

# The Systems Paradigm of Jeju National University Children's Center\*

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## Phase I

### Policy Making

#### 1. Problem Definition

Educational programs for young children are responding to present day needs. Many people in the field of child development agree that the child is all ready to learn at the preschool age. A nursery school system is a school serving two to five-year-old children by offering them experiences adapted to what is known about growth needs at these age levels. Young children have a great curiosity towards learning about experiencing and knowing about their environment. They have different needs which are dominance, security identity and stimulation, and

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these needs might be satisfied in the early childhood stage of human development. A nursery school can provide children satisfaction of these needs through a variety of play activities. This system also can give proper stimulations through different play materials and play areas with their peer group. Children have more degrees of freedom in nursery school than in their own home. They learn through play to distinguish between reality and imagination as they perceive the image is their only reality. When a child plays make-believe play he takes different roles such as an Alpha role in his play group, then his dominance, 'security and identity needs can be satisfied. A nursery school has less constraints than home which means home has more boundaries for the child plays in terms of play materials, play areas and playmates. The interface for children to play is not enough to satisfy their needs.

The Korean Education System still does not enough emphasize formal preschool education, i. e., the need of nursery school for preschool children. The kindergarten is one system of preschool education, but this system is for five to six-year-old children, and is not free. There a few nursery school in the university system. Day-care-centers are the place where most preschool children can be found. But the day-care-centers are concerned mostly with physical rather than intellectual, emotional and educational aspects.

Jeju National University has no preschool education system in the Home Economics Education Department. The planner detected these abstract human information processes as well as information significant events. The purpose of this system design is to establish a new nursery school at the university for children's needs and also for Jeju Island preschool education.

## 2. Understanding World Views

### Premises

A nursery school is a system for children to learn and gives them their first acquaintance with peer group experiences which are called community living beyond the familiar range of daily life in the family group experience. This system gives children not only intellectual growth, but also emotional maturity

and personality growth, which makes them more well-balanced.

### **Assumptions**

A nursery school system will give experiences of interpersonal relationships to children in their peer group which are important to their personality development.

A nursery school system will give achievement needs to learn and discover a new environment when children play with different materials in the different play areas.

A nursery school system will satisfies children's agendas and curiosity as they learn to adapt to new environments and novel play with toys.

### **Values**

The world today requires people to have a great capacity to be more flexible to accept differences, and to influence change itself for the service of all humanity.

It requires people to understand themselves and be able to make decisions and take responsibility for their own lives and yet live and work with others whose may be different.

The role of education in preparing individuals for living and working has changed and expanded. Education is adapting to the needs of people who are coping with change. It is no longer for enough a child to learn what his parents can teach him from what they were taught before the child enters a school system. Early childhood education must start before a child is born; in other words, prenatal education is emphasize today. Although parents can help in the education of their children, preschool children also need to have their learning experiences outside the home. They need to learn with their peer group how to share and how to cope without hurting other's feeling outside the family system. Gradually they can then better cope with changing environments later.

### **Cognitive Styles**

#### **Planner's and Child's World Views**

A nursery school is a place for play activity rather than a prelearning phase before entering elementary school. Thus, play is the main curriculum in nursery

school. Play is one of the most joyous activities of childhood, and child development cannot be complete without play. It is a child's work, his education as well as his fun, not merely a casual pastime. As a child plays, he detects raw materials, forms, concepts, and creates uniquely his own D-S-E. Through play a child learn to solve his problems. To develop his manipulative skills and creativities, and then gradually he learns to distinguish between reality and his imagination, as he perceives the image is his only reality. To develop his manipulative skills a child builds up comptence in dealing with his environment. He learns about himself and his culture and through this develops his personality. In other words, his identity need can satisfy through his play activities. Not only his identity need but also his dominance, security, and stimulation needs can be satisfies when he plays a different roles in make-believe play.

A nursery school system can provide the child opportunity to grow up more well-balanced socially, intellectually, emotionally, and physically.

#### Parent's and Teacher's World Views

The parents and teachers interested in children are good observers of play ; they can get information about children's interests, concerns, confusions, and needs. Play is the medium through which children learn and through which adults learn about them. In other words, play is a communication between children and adults without verbalization.

If parents have only one child, the child has no family play-mate for learning interpersonal relationships besides his parents ; parents usually cannot give enough mental stimulation because of parent's time and family economic constraints ; parents who have problems of their own suffer a pathological family environment, so they cannot give a completely mentally healthy environment to their children ; parents wants early childhood education for their children ; even young parents who haven't any children yet ; they all want to send their children to nursery school to satisfy for their own agendas. When the children are in nursery school parents can have more security about their own children than children play at home by themselves. Although parents can have their own time for themselves to satisfy their agendas.

Teachers who are in the school systems, especially elementary school, will more effectively teach children who attended nursery school because these children will have a strong achievement need to learn and likely solve their problems in constructive ways. Teachers get stimulation from these children as well as their agendas will be satisfied by these children.

#### Administration's World View

A nursery school system contributes to community development which takes a part of the responsibility for early childhood education. It will be of benefit for national future education. A nursery school also takes care of children physically, emotionally, and intellectually during their parent's working time. Thus when the children are in nursery school, their parents are able to work more effectively without worrying about their children. This will help the family economic needs as well as social economic development, which means it will help increase personal G. N. P. ratio. A nursery school system is valuable in the total society system. The administration's agendas can be fulfilled by the above results.

#### Definition

Cybernetic Loop (D-S-E) - a transactional loop between a living system and its environment consisting of Detecting a spectrum of information (data), Selecting or processing that information according to the system's agenda, and Effecting or operating on the environment in order to maintain stability between system and environment. In event of a discrepancy between agenda (in the selector or processor) and the environmental conditions, the cybernetic loop will cause either the agenda or the environment to be altered.

### 3. Goal Setting

#### Needs and Wants

In Jeju Island, most preschool children play at home with their brothers and sisters and their parents. A home cannot support enough stimulations to growing children who need a variety of experiences outside the family. These children need a proper play environment where there is a more organized variety of play materials and

with their peer group. A nursery school has fewer constraints than their home, which means they could play more freely without their parent's interference, fear, punishment or ridicule for mistakes. This environment gives enough stimulations and more degrees of freedom than their home. They learn interpersonal relationship with their peer group—how to share toys, play areas, feelings, and how to cooperate within a group. Eventually they learn to take a role in terms of age and sex differences which satisfy their dominance, security, identity and stimulations needs. Play is a natural method of freeing a child from his inner frustrations, anxieties, feelings of tensions, insecurities, aggressions, fear, bewilderment and confusion; Play is also the child's natural medium of self-expression and a good opportunity to "play-out" his feelings to keep his mental health.

A psychologically disturbed child is often one who has lacked the opportunity to satisfy his play needs at the time when they were most urgent. His play development did not follow an orderly course, and the result is a mixing-up of developmental phase. A nursery school system will satisfy their play needs to use the proper materials with its environments.

#### **Expectations and Aspiration Levels**

The recent trends of the status of Korean women is changing in terms of work outside the home. Jeju Island women are working more outside the home than mainland women, especially the disadvantaged home's women are working more than the advantaged home's women. The disadvantaged home's children needs more stimulations for their needs; in other words, they need proper play materials and its environment, They also need to be taken care of physically during their parent's working time. A nursery school can support their physical, emotional, and intellectual needs which may not be satisfied in their own home. When the children are in nursery school, their parents able to work more effectively without worrying about their children. This will help their family economic needs as well as social economic development.

This nursery school system design is especially for the children who come from the disadvantaged home to help both children's agendas and also society's agendas.

It also can help students who are in Home Economics Education Department have firsthand experiences with child development so they can understand and learn more than just knowledge from books. A nursery school in the university system could contribute to community development and preschool education for Korea's future education.

#### **Substitutions and Tradeoffs**

There is one substitution for this system design, a day-care-center, which is a place that takes care of children physically rather than intellectual, emotional, or educational aspects. It is less organized system than nursery school, but it is easier to establish than the nursery school system. A new nursery school system requires more time, finances, and human resources than the day-care-center. A day-care-center requires less finances and human resources than the nursery school. Thus, would be one substitution, but it is not well organized for children's education and does not take into consideration children's agendas.

A nursery school is the ideal system for preschool children both to learn and to play when they are ready to learn and to play. It is a more organized system for children to help them develop their potential abilities and satisfy their needs. A nursery school system is a more proper system for early childhood education than the day-care-center system.

#### **Priorities**

There are two priorities of this system design; one priority is to establish an ideal nursery school, which is the main purpose of this systems paradigm. The other priority is to establish a well-organized day-care-center concerned more about early childhood educational aspects.

#### **Morality of the System**

A nursery school system will give positive experiences to children in terms of their social, intellectual, emotional, and personality development. This system contributes to childhood education in the society and helps children to be more well-balanced. It also can help children who come from less stimulative environ-

ments, usually disadvantaged homes and to much constraints, usually pathological family environments. children will learn how to cooperate with others, which is more beneficial for Korea's economical, social, and political developmont, and also gives them a concrete idea and value of anti-communism, which is a most important idea for growing children which the security agenda of the nation as a whole.

#### 4. Search for and Generation of Alternative

There is one alternative to this system design, a day-care-center, a place which takes care of children's physical need rather than intellectual, emotional, and educational needs. It is a less organized system than a nursery school system, but it is easier to establish than the nursery school in terms of time, finances, and human resources. A day-care-center requires less finances, and human resources than a nursery school. Thus, this would be an alternative system to a main nursery school system.

## Phase II

### Evaluation

#### 5. Identification of Outputs and Criteria

Children who attended nursery school have healthier personailty through play activities and relationships with their peer group; they are more cooperatives with other children which means they are easily cope and share of play materials and play areas within the group than children who did not attend nursery school. And they also have fewer frustrations, anxities, feelings of tension, insecurities, aggression, fear, bewilderment and confusion because they had the opportunity to express themselves through various types of play without constraints. When the child "plays out" these inner feelings he keeps his mental health as well as satisfies his agendas. If the child did not express his inner feelings or had not opportunity to express himself he could not easily cope with his environment. But is he express



his inner feelings without constraints, then it will make him a healthier personality which can adjust better with changing environment. He has strong achievement needs to learn through nursery school experiences enable him to handle different materials in different situations. It also gave him more creativity and well developed identity through a chance to plays different roles of make-believe play. He will be a more well-balanced child by criteria of intellectual, emotional, and physical balance standards.

#### **Identification of Attributes and Criteria**

In the school system—elementary school first grade—one can observe differences between two groups of children. One group was children who attended nursery school and the other group was children who did not attend nursery school at their preschool age. By observing them, one can see how they relate differently with other children, how they handle different materials in different ways, which means to identify which group handles processes more creatively than the other group, how they solve their problems, how they express their feelings without hurting others, and one sees which group has stronger achievement need to learn and have their well developed identities. After observation, we should use that model's observed results to analyze and find significant differences between two groups. For the measure of differences between two groups to use the test measurements made by Institute of Korea Behavioral Science namely, personality test, needs test, I. Q. test, and creativity test. The t test will be used to analyze these other test results. The results of the t test will show this the children who attended nursery school will be different from children who did not attend nursery school. Children who attended nursery school will show higher scores in the needs test, I. Q. test, creativity test, and also will show a more stable personality test scores than children who did not attend nursery school.

#### **Determination Measurement Scale and Models**

The experimental group of 25 children who attended nursery school and the control group of 25 children who did not attend nursery school are the models for this system's design process. The observation of two groups of children in the

classroom during one semester will be sufficient to compare the differences.

For the measure of differences between the experimental group and the control group, the test measurements made by Institute of Korea Behavioral Sciences namely, personality test, needs test, I. Q. test, and creativity test will be used. The t test will be used to analyze these other test results. The results of the t test will show the differences between two groups. The experimental group will show higher scores in the needs test, I. Q. test, and creativity test, and also will show a more stable personality test scores than the control group.

#### **Measurement Models and Determining Availability of Data**

The experimental group of 25 children who attended nursery school and the control group of 25 children who did not attend nursery school are the models for this system's design process. Subjects will be selected by a stratified sampling method in first grade students from two county elementary school. Subjects will take the test measurements namely the personality test, I. Q. test, need not, and creativity test. Data will be analyzed by the t test to define a significance at the 0.05 level using 24 degrees of freedom.

### **6. Evaluation of Alternatives**

#### **Use of Models**

A day-care-center system is an alternative of nursery school system. The experimental group of 25 children who attended nursery school and the control group of 25 children who attended a day-care-center are the models of these alternative.

The observation of these two groups of children in the same classroom during one semester will be sufficient to compare the differences of each system's effects. Subjects will be selected by a stratified sampling method in first grade students from two county elementary school. The t test will be used to define a significant difference between two groups at the .05 level of significance while using 24 degrees of freedom. The results will show that the experimental group has meaningful experiences in terms of intellectual, emotional, and personality development.

### **Measuring of Outputs of a Soft System**

To measure differences between the experimental group and the control group, the test measurements made by Institute of Korea Behavioral Science namely, personality test, needs test, I.Q. test, and creativity test will be used. The t test will be used to analyze these other test results. The results of the t test will show the differences between the two groups. The experimental group will show higher scores in the needs test, I.Q. test, creativity test and also will show stable personality test scores than the control group.

### **7. Process of Choice**

There is an alternative to the nursery school system, a day-care-center. A day-care-center is available to children if it is difficult to establish a nursery school. But a nursery school system is a more effective for the educational aspects for preschool children. For that reason this system's design is chosen to establish a novel nursery school system in Jeju National University for the preschool education as the Korea's future education. This system will be called Jeju National University Children's Center. This system will be helped to satisfy in Jeju Island children's agendas.

## **Phase I**

### **Action-Implementation**

### **8. Implementation**

This system design is to establish a new nursery school in Jeju National University. The nursery school system will be Head Start and Cooperative types of nursery school. The Head Start type is for educational experiences for children who come from disadvantaged homes because they may not have had enough stimulation to satisfy their agendas, namely dominance, security, identity, and

stimulation needs. But this program also includes children who come from advantaged homes for the same purpose. These two different groups of children will share their own experiences which they have in their family environment. The Cooperative type means the parents who want to be involved nursery school program to help children accept human resources. Two teachers who are specially trained for nursery school, parents volunteers, and student teachers will carry out a nursery school program. The Cooperative type could save finances, which means in need not pay for salaries to parents and student teachers.

Children are 10 of two-year-old, 20 of three-year-old, 20 of four-year-old will be involved in a one year program. Gradually, the infant's group who are more than six months old will be accepted. A total 50 children will be involved namely, 30 children from disadvantaged homes, 20 children from advantaged homes.

A nursery school time will be 9:00 A.M. to 12:30 P.M. for the two and three-year-old groups and 1:30 P.M. to 4:00 P.M. for the four-year-old group. The nursery school programs are planned for a semester term which is almost four months for each semester of a school year. Each semester a fee would be charged \$50 for children who come from advantaged homes, and \$20 for children who come from disadvantaged homes. This fee will be used only for children's lunch and snacks as well as children's birthday gifts or parties. The economic assistance from the government and community group will be expected. The university will support the three classrooms, play yard, and the economic assistance from the government and community groups will be used for two teacher's salaries and furnishing of the nursery school environment. It means then preparation of proper play materials for different play areas and its environment. In order to furnish the environment, the maximum natural resources and proper materials will be used to provide children's play interactions as well as their agendas.

In the nursery school environment, the inside space will be divided into a music area, a reading area, a painting area and dough play, a manipulative play area, a play house, a puzzles and matching area, a child-size furnished kitchen, a storage room, a observation room and bathroom. The outside space will be divided into a sand-box, and a adventure play area. The adventure play area will consist of climb, junglegym, ride, hide, and ball play area.

### **Legitimization and Consensus**

Preschool children have great needs to learn and experiences. Adults need to provide a proper opportunity and environments to satisfy children's needs. More women are working outside the home in order to satisfy their own economic needs as well as society's needs. With parents working outside the home, children need to be taken care of physically, emotionally, and intellectually for well-balanced development.

A nursery school system provides the opportunity to satisfy both children's agendas and parent's agendas. When a nursery school takes part in a responsibility of preschool education, society's agendas can be satisfied.

### **Experts and Expertise**

To elicit Truth in the design of this system, the planner must choose four experts in the education field who are specialists in the area of Child Development and General System. One expert is Chungil Choo, who is the professor of the Child Welfare Department in Sook Myung Women's University. She devoted herself to Korea Childhood Education for the last 25 years. The other expert is Dr. Chungkwon Hwang, who is the professor of the Education Department in Korea University. He has been working in Korea Education for the last 20 years. Those two experts are chosen by the planner because of their value to childhood education as well as their major field. Other experts are Dr. Thomas E. Harries who is the expert in Human Communication and General System and Dr. Darryl Matter who is the expert in Child Development. They are chosen for the nursery school system design. All of these experts are helped to elicit Truth in the design of this system approach.

## **9. Control**

The information which the planner described in Phase 1 and Phase 11 will show the structure of this system's design. The outputs of this system will be behavior of children who attended nursery school having healthier personalities through their participation in play activities and in directed relationships with their peer group. They will be more cooperative with other children which means they are easily

cope and share of play materials, play areas within the group during the play activities than children who did not attend nursery school. They will have healthy achievement needs. They will want to learn, will be more creative, and will have well developed identities. By having a chance to play different roles during make-believe play. They will show higher scores in the need test, I.Q. test, creativity test and will show more stable personality test scores than children who did not attend nursery school. In other words, children who attended nursery school will be more well-balanced by criteria of intellectual, emotional, and physical balance standards.

A nursery school system has more internal variety than day-care-center system in accordance with the following criteria: play areas, play materials, play mates and well organized program which will provide for children's play interaction. This variety will be controlled by economic levels of support may be minimal at first of the nursery school program is start. The nursery school environments will acquire adequate materials for children's play over time. The constraints in this system are the economic support from government, community group, parents support to nursery school program as a co-teacher and operating policy.

This system has one alternative program, the system's variety and constraints will be controlled. For instance, a nursery school will be started under minimal economic condition, human resources, and furnishing within the nursery school environment. The system's outputs which is the behavior of children; i.e., healthier personality, more cooperative with other children, give a positive feedback in terms of the ratio of output to the input. The system's upper boundary of achievement is set by the ideal potential capacity of children and the time they are under the influences by the number of staff. The lower boundary is set by minimal or undeveloped capacity of children. These are the negative feedback of this system. The domaine of stability and the system's resilience are determined within the distance between these boundaries.

Time lag and delay will be considered in Korea's economic and social conditions but will not cause a delay longer than 3 years. Recent trends shows people are beginning to realize the importance of preschool education. With regard for Jeju

Island people, consensus proceduring in the form of modified Delphi technique will be helpful in establishing a nursery school system which meet the needs of the children of delveopment.

The limits to variety within this system will be set and controlled by economic constraints and system's achievement boundaries.

#### 10. Evaluation of Output, Auditing and Reappraisal

For the system design process, the problem was defined, premises, assumptions, values, cognitive styles were noted. The goal was set, the alternative was chosen. The outputs of the nursery school system were defined, according to the outputs which described in phase 11, society needs many nursery school system for the preschool education for children's agendas as well as society's agendas. Educators and Administrators must realize the importance of preschool education and educate people to understand this importance. Children are the future citizens who will take the responsibilities for their own country's agendas. Adults must understand them and provide proper environments which will help them to grow into a more well-balanced person.

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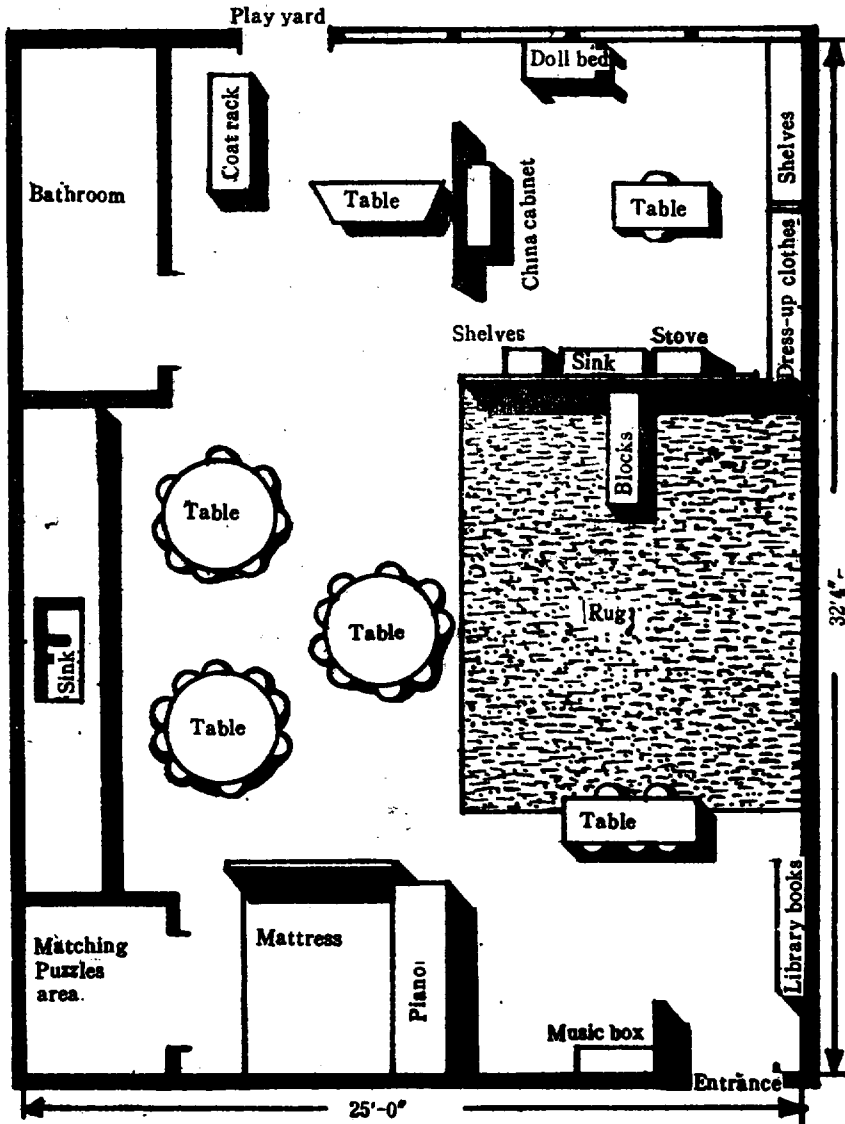


**Journals**

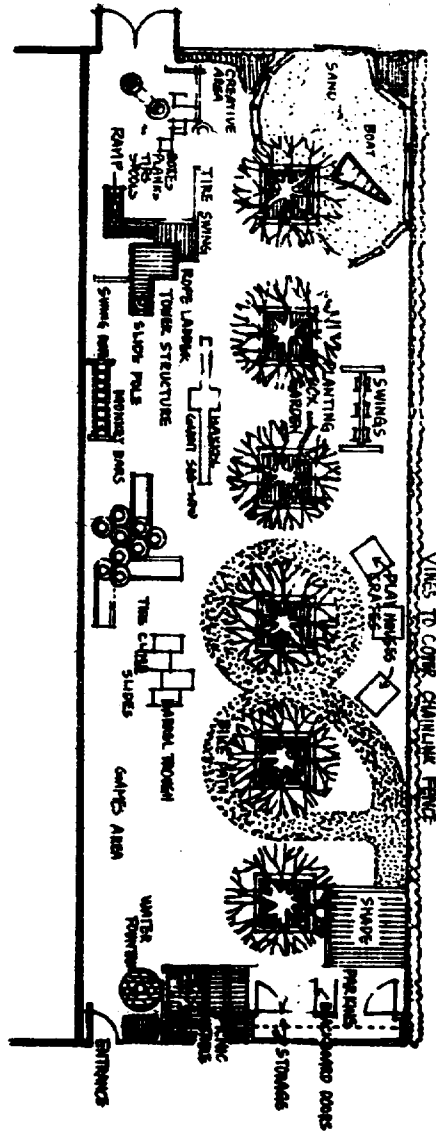
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# APPENDIXES

## A. Inside Play Area



B. Outside Play Area



〈要 約〉

## 濟州大學 兒童 研究所 設置에 관한 Systems Paradigm

金 良 順

근래 우리나라에서는 早期教育의 必要性和 그 重要性에 關하여 많은 관심과 研究를 하고 있다. 早期教育이란 0才에서부터 6才 이전의 모든 兒童들을 위한 教育을 말하는 것으로 유치원은 그중 一部인 5才에서 6才사이의 어린이들을 위한 教育機關이다. 유치원이 가장 重要한 早期教育을 담당하는 機關처럼 인식되고 있음은 是正되어야 할 것이다. 胎兒教育에서부터 5才이전의 兒童들을 위한 教育機關이 必要하다. 生後 6個月부터 5才 이전까지의 어린이들을 위한 유우원(Nursery school)이 폭넓은 早期教育을 담당할 수 있는 곳으로서 많은 설치와 그에 대한 관심이 要求된다.

제주도에는 아직 유아원이 단 한곳에도 없으므로 보다 이상적인 시설을 갖춘 유아원을 제주 대학에 설치하므로써, 놀이(play)와 다양한 놀이 재료를 통하여 어린이들의 욕구를 만족시키고, 그들의 全人發達을 도모하려는데 本 研究의 目的이 있다.

研究方法으로는 General systems Theory를 적용한 문헌연구를 중심으로 미래의 유아원 설치를 위한 기초 자료를 작성하였다.