Attributes That Enhance The Positive Development Of Primary School Children: A Review

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Abstract

Positive development of primary school children (PSC) can be defined as the good changes that take place in humans as they mature from age range of primary school is roughly five to eleven years of age (between grades one and six). Currently, there is no comprehensive review to identify the attributes for positive development of primary school children. This paper provides an overview of significant attributes that affect the positive development of primary school children thorough analysis on literature studies that involve on articles study that related to primary school children's growth and development. There are two main significant contribution of this paper: First, there is no previous comprehensive, systematic literature review on the attributes for positive development of primary school children which is important as a reference in order to be in education system. Second, this study will provide explanations on how the significant attributes of development primary school children will lead to the effectiveness of development. The result will gives benefit in term of depth understanding or as a good reference for both academician and educationgovernment sector.

Keywords: Primary school children;Attributes; Development;

I. INTRODUCTION

In this paper, it identifies, evaluates and synthesizes the releated previous study by highlighting previous research positive development of primary school children(PSC), which is crucial to identify the research gap addressed by this study. The motivation of this paper is drawn from the literature review serves as providing the theoretical and recent development of knowledge on attributes for positive development of PSC to the study. Researchers have conducted many studies on how to ensure the positive development of primary school children can be developed. There have been many parameters or attributes need to be identified for achieving positive development for primary school children. Recognizing the importance of addressing the parameters that related to how to enhance the development for primary school children.

However, most of the researcher more focus on negative development through media content rather than analyse the positive development of primary school children. In this study, the purpose to review the article in understanding the research related to development of primary school children, particularly with the attributes that influencing the positive development of PSC. Nonetheless, the study of significant attributes of positive development of PSC is also important to ensure their continuous growth. From there, this review deliberates the

significance attributes for positive development of primary school children.

II. METHODOLOGY

In this paper, (Ale Ebrahim, 2012) review methodology for the attributes for positive development of primary school children is undertaken in order to identify, evaluate and interpret all possible existing research which relate to a specific research question.

The review was carried out in two stages. The first stage is planning and conducting stage which begins with the identification of keywords and search termsisindicated by (Ruschel, Santos and Loures, 2017). For these studies, there are six online databases were used to canvas for published articles: Web of Science; Emerald Insight; Science Direct; Google Scolar; IEE explorer and Springer. Although there is a striking similarity between the search engines of the databases used, subtle differences made it necessary to change the search string to adapt it to each of the mechanisms.

Table 2.4 : Digital database library

Source	Links
IEEE Xplore	ieeexplore.iee.org
ScienceDirect	sciencedirect.com
Emerald Insight	Emeraldinsight.com
Springer	springer.com
Google Scholar	scholar.google.com
Research Gate	researchgate.com

The search string begins with the identification of keywords and search terms; which are built from the scoping study; the literature and discussions within the review team. Using the main keywords (positive-development, and primary-school children),the "AND" and "OR" Boolean operators between keywords and search fields, the following search string was defined: Title:("development" AND "primary-

school" AND "children") OR Abstract:(" development" AND "primary-school" AND "children") OR Keywords:("development" AND "primary-school" AND "children"). However, this search string did not guarantee returning only papers focused on the research topic, forcing the creation of exclusion criteria, excluding any work that did not address the issue development of primary school children within negative ways. The English language was chosen, since it has the largest number of publications and hence more likely to offer relevant papers.

Item	Description
Keywords	Attributes; positive development; primary school children
Boolean operators	AND between keywords; OR between Database search fields
Search fields	Title; Abstract; Keywords
Exclusion criteria	Papers that use media content and primary school terms out of positive development; Papers that use attributes term but do not address the main topic
Language	English
Publication type	Article

Table 2.3: Review Protocol

The total of the paper is one hundred and sixty-one. Then each paper was noted and manually examined to determine its relevance to the topic. The selected articles or paper meet the following criteria:

1. The research focuses parameters which contributes to positive development of PSC.
2. The articles are written in English.
3. The articles searched must base on the research keywords.
4. Article published in both academic and trade journals.
5. The focus of majority of articles studied should be published from 2014 to 2019 but the previous article can be accepted

as a basic theory or references.
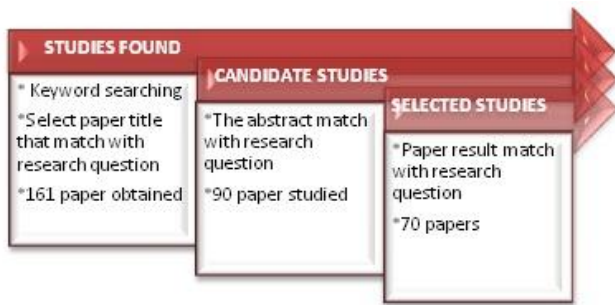
for resistive heating.

Figure 1: Journal searching for Systematic Literature Review

For the second stage of research method, all the selected articles from the first stage were interpreted and analyzed. The extraction of relevant data during this stage is essential in order to synthesize the evidence (Mallett *et al.*, 2012). The results presentation will be divided into two parts which are descriptive analysis which conducted to show the various studies of resistive heating and second part is analysis that provide details on the parametersefficiency

III. RESULTS& DISCUSSION

3.1 Attributes of positive development of primary school children

In order to develop positive development for primary school children, one of the most significant items is we need to find their attributes. We have conducted a systematic literature review to identify the main positive development for PSC. PSC positive development focuses on the good changes that take place in humans as they mature from age range of primary school is roughly five to eleven years of age (between grades one and six). Here, we find out 8 significance attributes were identified from the 72 studies related to the positive development of primary school children. For the purpose of this review, we focus the most top structured parameters of positive development of primary school children based on the most common attributes, as described below with their description.

Table 2.16: Attributes of positive development of PSC

| Types selection	No. Paper Study	Detail
Cognitive	34	(Osadan and Safir, 2014), (Anca and Sciences, 2018), (Shin, 2018), (Elliott and Bachman, 2018), (Narula, 2016), (Kiuru *et al.*, 2015), (Natalya N. Kalatskaya, Albina R. Drozdikova-Zaripova 2018), (Christina Giessen-Hood, 2008), (Dadvand *et al.*, 2015), (Goswami, 2015), (DeBord, 2014), (Almakhan and Manshuk, 2014), (Valentine, Marsh and Pattie, 2005), (Lips *et al.*, 2017), (Ofcom, 2017), (Doğar, Kaplan and Gürses, 2014), (Vandana and Lenka, 2014), (Bradea and Blandul 2015), (Hoffmann, 2014), (Smithikrai, 2016), (Yusuf et al. 2014), (Büyükbaykal, Mengü and Mengü, 2015), (Sannikov *et al.*, 2015)**,** (Florescu, 2014)**,** (Grosch *et al.*, 2014)**,** (Sangsawang, 2015), (Sălceanu, 2014), (Šramová, 2015), (Billieux, 2012), (Sandercock, Alibrahim and Bellamy, 2016), (Sinkovics *et al.*, 2014) , (Shin, 2018), (Lan, Abdullah and Roslan, 2010), (Matyjas, 2015), (Rafaila, 2015)
Social	30	(Osadan and Safir, 2014), (Anca and Sciences 2018), (Al-shami *et al.*, 2019)(Shilpa and Sunita, 2016), (Mahoney and

		Wiggers, 2007), (Birth and Age, 2015), (Kiuru et al. 2015), (Dadvand *et al.*, 2015), (DeBord 2014), (Valentine, Marsh and Pattie, 2005), (Shin 2018), (Goswami, 2015), (Lips *et al.*, 2017), (Ofcom, 2017), (Vandana and Lenka, 2014), (Siwawetkul and Koraneekij, 2018), (Akti and Gürol, 2012), (Matyjas, 2015), (Bradea and Blandul 2015, (Hoffmann, 2014), (Yusuf et al. 2014),(Omar *et al.*, 2014), (Büyükbaykal, Mengü and Mengü, 2015), (Schmidt and Iyer, 2015), (Chiu *et al.*, 2015), (Kaya and Bicen, 2016), (Valentine, Marsh and Pattie, 2005), (Hoffmann, 2014), (Smithikrai, 2016), (Christina Giessen-Hood, 2008)(Rafaila, 2015)
Academic	29	(Anca and Sciences, 2018), (Shilpa and Sunita, 2016), (Valentine, Marsh and Pattie, 2005), (Elliott and Bachman, 2018), (Birth and Age, 2015), (Kiuru *et al.*, 2015), (Valentine, Marsh and Pattie, 2005), (Goswami, 2015), (Akti and Gürol, 2012), (Baysal, Şahenk and Hazneci, 2010), (Büyükbaykal, Mengü and Mengü, 2015), (Grosch *et al.*, 2014),(Techataweewan and Prasertsin, 2018), (Hoffmann, 2014), (Omar *et al.*, 2014),(Smithikrai, 2016), (Harandi, 2015), (Sannikov *et al.*, 2015), (Kerthyayana Manuaba, 2017), (Cuc, 2014), (Moravec, Štěpánek and Valenta, 2015), (Kanthawongs and Kanthawongs, 2013), (Chiu *et al.*, 2015), (Matyjas, 2015), (Christina Giessen-Hood, 2008), (Dadvand *et al.*, 2015),(Boles *et al.*, 2014),
Creativity	28	(Kanthawongs and Kanthawongs, 2013), (Büyükbaykal, Mengü and Mengü, 2015), (Osadan and Safir, 2014), (Anca and Sciences, 2018), (Elliott and Bachman, 2018), (Narula, 2016), (Kiuru *et al.*, 2015), (Goswami, 2015), (DeBord, 2014), (Almakhan and Manshuk, 2014),(Hoffmann, 2014), (Büyükbaykal, Mengü and Mengü, 2015), (Sălceanu, 2014),(Sangsawang, 2015), (Almakhan and Manshuk, 2014), (Sinkovics *et al.*, 2014), (Zdravkova, 2016), (Tertemiz *et al.*, 2015), (Shin, 2018), (Goswami, 2015), (Lan, Abdullah and Roslan, 2010), (Matyjas, 2015), (Şişman and Yurttaş 2015), (Hoffmann, 2014), (Schmidt and Iyer, 2015), (Cuc, 2014), (Baysal, Şahenk and Hazneci, 2010), (Petraki, 2013)
Mental	17	(Hoffmann, 2014), (Harandi, 2015), (Sandercock, Alibrahim and Bellamy, 2016), (Zdravkova, 2016), (Tertemiz *et al.*, 2015),(Kobsiripat, 2015), (Goswami, 2015), (Chiu *et al.*, 2015), (Bradea and Blandul 2015, (Yusuf et al. 2014), (Sangsawang, 2015), (Šramová, 2015), (Kerthyayana Manuaba, 2017),(Schmidt and Iyer, 2015), (Cuc, 2014), (Baysal, Şahenk and Hazneci, 2010) (Petraki, 2013)

Cultural	15	(Valentine, Marsh and Pattie, 2005), (Shin 2018), (Goswami, 2015), (Lips *et al.*, 2017), (Kanthawongs and Kanthawongs, 2013), (Matyjas, 2015) (Sălceanu, 2014), (Sinkovics *et al.*, 2014)(Vandana and Lenka, 2014), (Šramová, 2015), (Sannikov *et al.*, 2015), (Dadvand *et al.*, 2015),(Dorrington and Nieuwerburgh, 2015), (Vandana and Lenka, 2014), (Grosch *et al.*, 2014),
Emotional	14	(Omar *et al.*, 2014), (Sălceanu, 2014),(Goswami, 2015), (Matyjas, 2015), (Bradea and Blandul 2015, (Sălceanu, 2014), (Šramová, 2015), (Yusuf et al. 2014), (Petraki, 2013), (Kaya and Bicen, 2016), (Şişman and Yurttaş 2015), (Hoffmann, 2014), (Vandana and Lenka, 2014), (Petraki, 2013),
Physical	10	(Hoffmann, 2014)**,** (Steinberg, 1998)**,** (Sandercock, Alibrahim and Bellamy, 2016), (Goswami 2015), (Chiu et al. 2015), (Matyjas 2015), (Hoffmann 2014), (Grosch et al. 2014), (Sinkovics *et al.*, 2014), (Zdravkova, 2016),

Based on the list of the positive of primary school children development attributes in Table 2.16, we found that 'cognitive' is the most commonly investigated attribute, which accounts for 34 studies. This is followed by 'social' and 'academic' with 29 studies, 'creativity' in 28 studies, 'mental' in 17 studies, 'cultural' in 14 studies, 'emotional' in 14 studies, While 'physical' is the least studied which is 10 studies. The rest of this section provides a brief description of these findings. From the review shows that 'cognitive' is the most significance attribute of positive development for primary school children.

Attributes of positive development for PSC

IV.

4.1.1 Cognitive

One of important positive developments for primary schoold children found in this study is cognitive development. The focus on cognitive development provides children with the means of paying attention to thinking about the world around them and encompasses a primary school children's working memory, attention, as well as a their ability to manage and respond to the experiences and information they experience on a daily basis. A better implementation of cognitive development can be done by encourage problem solving, providing many opportunities to categorize, match, sort, compare, and contrast with toys and activitie and sharing the joy with the children so that can feel that their accomplishment is appreciated. There are several skills that fall under cognitive development which are logic and reasoning, memory and working memory, attention, control, flexibility, ability to adapt, evaluation and analyzing skills, ability to make comparisons, explore and understand cause and effect and also critical thinking, higher level thinking.
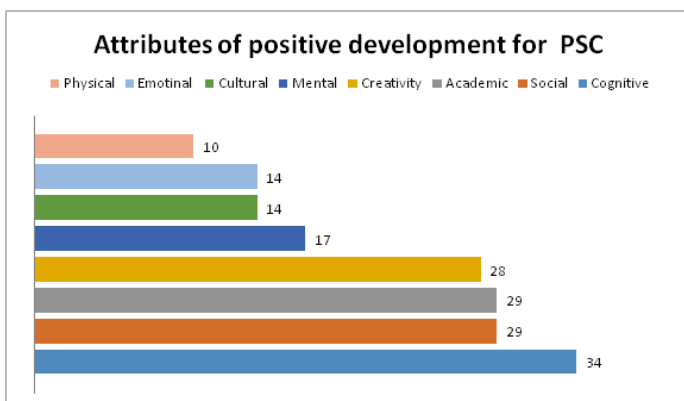
4.1.2 Social

There are lot of studies focus on social development. As for primary school children, this phase is when they begin to spend more time with their friends and less time with their parents.Social development refers to the process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions. Social development most often refers to how a child develops friendships and other relationships, as well how a child handles conflict with peers As a result, friends can influence a child's thinking and behavior. This is the essence of peer pressure. Peer pressure can be a positive influence for example, when it motivates the primary school children to do well in school, or to become involved in sports or other activities. Social development can actually impact many of the other forms of development a child experiences. A child's ability to interact in a healthy way with the people around her can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student, to successfully navigating the challenges of adulthood.

4.1.3 Academic

Several studies found that academic is also of of the essential parameters for positive development for primary school children.Academic or Education play a leading role in child's mental development. It carries not only immediate, but also long-term consequences when it comes to personality development. Academic development for primary school children actually gives many purposes to the life such as enhancement of the personal advancement, increase social status, increase social health, economical progress, success to the nation, set goals of life, make us aware towards many social issues and gives solutions to solve

environmental problems and other related issues. It is important to highlight academic parameters for primary school children especially in current world, which a children can witness very different living standards because nowadays it is easier to access and process the information. Technologies that we cannot even imagine twenty years ago now became very important parts of our lives. It is clear that especially children need to get an effective and accurate education or academic process in order to get into this rapid change faster.

4.1.4 Creativity

Although cognitive is the most concerned attribute for primary school children development which identified in this study, the creativity attribute cannot be neglegible. Creativity can be defined as imagination or original ideas, especially in the production of an artistic work. That is the traditional thought of creativity, but, creativity is so much more than that. It is quite literally essential to everything that we do to be successful.Every child is born creative and imaginative, but this capacity can be restrained, if kids have no space to behave imaginatively and release their creative energy. They need opportunities and materials that give creative experiences. Creative activities for kids are endless. The more varied and multifaceted experiences kids have the wider range of creative expression they gain in their early years. Encouraging children to try out new things and ideas is a crucial factor in their intellectual, physical and emotional growth. Everything kids experience and explore about themselves influences their further development. Hence, that's why creativity is one of the crucial parameters for development of primary school children.

4.1.5 Mental

In ontogenesis, mental development is a result of gaining social and historical experience transmitted imparted through education

(Corno&Anderman, 2015). In order to obtain good mental development for the primary school children, they need going to live up to their full potential and truly live a life that is filled with positive experiences and the willingness to do what is best for themselves and the people around them. Abandoning children mental development during in primary school may lead to disruption of children's functioning at home, school and in the community. Without proper awareness, children with lack of mental development are at increased risk of school failure, contact with the criminal justice system, dependence on social services, and even suicide.

4.1.6 Cultural

For the primary school children, cultural development is essential for positive development. The children communicate and understand their world through different culture in the context of languages, traditions, behaviours, beliefs and values. Their cultural experiences and values shape the way they see themselves and what they think is important. When the chidlren are part of a cultural group, they learn the ways of that culture (e.g., behaviour and beliefs), which enable them to feel like they belong to their community. Cultural perspectives also influence how the parent of the children help the children grow up and how they teach them new skills. Children's connection to their culture develops through their experiences. Having a strong sense of their own cultural history and the traditions associated with it helps children build a positive cultural identity for themselves. This also supports children's sense of belonging and, by extension, their mental health and wellbeing.

4.1.7 Emotional

Emotional development refer to the learning what feelings and emotions are, understanding how and why they happen, recognizing one's own feelings and those of others, and developing effective ways of managing them (Goswami, 2015) . For primary school children, their skills to responses to the different feelings they experience every day have a major impact on their choices, their behavior, and on how well they cope and enjoy life. As they grow and are exposed to different situations their emotional lives also become more complex. Hence, that why the development skills for managing a range of emotions is therefore very crucial for their emotional wellbeing. The essential emotional skills management neededare emotional self-awareness, recognizing other people's emotions, and emotion regulation which is the ability to manage emotions effectively. As for primary school children, they tend to expose on surrounding influences that lead to their ways to express emotions, both through words and behavior. These influences include the values and beliefs about appropriate and inappropriate ways of expressing emotions that children learn from parents, careers and school staff.

4.1.8 Physical

For physical development, it is also significance to be studied. Physical development focuses on increasing the skill and performance of the body (Zdravkova, 2016) . Physical and cognitive development are closely linked, especially during the early years. Problems with a child's physical development can be an indication that the child may have some learning difficulties. The primary school-age years are a time of steady growth and development. Staying physically active during this developmental phase will strengthen the fundamental skills needed to lead a healthy and active life as an adult.

V. CONCLUSION

As a summary, this paper discussed on the attributes of positive development of PSC which also explain significantly each of the attributes. Based on author findings, there are seven significantattributes which are'cognitive', 'social', 'academic', 'creativity', 'mental', 'cultural', 'emotional' and 'physical'. From the review shows that 'cognitive' is the most significance

attribute of positive development for primary school children. However, for this paper, it involveattributes for primary school children development only and perhaps the author can study on development on high school children to get more variety of outputs. This should note as limitation.

However, for the future research, the study perhaps should be more focus on primary school children in the different countries in order to compare of positive development process with more detail analysis. The findings in this article should contribute on comprehensive understanding of the attributes of positive development of PSC which is important as a reference in order to be applied in the education system.

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