

ROLE OF KINDERGARTEN SYSTEM OF EDUCATION IN DEVELOPING EMOTION BEHAVIOR AND SELF-CONTROL IN CHILDREN IN RAWALPINDI CITY.

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Abstract

The children of the kindergarten school age between 3 - 5 are known to be a special time in the lives of children. It is a crucial stage of life in which a child develops himself/herself physically, intellectually, emotionally and socially. This study was critical analyze the "Role of Kindergarten System of Education in Developing Emotion Behavior and Self-Control in Children in Rawalpindi City. The main objectives of the study are (i) To analyze the role of kindergarten system in the promotion of social skills. It was descriptive type of research. The population of study was teachers of private kindergarten schools and their teachers in Rawalpindi city. A sample of 200 teachers were taken from this known population. Random sampling technique was used to select sample for present study. The researcher was used questionnaire technique to collect data. After polite testing the researcher were find the validity report on the basis of using Cronbach's Alpha which is 0.77. The main discussion that is important in this study is that there are many type of social skills which are play a vital role in the development of the students on both level, physicaly and mently. Students show attraction in begning days of their school. The conclusion of the study that many teachers said that they used friendly approach to teach children and they encouraged their students to take part in classroom activities. They said that they always encouraged their students when they asked question during lesson. The major recommendations of the study were Teachers may use group activities and team work in students of Montessori system to improve their social skills and the Kindergarten program provides children with experiences to help them learn to value and respect individual contributions as well as cultural identity and heritage.

INTRODUCTION

The pre-school are kindergarten years which are among ages 3 to 5 are also known to be a particular time in the lives of individuals. It is a vital stage of life in which a student's develops himself/herself bodily, mentally, psychologically and socially. The children's mental and physical abilities progress at a high rate from birth to the age of six. This period is the time in which they start to interact with the world especially their families and meet new people because preschool is the beginning of the child to the other world. They gain sovereignty and self- control. Moreover, they start to examine the world around them and gain incident to the events when they interact with other people. In adding, the children are able to learn some new thing with a very high amount. It means that the period from birth to age six is a appropriate time for the children to take place of learning. Human beings' educational capacity continues in all times of their lives however; learning is more intense in the kindergarten years when compare to other periods. The early education or pre-school also enables the children to be successful in later school lives states that early childhood is a period of people's lives in which they develop themselves regarding physical, cognitive, affecting and verbal communication domains. This is a period when people are quicker learners than other periods in their lives. And they translate the language in the early ages. So, the question is that could be asked is "who are the pre-school language learners?" They are called as very young learners (VLYs) who learn another language in early childhood. They are between the ages of 3 and 6 years. Children start the mandatory education when they are six years old. Children may not be able to read and write the language in these ages till they start the primary school. Children are always enthusiastic learners when compared to the adult learners. They

want to please the teacher in the classroom activities. They have a go at an activity even if they do not understand why or how. Children feel more relaxed in the classroom compared to adults and they are less embarrassed in speaking in a new language. Moreover, they have a native-like accent with the help of their lack of inhibition. Meisel states that speech is a miraculous development of infants, toddlers and very young children because they are not formally taught it. The children do not spend effort to learn the speech of the language. (Piaget, 1956).

Social development is ongoing process throughout childhood and adolescence. Social skills that is important for kindergarten remains just as important during the rest of your child's school career and adult life but at this age and stage the skills begin to take root. Your child will begin to make new friends experiences the formation of relationship.

Kindergarten

In 1840, Freidrich Froebel invent the new word kindergarten or child garden to explain the institute in Germany recognized for the point of cultivating and caring for the little children frequently referred to as the "Father of Kindergarten", Froebel supposed that children start to study as rapidly as they began to interrelate with the world around them. His views about child learning and knowledge that they are highly trained by kindergarten teacher. He could help young children in sketch analogy between substance which are found in the world and theoretical concepts such as self or color. Kindergarten was introduced in the United States by Froebel's followers between 1848 and 1872 (Richie Sharp, 2002).

Shapiro, (1983) viewed that preparation schools for kindergarten teachers were established, however; play school programs remain mostly in humanitarian organizations or institutions such as missions and churches (Braun & Edwards, 1972). Between 1890 and 1910, kindergarten was fast the interest of private school systems

Review of related studies

Keith & John (2007) take a gander at the impact of changing educators understudy's practices over the social aptitudes of the child. In this examination with the people from posterity of 4 - 5 age gathering and their teachers, a starter and control accumulate were randomized and the child and their educators in the primer aggregate acknowledged workmanship exercises of ten minutes for eighteen back to back school days.

According to Durualp. (2009) in which he has dismembered the effect of Play-Based Social Skill Training Program on the social congruity and skills of child, 48 child at six years old were set in the examination gathering and the other 48 kid in the control gathering. Playing rehearses with family thought, purposes and acquisitions for growing essential practices the degree that social aptitudes were familiar with the childhoods in the examination aggregate for two months multiple times each week.

(Shapiro, 1983). Kindergarten view as a probable answer for the difficulty faced many government school systems, together with refining children from deficiency. government kindergarten classrooms were first organized in urban locations such as Chicago, Philadelphia, and Boston. By 1913, thirty-three states provided constitutional amendments that allowable for the acceptance of government school kindergartens. By 1915, twelve percent of the kindergarten-age people received a free kindergarten education from the public-school system.

(Shapiro, 1983). The Child's work Learning Centre Kindergarten Program is communitarian, developmentally suitable, and dependent on the basics of teaching to the whole child. As teachers, we give a critical condition that gives understudies the chance to test and discover. Amid our time we secondary with them, fun with them, check out their accounts and allow space for the original highlights of each child to leaf. We believe that the attaching of data is dynamic and that child's learn best when associated experientially, cooperating with their partners and driving free research. Our classroom condition is improved by relaxed demand and social and excited help, along these lines the child's in our kindergarten creates to be interested, perceptive and essential driving forces. We believe that understudy driven and teachers guided theme wakes, as our educational projects makes extent through significant examination. Classroom examinations are basic to our program and child's develop a strong sentimentality of self and network. As we join your child reliably, the kindergarten keeps up targets that direct our educational units plot and your child's learning. We meet your child at his/her

own specific limits and cooperate in suggestion with you and your child to achieve these goals together reliably.

Shape associations dependent on trust, demand, delight and respect

Wind up powerful and inquiring understudies

Wind up essential and inventive brains

Learn instruments to be productive in a school circumstance

Kindergarten was made by German teachers Friedrich Froebel, who observed people as typically unbelievable, with data that could be mixed. Froebel made his schools seeing that child were strange and practical creatures, and he required them to reflect the wonderful through the learning of rational work and specific activities joined into their condition. The kindergarten program sees that child are students and that each child is novel. All substitutes come to class with different supplies and limits. It is the commitment of teachers' that to perceive these modifications and effort to meet these varied needs by driving each child from where he/she at current. This is master through game plan of a variety of open-got done with learning practices proposed to empower child to work at their own level. The sanity of the Kindergarten program gets a handle on working up the whole child. It reflects an understanding that child's learn through exclusive commitment and play and those child talk the extent that anybody is worried in an arrangement of ways. It sees the social thought of learning and the essential piece of language in interceding thought, correspondence and learning. (Friedrich Froebel, 1782-1852)

Self-Control

- Makes a compromise during a
- Stays calm when teased

Assertion

- Asks for help from adults
- Questions rules that may be unfair

Responsibility

- Respects the property of others
- Takes responsibility for own actions

Empathy

- Forgives others
- Feels bad when others are sad

Begin Small if Necessary

In the event that setting off to a gathering or investing energy in a group appears to be overpowering, begin little. Go in the supermarket and say, "Thank you," to the assistant or go to an eatery and request your nourishment. Work on making casual chitchat step by step.

Ask Open-Ended Questions

In the event that you need the consideration off you in a discussion, get comfortable with open-finished inquiries. Urge others to talk so you won't need to influence the sit still chit-to visit. Make inquiries that require in excess of a yes or no answer and you may open the way to welcome the other individual to keep the discussion going.

Urge Others to Talk about Themselves

The vast majority truly appreciate discussing themselves. Make an inquiry about a man's vocation, interests, or family. Show you're keen on hearing what is being said.

Make Goals for Yourself

Build up some little objectives for yourself. Maybe you need to hone one specific expertise or perhaps you need to begin going to a social action in your locale. Set up an objective and start to chip away at systems that will enhance your social life.

Offer Compliments Generously

Respects can be an unbelievable technique to open the way to a conversation. Offer a colleague and praise on an opening he gave at a meeting or kind word your fellow citizen on his new auto. good wishes can point to others that you are well disposed.

Read Books about Social Skills

There are many books which are available in market that can enable you to learn some social abilities and approach to begin discussion. Remember that peruse about these abilities is not make you specialist. You can repeat it again and again.

Practice Good Manners

They conduct goes far promote social skills are social abilities and work on being courteous, indicating and appreciation. And due to this it utilizing great social graces.

Focus on Your Body Language

Non-verbal communication is dangerous. Focus on the sort of non-verbal communication you utilize. Attempt to seem loose, reach, and seem open to discussion.

Distinguish and Replace Negative Thoughts

In the occasion that you have a great agreement of negative thinking about your social relations, it could turn into an obvious result. For example, a man thinks' individuality, "tremendously awkward and I will disgrace myself," may sit in the corner at a meeting. Therefore, he may leave the gathering imagining that he should be extremely clumsy in light of the fact that nobody conversed with him.

Differentiate negative thinking that are likely spent you down. replace them with more wise considerations, for example, "I can pressure discussion and I to can meet new individuals." Don't enable yourself to harp on contemplations that aren't profitable.

According to the study of (Biggam and Power, 1999; Shure and Spivack, 1982; Yaban and Yükselen, 2007). The extension in the social condition of kindergarten students happening particularly with beginning a school enables them to figure out how to arrange their connections and how to determine relational issues and it likewise encourages them set in motion what they have effectively realized. The abilities of critical thinking and understanding sentiments emerge as an imperative determinant for change amid this formative stage As youngsters' social aptitudes enhance, their critical thinking abilities additionally create and they figure out how to work out new techniques (Rubin and Krasnor, 1986).

(Yaban and Yükselen, 2007). In his study Taking care of social issues requires building up the aptitudes youngsters need to speak with their condition and furthermore the capacity to precisely comprehend sentiments of their own and others Social aptitudes are the practices that youngsters can learn by methods for suitable showing standards and compelling projects.

(Avcıoğlu, 2005; Dereli, 2008; Durualp and Aral, 2010; Reid, Webster-Stratton and Hammond, 2007; Webster-Stratton, Reid and Hammond, 2001; Webster-Stratton and Reid, 2004). Social Skills Training Program is one of these projects. Social Skills Training Program encourages students' adjustment to their condition by permitting their social improvement and building up their capacity to comprehend emotions and their social critical thinking abilities which are essential for them to speak with their condition. Past research demonstrated that kindergarten students unequipped for understanding sentiments and taking care of social issues are more open to encounters, for example, dismissal by their companions, change and correspondence issues, low scholarly scores, resistance with others, issue practices and social disconnection.

Objectives of The Study

The objectives of the study are as under:

1. To analyze the role of kindergarten system in the development of social skills.

Materials and Methods

Population

In this research all teachers of private kindergarten schools of the Rawalpindi city are the population of the study. As my research is 'Role of Kindergarten System of Education in Developing Emotion Behavior and Self-Control in Children in Rawalpindi City so, the private schools of the Rawalpindi city are included in my research. Keeping in mind that it's not an easy task to collect accurate sample to make generalization for the rest, I had taken a keen interest in doing this basic job for my research and tried to get a sample for the stream which can be considered as valid as possible.

Instrument

The researcher will use questionnaire technique to collect data. Research questionnaire will be developed by the researcher according to various existing problems at pre-primary level. The

questionnaire have to refined items are taken after the responses of the experts. After pilot test, reliability and validity of the questionnaire will be determined. The characteristics of the my study is experience and qualification of the kindergarten teachers.

Sampling

As it is a study of Role of kindergarten system of education in developing social skills in children in Rawalpindi city, so I have decided to use random sampling technique to draw the sample from population and collect data from 40 private schools located in Rawalpindi city. So my sample of the study is 200 teachers were taken from this known population. Random sampling techniques will be used to select sample for present study.

Pilot Testing

After preparing the questionnaire we will distribute them to educational experts and 39 teachers of kindergarten schools for electing their opinion and advice for the improvement of questionnaires. All the respondents will return the questionnaires with their comments. Each questionnaire will improve in the light of their comments and suggestions. Questionnaires will refine on the basis of responses of respondent. That statement for which respondent ask for explanation, or they took more time to understand, will revised. Those difficult words for which respondent ask for meaning will change with familiar and simple words.

Table: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.770	38

Data Collection and Analysis

The data was collected through questionnaire. The researcher meet the 200 selected teachers to collect data on the topic of role of kindergarten system of education in developing social skills in children in Rawalpindi city. During this process questions were explained in local language to make easy for the respondents. However researcher took full care so that questions may not lose their meanings in this process. The researcher repeated the questions again and again to reduce the difficulties of the respondents. The collected data were analyzed by Statistical Packages for the Social Sciences (SPSS). Appropriate statistical techniques are used to see the role of kindergarten system of education in developing social skills in children on the basis of different indicators. The data which will be collected through pre-test and questionnaire first properly organized. Then through suitable technique and statistical test (e.g. t-test) data will be analysis. The conclusion will be draw with the help of data findings and suggestion will be given in the light of findings.

Table no 1 Emotion and Behavior

Sr. #	Statement	S A	A	U D	S D	D	Mode	Df	Chi-square value	P-value
1	Does your students feel comfortable in social situations such as parties?	86	72	11	9	22	5	4	131.6	.000
2	Does your students have difficulty to maintain attention during structured tasks?	73	94	6	4	23	4	4	168.6	.000
3	Does your students able to calm him/herself when he/she is upset?	63	86	12	9	30	4	4	112.2	.000



4	Does your students use appropriate ways to express his/her anger or Frustration?	71	76	15	14	24	4	4	95.35	.000
5	Does your students admire his/her mistake?	61	102	10	8	19	4	4	166.2	.000
6	Does your students accept changes in Routine?	64	74	10	18	34	4	4	78.80	.000

Statement no 1 shows that 79% respondents agreed, 15.50% disagreed and 5.50% undecided with statement that Does your students feel comfortable in social situations such as parties? The mode value is 5, and the calculated chi-square value is 131.6, degree of freedom 4 and p value is .000

Statement no 2 shows that 83.50% respondents agreed, 13.50% disagreed and 3% undecided with statement that Does your students have difficulty to maintain attention during structured tasks? The mode value is 4, and the calculated chi-square value is 168.6, degree of freedom 4 and p value is .000

Statement no 3 shows that 74.50% respondents agreed, 19.50% disagreed and 6% undecided with statement that Does your students able to calm him/herself when he/she is upset? The mode value is 4, and the calculated chi-square value is 112.2, degree of freedom 4 and p value is .000

Statement no 4 shows that 73.50% respondents agreed, 19% disagreed and 7.50% undecided with statement that Does your students use appropriate ways to express his/her anger or Frustration? The mode value is 4, and the calculated chi-square value is 95.35, degree of freedom 4 and p value is .000

Statement no 5 shows that 81.50% respondents agreed, 13.50% disagreed and 5% undecided with statement that Does your students admire his/her mistake? The mode value is 4, and the calculated chi-square value is 166.2, degree of freedom 4 and p value is .000

Statement no 6 shows that 69% respondents agreed, 26% disagreed and 5% undecided with statement that Does your students accept changes in Routine? The mode value is 4, and the calculated chi-square value is 78.80, degree of freedom 4 and p value is .000

Table no 2 Self-Control

Sr. #	Statement	S A	A	U D	S D	D	Mode	Df	Chi-square value	P-value
1	Do you use polite words during your class?	94	106	0	0	0	4	1	.720	.000
2	Does your students persevere when tasks are difficult?	73	85	9	5	28	4	4	136.1	.000
3	Does your students know how to play games?	100	98	1	0	1	5	3	192.1	.000
4	Do you agree that teacher create self confidence in student?	83	109	7	0	1	4	3	176.4	.000
5	Does your students seem to understand directions and follow them?	44	56	19	31	50	4	4	22.35	.000
6	Are your students cooperating with each other in study?	84	105	3	2	6	4	4	253.2	.000

Statement no 1 shows that 100% respondents agreed, 0% disagreed and 0% undecided with statement that Do you use polite words during your class? The mode value is 4, and the calculated chi-square value is .720, degree of freedom 1 and p value is .000

Statement no 2 shows that 79% respondents agreed, 16.50% disagreed and 4.50% undecided with statement that Does your students persevere when tasks are difficult? The mode value is 4, and the calculated chi-square value is 136.1, degree of freedom 4 and p value is .000

Statement no 3 shows that 99% respondents agreed, 0.50% disagreed and 0.50% undecided with statement that Does your students know how to play games? The mode value is 5, and the calculated chi-square value is 192.1, degree of freedom 3 and p value is .000

Statement no 4 shows that 96% respondents agreed, 3.50% disagreed and 0.50% undecided with statement that Do you agree that teacher create self confidence in student? The mode value is 4, and the calculated chi-square value is 176.4, degree of freedom 3 and p value is .000

Statement no 5 shows that 50% respondents agreed, 40.50% disagreed and 9.50% undecided with statement that Does your students seem to understand directions and follow them? The mode value is 4, and the calculated chi-square value is 22.35, degree of freedom 4 and p value is .000

Statement no 6 shows that 94.50% respondents agreed, 4% disagreed and 1.50% undecided with statement that Are your students cooperating with each other in study? The mode value is 4, and the calculated chi-square value is 253.2, degree of freedom 4 and p value is .000

Findings

1. In table no 2 the Statement no 1 shows that 79% respondents agreed, 15.50% disagreed and 5.50% undecided with statement that Does your students feel comfortable in social situations such as parties? The mode value is 5, and the calculated chi-square value is 131.6, degree of freedom 4 and p value is .000
2. In table no 2 the Statement no 2 shows that 83.50% respondents agreed, 13.50% disagreed and 3% undecided with statement that Does your students have difficulty to maintain attention during structured tasks? The mode value is 4, and the calculated chi-square value is 168.6, degree of freedom 4 and p value is .000
3. In table no 2 the Statement no 3 shows that 74.50% respondents agreed, 19.50% disagreed and 6% undecided with statement that Does your students able to calm him/herself when he/she is upset? The mode value is 4, and the calculated chi-square value is 112.2, degree of freedom 4 and p value is .000
4. In table no 5 the Statement no 1 shows that 100% respondents agreed, 0% disagreed and 0% undecided with statement that Do you use polite words during your class? The mode value is 4, and the calculated chi-square value is .720, degree of freedom 1 and p value is .000
5. In table no 5 the Statement no 2 shows that 79% respondents agreed, 16.50% disagreed and 4.50% undecided with statement that Does your students persevere when tasks are difficult? The mode value is 4, and the calculated chi-square value is 136.1, degree of freedom 4 and p value is .000
6. In table no 5 the Statement no 3 shows that 99% respondents agreed, 0.50% disagreed and 0.50% undecided with statement that Does your students know how to play games? The mode value is 5, and the calculated chi-square value is 192.1, degree of freedom 3 and p value is .000
7. In table no 6 the Statement no 1 shows that 98.50% respondents agreed, 1.50% disagreed and 1% undecided with statement that Does your students listen others carefully? The mode value is 4, and the calculated chi-square value is 193.4, degree of freedom 3 and p value is .000
8. In table no 6 the Statement no 2 shows that 98.50% respondents agreed, 1.50% disagreed and 1% undecided with statement that Do your students understand the lesson when you are present in the class? The mode value is 4, and the calculated chi-square value is 191.0, degree of freedom 3 and p value is .000

DISCUSSION

The present study was conducted to find out the role of kindergarten system of education in developing social skills in children in Rawalpindi city.

As per Levine, M. D. (1998). Crashing and burning a social test can be more agonizing to a youth than failing an examining or science test. For a couple of youths, social capacities can be the hardest subject to go in school. Social capacities accept a basic part in an adolescent's enthusiastic prosperity and thriving. Without family relationships, school can be an especially vexed, forsaken put that an adolescent should need to keep up a key separation from. Adolescents are imagined with inherent social capacities comparably as they are considered with other normal characteristics and weaknesses in limits, for instance, thought, memory, tongue and motor capacities. Inadequacy in these distinctive

aptitudes can unfavorably impact a child's social competency. For example, youths who have deliberate issues may encounter trouble tuning in and going to in dialogs, be remarkable impede the inspiration to talk or say things at wrong conditions. Children with memory issues may encounter issues following an exchange since they can't review what was basically said


The kindergarten program perceives that adolescents are people and that every kid is outstanding. All understudies come to class with various requirements and capacities. It is the responsibility of teacher that to recognize these distinctions and attempt to get together these differed needs by advancing every child from where she/he presently is. This is refined through arrangement of an variety of open-finished learning exercises future to allow kids to work at their own particular level.

The research study attempted to utilize a quantitative and qualitative methodology to understand the role of kindergarten system of education in developing social skills in children in Rawalpindi city. to analyze the impact of social skills on the personality of children at low classes like k.g to class 3rd and social life of kindergarten level students used chi square.

The discussion of the study concluded that the social skills have a better role and impact on the personality and social life of kindergarten level students. Statistically, data analysis indicated the results shows that there is the high role of social skills in development of children education. The study also showed the qualitative descriptions that most of the teachers favor the full day kindergarten and many of them in the favor of this system. The teacher are satisfied with the curriculum of the children. The main things that is important in this study is that there are many type of social skills which are play a vital role in the development of the students on both level, physicaly and mently. Students show attreccion in begning days of their school.

CONCLUSION

1. It is concluded that child has good eye contact in classroom and show appropriate feelings to others behavior. Hence kindergarten system of education is helpful to improve communication skills of children.
2. It is concluded that students show understanding of others feelings during the class and kindergarten system of education develop the social skills in children.
3. It is concluded that kindergarten children request in appropriate manner when he/she wants something. Hence kindergarten system helps to improve the children behavior.
4. Kindergarten system makes children to less social and children don't prefer to play with other children. They mostly like to play indoor games.
5. It is concluded that kindergarten system build the confidence level of children and they comment on different things they do or they see.
6. Kindergarten school of system make children to give opinion openly about anything and they express their feelings verbally. This is more seen in kindergarten school children.
7. It is concluded that students feel comfortable in social situations such as parties and they cannot feel any type of hesitation. These abilities are in all type of students.
8. It is concluded that many students have difficulty to maintain attention during structured tasks and in the class room and teacher give attention on students during the lecture.
9. It is concluded that kindergarten children were less social skills and they are less involved in social activities.
10. It is concluded that many teachers said that they used friendly approach to teach children and they encouraged their students to take part in classroom activities. They said that they always encouraged their students when they asked question during lesson.
11. Most of teachers believed in classroom work and they said that they were not in the favor to give big homework. They said that they only gave one task for daily homework.
12. It is concluded from findings that majority of teachers said that they used lecture method for teaching and they also used A.V aids to enhance learning.
13. Most of teachers said that they gave importance to parents talk about their children. They first listen to parent's opinion carefully and then gave importance to their opinions.

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14. It is concluded that most of teachers informed parents about the progress of their children and they did this they used PTM or did phones calls to parents.
 15. From findings it is concluded that teachers were in the favor of team teaching and they liked this new teaching strategy. They said that without actual knowledge of team teaching it was unable to achieve good results.
 16. It is concluded that many kindergarten schools system teachers read different books, some read novels, poetry and some read literature to enhance knowledge. Majority of teachers were attached to reading habit.

RECOMMENDATIONS

- In kindergarten system there may be focused to improve social skills.
- The Kindergarten program provides children with experiences to help them learn to value and respect individual contributions as well as cultural identity and heritage.
- The kindergarten teacher survey instrument could be administered to teachers in pre-kindergarten through second grade.

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