

# The Effect of the Activities of the Center for Intellectual Development of Children and Adolescents in Improving School Quality Primary School Children in the Mohr City in the Academic Year 2014-2015 .

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**Abstract.** The aim of this study was to evaluate the effect of the activities of the Center for Intellectual Development of Children and Adolescents in improving school quality primary school children in the Mohr city in the academic year 2014-2015. This study is based on objective is applied and based on the method of data collection is descriptive, survey and field is done. The population of the investigation consisted of all initial teacher education in Mohr city in the academic year 2014-2015 is equal to 173 and using Morgan table 120 selected by randomly stratified sampling method. The study data collection tool is questionnaire and self-awareness and self-regulated learning component, scientific learning (applied), learning to live together, learning critical skills and potential development of individual skills of elementary school students was held. Using factor analysis 0.92 validity was confirmed and reliability using Cronbach's alpha method 0.94. From the perspective of primary teachers were questioned. The results showed that activities focus on self-awareness and self-regulated learning component, scientific learning (applied), learning to live together, learning critical skills and potential development of individual skills of primary school children have a significant impact.

**Keywords:** focus, quality of education, self-awareness, self-regulatory, scientific learning, the development of individual potential.

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## 1.Introduction

No doubt the phenomenon of learning is an important psychological phenomenon in humans and animals has evolved, because the foundation of many of the things that makes people mentally different from other creatures and their counterparts from the other. One of the basic issues in the psychology of learning psychology research and numerous studies by scientists in this field are allocated to different views of it. The importance and value of learning when the man appears to deprive us of all we have learned. In this case, with that physiologically, there will be a normal adult. But we will be back childhood psychological issues (Mashayekh, 2001). If we recall the duty of the school to train emerging generation upbringing support the spoken word is the function of the school is beyond the distribution of knowledge and the essential role of education in the management of this function. Teachers play a vital role in the

management of the educational function and monitoring of teaching and education programs, schools are responsible (Hashemi, 2012, p. 191).

Learning process given the importance of it has always been considered in this case, many scientists say, have research and theorizing and many questions have clear answers. So that we can be clear and ensure that learning and how it occurs and what are the factors (Arya, 1980). Basically, the primary grade students are active, the movements and activities they enjoy and want to learn the skills issues. At this age they begin to improve eye-hand coordination and coordination with regard to movement and perception. They need to do different games, different activities (Rezvani Asl, 2005). The International Institute for Intellectual Development of Children and Adolescents Filthy different class's takes place can be very interesting and controversial desire for children and will also help to align with what children learn in school education.

The study considers the impact of the Intellectual Development of Children and Youth classes focus on self-awareness and self-regulation factors in learning, scientific learning (Applied), learning to live together, learning critical skills and skills development of individual potential of students in elementary education teachers at elementary schools in the city Mohr in Fars critical period of growth and children are taught, studied and sought to answer the fundamental question and how is the impact of the activities of the Institute for Intellectual Development of Children and Adolescents in the quality of primary school children?

Given this close to the subject of this study, other research has been done; the results of this research are discussed.

Hashemi and Abbasi (2011), in their study concluded that student's life skills training were effective on reducing shyness.

Javadi (2006), in a research are focus on the impact of reading a story on increasing self-esteem and academic achievement. The results showed there is a positive relationship between non-academic studies on self-esteem and academic achievement of the students. Hosseini Nasab (2002), in a study investigates the relationship between self-esteem and academic achievement of students of Basic Sciences and Humanities Teacher Training Center. The results showed that the reading has a positive effect on self-esteem and academic achievement.

Aghdasi (1997), in a study investigate the factors affecting self-esteem and its relation to mental health among male and female students Mian Doab. The results showed that there is significant relation between the self-esteem and mental health and academic achievement.

Barati and Zandi (2000), in a study showed that students who participate in extracurricular activities, which are more social adjustment.

Lansdel (2010), in a study examine the academic achievement of students in schools informal school studying in Australia. The results showed a significant difference between the achievement of students participating in the classes and students who do not participate in these classes.

Chow and Xie (2010), in research on the effect of regular reading on better preparation of students in schools with differences they see, the study showed that the experimental group had a significant influence on the reading program.

O'Malley and Bachman (1989), the research found there is a relationship between low self-esteem and academic achievement and those with low self-esteem compared to those with high self-esteem are lower marks in school.

Adams Shea (2008), in a study showed that extra-curricular activities to strengthen the physical, emotional, social, scientific, aesthetic and spiritual children are very important.

The major research questions:

Question 1: Do center activities effect on self-awareness and self-regulation learning in elementary school students?

Question 2: Do center activities effect on scientific learning (Applied) elementary school students?

Question 3: Do center activities living together in elementary school students?

Question 4: Do center activities effect on learning critical skills in elementary school students?

Question 5: Do center activities effect on the learning individual potential development skills in elementary school students?

## 2. Research Methodology

The aim of this study was to evaluate the effect of the activities of the Center for Intellectual Development of Children and Adolescents in improving school quality primary school children. This study is based on objective is applied and based on the method of data collection is descriptive, survey and field is done. The population of the investigation consisted of all initial teacher education in Mohr city in the academic year 2014-2015 is equal to 173 and using Morgan table 120 selected by randomly stratified sampling method. The study data collection tool is questionnaire and self-awareness and self-regulated learning component, scientific learning (applied), learning to live together, learning critical skills and potential development of individual skills of elementary school students was held. Using factor analysis 0.92 validity was confirmed and reliability using Cronbach's alpha method 0.94.

## 3. Results:

**Question 1: Do center activities effect on self-awareness and self-regulation learning in elementary school students?**

Table 1  
Descriptive results of the first research question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
1	3.74	0.79	4	4	1	5

2	3.81	0.81	4	4	1	5
3	3.78	0.86	4	4	1	5
4	3.73	0.88	4	4	1	5
5	3.75	0.90	4	4	1	5
The first question research	3.76	0.85	4	4	1	5

Results has been shown center classes effect on self-awareness and self-regulated learning in elementary school students. The findings of this study is consistent with the results of research, Farhadi(2007), Kazemi (2008), Corey (2009), Safarian and Tousi (1996), Adams Shea (2008),

Brian Rotnbak (2006), Chow and Xie (2010), Lance (2010).

**Question 2: Do center activities effect on scientific learning (Applied) elementary school students?**

Table 2  
Descriptive results of the second research question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
6	3.73	0.86	4	4	1	5
7	3.74	0.89	4	4	2	5
8	3.69	0.92	4	4	1	5
9	3.73	0.84	4	4	1	5
10	3.73	0.87	4	4	1	5
The second question research	3.72	0.86	4	4	1	5

Results have been shown center classes effect on scientific learning in students. The findings of this study is consistent with the results of research, Farhadi(2007), Kazemi (2008), Corey (2009), Safarian and Tousi (1996), Aghdasi (1997) Adams

Shea (2008), Brian Rotnbak (2006), Chow and Xie (2010), Lance (2010).

**Question 3: Do center activities living together in elementary school students?**

Table 3  
Descriptive results of the third research question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
11	4.04	0.79	4	4	1	5
12	3.98	0.77	4	4	2	5
13	4.11	0.75	4	4	2	5
14	4.11	0.77	4	4	2	5
15	3.94	0.77	4	4	1	5
The third question research	4.04	0.76	4	4	1	5

Results have been shown center classes effect on living together. The results show that non-formal education curriculum and the use of various tools (tapes and educational tools and materials) learn more opportunity to learn and work with the students individually and in group, it is also possible to provide each student with the ability to go and every time the opportunity to choose the tools that are difficult to create the conditions of

their hive and remain dedicated to the symphony. In between attending the center can provide on this. The results is consistent with the results Palangan (2011), Farhadi (2007), Kerr (2009), Viliamz (2005), Lance (2010).

**Question 4: Do center activities effect on learning critical skills in elementary school students?**

Table 4  
Descriptive results of the fourth question research

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
16	3.86	0.83	4	4	1	5
17	4.07	0.79	4	4	2	5
18	4.01	0.82	4	4	2	5
19	3.96	0.81	4	4	2	5

20	3.88	0.75	4	4	2	5
The fourth question research	3.95	0.80	4	4	2	5

Results have been shown center classes effect on critical skills learning in students. The findings of this study is consistent with the results Imami Pour (1997), Palangan (2011), Safarian and Tusi (1996), Aghdasi (1997), Adams Shea (2008), Myers (2004), Kerr (2009), Carlin (2005), Vliamz (2005).

#### Question 5: Do center activities effect on the learning individual potential development skills in elementary school students?

Table 5  
Descriptive results of the fifth question research

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
21	<b>3.65</b>	<b>0.78</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>
22	<b>3.67</b>	<b>0.83</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>
23	3.87	0.76	4	4	1	5
24	<b>3.80</b>	<b>0.83</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>5</b>
25	<b>3.73</b>	<b>0.89</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>
The fifth question research	<b>3.74</b>	<b>0.82</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>

Results have been shown center classes effect on individual potential development in students. The findings of this study is consistent with the results Imami Pour (1997), Palangan (2011), Safarian and Tusi (1996), Aghdasi (1997), Adams Shea (2008), Myers (2004), Kerr (2009), Carlin (2005), Vliamz (2005).

#### 4. Conclusions:

The results showed that non-formal education programs can be a very useful method for improving various skills and abilities of their students as lifelong learners. Studies indicate that the project is only in the city of love and it runs on a small number of centers, the implementation of other projects, informal education, teachers and principals more familiar with such plans and facilities and the space required for the implementation of these plans and the interest of students to attend and active participation in the program of informal education is to train students with different talents, and they will be ready to participate in society and deal with all kinds of problems.

#### 5. Suggestions:

1. For the purposes of extracurricular activities for goals such as knowledge of different religions and cultures of local, regional and global, understanding the value of cultural traditions, homeland, and increased racial tolerance and openness towards other cultures, learning different jobs, skills and training to deal with environmental issues earth sense of responsibility and commitment to the environment, foster global citizenship, nurturing a generation of experts in the world and preparation for competition and

cooperation at the national and international markets to be considered.

2. The formation of teams and competitions in the centers and with other centers nearby, supporting talented students in different fields and help them to succeed in national and international fields.

3. Various clubs, such as familiarity with the cultures, languages, theater, music, the environment and the local and regional schools according to the needs of students.

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