

Effects of full-day kindergarten on academic achievement and social development ^[1]

Review of Educational Research, Vol. 80 no. 1: 34-70

Author: Cooper, Harris; Batts Allen, Ashley; Patall, Erika A. & Dent, Amy L.

Source: Sage Journals Online

Format: Article

Publication Date: 1 Mar 2010

AVAILABILITY

This journal article is available by subscription only. If you have an individual or institution subscription or library access, you can view the **full-text of the article here** ^[2]. If you do not have access, CRRU has a copy of the article available to read.

Abstract:

A meta-analysis found that attending full-day (or all-day) kindergarten had a positive association with academic achievement (compared to half-day kindergarten) equal to about one quarter standard deviation at the end of the kindergarten year. But the association disappeared by third grade. Reasons for this fade-out are discussed. Social development measures revealed mixed results. Evidence regarding child independence was inconclusive. Evidence was suggestive of a small positive association between full-day kindergarten and attendance and a more substantial positive association with the child's self-confidence and ability to work and play with others. However, children may not have as positive an attitude toward school in full-day versus half-day kindergarten and may experience more behavior problems. In general, the research on full-day kindergarten would benefit from future studies that allow strong causal inferences and that include more nonacademic outcomes. The authors suggest that full-day kindergarten should be available to all children but not necessarily universally prescribed.

Region: International ^[3]

Tags: child development ^[4]

kindergarten ^[5]

outcomes ^[6]

full-day early learning ^[7]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/11/06/effects-full-day-kindergarten-academic-achievement-and>

Links

[1] <https://childcarecanada.org/documents/research-policy-practice/11/06/effects-full-day-kindergarten-academic-achievement-and> [2]

<https://journals.sagepub.com/doi/full/10.3102/0034654309359185> [3] <https://childcarecanada.org/category/region/international> [4]

<https://childcarecanada.org/category/tags/child-development> [5] <https://childcarecanada.org/category/tags/kindergarten> [6]

<https://childcarecanada.org/category/tags/outcomes> [7] <https://childcarecanada.org/taxonomy/term/8149>