A Comparative Study of the Effectiveness of Nurseries Programs on Some Rates of Physical, Functional and Dynamic Growth

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Abstract: The research aims to study the comparative effectiveness of some of nurseries programs on the rates of physical, functional and dynamic growth. The researcher used the descriptive approach, the research sample was chosen randomly and reached the number of 200 children of male from first-grade students of the 6 years primary stage. The two research group were selected from four primary independent schools in Qatar. (Two schools contain the stage of kindergartens and another two schools do not have the stage of kindergarten). It is found that there were significant differences in growth rates of physical, physiological and dynamic growth for the first group enrolled in kindergarten than their peers who did not enroll in the kindergarten. The researcher recommended the need to care for the role of the nurseries in kindergarten and that of its importance in educating young people a sound education and to increase education and awareness among parents and highlighting to them the importance of the role of kindergarten in improving health fully respects to their loved ones, through courses, conferences and media. and the involvement of teachers of physical education at kindergartens in training courses to develop their potentiality for investment in helping the children to the proper implementation of programs of physical education

Key words: Effectiveness - Programs - Nursery - Physical - Growth - Functional - Motor

INTRODUCTION

Physical activity is considered an integral part of the general curriculum for kindergarten. In addition developing the basic movements and growth in children is essential for the development of their future life, as interest in curriculum and activities of the kindergarten especially the dynamic ones may lead to complete the link between the most sensitive stage in human life, which is a pre-school stage and the later stages of his life and vice versa [1].

Despite the fact that scientists ascertain on the importance of kindergarten in building the human completely, as through it children can grow in all aspects: physically, healthy dynamically, mentally psychologically and socially. The researcher found through his work as a swimming coach in Qatar Federation for Swimming and through dealing with children from age 4 to 12 years whom he teaches swimming through the swimming literacy project and Also through the joint cooperation between the SEC and the Qatari Union for Swimming that there are differences among children, especially who are at the same age, in the physical aspects. By asking parents and teachers about how much children exercise physical activities, whether This was inside or outside the school. The researcher found that some of these children had joined the kindergarten stage before joining primary school, but other children did not and joined the primary school directly. This happened according to the strategy of the independent schools which follow the Supreme Education Council. Some of these schools contain kindergarten and some do not. Parents are free to choose the schools where they want to join their children either with or without kindergartens. Because all of these, the researcher has the idea of his research to study the impact of nurseries programs over the differences that exist in the physical, functional and dynamic growth among the children who were enrolled in the kindergarten stage before attending primary school on one side and their peers who were enrolled in primary school directly on the other side.
Many studies were done in this aspect [1-9]. All these studies focused on kindergarten in terms of the interests of the child and his mental, physical and skillful abilities, but there is only one study that focused on the programs provided to children in kindergarten and the extent of its lasting impact on his skills and his physical and functional abilities.

The success of this curricula and activities within the nursery stage depends on the type of activity engaged in-specialist staff, the place and equipment. (and all these can be called functional qualifications for kindergarten. What matters from this study is to how extent these activities and curricula affect the level of physical growth and develop some dynamic characteristics for children enrolled in kindergarten. So the researcher formulated the problem of his research discussing the following question:

Do curricula and activities practised within the kindergarten have a significant impact on physical, functional and dynamic growth of the children? and thus find answers of logical and scientific formulas to give a clear indication and adequate response to such a question.

Research Objectives:

- To study the differences between the two research groups, into rates of physical growth
- To study the differences between the two research groups in some rates of functional growth.
- To study the differences between the two research groups in some rates of dynamic development.

Research Hypothesis:

- There are differences with statistic significant between the two research groups for the first group (enrolled in kindergarten in some rates of physical growth).
- There are significant differences between the two research groups for the first group enrolled in nursery school in some rates of functional growth.
- There are significant differences between the two research groups for the first group enrolled in nursery school in some dynamic growth.

**MATERIALS AND METHODS**

Research Methodology: The researcher used the descriptive approach because of the relevance of the nature of the search.

Sample Search: Sample was chosen randomly and reached the number of 200 children of male from first-grade students of the primary stage (6 years stage). The two research groups were selected from four primary independent schools in Qatar (two of them have the stage of kindergartens and the other two schools do not have the stage of kindergarten), using the intentional random way, the children were divided into two groups the first group of 100 children from two schools who had joined the first phase of kindergarten before they enter primary school and the second group, 100 children from two schools who were enrolled in primary school directly without enrolled in kindergarten. The researcher has excluded pupils with special needs and students who Participate in the exploratory experiments and also the students involved in special nurseries before they enter primary school. The researcher makes sure that the distribution of both groups (1 and 2) is correct in light of the changes under discussion.

Survey: The first exploratory work experience was in the period from 15/11 to 21/11/2010 on the number of 20 children to make sure your time and the difficulties for applying the tests under consideration

Methods of Collecting Data:

**Hardware and Tools:** Registration Form-specific data each child to record all measurements, a device Alrstamitr to measure length (to nearest cm), the balance of medical measurement of weight (to nearest kg), an hour off (to the nearest second), a tape measure (to nearest cm), football, medical weight (3 kg), the fund provision for measuring the flexibility of the spine, body balance, seat.

**Kinetic Tests (2):**
- Test "to pay medical Football Hand weighing 3 kilograms" to measure the ability of the arms and shoulder area.
- Test "broad jump of stability" to measure the ability of the two men.
- Test the "enemy (20 m) from the beginning of moving" to measure speed.
- Test run regression (4 × 10 m) to measure fitness.
- Numbered test circuit to measure compatibility.

**Physical Tests:**
- Alrstamitr device to measure the length.
- Balance of medical measuring the weight.
BMI = (weight ÷ square of the height) and then compare the result outline of the body mass for male children [9].

Functional Tests:

- A digital stopwatch to measure the number of breaths per minute.
- A digital stopwatch to measure the number of times pulse per minute.

Transactions of Scientific Performance Tests Motor:

Honesty: The researcher used the sincerity differentiation manner (compare terminal) on 22.11.2010, on the exploratory sample of 20 children from within the research community and outside the core sample. The existence of statistically significant differences between the upper and lower quarters in tests to measure motor development in question shows the sincerity of tests measuring motor development under

Stability: The researcher used the method of application stability and return on the same first survey's sample (20 children) in the period from 22/11 to 30/11/2010 in order to verify the stability of the tests used, transactions stability tests measuring motor development in a manner of application and re-application where all the correlation coefficients between the two applications on the stability function which indicates the stability tests.

Search Experience: Experiment was conducted research and tests used in research in the period from 12 / 1 to 27/12/2010 on the school grounds selected account has been taken to be testing in the morning hours, In the early hours of it, but for the successful implementation of tests were to spell out the testing before you start tags with the offer of more than once to the children.

Statistical Treatments Used: Based on the research objectives have been identified and statistical method used to analyze the data (descriptive statistics (arithmetic mean -standard deviation- the mediator - factor sprains), the correlation coefficient of internal consistency,test T).

RESULTS AND DISCUSSION

It is shown in Table 1 the existence of significant differences between the two search all standards of physical at the 0.05 level and the differences in favor of the first group enrolled in nursery school where the average interest calculations on all measurements of physical higher than the average in the second set and who did not attend nursery school The largest differences exist among the middle-class of the two groups in the variable weight where the difference between the intermediate 9.60-for the first group enrolled in nursery school as it is, the less weight within the normal range was a guide on health, followed in the order variable body mass index, where the difference between the intermediate 6.71 for the first group and enrolled in the nursery and clear here that the body mass index of the first group compared with indicators of natural body mass falls within the normal range of weight in contrast to the second group, which is evident through statistical process they fall in the rate of weight gain, followed in the order variable-length The difference between the intermediate 2.68 for the first group enrolled in nursery school and consistent with this outcome has been demonstrated in many studies, The researcher finds that this result is consistent with the size of the effort in the program of activities within the kindergarten where the more equal the amount of energy lost through physical activity with the amount of energy acquired through food led to the weight of the appropriate and natural boundaries, in contrast to that in the second increase in energy gained at the expense of lost energy lead to an increase in weight limits.

It is shown in Table 2 the existence of significant differences between the two search on all measurements the functional level of significance between 0.05 and differences were in favor of the first group enrolled in

| Table 1: Find the differences between the two groups in rates of significant physical growth. n 1 = n 2 = 100 |
|---------------------------------------------------------------|---------------------------------------------------------------|
| Statistical variables | Enrolled in nursery | Enrolled in primary school direct |
| Tests of physical growth | Median | Standard Deviation | Median | Standard Deviation | Differences | Value (T) |
| Length / cm | 112.80 | 5.73 | 110.12 | 5.19 | 2.68 | 4.32* |
| Weight / kg | 23.41 | 2.28 | 33.01 | 7.09 | -9.60 | 12.80* |
| Body Mass Index | 19.32 | 1.98 | 26.03 | 6.28 | -6.71 | 10.17* |

The value of "T" Grandpa Les function at 0.05 = 1.984
Table 2: Differences between the two groups in rates of significant career growth. n1 = n2 = 100

<table>
<thead>
<tr>
<th>Statistical variables</th>
<th>Enrolled in nursery</th>
<th>Enrolled in primary school direct</th>
<th>Differences</th>
<th>Value (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests of career growth</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Median</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>Hemoglobin / g / 100 ml</td>
<td>13.24</td>
<td>1.58</td>
<td>10.11</td>
<td>1.33</td>
</tr>
<tr>
<td>Red blood cells / million</td>
<td>4.63</td>
<td>0.75</td>
<td>2.45</td>
<td>0.82</td>
</tr>
<tr>
<td>White blood cells / A / mm 3</td>
<td>7.67</td>
<td>2.41</td>
<td>4.20</td>
<td>3.15</td>
</tr>
<tr>
<td>The number of breaths / s</td>
<td>15.39</td>
<td>3.42</td>
<td>21.85</td>
<td>3.28</td>
</tr>
<tr>
<td>Pulse / rest / s</td>
<td>102.88</td>
<td>9.37</td>
<td>131.60</td>
<td>8.65</td>
</tr>
</tbody>
</table>

*The value of "T" Grandpa Les function at the 0.05 = 1.984

Table 3: Differences between the two groups in rates of motor development. n1 = n2 = 100

<table>
<thead>
<tr>
<th>Statistical variables</th>
<th>Enrolled in nursery</th>
<th>Enrolled in primary school direct</th>
<th>Differences</th>
<th>Value (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Median</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>The ability of muscle arms / m</td>
<td>2.61</td>
<td>0.64</td>
<td>1.75</td>
<td>0.63</td>
</tr>
<tr>
<td>The ability of muscle men / m</td>
<td>1.20</td>
<td>0.15</td>
<td>0.94</td>
<td>0.14</td>
</tr>
<tr>
<td>Speed / s</td>
<td>10.76</td>
<td>1.48</td>
<td>13.46</td>
<td>2.33</td>
</tr>
<tr>
<td>Agree / s</td>
<td>19.16</td>
<td>2.81</td>
<td>28.02</td>
<td>4.51</td>
</tr>
<tr>
<td>Fitness / s</td>
<td>23.25</td>
<td>2.88</td>
<td>28.64</td>
<td>4.30</td>
</tr>
</tbody>
</table>

*The value of "T" Grandpa Les function at the 0.05 = 1.984

It is shown in Table 3 the existence of significant differences between the two search all standards sets of the 0.05 level and the differences in favor of the first group enrolled in the nursery and was the largest differences exist among the middle-class of the two groups in a variable compatibility with difference between the intermediate 8.86-for the first group enrolled in nursery school where the less time in the compatibility test as this indicates a high level of compatibility, then followed in the order variable Fitness / s where the difference between the intermediate 5.40 for the first group enrolled in nursery school where the less time in the test Fitness as this indicates a high level of fitness, then followed in the order variable speed / s The difference between the intermediate 2.71 for the first group enrolled in nursery school where the less time in the speed test as this indicates a high level of speed, followed by in the order variable capacity muscular arms / m where the difference between the Mediterranean 0.86 for the first group enrolled in nursery school, followed in the order variable capacity of muscle men The difference between the intermediate 0.26 for the first group enrolled in nursery schools, agree this result with as evidenced by many searches [3,4,10,11].

The researcher attributes these results and of excellence in the skills and motor skills of children in nursery schools than their peers who did not attend nursery school, the program of activities mobility within the nurseries, which achieve the objectives of physical education and sport at this stage, according to these teachings of the list of Independent Schools of the Supreme Council for Education in State of Qatar, The reason for this is due to the nature of physical activity practiced in kindergarten compared to sample the other that are not incorporated in the kindergartens, where motor activity is a good representative of the motives of
mobility that lead to the development of some characteristics and motor, which is one of the factors gained by the affected where the child back to run, play and continuous movement of the child because the friction with the ocean in which they live on a regular basis makes him more time to engage in various activities so that his abundant and therefore available to him physically a great motivation can not be achieved if he played alone.

Because the researcher is why the progress of the sample children in Riyadh tests jump out of the stability of the inconsistency between the movements of the arms and legs, obtained by this sample, which came as a result of the exercise of the movements of the many high performance composite, additionally, that coherence is high between speed and jump out of the stability that the source of the two qualities are the muscles the legs is one of the reasons children provided a sample of these tests in Riyadh which was confirmed by Xinhua news agency that the development be quick to jump in when it gets the child to learn appropriate by the movements performed in the activity of motor movements, jumping, jump, run.

The researcher finds that physical activity practitioner has a clear impact in the movement of upper limbs, where she had the opportunity to give it sufficient capacity to learn on a regular basis on the contrary of a sample of the second group which did not enroll in kindergarten and did not get much enough to play organized and is less intensity and interest, The researcher finds that the lack of effectiveness and the development of motor skills for children who did not attend nursery school because the child at this stage can not acquire the motor skills alone, without guidance and regulation should therefore be sure to learn the motor skills essential as the movements of important background for its adaptation to the environment while trying to teach some special skills suited to the condition, which requires knowledge of many dimensions or high compatibility between parts of the body at the same time working to raise the level of physical fitness and motor skills and all this comes through guidance and counseling programs and activities in nurseries.

CONCLUSION

- There are significant differences in the rates of physical growth for the first group enrolled in kindergarten than their peers who did not attend nursery school.
- There are significant differences in the rates of motor development for the benefit of the first group enrolled in kindergarten than their peers who did not attend nursery school.
- There are significant differences in growth physiology for the first group enrolled in kindergarten than their peers who did not attend nursery school.

Recommendations:

- The need to care for the nurseries in the role of kindergarten and that of its importance in educating young people a sound education.
- Increasing education and awareness among parents and highlighting to them the importance of the role of kindergartens in improving the health fully respects to their loved ones through courses, conferences and media.
- The participation of teachers of physical education at kindergartens in training courses to develop their potential for investment in helping the children to the proper implementation of the programs of physical education.
- Attention to the growth rates of physical growth, motor and physiological and developing since the enrollment of children in kindergarten through the development of sports programs developed

REFERENCES


