

Research Article

THE COMPARISON OF LONELINESS AND FEAR OF SUCCESS IN GRADE-I ELEMENTARY PUPILS WITH AND WITH OUT PRE-SCHOOL EDUCATION IN KHARAMEH

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ABSTRACT

This study aimed to compare the loneliness and fear of success in of success in Grade-I Elementary pupils with and without pre- school Education in Kharameh. This was a causal comparative type of study. The correspondents of the study included hundred fifty (150) pupils (75 boys and 75 girls), who were randomly selected from all grade-I pupils in Khatam, hundred seventeen (117) of the pupils had offended pre- school Education and thirty tree (33) had not attended. The research tools included Asher's loneliness questionnaire and good's fear of success questionnaire. The parents answered both questionnaires in behalf of their chidden. The gathered data was then statistically tested by t-test, Coefficient co-relation and further analyzed by S.P.S.S. The finding of the study showed that: There were significant differences a many the pupils with and without pre-school education with respect to both variables of loneliness and fear of success.

Keywords: *Loneliness, Fear of Success, Pre-school Education*

INTRODUCTION

In the course of long term out education, to achieve its ultimate goals, out pre-school education plays an important role. This period of out education is quite essential because Childs personality and his / her learning interests developing this period (Torkaman, 2003) out pre-school education makes the chide get used to school environment.

At home her/ she is very much attached to the mother and learning, communication and social interaction with other is severely communication skills and social interaction with others results to isolation / loneliness and fear of success. Disregarding loneness and fear of success causes lack of attention to proper education / planning for children that yield to later problem in children life modified (1993). Loneliness and fear of success is a critical problem if not attended result to other problem with negative out-comes (Ahadi, 2009). In the last decades the specialize have tried to analyze the children success and failures. Found to be two important factors of children's failure (Tavassoli, 2001). It is assumed that pre-school education can reduce these two factors. Thus the researcher attempted to conduct this study.

MATERIALS AND METHODS

This study was a causal- comparative type of study. The corresponds of the study consisted thundered fifty (150) graded-I pupils (75 boys and 75 girls) who were randomly selected from all grade-I pupils in khatam, amony the correspondents hundred seventeen (117) of the pupils had offended pre- school Education and thirty tree (33) had) had not. The study tools included Asher's loneliness questionnaire and good's fear of success questionnaire. The questionnaire were distributed amany the parents and they were asked to respond to them in behalf of their children .The gathered data was then statistically tested by T-test, Coefficient co-relation and further analyzed by S.P.S.S.

RESULTS AND DISCUSSION

In – order to compare the loneliness and fear of success in of success in Grade-I pupils with and with pre-school Education inkhatam the following hypothesis were hypothesized.

- 1) Grade-I pupils whit out pre- school Education posses more fees loneliness and fear of success in of success.
- 2) There are significant differences among the boy and Girl pupils whit out without pre- school

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Education with respect to loneliness. 3) There are significant differences among the boy and Girl pupils with and without pre- school Education with respect to fear of success. In order to verify the hypothesis both questionnaires were distributed among the parents and were asked to respond to then in behalf of their children. The gathered data was then statistically tested by T-test, Coefficient co-relation and further analyzed by S.P.S.S. The finding of the study is presented in different tables. Table-I presents the descriptive information of pupils loneliness with respect to mean score and standard deviation.

Table I: Pupils' Loneliness with Respect to Mean and Standard Deviation

Variable	Categories	F	Mean score X	Sd	Standard mean Error
Pupils loneliness	Without pre-school	33	81.06	5.598	0.517
	With pre-school	117	79.91	6.687	1.164

As it is shown in Table-I, pupils without preschool education have higher mean score than pupils with pre-school education ($\bar{X}=81.06 > \bar{X}=79.91$).

Table-II Presents the descriptive information of pupils fear of success with respect to mean score and standard deviation.

Table II: Pupils' Fear of Success With Respect to Mean Score and Standard Deviation

Variable	Categories	F	Mean score X	Sd	Standard mean Error
Pupils fear of success	Without pre-school	33	93.67	13.187	2.295
	With pre-school	117	92.57	12.777	1.181

As it is shown in Table-II, the mean score pupils fear of success without preschool education ($X=93.67$) is higher than mean score of pupils' fear of success with preschool education ($X=92.57$).

Table-III presents the significant differences among the boy and girl pupils' loneliness.

Table III: Significant Differences of Boy and Girl pupils' loneliness with Respect to Mean Score and Standard Deviation.

Variable	Gender	F	Mean score (X)	SD	Standard M.E
Pupils loneliness	Boys	75	80.83	5.48	0.628
	Girls	75	80.79	6.269	0.728

As it is shown in Table-III, the mean score of Boys' loneliness ($\bar{X} = 80.83$) is greater than mean score of girls' loneliness ($\bar{X} = 80.79$).

Table IV: Presents the significant differences among the Boy and Girl pupils' fear of success.

Variable	Gender	F	Mean score (X)	SD	Standard M.E
Pupils success	Boys	75	93.25	11.928	1.377
	Girls	75	37.92	13.741	1.587

As it is shown in Table-IV, the mean score of Boys' fear of success ($\bar{X} = 93.25$) is greater than the mean score of girls' fear of success ($\bar{X} = 37.92$).

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Conclusion

Based on the findings of the study, the researcher concluded the following: 1) Pupils without pre-school education have more loneliness feelings than pupils with pre-school education ($\bar{X}=81.06 > \bar{X}=79.91$). 2) Pupils without pre-school education have more fear of success than pupils with pre-school education ($\bar{X}=93.67 > \bar{X}=92.57$). 3) Boy pupils feel more loneliness than the girl pupils, ($\bar{X}=80.83 > \bar{X}=80.79$). 4) Boy pupils have more fear of success than the girl pupils. ($\bar{X}=93.25 > \bar{X}=87.92$). Finally, it is concluded that pre-school education is a need for child's readiness for elementary level. In fact pre-school level is the basis of learning and the later year's foundation is built on it (Shaari-nejad, 2000).

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