

On the Relationship Between Children's Social Development and Their Class Conditions at Kindergarten in the Undeveloped Region

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Abstract

The research purpose is to know the relationship between children's social development and the class-condition of kindergarten. Research methods are the questionnaire investigation and interview method. The class-condition of 54 classes is overall measured by questionnaire investigation for some preschool education group in Yanbian County of Sichuan province, in China. The social development of 30 children is known by observation and interview method in the same preschool education group. The obtained data is processed by SPSS.22 in the PC. The results of the study are that: (a) Most of the children's social development is good, especially in the aspect of social interaction and self control; but most of the children have not still formed good habits. (b) Most of the classes in the kindergarten do well nurse in daily life, curriculum classes and children's development evaluation; but there is shortage in the decorating wall among most of the classes in kindergarten. (c) It is analyzed by stepwise regression for the social development of children including each factor as the dependent variable and each factor among class-conditions of the kindergarten as the independent variable. The result shows that nursing in daily life and decorating wall entered the regression equation. It is clear that nursing in daily life and the decorating wall have important influence on children's social development. The conclusions are that teachers should pay attention to the cultivation of the children's good habits; that teachers should strengthen the decorating wall in class; that

teachers should look at the class everyday life care as an important part of the job.

Key words: Children; The social development; The condition in class

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INTRODUCTION

Early childhood education in China is to promote children's all-round development as the objective, and young children's all-round development is a kind of the whole development including the aspects of physical, cognitive, social development etc.. Most of scholars think that early childhood education is the most important period in children's social development. Lots of studies show that the children's social development has the important influence on their many aspects of them. For example, the results researched by Zhang (2006), Pang et al. (1997), Zhang and Sun (2012), and Pang and Yan (1997) show that the children's social development produces an main effect on social interactions, mood & emotion, social adaptation, academic achievement, cognitive development, personality, ability and so on in the future. In some certain extent, the social development of the children is more important than the development in mastering knowledge and skills, etc.. However, many preschool education workers and the children's parents pay no attention to its importance. It leads to some problems, such as the respective development of the early childhood, selfish, capricious, lack of compassion (Zhang et al., 1997). Most of researchers in studying the social development are interested in one aspect of

it, such as aggression, attachment, etc. (Zhang, Wang, & Chen, 2006). It is little study for the relative between the children's social development and their condition in class. Especially, it is less study it in undeveloped areas. The class is an important place in children's social development. Therefore, it has very important significance to research children's social development in the undeveloped area to improve the level of the children's social development.

1. THE RESEARCH METHODS

The questionnaire method is used to understand "class conditions at the kindergartens" for the teachers. The face-to-face interview is used to understand "children's social development" for the teachers. The telephone interview is used to check whether the result is consistency or not with the teachers' idea for their parent(s). The data is processed by using SPSS.22 for the statistical analysis.

1.1 The Subject

The class status is tested for 54 classes among 6 kindergartens of the education group at Yanbian county of Sichuan Province in China. One leading teacher in each class fills out the questionnaire. 54 questionnaires are handed out. They are all taken back. The questionnaires were valid, the effective rate was 100%.

Each child's social development condition is tested among 30 children from one kindergarten of the same kindergarten group. 30 children are made up of 10 children in 3 years-old class, 10 children in 4 years-old class, 10 children in 5 years-old class by the hierarchy and random method. 10 children in each class are randomly selected. The investigator let the teachers carefully observe 10 children according to filling the content. the interview and record carry out it after two weeks. At the same time, the research contents are verified by phoning parents. It is not same for 4 young children's social development description with the description of the teachers. It is invalid as interview results. Finally, it is the effective interview for 26 children social development, the effective rate is 86.7%.

1.2 The Test Tools

1.2.1 The Kindergarten Class Conditions of Teacher Evaluation Form

"Kindergarten class status of teacher evaluation form" (Preschool Education Staff Room, para.5, 2009, pp.41-46) is revised according to "Kindergarten class status of teacher evaluation form" compiled by preschool education staff room of the Central Education & Science Research Institute, Their questionnaire content mainly includes the construction and equipment, Area and materials, the decorating wall, children's characteristics of class, nursing in daily life, curriculum of class, evaluation

of children's development. There are 30 items. The questionnaire is revised according to the actual situation in the region and the need for research. For example, there are 50 items for the eleventh item in their questionnaire. Its content is too detailed. It is inconvenient for data statistics. So the part is induced and deleted. The revised questionnaire mainly includes decorating wall, daily life care, curriculum of class, evaluation of children's development. There are 25 items. The digital code is the number before each option. If the item is filling in the blank, the coding is the filling Numbers in space. The questionnaire's reliability coefficient is 0.816, scope of the reliability of each factor in 0.699-0.878, shows that the questionnaire is available.

1.2.2 The Evaluation Form of Children's Social Development (Teacher Questionnaire)

The evaluation form of children's social development (teacher questionnaire) (Ibid., pp.254-248) is revised according to the evaluation form of children's social development compiled by preschool education staff room of the Central Education & Science Research Institute. Their questionnaire content mainly includes three aspects, they are social communication, good habits, of self control. There are 39 items in all. The revised questionnaire includes the same three aspects, because the subjects' geographical environment, living environment and the local children are specific, some items are revised. For example, the children leave kindergarten, they arrive at the field, the teachers less lead them to the public place, because most kindergartens there belong to the villages and towns kindergartens. So it is deleted that the teachers littlely lead them to the public place. At last, there are 30 items in all. Code is the numbers for each front option. All scores are positive. The reliability of the revised questionnaire is 0.938. The reliability range of each factor is among 0.897-0.969. It shows that the revised questionnaire can be used to test for local children's social development level.

2. THE RESULTS AND ANALYSIS

2.1 The Descriptive Analysis of the Children's Social Development and the Class Status at Kindergarten

2.1.1 It Is Good Social Development, Especially in the Aspect of Social Interaction and Self Control for Most of the Children

The number of children's social development is analyzed descriptively by selecting the mode and the average. The result shows that the overall level of social development for most of the children is higher than the average (84 >80.5). Specifically, social the level of intercourse (45 >42.12) and self control (20 >18.31) for most of the children is higher than the average, but the level of good

habits for most of the young children is lower than the average ($18 < 20.08$).

2.1.2 Most of the Kindergarten Class in Nursing of Daily Life, Curriculum of Class and Children's Development Evaluation Do Well

The number of class conditions in kindergarten is analyzed descriptively by selecting the mode and the average. The result shows that the number in daily life care ($12 > 11.65$), class curriculum ($16 > 15.81$), children's development evaluation ($10 > 9.3$) is higher than the average. However, the number of overall level in class condition for most of the rural preschool education group is lower than the average ($38 < 42.94$). Specifically, the score in the decorating wall for most of the classes is lower than the average ($6 < 6.17$).

2.2 The Class Condition in Kindergarten Affects Children's Social Development by the Analysis of Stepwise Regression

The analysis of stepwise regression is carried out while it is the children's social development as the dependent

variable and it is the class condition in kindergarten as the independent variable. The result shows that the nursing in daily life and the decorating wall entered the regression equation from Table 1. It is known that the nursing in daily life can explain the factors in children's social development from Model 1. Their proportions are 40.5% in social interaction, 52.4% in good habits, 50.8% in self control. It proves that the nursing in daily life has important influence on children's social development. It is known that the nursing in daily life can explain the factors in children's social development from Model 2. Their proportions are 52.2% in social interaction, 63.1% in good habits. The decorating wall can explain social interaction and good habits in children's social development. Their proportions are 39% in social interaction, 35.6% in good habits. It proves that the nursing in daily life and the decorating wall have important influence on children's social development. It is clear that the nursing in daily life and the decorating wall have important influence on children's social development.

Table 1
By Stepwise Regression for the Class Condition in Kindergarten and the Children's Social Development

The dependent variable	Enter the equation of the variable	R	R ²	△R ²	F	B	b	t
Social interaction	Mode 1 everyday life care	0.405	0.164	0.129	4.711*	1.199	0.405	2.171*
	Mode 2 everyday life care	0.55	0.302	0.242	4.981*	1.515	0.522	2.858**
	The decorating wall					4.123	0.39	2.134*
Good habits	Mode 1 everyday life care	0.524	0.274	0.244	9.077**	0.678	0.524	3.013**
	Mode 2 everyday life care	0.624	0.39	0.337	7.344**	0.816	0.631	3.693**
	The decorating wall					1.648	0.356	2.084*
Self control	Mode 1 everyday life care	0.508	0.258	0.227	8.349**	0.606	0.508	2.89**

Note. * $p < 0.05$, ** $p < 0.01$.

3. THE DISCUSSION

3.1 Most of the Children Haven't Formed Good Habits

It is good in the overall level of social development for most of the children, especially in the aspect of social interaction and self control. It is not very ideal in good habits of most of the children. It is basically identical with the result Zhong Li investigated. He discovered that young children's overall performance is not very good in habits after investigation. For example, about 20% among young children in these little class can wash the hands after using the toilet, can line up for drinking water, can abide by the rules, can take turns to rule, can apologize to companion while doing wrong, can take and put correctly the bench, etc.. About 30% among young children in the middle class can listen to others speaking, can modestly decline the others, can adhere to finish something that they can do themselves. About 30% among young children in big class

can independently make the bed, can quietly listening to others speaking, etc.. Zhong (2011) thinks that the reason is that most of parents spoil their children. Liu (2008) thinks that the reasons that the young children haven't formed good habits are that the primary tendency of the current kindergarten education is still obvious, especially that the parents only attach importance to intellectual education, that they don't care about children's life habit, behavior habits. It is known after interviewing the teacher that the reason without forming children's good habit is that parents' education is not associated with the kindergarten education. For example, teachers ask children to have good habits, but children's bad habits have not been corrected by their parents when they are at home. Famous educationist Ye Shengtao in China once said that "education is to cultivate good habits." It is clear that the most core content in the early childhood education is to cultivate good habits. This is because early childhood is the best time for children's forming good habits. So

parents and the kindergarten should pay attention to forming young children's good habit.

3.2 It Is Shortage in the Decorating Wall Among Most of Classes at the Kindergartens

The decorating wall is part of the class condition. The decorating wall can explain 39% of social interaction and 35.6% of good habits in children's social development from Model 2 in Table 1. It proved that the decorating wall has important influence on social interaction and good habits in children's social development. The decorating wall at the investigated kindergarten is better than it by Liu Zhanlan's investigation. The results are investigated by Liu's (2015) that 16% of the investigated kindergartens without any decorating wall, that half of the decorating wall does not embody its edutainment and validity. There is the decorating wall in each class in the rural preschool education group. What's more, there are some features in this decorating wall. The first is that the economic and practical material is selected at the local. Local agricultural products are used as the material for the decorating wall. For example, the material for the autumn harvest of the decorating wall is used by red pepper, corn, straw, vines, etc.. The material for some art of the decorating wall is used by waste and invalid materials, such as water bottles, plastic oil barrel etc.. The second is that the teachers actively encourage children and parents to participate in the decorating wall. The children and parents in each class finish preparing, processing and pasting the materials together. The third is that the leader in this education group attaches great importance to the decorating wall. He often guides it on the spot. It leads to the valid result.

But the decorating wall among most of classes in the kindergarten has some shortcomings. The research result keeps basically consistent with the others. It shows the following aspects. The first is that the function of the decorating wall is single. For example, there is only the education function of paying attention to the cognitive and thinking little of sociality (Wu, 2009). The second is that the decorating wall becomes more beautiful in order to meet the children's visual function. It is short of molding the young children's culture and combining children's social development (Huang & Zu, 2013). The third is that the theme of the decorating wall is not clear and that the systematic content of the decorating wall is not obvious. For example, most of the teachers decorate the wall in order to complete the on-site task, they don't really combine with children's social development (Lin, 2000). The fourth is that the decorating wall is immobilized, that the decorating wall is replaced one time a term. In general, the decorating wall is combined with the monthly education theme and children's social development. The fifth is that the color of the decorating wall is confusion. For example, the color of the decorating wall is disorder, too bright, too dull and

too inflexible. Liu Zhanlan thinks that the decorating wall can affect children's felling to the kindergarten and the class, can affect children's learning and development (Ibid.). Therefore, it is not good for children's social development.

3.3 Nursing in Everyday Life Is the Most Important Factors to Children's Social Development

Nursing in everyday life has important influence on children's social development from Table 1. In fact, teachers don't attach importance to everyday life care of children, although everyday life care is so important to children's social development. For example, the result Liu Zhanlan surveyed is that half of the teachers haven't written a file of the children's growth. Teachers writing work is mainly writing design of the activities, recording the overall condition and reflection during the education teaching. They pay little attention to individual children's needs and thought. They do not know young children's present situation of their development (Liu, 2012). It is clear that teachers at the kindergarten do not attach importance to the children's everyday life care. If it is like that, teachers won't do very well in everyday life care. It will seriously affect the children's social development.

CONCLUSION

The conclusions are that teachers should pay attention to the cultivation of the children's good habits; that teachers should strengthen the decorating wall in class; that teachers should look the class everyday life care as an important part of the job.

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