(A) agree	4	44.4	5	55.6
	(B) Disagree	5	55.6	4	44.4
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
5.	They are open and free to their teacher				
	(A) Agree	7	77.8	3	33.3
	(B) Disagree	2	22.2	5	55.6
	(C) Undecided	0	0	1	11.1
	Total	9	100	9	100
6.	They share teaching learning materials				
	(A) Agree	7	77.8	2	22.2
	(B) Disagree	1	11.1	6	66.7
	(C) Undecided	1	11.1	1	11.1
	Total	9	100	9	100
7.	They ask their teacher question on vague ideas				

	(A)Agree	7	77.8	3	33.3
	(B)Disagree	0	0	6	66.7
	(C) Undecided	2	22.2	0	0
	Total	9	100	9	100
8.	They freely talk inform of their friends in the classroom				
	(A)Agree	5	55.6	2	66.7
	(B)Disagree	3	33.3	6	22.2
	(C) Undecided	1	11.1	1	11.1
	Total	9	100	9	100

The data in table 8, item 1 depicts that 8(88.9%) self contained teachers agree that CWPSE have interest to work with others in the classroom while 4(44.4%) of the teachers agreed that CWOPSE also have inters to work with others in the classroom. Only 1(11.1%) of the teachers believed that CWPSE do not have interest to work with others while 5(55.6%) of the teachers stated that CWOPSE do not have interest to work with others.

Table 8, item 2 reveals that 4(44.4%) of the self-contained teachers believed that CWPSE were shy to explain their idea in the classroom while (55. %) of the teachers disagreed noting that CWPSE were not shy to explain their idea in the classroom. This item also depicted that 6(66.7%) of the teachers believed that CWOPSE were shy to express their idea in the classroom freely while only 3(53.3%) of the teachers disagreed noting that CWOPSE were not shy to express their idea in the classroom. It is evident from these data that CWOPSE were manifesting more shyness than CWPSE in expressing their idea clearly in the classroom.

Table 8, item 3 shows that 9(100%) of the teachers believed that CWPSE have a good classroom participation while none of the teachers disagreed that CWPSE do not have a good classroom participation. Only 3(33.3%) of the teachers believed that CWOPSE have a good classroom participation while 6(66.7%) of the teachers believed that CWOPSE do not have a good classroom participation. From these data it is possible to conclude that CWPSE were more participant in the classroom than CWOPSE.

Table 8, item 4 shows that 4(44.4%) of the self contained teachers agreed that CWPSE like individual work than group work. while 5(55.6%) of the teachers disagreed that CWPSE like individual work than group work. These data indicates CWPSE were better in group work than CWOPSE.

Table 8, item 5 indicates that 7(77.8%) of the teachers agreed that CWPSE were open and free to their teachers while 2(22.2%) of the teachers disagreed that CWPSE were open and free to their teachers. This item also indicates that 3(33.3%) of the teachers agreed that CWOPSE were open and free to their teachers while 5(55.6%) of the teachers disagree with the statement. Only 1 (11.1%) of the teachers were uncertain whether CWOPSE are open and free to their teachers. The data revealed that CWPSE were more open and free to their teacher than CWOPSE.

The data under table 8, item 6 shows that 7 (77.8%) of the self-contained teachers agreed that CWPSE share teaching-learning materials with their friends while 1(11.1%) of the teachers disagreed with the statement. Still 1(11.1%) of the teachers were uncertain whether CWPSE share teaching-learning material with their friends or not. On the other hand, 2(22.2%) of the teachers agreed that CWOPSE share their teaching-learning materials with their friends while 6(66.7%) of the teachers disagree with the statement; 1(11.1%) of the teacher were uncertain if CWOPSE share their properties with others or not. These data revealed that CWPSE were superior in sharing their teaching-learning material with third friend than CWOPSE.

Table 8, item 7 indicates that 7(77.8%) of the self contained teachers agreed that CWPSE ask their teachers differed question which they did not understand. Three (33.3%) of the teachers agreed that CWOPSE also ask their teachers different questions for more explanation, while 6(66.7%) disagreed with the idea that “CWOPSE ask their teachers different questions in the classroom.” The data depict that CWPSE were superior in asking questions in the classroom than CWOPSE.

The last item, 8 in table 8 reveal that 5(5.6%) of the self-contained teachers agreed that CWPSE can freely talk in front of their friends in the classroom while 3(33.3%) of the teachers disagree

with the statement. One (11.1%) of the teachers were uncertain whether CWPSE were free to talk in front of their friends being in front of the class while 6(66.7%) of the teachers responded that they disagreed with the statement. Furthermore 1(11.1%) of the teachers was uncertain whether CWOPSE were free to talk to their friends in front of the class. These data are evident that CWPSE were more free (Courageous) to talk being in front of the students.

When the data in tale 8 is summarized CWPSE showed more social adjustment ability in the classroom than CWOPSE. These findings are in line with the findings of Cushing (1988) and Hattwick (2000) which state that CWPSE are cooperative, courageous and confident than CWOPSE. Cushing (1980) further states that CWPSE are highly sociable that they can win their teachers, heart simply.

4.4.2. Self Contained Teacher's Perception towards their Students' Out of Class Social Adjustment Ability

This sub title is the continuation of table 8, but it discussed the social adjustment ability of students which they were manifesting out of the classroom as perceived by their teachers. Thus, the following table consisted of the rest eight questions.

Table 9: Students' Outside of the Classroom Social Adjustment Ability as Perceived by Self-Contained Teachers.

No	Items	CWPSE		CWOPSE	
		No	%	No	%
9.	They have a good relationship with their friends				
	(A)agree	5	55.6	2	22.2
	(B)Disagree	3	33.3	7	77.8
	(C) Undecided	1	11.1	0	
	Total	9	100	9	100
10.	They have consistent behavior				
	(A)Agree	7	77.8	4	44.4
	(B)Disagree	2	22.2	5	55.6
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
11.	They have many friends				
	(A)Agree	9	100	3	33.3
	(B)Disagree	0	0	6	66.7
	(C) Undecided	0	0	0	0
	Total	9	100	9	100
12.	They spend much of their time playing with their friends				
	(A)Agree	8	88.9	5	55.6
	(B)Disagree	0	0	4	44.4
	(C) Undecided	1	11.1	0	0
	Total	9	100	9	100
13.	They create different plays and invite the friends				
	(A)Agree	7	77.8	4	44.4
	(B)Disagree	0	0	5	55.6
	(C) Undecided	2	22.2	0	0
	Total	9	100	9	100
14.	They familiarize themselves to the school environment quickly				
	(A)Agree	8	88.9	2	22.2
	(B)Disagree	0	0	7	77.8
	(C) Undecided	1	11.1	0	0
	Total	9	100	9	100

15.	They play with opposite sex friends				
	(A)Agree	7	77.8	4	44.4
	(B)Disagree	1	11.1	5	55.6
	(C) Undecided	1	11.1	0	0
	Total	9	100	9	100
16.	They simply up set during play time				
	(A)Agree	3	33.3	7	77.8
	(B)Disagree	6	66.7	2	22.2
	(C) Undecided	0	0	0	0
	Total	9	100	9	100

The data under table 9, item 9 indicate that 5(55.6%) of the self contained teachers responded that CWPSE have a good relationship with their friends while 3(33.3%) of the teachers disagreed with the statement that says "CWPSE have a good relationship with others." Only 1(11.1%) of the teachers was uncertain whether CWPSE have a good relationship with their friends or not. This item also indicates that 2(22.2%) of the teachers agreed that CWOPSE have a good relationship with their friends than CWPSE.

Table 9, item 10 indicates that 7(77.8%) of the self contained teachers agreed with CWPSE have consistent behavior while 2(22.2%) of the teachers disagreed that CWOPSEs' consistent behavior. This data depicts that CWPSE have more consistent behavior than CWOPSE.

Table 9, item 10 shows that 9(100%) of the self contained teachers agreed that CWPSE have many friends while only one of them disagreed with the statement.

Where as 3(33.3%) of the teachers agreed that CWPSE have many friends while 6(66.7%) of the teachers disagreed that CWOPSE have many friends. It is possible to conclude from this data that CWPSE have more friends than CWOPSE.

Item 12 in table 9 indicates that 8(88.9%) of the self- contained teachers agreed that CWPSE spend much of their time playing with their friends while 1(11.1%) of the teachers was uncertain whether CWPSE spend much of their time playing with their friends. Still 5(55.6%) of the teachers agreed that CWOPSE also spend much of their time playing with their friends

while 4(44.4%) of the teachers disagreed saying that CWPSE do not spend much of their time playing with others. This data indicates that CWPSE give more attention to play than CWOPSE do.

Table 9, item 13 shows that 7(77%) of the self- contained teachers agreed that CWPSE create different plays and invite their friends to play. While 2(22.2%) of the teachers were uncertain whether CWPSE create plays and invite their friends to play, 4(44.4%) of the teachers agreed that CWOPSE also create different plays and invite their friend to play. It can be concluded from this data that CWPSE were more active in creating different plays than CWOPSE.

Table 9, item 14 shows that 8(88.9%) of the self- contained teachers agreed that CWPSE had easily familiarized themselves to the new school environment while 1(11.1%) of the teachers were uncertain whether CWPSE had familiarized themselves to the new environment simply or not. were as 2(22.2%) of the self- contained teachers agreed that CWPSE had familiarized themselves with the new environment while 7(77.8%) of the teachers disagreed noting that CWOPSE did not familiarize themselves simply to the new school environment. The data help us to conclude that CWPSE were fast in adjusting themselves to the new school environment.

Item 15 in table 9 reveals that 7(77.8%) of the teachers agreed that CWPSE play with opposite sex friends while 1(11.1%) of the teachers disagreed indicating that CWPSE do not play with opposite sex friends. One (11.1%) of the teachers was uncertain whether CWPSE play with opposite sex friends or not. while 4(44.4%) of the self contained teachers agreed that CWOPSE play with opposite sex friends while 5(55.6%) of the teachers disagreed indicating that CWOPSE do not play with opposite sex friends. This item indicates that CWPSE were superior in playing with opposite sex friends than CWOPSE do.

Item 16 in Table 9 shows that 3(33.3%) of self contained teachers agreed that CWPSE easily upset during play time while 6(66.7%) of the teachers disagreed showing that CWPSE do not upset during play time. While 7(77.8%) of the teachers agreed that CWOPSE simply upset

during play time while 2(22.2%) of the teachers disagreed that CWOPS simply upset during play time. These data reveals that CWWOPSE were more aggressive than CWPSE.

The foregoing discussion indicates that CWPSE were more confident, consistent in their behavior, creators of different plays and initiators of cooperative works. Taylor and Frank (2000) also support this finding. They state the following. According to their findings Children who received preschool education show a great ability to fit in with various member of the group more than children who did not receive preschool education.

Scholars like Hattwich (2000), Greace (1990), Walsh (1990), Jersild and Markey (1986), and Markey (1991) also found out the CWPSE are more confident, less aggressive, play full, courageous, open and happier in schools than CWOPSE.

It is also apparent from the observation conducted by the student researcher that CWPSE seemed to enjoy their school environment than CWOPSE. The student researcher also tried to conduct interview with some of those CWOPSE, but most of them were afraid of explaining their idea to the student researcher which in turn shows their poor social adjustment ability.

4.5. Parents' Perception of Their Children's Social Adjustment Ability in School.

The aforementioned discussions made on social adjustment problems of CWOPSE depict that CWOPSE face different social adjustment problem. Moreover, the principals and teachers indicated that parents of most CWOPSE continuously come to the school and complain about their children's dissatisfaction and lack of interest towards the school environment. Thus, in order to know the perception of these parents about their children, the student researcher asked the perception of parents of COWPSE. In order to know the peculiarity of these problems to the parents of CWOPSE, Parents of CWPSE were also asked so as to compare and understand the difference between CWPSE and CWOPSE in the ability of their social adjustment.

The following table indicates the perception of parents towards' their children's social adjustment ability.

Table 10: Parents Perception towards the Social Adjustment Ability of their Children.

No	Item	CWPSE		CWOPSE	
		NO.	%	NO.	%
1.	My child likes to go to school every day				
	(A) Agree	20	76.9	8	30.8
	(B) Disagree	6	23.1	12	46.15
	(C) Undecided	0	0	6	23.1
	Total	26	100	26	100
2.	My child most of the time talks positive things about his school				
	(A) Agree	22	84.6	10	38.5
	(B) Disagree	0	0	15	57.2
	(C) Undecided	4	15.4	1	3.8
	Total	26	100	26	100
3.	My child talks positive things about his friends				
	(A) Agree	18	69.2	7	26.9
	(B) Disagree	6	23.1	15	57.7
	(C) Undecided	2	7.7	4	15.4
	Total	26	100	26	100
4.	My child like to be absent from school				
	(A) Agree	9	34.6	19	73.1
	(B) Disagree	17	65.4	3	11.5
	(C) Undecided	0	0	4	15.4
	Total	26	100	26	100
5.	My child brings different friends to home				
	(A) Agree	21	83.8	11	42.3
	(B) Disagree	4	15.4	9	34.6
	(C) Undecided	1	3.8	6	23.1
	Total	26	100	26	100

6.	My child simply adjust him/her/self to the new school				
	(A)agree	24	92.3	8	30.7
	(B)Disagree	2	7.7	16	61.6
	(C) Undecided	0	0	2	7.7
	Total		100	26	100
7.	My child likes his teachers				
	(A)Agree	18	69.2	10	38.5
	(B)Disagree	8	30.8	16	61.5
	(C) Undecided	0	0	0	0
	Total	26	100	26	100
8.	My child was so afraid of the school when I took him/her to school for registration				
	(A)Agree	0	0	17	65.4
	(B) Disagree	26	100	8	30.8
	(C)Undecided	0	0	0	3.8
	Total	26	100	26	100
9.	My child has opposite sex friends				
	(A)Agree	23	88.5	12	46.5
	(B) Disagree	0	0	4	15.4
	(C)Undecided	3	11.5	10	38.5
	Total	26	100	26	100
10.	I am continuously being called to the school because of my child's destructiveness.				
	(A)Agree	3	11.5	14	53.8
	(B) Disagree	23	88.5	12	46.2
	(C)Undecided	0	0	0	0
	Total	26	100	26	100

The data in table 10, item 1 show that 20(76.9%) and 8(38.8%) of parents of CWPSE and Parents of CWOPSE' stated that their child likes to go to school everyday respectively. On the contrary, 6(23.1%) and 12(46.15%) of parents of CWPS and parents of CWOPSE responded that their child does not like to got to school everyday respectively. However, 6(23.1%) of parents of CWOPSE did not decide if their child likes to go to school everyday or not. This data clearly indicated that CWPSE are more interested to go to school everyday than CWOPSE.

The data in table10, item 2 depict that 22 (84.6%) and 10(58.5%) parents of CWPSE and parents of CWOPSE stated that their child talks positive things about his/her school respectively.

Whereas none of parents of CWPSE, and 15(57.7%) of parents of CWOPSE responded that their child does not talk positive things about his/her school. Still 4(15.4%) of parents of CWPSE and 1 (5.8%) of parents of CWOPSE were uncertain whether their child talks positive things about his or her school or not.

The same tale in its item 3 indicates 18(69.2%) of parents of CWPSE and 7 (26.9%) parents of CWOPSE stated that their child talks positive things about his or her friends. Where as 6(23.1%) and 15(57.7%) of parents of CWPSE and parents of CWOPSE responded that their child does not like to talk positive things about his/her friends. This item also shows that 2(7.7%) of parents of CWPSE and 4(15.4%) of parents of CWOPSE were uncertain to decide whether their child like to talk positive things about his /her friend or not.

All the foregoing discussion asserts that children who received preschool education are more interested and curious towards school than those who did not receive preschool education. This discussion is also shared by the findings of Read (1990), who compared CWPSE and CWOPSE. Among his findings are the following.

... children who attended preschool education can build strong self-confidence form their membership in a group of their age. However, children who did not receive preschool education lack this which could make them dissatisfied and uninterested towards the school environment in which they are currently learning. Children who did not receive preschool education are observed to continuously complain about their new school and friends.

In sum, items 1, 2 and 3 in table 11 reveal that CWPSE are manifesting strong social adjustment ability than CWOPSE.

The data in table 9, item 4 shows that 9(34.6%) and 19(73.1%) of parents of CWPSE and parents of CWOPSE stated that their child likes to be absent from the school respectively. On the other hand 17(65.4%) and 3(11.5%) of parents of CWPSE and parents of CWOPSE responded that their child does not like to be absent from school. Four (15.4%) of parents of CWOPSE were uncertain whether their child like to be absent form school or not. It is evident

from the above data that CWOPSE like to be absent from the school more than CWPSE do. This finding is in line with the findings of Tobin (1997) who described CWOPSE as the highest drop outs.

Item 5 indicates in the same table that 21(83.8%) and 11(42.3%) of parents of CWPSE and parent of CWOPSE responded that their child brings different friends form school to home respectively. Where as 4(15.4%) of parents of CWPSE and 9(34.6%) of parents of CWOPSE responded that their child does not bring afferent friends to home. This item also indicates that 1(3.8%) and 6(23.1%) of parents of CWPSE and parents of CWOPSE were uncertain whether their child brings different friends to home or not respectively. The above data indicates that CWPSE are more active in making different friends than CWOPSE. Breaver and Hattwick (2000) strengthen this by saying that CWPSE were living with the group of equals during their preschool education. Thus, according to Breaver and Hattwick they had already mastered how to make friends.

The data in table 9, item 6 reveals that 24(92.3%) and 8(30.7%) of parents of CWPSE and parents of CWOPSE responded that their child easily adjust him/her/self to the new school respectively. However, 2(7.7%) and 16(61.6%) of parents of CWPSE and VWOPSE stated that their child faced difficulties in adjusting him/her/self to the new school environment respectively. Supporting this, Readus (1990), Breaver and Hattwick (2000) state that besides seeing themselves in a more realistic way, children from kindergarten can gain self- confidence to simply adjust themselves to a new situation.

The same table in its item 7 indicates that 18(69.2%) and 10(38.5%) of parents of CWPSE and parents of CWOPSE responded that their child likes his/her teacher respectively while 8(30%) and 16(61.5%) of parents of CWPSE and parents of CWOPSE responded that their child does not like his/her teacher respectively. Bier (1999) strength these finding stating that children who came form kindergarten expect their teacher of the formal school to care about them and thus, they create a very close relationship with their teachers.

Item 8 in table 9 indicates that none (0%) of parents of CWPSE and 17(65.4%) of parents of CWOPSE responded that their child was so afraid of the school during registration. However, 26(100%) and 8(30.8%) of parents of CWPSE and parents of CWOPSE responded that their child was not afraid of the school during registration respectively. This item also indicates that 1(3.8%) of the parents of CWOPSE was uncertain whether their child was so afraid of the school during registration or not. This finding is in line with the finding of Jack (1998) which indicates that children with preschool education, since they are familiar with teachers, school, and friends, they do not fear the formal school. Rather, as to him they are more eager to join the new school.

The data in table 9, item 8 depict that 23(88.5%) and 12(46.5%) of parents of CWPSE and parents of CWOPSE responded that their child has got opposite sex school friends respectively while none of the parents of CWPSE and 4(15.4) parents of CWOPSE responded that their child does not have opposite sex friends respectively. The finding in the study by Jersild and Markey, (1998) emphasizes the fact that children who received preschool education do not depend on one's sex to make friends. The item also indicates that 3(11.5%) and 10(38.5%) of parents of children with preschool education and parents of children without preschool education were uncertain whether their child has opposite sex friends or not respectively.

Item 10 in table 9 indicates that 3(11.5%) and 14(53.8%) of parents of CWPSE and parents of CWOPSE responded that they were continuously called to school because of their child's destructiveness respectively. while 23(88.5%) and 12(38.5%) of parents of CWPSE and parents of CWOPSE responded that they were not continuously being called to the school because of their child's destructive behavior respectively. It is evident from the above data that relatively children who did not receive preschool education are more destructive than those who received preschool education. Readus (1990) stated that children who did not receive preschool education are more aggressive since they did not build confidence in themselves. As to him, these children often doubt their friends and the school environment which may make them destructive.

The aforementioned discussion indicates that children without preschool education were manifesting low social adjustment ability when compared to those with preschool education. Hattwick's findings also support the above discussion which indicates that the nursery school influences social behavior over and bring about the improvements which would normally come with age. According to his finding, among other things, children who had attended nursery school for a long period showed less fear of strange people, fewer tendencies to shrink from notice, fewer tendencies to avoid playing with other children, fewer tendencies to fear opposite sex friends, and more tendencies to be close to adults than children who did not receive preschool education (Hattwick, 2000).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Study

This study deals with children's social adjustment conditions in primary school (grade one). The major aim of the study was to check if there is a significant difference between children with and without preschool education in their social adjustment ability in school.

In order to meet this aim, basic questions were raised regarding the differences in social adjustment ability between the two groups of children, social problems that may be faced by children without preschool education and perception of teachers, parents and principals about the social adjustment abilities of both groups of students.

To this end, mixed research methodology was applied with concurrent triangulation strategy in which both qualitative and quantitative research methodology were used. Then, 80 children (forty with and forty without preschool education) were included. To support the data obtained from direct observation of the subjects, self contained teachers, principals and parents of both groups of students were also included in the study. All governmental primary schools in the town (four) were taken for the study's purpose. The sampling techniques were made in such a way that all children in the aforementioned schools, were categorized in to two groups as "children with preschool education and children without preschool education." Simple random sampling, lottery method was employed to select 20 students (ten with and ten without preschool education) from each school. All self-contained teachers and all principals of the target schools were taken using available sampling technique. After identifying the educational background of parents of both groups of students, 52 parents (26 parents of children with preschool education and 26 parents of children without preschool education) were purposefully included in the study since they were literates to fill questionnaire.

In order to collect data from the above mentioned participants, different data gathering instruments were employed. Observation checklist was used to observe the social adjustment ability of both groups of children. Questionnaire was distributed to self-contained teachers and parents to assess their perception towards the target students' social adjustment ability while interview was conducted with principals and 4 self-contained teachers on the problems of children without preschool education. The data gathering procedure was made by both the student-researcher and his assistants.

The above discussion is an indicator that the data gathered were of two types: qualitative and quantitative. Thus, the quantitative data obtained from the structured observation checklist were analyzed using independent t-test while other quantitative data obtained from parents and self contained teachers through closed ended questionnaire were tabulated and analyzed using percentages. The qualitative data obtained through interview were made under a theme and narrated.

Based on the foregoing procedure of data collection and analysis, the following major findings were obtained:

- There was a significant difference in the social adjustment ability of children with and without preschool education. It would also seem that children with preschool education were manifesting more social adjustment ability than children without preschool education. Both in indoor and outdoor, children without preschool education manifest sadness, worry, loneliness and also scared when they try to communicate with people.
- It was also found out that relatively children without preschool education face different social adjustment problems than children with preschool education. Most of children without preschool education would seem to be shy, lonely, aggressive, and depressed than children with preschool education.
- Self-contained teachers, in large part, agreed that children with preschool education seemed to be more advantageous in their social participation like

feeling happy when playing with others, showing consistent behavior, making friends easily, playing with opposite sex friends, freely talking in front of students and being interested in group works, in school than children without preschool of education.

- When compared to parents of children with preschool education, it was found that parents of children without preschool education indicated that their children have low social adjustment ability. Parents of children without preschool education asserted that their children lack interest to go to school, not interested in their teachers and quarrel with their friends.

5.2. Conclusions of the Study

Based on the above findings, it can be concluded when starting formal school, CWPSE seemed to be more advantageous in their social life than CWOPSE. Furthermore, it can also be concluded that CWOPSE were being challenged by different social adjustment problems. This conclusion is in line with the conclusions of Cushing (1988), Walsh (1990) and Greence (1990) who stated that children with preschool education are superior in their social adjustment ability than children without preschool education.

5.3 Recommendations

Keeping in mind all the limitations and based on the findings and conclusions drawn, the following recommendations are suggested

1. Expanding the coverage of kindergarten in the town:

- Efforts should be made by the government and non-government organizations in expanding the coverage of preschool education in the town in order to assist children without preschool education develop strong social adjustment ability.

2. Enhancing the capacity of self-contained teachers and principals to respond to the social needs of children without preschool education.

- In service trainings should be provided to self-contained teachers and principals by the concerned bodies like education bureau of the town, on how to support children without preschool education so as to make the school a miniature society for both groups of students.

3. Creating awareness on parents.

- The bureau of education or the school should create awareness on parents to have the understanding of the importance of preschool education for their children's later social adjustment in formal schools.

4. Before school orientation for students by qualified person.

- In order to build the confidence of children without preschool education, before children (both children with and with out preschool education) start formal schooling; they should be given orientation about the School and what is expected of all the students. This orientation could bring a better solution, if it is employed by cooperating with qualified persons like social psychologists or sociologists.

Finally, the student-researcher recommended other researchers to conduct further area of study on this issue by increasing the number of participants and extending the area coverage.

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Appendix A

Addis Ababa University

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Observation checklist

The numbers represent

0). Uncertain 1). Agree 2). Disagree

Outdoor

No	Items	yes	uncertain	No
1.	He/she plays with his/her friends			
2	He/she fights with his/her friends			
3	He/she preferred to be alone			
4	He/she has opposite sex friends			
5	He/she fears to play with others			
6	He/she initiates others to play			
7	He/she spends much time playing with his/her friends			
8	He/she shares his/her materials to others			

Indoor

NO	Items	yes	uncertain	No
1	He/she has an interest to work with others in group			
2	He/she ask their teacher question on vague ideas			
3	He/she share teaching learning materials with their friends			
4	He/she talk in front of their friends in the classroom			
5	He/she seats with opposite sex friends			

Appendix B

Interview guides- with school principal

The objectives of this study is mainly to out if there a significant difference in social adjustment ability of children with and without preschool education. In addition, the social adjustment problems, if any, will also be discussed. Thus, as a responsible person, your genuine responses to the questions are paramount for the success of the study.

Part One: Background information

1. Name your school _____
2. Age: (A).16-20 (B). 21-30 (C). 31-40 (D). Above 40
3. Sex: (A). Male (B). Female
4. Qualification: (A).Certificate (B).Diploma (C).B.A and above
5. Service year: (A). 0-5 (B). 6-10 (C). 11-15 (D).Above 16years

B. Questions.

1. Have you come access with children with and with out preschool

education? (A)yes (B)

2. If you said "Yes" what differences have you obscene?

3. Have you seen any difference on their behavior?

4. What social adjustment differences you have observed

- 5 .Do you think that children without preschool education face any

Social adjustment problem which children without preschool

education do not face?

Appendix- C

Interview guides with Self-contained Teachers

The objectives of this study is mainly to out if there a significant difference in social adjustment ability of children with and without preschool education. In addition, the social adjustment problems, if any, will also be discussed. Thus, as a responsible person, your genuine responses to the questions are paramount for the success of the study.

Part One: Background information

1. Name of your school _____
2. Age: (A).16-20 (B). 21-30 (C). 31-40 (D). Above 40
3. Sex: (A). Male (B). Female
4. Qualification: (A).Certificate (B).Diploma (C).B.A and above
5. Service year: (A). 0-5 (B). 6-10 (C). 11-15 (D).Above 16years

B. Questions.

1. Have you ever taught children with and with out preschool education? (A) Yes (B) No
2. If you said "Yes" what differences have you observed?
3. Have you seen any difference on their behavior?
4. What social adjustment differences you have observed
5. Do you think that children without preschool education face any social adjustment problem which children without preschool education do not face?

Appendix D

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A questionnaire to be filled by Self-contained Teachers

Dear teachers

The aim of this questionnaire is to find out the difference in social adjustment ability of children with and without preschool education. Therefore your genuine and conscious responses are highly appreciated.

Thank you for your cooperation

Part One: Background information

1. **Name of the school:** _____
2. **Age:** (A).16-20 (B). 21-30 (C). 31-40 (D). Above 40
3. **Sex:** (A). Male (B). Female
4. **Qualification:** (A).Certificate (B).Diploma (C).B.A and above
5. **Service year:** (A). 0-5 (B). 6-10 (C). 11-15 (D).Above 16years

Part Two

Direction: The following are possible measurements that are assumed by scholars to measure the social adjustment ability or individuals. Thus, while you read each question please fill your response both group of students: children with and without preschool education.

The numbers represent

0). Undecided

1. Agree

2). Disagree

Thus, use these numbers to fill your choice

NOTE: CWPSE: represents children with preschool education

CWOPSE: represents children without preschool education

Indoor

No	Items	CWPSE		CWOPSE			
		AG	UD	DA	AG	UD	DA
1.	They have an interest to work with others						
2.	They are shy when asked to explain their idea in the classroom						
3.	They have good classroom participation						
4.	They like individual work than group work						
5.	They are open and free to their teacher						
6.	They share teaching learning materials with their friends						
7.	They ask their teacher question on vague ideas						
8.	They freely talk in front of their friends in the classroom						

Outdoor

		CWPSE			CWOPSE		
		AG	UD	DA	AG	UD	DA
9.	They have a good relationship with their friends						
10.	They have consistent behavior						
11.	They have many friends						
12.	They spend much of their time playing with their friends						
13.	They create different plays and invite the friends						
14.	They familiarized themselves to the school environment quickly						
15.	They play with opposite sex friends						
16.	They simply up set during play time						

Appendix E

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A questionnaire to be filled parents

Dear Parents

The aim of this questionnaire is to find out the difference in social adjustment ability of children with and without preschool education. Therefore your genuine and conscious responses are highly appreciated.

Thank you for your cooperation

Part One: Background information

1. **Name of the school that your child is currently learning** _____
2. **Age:** (A).16-20 (B). 21-30 (C). 31-40 (D). Above 40
3. **Sex:** (A). Male (B). Female
4. **Qualification:** (A).Certificate (B).Diploma (C).B.A and above
5. **Service year:** (A). 0-5 (B). 6-10 (C). 11-15 (D).Above 16years

Part Two

Direction: The following are possible measurements that are assumed by scholars to measure the social adjustment ability or individuals. Thus, while you read each question please fill your response both group of students: children with and without preschool education.

The numbers represent

- 0). Undecided
- 1. Agree
- 2). Disagree

Thus, use these numbers to fill your choice for the questions in the table.

(A) Did your child attain preschool education?

(A) Yes (B) No

Whether your answer is "Yes" or "No" please proceed to the question in the table

No	Items	agree	undecided	disagree
1.	My child likes to go to school every day			
2.	My child most of the time talks positive things about his school			
3.	My child talks positive things about his friends			
4.	My child like to be absent from school			
5.	My child brings different friends to home			
6.	My child simply adjust him/her/self to the new school			
7.	My child likes his teachers			
8.	My child was so afraid of the school when I took him/her to school for registration			
9.	My child has opposite sex friends			
10.	I am continuously being call to the school because of my child's destructiveness.			

Declaration

This thesis is my original work and that all sources consulted for this work have been properly acknowledged.

Name: Muluken Nigatu

Signature: _____

Date: _____

This thesis has been submitted by my approval as a university advisor.

Name: Dr. Abdulaziz Hussein

Signature: _____

Date of Approval: _____