

Standard Kindergarten Students Ability to Understand the Elementary First-grade Courses (An Experimental Comparative study at Damascus and Homs kindergartens)

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Abstract

This study aimed to identify the level of the efficiency of understanding the curriculum of five-year kindergarteners of the first grade class of the elementary education in both Damascus, and Homs cities for the 2004-2005 term.

To achieve this goal, we had to calculate the students reading, writing, and mathematics scores as a total of 1364; where, 516 were kindergarten students, and the other 848 were first grade students. Also we had 217 kindergarten students to take the first grade level test of each of reading, writing, and mathematics.

As for the purpose of checking the study assumptions, we used the T-test to define the differentiation of the case-study variables by calculating the variance. Also we used the analysis of variance to answer the main study question.

The most important outcomes of the study:

- 1- There are significant differences between the kindergarten students average scores and the first grade students average scores in each of reading, writing, and mathematics courses, for the advantage of the first grade students.

- 2- There are significant differences between the kindergarten (Male) students average scores and the first grade students average scores in each of the reading, writing, and mathematics courses, for the advantage of the first grade students.
- 3- There are significant differences between the kindergarten (Female) students average scores and the first grade students average scores in each of reading, writing, and mathematics courses, for the advantage of the first grade students.
- 4- There are significant differences between the Damascene kindergarten students average and the first grade students average in each of reading, writing, and mathematics courses, for the advantage of the first grade students.
- 5- There are significant differences between the Homs kindergarten students average scores and the first grade students average in each of reading, writing, and mathematics courses, for the advantage of the first grade students.
- 6- There are not significant differences in comparing the Damascene kindergarten students average scores and the Homs kindergarten students average scores to the indicator average level 0.01 %.
- 7- The percentage of students who passed the experiential test was between 88 to 94 % and it varies between the given subjects; the best was in Reading 94%, and the lowest was the Writing 88% , and 91% as for the Mathematics.
- 8- There are significant differences between the average scores of the kindergarten students scores in the experiential test based on the subject reading, writing, and mathematics. The result showed that the kindergarten students were able to understand the reading subject more than the writing and the mathematics subjects.

As a result, we suggested a future-wise list of recommendations that aims to improve the Educational Process/Operation in the kindergartens.