

# Ensuring and Monitoring the Needs and Facilities for Preschool Children's Development

Mohammad Taghipour<sup>1,\*</sup>, Neda Ghiasvand<sup>2</sup>

## Abstract

*When all of a city's residents' requirements are met, it might be considered desirable. As a segment of the population, children ought to be given as much consideration as feasible while designing metropolitan areas. The current study sought to understand the relationship between addressing preschoolers' basic requirements and providing the facilities they require, as well as keeping track of how well those needs are being met at each developmental stage. Children's drawings and questionnaires serve as the primary data collection instruments in this descriptive-analytical study design. In this study, 25 parents and 25 children between the ages of 5 and 7 make up the sample size. The statistical analysis program utilized was Amos together with Spss. There were four primary themes identified from the child interviews and drawings. The teaching of life skills was the first major focus; social damage prevention was the second; artistic and creative skills were the third; sports and game-based skills constituted the fourth and final primary themes. The findings of the research show that in creating a child-friendly city, all components, needs and factors in its creation should be evaluated and measured, in which children can, as a researcher, play the role of leading the evaluation and measurement process. This role is not only related to the design of research related to the creation of a child-friendly city, but also includes the collection and analysis of data and information. Adults should facilitate children's participation in this field through necessary support, training and capacity building. Children can express opinions very different from those of adults and strengthen the responsiveness of those active in child-friendly cities.*

**Keywords:** Children's participation, life skills education, artistic and creative skills, developmental stages, child-friendly city

## INTRODUCTION

The chaotic urban environment and their incapacity to meet children's wants and desires have altered their behavior patterns, leading them to gravitate to computer games and reject mobility and movement, necessitating the organization and restoration of life. Finally, physical complications like obesity have begun to appear. Youngsters require interaction and socialization; in fact, adult views and traits have shaped urban areas, not those of the youth. Because of this, the urban environment not only hinders

children's growth in many ways, but it also frequently leads to their boredom and exhaustion and serves as the catalyst for the emergence of strange and deviant behaviors, which in turn causes children's creativity to fade. Kids Since childhood is the most crucial time in a person's life for the development of their personality, architecture is seen as having an indirect impact on society's future growth and prosperity. Given that children will be the future builders of society, architecture has a significant influence on personality development. Due to the negative effects of the shift from traditionalism to modernism on the Iranian city's dwelling population and our culture, research on

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urban spaces—particularly those designated specifically for children—is imperative. The modern city requires order. Children, who are the most vulnerable residents, are the first casualties of these conditions. Modern cities have turned into unsuitable, lifeless, dry, violent, and irritating places for citizens. Children in today's cities seek excitement, creativity, mythology, and imitation of television and computer games rather than interacting with their surroundings and going on adventures. They spend their adult-created and -paid childhood in this manner. The primary drawback of this type of child growth in today's cities is that we cannot expect young kids to grow up to be fearless, imaginative, and inquisitive adults.

### **INTERNAL AND EXTERNAL RESEARCH RECORDS**

The process of urban development following the increase in population and responding to the need for housing and other urban facilities has changed the face of cities in an inconsistent and unbalanced way in relation to the culture and social conditions of the cities, so that the new urban spaces can be spaces devoid of cultural meanings and considered social. In simpler words, today's urban spaces, which are still expanding, are only seen as physical spaces that are formed and organized only to satisfy the material needs of the residents. Children are the most sensitive age group of the society and the most important years of their lives are the time when the foundations of their physical and social personality development are formed until the time they enter the society, they need to experience social life on their own scale and this requires providing A childlike and sincere space away from the hustle and bustle of the adult world, a mind full of joy and with beautiful colors, where the child has the opportunity to express new thoughts and nurture and develop his talents. Most of the managers of urban affairs, even urban designers and planners, despite the emphasis of this knowledge on the issues of different social strata, do not pay attention to children when making decisions. According to the conditions, the cities have grown on their own and created a harsh situation for children. Ignoring these issues disturbs the psychological and social environment of children and affects their development. A child-friendly city is a well-managed local system committed to upholding the rights of children and citizens. In a child-friendly city, youth and children are actively involved in the processes of management, implementation of planning, allocation of resources and evaluation of programs. Children are encouraged to cooperate in family, community and social life. There are basic social services such as health centers, education, shelter, water and suitable facilities for all. Children are protected from exploitation, violence, sexual abuse and abuse. The streets and neighborhoods will be safe for their socialization and play. Green space and games are provided for them. Pollution and traffic in these cities should be controlled. Cultural and social events and activities of citizens are supported and ensure that children should be recognized as equal citizens with access to any services without discrimination based on age, sex, income, ethnicity, culture and religion or based on physical ability. In our country, Iran is in its early stages of modern life, and every day the desire to migrate to big industrial cities is increasing. The increase in population and the need for residential places have caused the destruction of houses, and high-rise buildings take the place of traditional houses with enough space for children to play and communicate with their peers, and new urban spaces are designed that do not match the psychological conditions and safety of children. In such a situation, the greatest needs of children are considered unimportant, and parents prefer to keep their children in closed and protected spaces until the child reaches the age of facing the urban environment; Meanwhile, education experts say: a child is a product of the interaction of nature - upbringing, heredity - environment and the nature of experience. Stated differently, the child is a system that is formed by experience and/or environment. It is determined by such a view that all the environments in which the child is present should have learning value, but unfortunately this view is ignored by urban designers and we are witnessing that In the new urban contexts, children's relationship with nature, culture and neighbors has changed, and the rights of children in the public arenas of the city and the foundation for child education and the creation of a healthy urban society have been forgotten by the city managers. The dominance of vehicles in the city, the reduction of the possibility of walking, the low share of natural elements in urban spaces, the insecurity of the outdoor environment, the environmental pollution of spaces, the dangers of outdoor games, the excessive presence of computer life and the lack of sufficient mobility for growth, the

occupation of parents and The attachment of preschool and primary school children during the school journey is one of the clear examples of urban life, where cognitive and emotional development, a sense of independence, development of social relationships, creativity, self-confidence, free and direct relationship with the environment and finally the opportunity to learn and explore has taken the environment away from children and these cases confirm the lack of a cultural and psychological view in the city environment and urban spaces. A child-friendly city is a city where the child's wishes are prioritized and the social, cultural and architectural conditions of the city are in line with their needs. The rights of children are expressed in laws, policies, plans, and funding. The "child-friendly city" approach leads the city to a direction where children have an effective role in their city and their opinions are expressed in city decisions, and families and the community are also obliged to involve children in important issues and decisions. In fact, a child-friendly city is a place where children feel safe and calm. and are able to explore and learn about the spaces around them. It is more common for people to reside in a city that is kid-friendly. Due to the increasing growth of cities and undesirable cities, the suitability of urban spaces as one of the main needs of children's growth and their presence in urban environments has become one of the main challenges of urban management. Due to their characteristics, children need more than other groups to experience the presence in public spaces of the city, but the lack of compatibility of the city spaces with the needs of specific social groups, the presence of children in the public spaces of the city and their use have faced many risks and accidents.

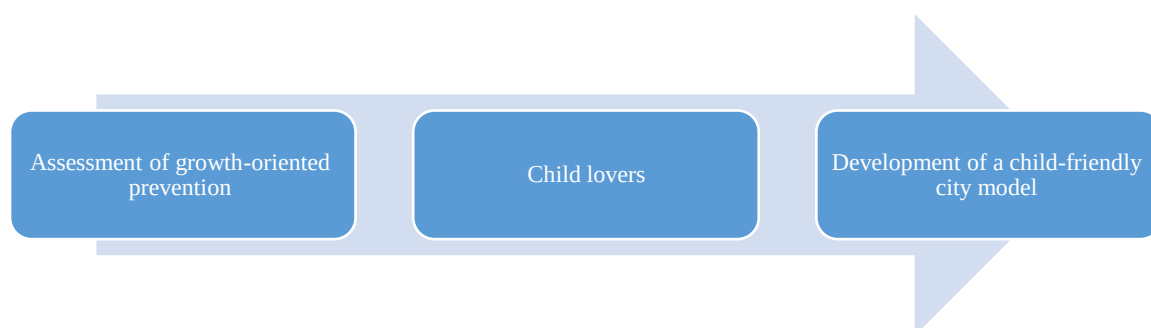
### RESEARCH HYPOTHESIS

The goal of the current study was to examine the relationship between meeting preschoolers' basic needs and providing the facilities they require, as well as how preschoolers' needs are met as they progress through different developmental stages. The purpose of this study was to test the following hypothesis:

A qualitative analysis was conducted on the provision of facilities that children require, the provision of life necessities for preschoolers, and the supervision of satisfying the needs of preschoolers according to their developmental stages.

### Position of Variables

A Figure 1 shows independent variable: child-friendly city, Dependent variable: assessment of growth-oriented prevention and Control variable: age, gender



**Figure 1.** Growth-centered child-friendly city model.

### Background Research

Beginning in the 1980s, research on kid-friendly towns gained traction, particularly in Europe. The main part of this research was aimed at assigning citizenship rights to children and addressing their needs and desires. The growing number of children living in urban settings worldwide has brought the concept of the "child-friendly city" to the attention of urban planners and practitioners. The major purpose of child-friendly city projects is to provide kids the power to influence or alter their surroundings. Children and teenagers use the artificial environment because they are part of society with unique wants and demands.

Hadizadeh et al. (2024) [1] examined how conflict in the teacher-student relationship affected how much students enjoyed their classes (which included a case study). In addition to the case study, the research aims to quantify the effect of conflict in the teacher-student relationship on the satisfaction of lessons. In this study, the distribution of the sample showed an equal ratio of subjects. PLS and SPSS were used to evaluate the gathered data. Based on the analysis, the results demonstrated that both hypotheses were confirmed.

Kamelnia and Haghir (2015) [2] in an article entitled "Patterns of green space design in a child-friendly city, a case study: the child-friendly city of Bam" presented projects to create an opportunity for children to shape or change their environment and identified indicators in order to achieve patterns for choosing materials, how to place spaces, some required spaces, how to enclose green spaces, bicycle paths, the location of flowers, etc. Green space in combination with play spaces, separate territories for children and adults, spaces for writing memories, sculptures, materials such as wood and grass fields, including children's wishes in order to describe the patterns of green space in an example related to the results of a group in the discussion of the city project. They were very fond of children.

In an effort to create a child-friendly city model, Babaei and Taghipour (2024) [3] assessed preschool growth prevention programs. The purpose of the present study is to analyze and plan a child-friendly city from the children's point of view. The findings of the research show that the indicators of a child-friendly city such as security, quality of roads, public health, recreation and entertainment, access to services, creativity and participation, and green space with an average of 2.43 have a significant average difference with the ideal situation and the index Creativity and participation with a factor load of 0.86 have the most influence in creating a child-friendly city, and after that, the indicators of access to services and communication with a factor load of 0.84 and green space with a factor load of 0.80 are ranked second and third in importance.

Tarverdizadeh et al. (2021) [4] conducted a study to determine how academic resilience might be used to predict students' academic progress based on emotional intelligence, personality, demographics, and attitudes toward school and employment prospects.

Harouni et al. looked at the efficacy of skill training in aggression reduction and self-control in a male juvenile delinquent correction and rehabilitation center, including a case study. (2020) [5]. Khodakhah Jeddi et al. (2016) [6] looked into the following in their research: An analysis of the impact of color psychology on environmental graphics in pediatric wards at medical centers. Nezamivand et al. (2020) [7] conducted a study to compare the effectiveness of teaching rational emotive therapy to women with high-risk sexual behaviors and mental health issues who are flexible and have substance abuse histories, including a case study.

Baghipour Sarami et al. (2026) [8] conducted a study that looked into the following: Imam sajjad (As) Hospital of Ramsar case study on the modeling of nurses' shift work schedules according to ergonomics.

Using a case study, Nazari and Taghipour (2022) investigated how self-compassion and emotion management techniques could predict test anxiety [9]. Rahimpour et al. (2023) [10] looked at the following research: Social anxiety and violence against women as a predictor of resilience in women heads of households.

## METHOD OF RESEARCH

Systematic investigation of the problem and research topic in the field of child-friendly cities has been carried out through the use of libraries and documents (analysis of various texts and articles). This study's descriptive-analytical methodology, which includes a practical component, was based on field surveys and library investigations. Children were then instructed to use the "improvisation" technique to paint their ideas of the city. In the field surveys, parents' opinions were gathered concerning the

presence of signs of a child-friendly city in Kashan using a questionnaire created by the researcher. Subsequently, the kids were given a multiple-choice questionnaire with photo choices, and they were asked to tick or color in the picture that represented their ideal city. ANK's sample test, second-order factor analysis, and Cochran's for parents were employed for the statistical analysis of the questionnaires, which was then conducted using spss and Amos software.

### **STATISTICAL POPULATION**

In qualitative research, generalization is not the goal, hence this study used two groups of informants. These two groups are as follows: 25 parents of children ages six to seven were asked via questionnaire what they thought made a city kid-friendly, and 25 children, ages five to seven, responded to the questionnaire by drawing what they thought made a city kid-friendly. Lovers of children have expressed.

### **DATA ANALYSIS METHODS AND TOOLS**

Generally speaking, the research required common patterns as attributes of a kid-friendly city, thus we employed the theme analysis approach to search for patterns in these attributes that examine the aspects of these attributes. Six of these basic qualities were present, and by including social capital as the seventh element, a nearly whole pattern was produced. As a result, we conducted interviews with kids to gauge their opinions on these seven attributes and their relative importance as well as what makes a city kid-friendly. To arrive at the key ideas for this study, the researcher conducted a semi-structured, in-depth interview. In order to accomplish this, attempts have been made to go forward by conducting study and posing queries on the characteristics of the kid-friendly city in order to get depth and comprehension of the various circumstances surrounding the scenario. As many in-depth questions as possible were posed by the researcher to the interviewees, including: Could you elaborate? By this word, what do you mean? similar to what? Additionally, because the researcher wanted to use these kinds of talks to uncover the interpretations and meanings that are concealed within the concepts and words that come from their mindsets. Voice recordings of in-person interviews were made utilizing a voice recorder; each recording was then instantly implemented, coded, and given a preliminary analysis. At the start of each interview, the researcher introduced himself to the participants' children and their companions, explained the purpose of the research, and asked the children—both those who could answer the questions and those who couldn't understand them—about the qualities of a child-friendly city. Following the implementation of the interviews in this study, coding was initiated based on pre-established general themes. The obtained codes were subsequently sorted on the basis of similarities and differences through continuous comparison. The kids didn't discuss it, so fresh themes were developed in its place. The four criteria—believability, trustworthiness, transferability, and verifiability—proposed by Lincoln and Guha (2010) for qualitative research can be used to improve acceptability or believability during the data analysis stage and after those ongoing conversations with several amiable professors and colleagues were conducted, and the extracted codes were evaluated and verified by them. Reliability and believability are closely related. To increase reliability, the coded texts and audio recordings' documentation, which was finished under the guidance of professors (consultants and guides), is supplied. It is the responsibility of the researcher to completely define the background, underlying presumptions, and study conditions in the field of transferability, all of which were attempted to be observed in various research sections. Additionally, efforts have been made to give other researchers the option to carry out the subsequent procedure in a manner comparable to their own. Ultimately, the verifiability of the research, or its objectivity, is achieved in qualitative research by reaching a consensus regarding the definition and interpretation given. The researcher has attempted to make clear the main goals and expectations of the study in this section, as well as to adhere to the principles of objectivity and honesty during the analysis and conclusion stage.

### **DESCRIPTIVE STATISTICS**

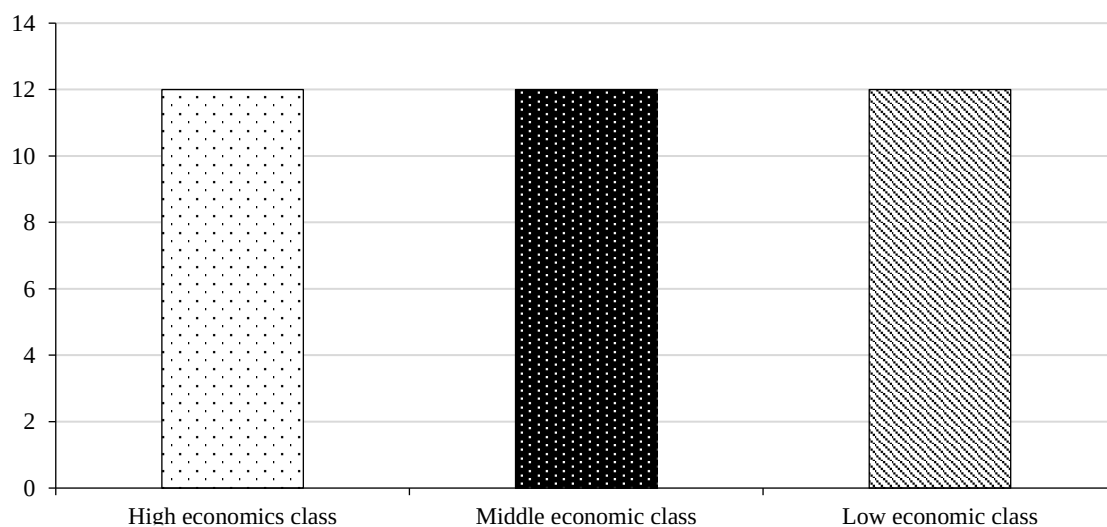
In this section, we look first at the demographics of the kids taking part in the study, and then we look at the codes that were derived from the kids' interviews.

#### **Research findings**

Table 1 and Figure 2 shows the children's demographic information that was provided during the interview. Based on the data shown in this Table, 12 individuals correspond to 33.33% of children in terms of economic class at a high level, 33.33% in terms of economic class at an average status, and 33.33% in terms of economic status. They were situated at a lower level. Additionally, Table 1 shows that there were the same number of male and female children in all socioeconomic categories.

**Table 1.** Demographic characteristics of children participating in the interview

| Upper economic class |         | Middle economic class |         | Low economic class |         |
|----------------------|---------|-----------------------|---------|--------------------|---------|
| Number               | Percent | Number                | Percent | Number             | Percent |
| 12                   | 33/33   | 12                    | 33/33   | 12                 | 33/33   |
| Gender               |         |                       |         |                    |         |
| Girl                 | Boy     | Girl                  | Boy     | Girl               | Boy     |
| 6                    | 6       | 6                     | 6       | 6                  | 6       |



**Figure 2.** Demographic characteristics of children participating in the interview based on economic class

*Study hypothesis:* Providing children with the facilities they require, attending to their basic requirements, and keeping an eye on how well their needs are being met at each developmental stage were all qualitatively studied.

**Table 2.** Codes resulting from the analysis of interviews and children's drawings in providing the facilities needed by children and providing the life needs of preschool children.

| Row | Main themes                                                                     | Sub themes                                                                                                                                                                                                                          |
|-----|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Access to sports, educational and service spaces                                | Distance to access sports, educational and service spaces<br>Appropriate signs and visual signs<br>Variety of games in game spaces                                                                                                  |
| 2   | Convenient access to transportation stations                                    | Distance to reach transportation stations<br>Safety and security of transportation<br>Abundance of vehicles<br>Traffic signs and visual signs                                                                                       |
| 3   | Safety and security in children's play, sports and educational spaces and parks | Appropriate parental supervision of children's play, sports and educational space<br>Appropriate supervision of teachers to children's play, sports and educational space<br>Using standard and up-to-date equipment and facilities |

|   |                                                         |                                                                                                   |
|---|---------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 4 | Psychological development and self-reliance in children | Children's self-esteem<br>Children's self-confidence<br>Autonomy and independence in doing things |
|---|---------------------------------------------------------|---------------------------------------------------------------------------------------------------|

The present study's hypothesis revealed that the themes derived from child interviews and drawings comprised four primary themes related to meeting preschoolers' life needs, providing the facilities they require, and keeping an eye on how well those needs are being met at each developmental stage. Basis of cases and to increase reliability, the coded texts and audio recordings' documentation, which was finished under the guidance of professors (consultants and guides), is supplied. Three sub-themes are included in the first main subject, which was about access to athletic, educational, and service spaces: the distance to get to these areas; the appropriateness of the boards and visual signs; and the range of games available in the gaming spaces. The second main theme, which dealt with appropriate access to transportation stations, has three sub-themes: the distance to the stations, the safety and security of the cars, the frequency of vehicles, and the signs and visual signals that were suitable for driving. The third main theme, which is about safety and security in parks, sports, and educational spaces for kids, is divided into three sub-themes: proper parental supervision of kids' play in sports and educational spaces; proper teacher supervision of kids' play in sports and educational spaces; and standardizing and updating the use of facilities and equipment. The fourth major theme, which has three sub-themes—self-esteem, self-confidence, and autonomy and independence in accomplishing things—relates to children's psychological development and sense of self-reliance.

## CONCLUSION

The association between architectural and dynamic settings for preschoolers and development prevention programs was the main focus of this study (along with a case study). The methodology used in this study was qualitative thematic analysis. The sample for this study consisted of two groups: a group of six-year-old children whose opinions we sought through interviews regarding the characteristics of a child-friendly city, and a second group of younger children who illustrated their thoughts about the characteristics of a child-friendly city. The sampling was done purposefully in 1400. In explaining the results of the current research hypothesis, it can be said that in creating a child-friendly city, all components, needs and factors in its creation should be evaluated and measured in terms of architecture and engineering, in which children can, as a researcher, play a role. Lead the evaluation process. This role is not only related to the design of research related to the creation of a child-friendly city, but also includes the collection and analysis of data and information. Adults should facilitate children's participation in this field through necessary support, training and capacity building. Children can express opinions very different from those of adults and strengthen the responsiveness of those active in child-friendly cities.

## OFFERS

### Research Proposals

- Since this research was conducted on preschool children, it is suggested to conduct future research on children from other cities and compare their results with the results and findings of the current research.
- In order to investigate the child-friendly city at ages after 6 years old, it is suggested to conduct this research on children over 6 years old and compare the results.

### Practical Suggestions

- It is suggested to use the results of this research to promote and improve the child-friendly city for preschool and pre-primary children.
- It is suggested that kindergartens should have suitable natural light, suitable outdoor space, suitable sports facilities, green space, suitable color, suitable arrangement of chairs, etc. and should be used in order to create a friendly city. Let's get closer to the child.

### Author Contributions

Conceptualization, MT and NG; methodology, MT and NG; software, NG and MT; validation, MT and NG; formal analysis, NG and MT; investigation, NG and MT; resources, MT and NG; data curation, NG and MT; writing—original draft preparation, MT and NG; writing—review and editing, NG and MT; visualization, NG and MT; supervision, NG and MT; project administration, NG and MT. All authors have read and agreed to the published version of the manuscript.

### Conflict of Interest

The authors declare no conflict of interest.

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