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Evaluating the Model of Implementation Educational Activities in the Preschool Period

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Purpose: Educational activities play an important role in the growth and flourishing of talents and abilities. As a result, the current research was conducted with the aim of evaluating the model of implementing educational activities in the preschool period.

Methodology: This study in terms of purpose was practical and terms of implementation method was qualitative from type of exploratory. The statistical population of the present study was all the preschool period teachers in the east of Tehran province, numbering 1830 people who based on Cochran's formula the sample size was estimated to be 318 people who were selected by multi-stage cluster sampling method. The data was collected with a researcher-made questionnaire of educational activities in the preschool period with 110 items and its face validity was confirmed by the opinion of 30 experts and its reliability was evaluated suitable by Cronbach's alpha method. Data were analysed by exploratory factor analysis and structural equation modelling methods in SPSS and AMOS software.

Findings: The results of exploratory factor analysis showed that the model of implementing educational activities in the preschool period had 110 indicators in 20 components and 8 dimensions. Its dimensions and components were included goals (with 2 components of general goal and partial goal), content (with 5 components of children's educational ability, analysis ability, content comparison ability, content recombination and content production training), teaching and learning strategies (with 2 component of teaching characteristics and teaching techniques), learning activities (with 2 components of personalized learning and active learning), grouping (with 3 components of individual characteristics of the child, various forms of group activities and emotional and social characteristics), resources (with 3 components of required resources and facilities , characteristics of resources and materials and use of visual resources and materials), evaluation (with 1 component of child evaluation characteristics), time and place (with 2 components of time management and space management) which their content validity ratio was calculated higher than 0.70 and their reliability with Cronbach's alpha method was calculated higher than 0.70.

Conclusion: The confirmed model of implementing educational activities in the preschool period of the current research can help the specialists and planners of the education system in designing and implementing programs to improve the educational activities in the preschool period.

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1. Introduction

The two institutions of the family and the education system are considered to be the most basic social institutions in any society, and what they have in common is the education and provision of moral and behavioral rules and norms for a happy life (O'Connor, O'Connor, Gray & Goldfeld, 2021). A significant amount of learning takes place at a young age, and correct and effective education in this period causes success in the following periods. Preschool is the period when important experiences of the child are acquired and observed in this period, and the experiences of this period are very important in the development in other periods of life (Pourzandi, Nateghi & Faghihi, 2021). Pre-primary education is a sensitive and unparalleled period in most countries of the world in the era of technology, knowledge-based economy and change, and in this period the foundations of children's knowledge, attitude and skills are formed and can provide the most exciting experiences for children (Bindra, Glatzle- Rutzler & Lergetporer, 2020). Childhood is considered the most critical period of human life and a sensitive period for the development of basic and motor skills. Because the all-round development of children in the preschool period is of particular and special importance, which has a great impact on the formation of personality (Akkaya & Sezici, 2021). Preschool centres are one of the most suitable places that can help parents and teachers with correct education to solve the educational and educational problems and challenges of this period (Urbina-Garcia, 2019). These centres can have a great impact on the discovery of the environment and the flourishing of talents by using appropriate educational and training models while creating attraction for children who were separated from their parents (Yang & Hu, 2019). The foundations of knowledge, attitude and skills are formed in the preschool period and grow in other periods. Therefore, it is essential that every development and innovation in educational activities in the early years of childhood be considered (Kalil, Mayer & Gallegos, 2021). The preschool course is based on creating opportunities to acquire knowledge, information, thinking skills, encouragement, questioning, performing simple research and flourishing abilities (Su, Rao, Sun & Zhang, 2021).

The educational activities of the preschool period can be examined from different aspects. First, the importance and sensitivity of this age period in the formation of many psychological traits and characteristics of children shows the necessity of learning many skills and trainings in this period. Because the lack of proper use of the opportunities and capabilities of this age period causes serious harm to both children and the society. Second, paying attention to the fact that children are not passive, but active, and they can be educated with methods appropriate to their growth. Therefore, the educational activities and goals of this period should be proportional to the different aspects of children's development (Joda, Kian, Hosseinkhah & Sobhainezhad, 2022). The education system as the most important social institution emerging from the society and at the same time human evolution has an effective and undeniable role in human progress and prosperity. This system has great responsibilities for realizing individual and social goals using formal and informal programs in the form of educational activities (Hogberg, Strandh, Petersen & Johansson, 2019). The problems and disorders of every society are rooted in educational and cultural issues, and economic, scientific and educational advances become ineffective due to cultural poverty. Education lays the groundwork for the growth and flourishing of talents and the emergence and manifestation of the ability of people in society and culture, along with other factors, influence how this emergence and the emergence of talents (White, Scott and Munson, 2018). Today's organizations, including the education organization, can no longer survive and improve themselves by relying on their previous knowledge, so they need to learn in order to overcome today's chaotic and changing conditions (Kido & Takahashi, 2021).

One of the main tasks of the education system is to raise an informed, independent and creative generation, and such a program cannot be achieved without proper planning in the field of children's education (Denault & Guay, 2017). Education means providing opportunities, contexts and factors for the flourishing of human talents and their evolutionary movement towards the desired goal according to certain principles and a regular program (Leung, Astroza, Loo & Bhat, 2019). Education means cultivating human talents and providing a context for the growth of human talents, and education helps to remove obstacles and provide opportunities for the flourishing of talents (Matsuoka, 2019). Educational activities refer to a set of physical, moral,

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psychological and physical behaviours and reactions that by engaging in these activities, you can learn a lot and explore issues (Ozdener, 2018). Educational activities include systematic and predetermined actions, each of which causes the child to develop his mental abilities and talents (Xu & Jang, 2017). These activities seek to create a sense of responsibility, gain self-confidence, prepare for success, help the development of children's abilities and talents, and understand their strengths and weaknesses while gaining experience (Denault, Ratelle, Duchesne & Guay, 2019). The goal of all the policies and programs of the education system is that students acquire knowledge and develop in terms of personality, morality, religion and society, and in this regard, educational activities are carried out in schools to educate students. These activities help students to establish positive mutual relationships with others, avoid risky behaviours and improve academic skills (Iman Ershadi & Nami, 2020). Few researches have been done about educational activities, and the results of research related to the evaluation of educational activities are reported below.

Dabai Saber & Rahimi Sajasi (2022) conducted research on the pathology of educational activities of the educational organization and came to the conclusion that from the point of view of managers, the main damages in educational activities are due to the nine elements of the curriculum aimed at the components of goals, educational materials, content, learning activities and time. was assigned from the point of view of the instructors, the major damages were directed to the components of learning time and grouping of students. From the point of view of the students, the main damages were aimed at the components of goals, educational materials, content, learning activities, implementation strategies and time. Iman Ershadi & Nami (2020) conducted a research on the educational activities of primary schools based on the fundamental transformation document and concluded that the status of the implementation of the Spring of Knowledge, friendship groups in the color of God, the performance of empowerment, the holding of Islamic education week and national events, the development and equipping of libraries , Anas with the Qur'an and Atrat, conducting practical prayer training, connecting the mosque, school and family, the performance of the Imam of the congregation and the implementation of the prayer time based on the document of fundamental transformation in schools are not at a desirable level. According to the findings of the research, educational activities such as sports, religious, artistic, military and scientific and research visits and student organizations have an impact on the academic progress of students.

Mazidi, Iranpour & Khoshbakht (2013) while conducting research on the pathology of educational activities and educational matters, concluded that these harms included four executive structural dimensions, material motivation, human power, and spiritual motivation, whose validity and reliability were evaluated as appropriate. Shamshiri (2006) conducted research on a theoretical model for directing and organizing educational activities in Iran's education system and concluded that considering the meaning of mysticism and also the common features it has with education, in the first place, creating a model is possible and from On the other hand, emotional education cantered on love, moral education, artistic or aesthetic education, and self-knowledge formed the main pillars of this model. The importance of teaching educational activities in early childhood (preschool) can be examined from two aspects of children's sensitivity and ease of influence from educational and educational environments and the durability and depth of their learning during this period. In other words, learning in the preschool period provides a suitable background for children to gain further experiences, and what is learned in the first years of life and the preschool period is more stable (Ghasemtabar, Mofidi, ZadehMohammadi & Ghasemtabar, 2011).

In Iran's educational system, preschool is one of the educational courses that have been designed and implemented over the years, sometimes officially and sometimes informally, as a part of the educational system. The amazing role of educational activities in children's lives is not hidden from anyone, and these activities can help to develop their talents. The results of this study can have many practical implications for experts and officials of the education system, and based on the results, they can design programs to improve the implementation of educational activities. Educational activities play an important role in the growth and flourishing of talents and abilities. As a result, the current research was conducted with the aim of evaluating the implementation of educational activities in the preschool period.

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2. Methodology

This study was exploratory in terms of practical purpose and qualitative implementation method. The statistical population of the present study was all the preschool teachers in the east of Tehran province, numbering 1830 people, based on Cochran's formula, the sample size was estimated to be 318 people, who were selected by multi-stage cluster sampling method. According to Cochran's formula and according to the size of the population of 1830 people, the confidence level was equal to 1.96, the presence and absence of features was estimated to be 0.5, and the possible accuracy rate was 0.5 for the sample size of 318 people. To select the samples, first some cities were randomly selected from the east of Tehran province, then a number of regions were randomly selected from each city, and all preschool teachers of those regions were selected as samples if they met the criteria for entering the research. In this study, the criteria for entering the research included at least postgraduate education, having at least one year of work experience, the absence of stressful events such as divorce and death of relatives in the last three months, and willingness to participate in the research.

To conduct this study, after preparing a researcher-made questionnaire of educational activities in the preschool period based on theoretical foundations and interviewing 15 expert preschool teachers, samples were identified and 318 people were selected as a sample after checking the criteria for entering the research. For the samples, the importance and necessity of the research was explained and they were assured about observing ethical points. In the next step, the samples were asked to answer the mentioned questionnaire completely and honestly. It should be noted that it was explained to them that there is no right or wrong answer and the best answer is the one that reflects the real situation. After completing the tools, preschool teachers were thanked for their participation in the research.

In this research, data was collected with a researcher-made questionnaire of educational activities in preschool period with 110 items. A researcher-made questionnaire of educational activities in preschool was designed based on theoretical foundations and interviews with 15 expert preschool teachers. To answer each item on a five-point Likert scale from completely disagree to completely agree, that is, scoring from one to five, and the score of each dimension and component is calculated with the total score of the items of that dimension and component, and a higher score indicates that the current situation is more favorable. The face validity of the researcher-made questionnaire of educational activities in the preschool period was confirmed by the opinion of 30 experts and its reliability was evaluated with Cronbach's alpha method (refer to the findings section). Finally, the data of this study were analyzed by exploratory factor analysis and structural equation modelling in SPSS and AMOS software.

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3. Findings

In the samples of this study including 318 preschool teachers, there was no fall. The frequency and frequency percentage of demographic information of preschool teachers were reported in Table 1.

Table 1. Frequency and frequency percentage of demographic information of preschool teachers

Demographic information	the part	frequency	Percent frequency
gender	Female	274	86/16
	Man	44	13/84
age class	Under 30 years	85	26/73
	31 to 40 years	111	34/91
	41 to 50 years	87	27/36
	Over 50 years old	35	11/00
education	Associate Degree	16	5/03
	Bachelor's degree	214	67/30
	Master's degree	76	23/90
	unanswered	12	3/77
work experience	Under 5 years	32	10/06
	6 to 10 years	159	50/00
	11 to 15 years	52	16/35
	16 to 20 years	42	13/21
	Over 20 years old	33	10/38

Table 2. Exploratory factor analysis of the evaluation model of the implementation of educational activities in the preschool period

dimension	goal	Item number	Content validity ratio	Cronbach's alpha	
goal	General goal	1	1	0/75	0/90
		2	1		
		3	1		
		4	1		
	Partial goal	5	1	0/94	
		6	1		
		7	1		
		8	1		
		9	1		
		10	1		
		11	1		
		12	1		
		13	1		
		14	0/87		
		15	1		
		16	1		
		17	1		
		18	1		
content	Educational ability of children	19	1	0/78	0/97
		20	1		
		21	1		
		22	1		
		23	1		
	Ability to	24	1	0/71	

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	analyze	25	0/73		
		26	1		
	Ability to compare content	27	1	0/86	
		28	1		
		29	1		
		30	1		
		31	1		
		32	1		
	Content recombination	33	1	0/91	
		34	1		
		35	1		
		36	1		
		37	1		
		38	1		
		39	1		
	Content production training	40	1	0/97	
		41	1		
		42	1		
		43	1		
		44	1		
Teaching and learning strategies	Teaching characteristics	45	1	0/97	0/98
		46	1		
		47	1		
		48	1		
		49	1		
		50	1		
		51	1		
		52	1		
		53	1		
		54	1		
		55	0/87		
		56	1		
	Teaching techniques	57	1	0/96	
		58	1		
		59	1		
		60	1		
		61	1		
		62	1		
		63	1		
		64	1		
		65	1		
		66	1		
		67	1		
		68	1		
		69	1		
		70	1		
		71	1		
		72	1		
Learning activities	Personalized learning	73	1	0/95	0/97
		74	1		
		75	1		
		76	1		
		77	1		
		78	1		
		79	1		

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		80	1		
		81	1		
		82	1		
		83	1		
		84	1		
	Active learning	85	1	0/91	
		86	1		
		87	1		
		88	1		
		89	1		
Grouping	Individual characteristics of the child	90	1	0/96	0/96
		91	1		
		92	1		
		93	1		
		94	1		
		95	1		
		96	1		
	Various forms of group activities	97	1	1	
	Emotional and social characteristics	98	1	0/87	
		99	1		
		100	1		
		101	1		
References	Required resources and facilities	102	1	1	0/89
	Characteristics of resources and materials	103	1	0/80	
		104	1		
	Using visual resources and materials	105	1	1	
assessment	Child evaluation feature	106	0/73	0/78	0/78
		107	1		
time and place	Time Management	108	1	1	1
	Space management	109	1	0/88	0/88
		110	1		

Most of the preschool teachers in the present study were female (86.16 percent), aged 31 to 40 years (34.91 percent), had a bachelor's degree (67.30 percent), and had a work experience of 6 to 10 years (50 percent). The exploratory factor analysis of the evaluation of the model of the implementation of educational activities in the preschool period was reported in Table 2.

The results of the exploratory factor analysis of the present study showed that the implementation of educational activities in the preschool period had 110 indicators in 20 components and 8 dimensions. Its dimensions and components include goals (with 2 components of general goal and partial goal), content (with 5 components of children's educational ability, analysis ability, content comparison ability, content recombination and content production training), teaching and learning strategies (with 2 component of teaching characteristics and teaching techniques), learning activities (with 2 components of personalized

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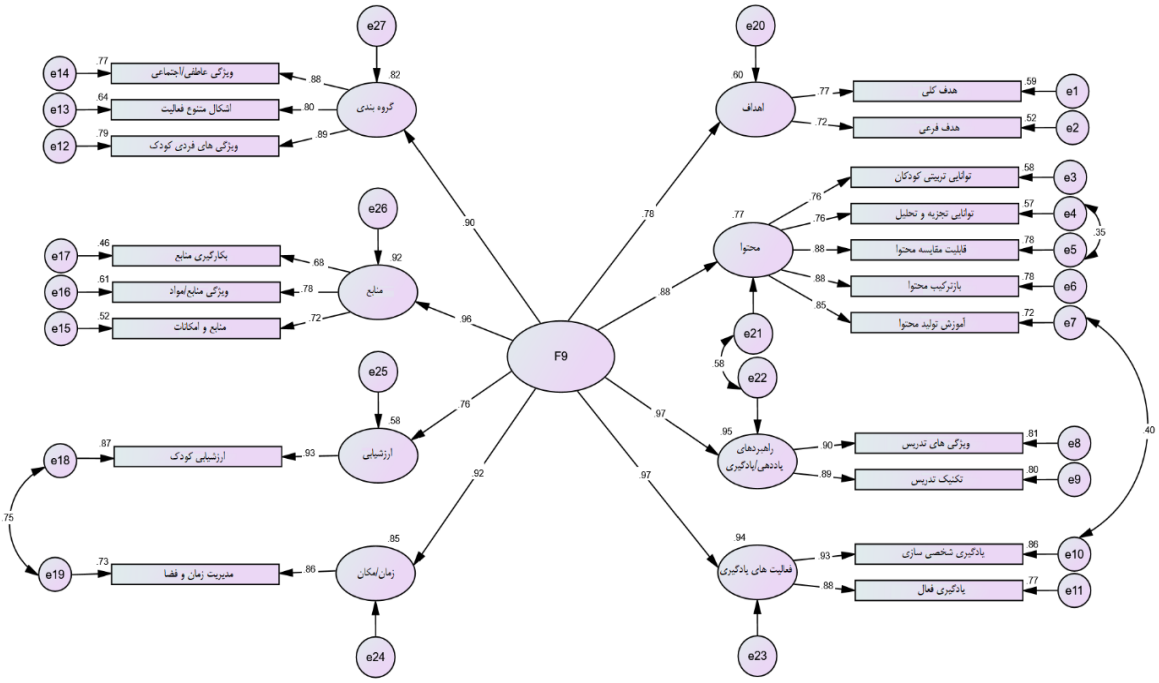
learning and active learning), grouping (with 3 components of individual characteristics of the child, various forms of group activities and emotional and social characteristics), resources (with 3 components of resources and required facilities , characteristics of resources and materials and the use of visual resources and materials), evaluation (with 1 component of child evaluation characteristics), time and place (with 1 component of time management and space management), whose content validity ratio is higher than 0.70 and their reliability Cronbach's alpha was calculated as higher than 0.70. The suitability of the model for the implementation of educational activities in the preschool period was reported in Table 3.

Table 3. Appropriateness indicators of the model for the implementation of educational activities in the preschool period

Fitness indicators	Primary model	corrected model
chi square	557/64	418/07
Degrees of freedom	145	141
df2/χ	3/85	2/97
GFI	0/84	0/91
AGFI	0/80	0/85
CFI	0/91	0/94
RMSEA	0/09	0/07

The results of the fit indices of the current research model showed that the fit of the model for the implementation of educational activities in the preschool period was appropriate. Modeling of structural equations of the model of implementation of educational activities in preschool period was reported in Figure 1 and Table 4.

Figure 1. Modeling structural equations of the model of implementing educational activities in preschool period



[DOR: 20.1001.1.26453460.2022.5.2.20.0]
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Table 4. Modelling of structural equations of the implementation model of educational activities in preschool period

Effect	Path analysis	Significancy	result
The effect of the educational activity implementation model in the preschool period on goals	0/78	0/001	Confirmed
The effect of the educational activity implementation model in the preschool period on the content	0/88	0/001	Confirmed
The effect of the educational activity implementation model in preschool period on teaching and learning strategies	0/97	0/001	Confirmed
The effect of the educational activity implementation model in preschool period on learning activities	0/97	0/001	Confirmed
The effect of the educational activity implementation model in the preschool period on grouping	0/90	0/001	Confirmed
The effect of the educational activity implementation model in the preschool period on resources	0/96	0/001	Confirmed
The effect of the educational activity implementation model in the preschool period on evaluation	0/76	0/001	Confirmed
The effect of the educational activity implementation model in preschool period on time and place	0/92	0/001	Confirmed

The results of the structural equation modelling of the current research showed that the model of implementing educational activities in the preschool period had a direct and significant effect on all 8 dimensions of goals, content, teaching and learning strategies, learning activities, grouping, resources, evaluation, and time and place (P 0.001). <).

4. Conclusion

In the past, various people and institutions tried to respond to the creation and increase of children's enthusiasm for learning and to support children for development, and in this field, some of the most efficient and coherent efforts have come in the form of preschool education. In the educational systems of different countries, this period has always been faced with serious questions and challenges, and the role of educational activities and the quality of educational programs in the preschool period has been considered in improving the quality of the educational systems of the primary period, and one of the reasons for this is the researches related to educational activities and the contents of the programs. It is educational and educational in improving the performance quality of preschool children. Therefore, examining the educational activities in the preschool period is very important for future planning. As a result, the current research was conducted with the aim of evaluating the implementation of educational activities in the preschool period.

In the current study, the results of exploratory factor analysis showed that the model of implementing educational activities in preschool period had 110 indicators in 20 components and 8 dimensions. Its dimensions and components include goals (with 2 components of general goal and partial goal), content (with 5 components of children's educational ability, analysis ability, content comparison ability, content recombination and content production training), teaching and learning strategies (with 2 component of teaching characteristics and teaching techniques), learning activities (with 2 components of personalized learning and active learning), grouping (with 3 components of individual characteristics of the child, diverse forms of group activities and emotional and social characteristics), resources (with 3 components of resources and required facilities , characteristics of resources and materials and the use of visual resources and materials), evaluation (with 1 component of child evaluation characteristics), time and place (with 2 components of time management and space management), whose content validity ratio is higher than 0.70 and their reliability Cronbach's alpha was calculated as higher than 0.70. The appropriateness indicators of the model for the implementation of educational activities in the preschool period indicated the appropriate

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fit of the model, and the said model had a direct and meaningful effect on all 8 dimensions of goals, content, teaching and learning strategies, learning activities, grouping, resources, evaluation, and time and place. The aforementioned findings were consistent with the findings of Dabai Saber & Rahimi Sajasi (2022), Iman Ershadi & Nami (2020), Mazidi et al (2013) and Shamshiri (2006).

In the interpretation and description of the findings of this study, it can be concluded that the goals of educational activities in the preschool period are divided into two parts, the general goal and the partial goal, and in the general goal part, the education of children's national identity is considered as social and psychological capital, which plays an important role in metacognitive growth. has it. National identity contributes to national unity and solidarity, and this strengthens the originality and spirit of tenacity and stability of communities, and affects the well-being and mental health of children. In the partial goal section, the goal is to institutionalize personal identity in children to adapt to society, which is responsibility, cognitive strengthening, self-regulation, familiarity with the life cycle, familiarity with cultures, familiarity with the environment, social education, aesthetic education, individual independence, independent character development, self-awareness, Living happily, children's rights, strengthening morals are important factors for the development of children's personal identity. The content included the components of children's educational ability, analysis ability, content comparison ability, content recombination, and content creation training in the preschool period so that children can overcome problems in the face of what they will face in the future, and for this purpose, they must be able to solve problems. to analyze, in the field of content such as classification, understanding and understanding, care thinking, artistic skill, thinking about the future, logical thinking and motivational training, to compare different content or to be able to distinguish between objects express, have the ability to recombine the content, for this purpose they should receive training in the fields of being kind, thrifty, conceptual thinking, teaching peace, teaching geometrical concepts and cultivating the senses, they should be able to produce the content that for this purpose should be in the fields of thinking Collaborative, Iranian culture, Iranian skills, family culture and language learning skills should be taught in the preschool program and avoid repeating mistakes. Another important element in educational activities in preschool period is teaching and learning strategies, of which teaching characteristics and teaching techniques are important components. Teaching characteristics are one of the indicators for measuring children's learning abilities in the preschool period, which include emotional support training, family support training, teacher support training, verbal skills training, training to pay attention to children's experiences, child counsellor development, support from the school, storytelling teaching method, Continuity of training, optimal parenting training and improvement of teacher training. In addition, having teaching techniques play an important role in teaching and learning strategies, which include creative visualization, ladder training, familiarity with mathematical concepts, familiarity with problem solving, ability to recognize similarities and differences, development of concentration, training of gross skills. And Zarif mentioned creativity training, exploration training, reading aloud training, media literacy, memory development, teaching and learning process training and personal skills of educators.

Also, the learning activities included the components of personalization learning and active learning that pay attention to the norms, parents' lived experience, purposefulness, handicrafts, children's lived experience, the skill of entering the society, teaching the culture of consumption and the culture of production and saving, the application of saving natural resources. , gaining experience in children and personal needs as part of personalization learning and the spirit of questioning, fostering social flows, learning opportunity and empathy in learning were part of active learning that were identified in this study. Another important element is the grouping with the components of individual characteristics of the child, various forms of group activities and emotional and social characteristics. In order to design educational activities, especially in the preschool period, grouping can be used, and there is no doubt that using grouping in these activities increases the motivation of preschool children and improves their learning of educational content. In addition to the above, resources are another important element that includes three components of resources and required facilities, the characteristics of resources and materials, and the use of visual resources and materials. The resources

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used in learning activities play an important role in the quality of learning, and visual resources should also be used in these resources to improve the quality and quantity of children's learning. Evaluation is also an important element in educational activities in the preschool period, and evaluation as a value judgment about the realization of a phenomenon is one of the very important elements to check the realization of educational and educational goals and the achievement of children or the educational system. Time and place were another element with two components of time management and space management. These two components provide important platforms for children of all educational periods, including the preschool period, and optimal learning and optimal achievement of goals occur in the shadow of time management and space and place management.

The limitations that the researchers of the present study encountered included the limitation of the research community to preschool teachers in the eastern part of Tehran province, and accordingly, caution should be exercised in generalizing the results to other departments and other provinces. Another important limitation was the little research background to compare the results of the present study with their results. Also, in this study, a researcher-made questionnaire of educational activities in the preschool period was used to collect information, and there was no standardized tool in this field. It should be noted that self-reported tools such as questionnaires are always prone to more errors compared to interviews, and it is possible that people with a biased response to these tools. Due to the limitation, it is suggested to build standard and standardized tools for educational activities in preschool or even elementary school and use the interview technique to collect information. Another research proposal is to evaluate the model of educational activities in the preschool period in West Tehran and even other provinces. The last practical suggestion is to evaluate the model of implementing educational activities in primary school or even secondary school, which can be done by gender to enrich these researches. In general, the findings of this study about the evaluation of the model of the implementation of educational activities in the preschool period had 110 indicators in 20 components and 8 dimensions, and the model of its dimensions and components was drawn. This model has many practical implications for the experts and planners of the education system, and the approved model of the implementation of educational activities in the preschool period of the current research can help the experts and planners of the education system in designing and implementing programs to improve the educational activities in the preschool period.

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