

**THE EFFECT OF PRE-SCHOOLING ON DEVELOPMENT OF SOCIAL BEHAVIORS OF ELEMENTARY SCHOOL BOYS OF SHOUSH DANIAL**

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**ABSTRACT**

The present study has chosen to investigate the relationship between taking preschool courses and social adjustment of first grade students so that by investigating this topic constructive and effective recommendations could be given to education practitioners and planners of our country with the purpose of removing shortcomings and suggesting future plans in this field. This study was conducted over 2004-2005. Survey method was used for the research and its type is quasi - experimental. The statistical population for the study consisted of all elementary school first grade students of governmental (urban) schools of Shoush County who totaled 1000 students, from whom 8 schools were selected randomly. Eventually, 200 subjects were selected as the study sample via random cluster sampling. Situational questionnaire was distributed among parents in the beginning of educational year. Data analysis has been performed via descriptive statistics and pair-wise t-test. Results of the study showed that preschool education influences social behavior of first grade students.

**KEY WORDS:** first grade students, preschool education, social adjustment.

**INTRODUCTION**

Around 1920, in Tehran and some other Iranian cities, religious missionaries and minorities established kindergartens, including Ms. Sroujian in Tehran and Ms. Khanzarian in Tabriz, but no accurate history is available concerning the emergence of kindergarten in Iran. However, many traditional schools (Persian: Maktab-Khaneh) had been responsible for education of Koran and other religious subjects. From 1922 onwards, signs of creation of kindergartens have been witnessed in Iran. Iran's first kindergarten was established by Mr. Jabbar Baghcheban (Askarzadeh) in Tabriz with the name of *Garden of Children*. He established another kindergarten in Shiraz in 1929. The first regulation for kindergartens was ratified in 1934 by the Supreme Council of Culture in which accepted age of children in kindergartens had been specified between 4 and 7 years old. In 1944 an independent bureau was established for kindergartens. In 1971 General Bureau of Elementary Education changed its name to the Bureau of Planning Elementary Education. Kindergartens unit assumed responsibility for programming pre-school education. In 1975, given the development of kindergartens and child coach training, the Bureau of Planning Elementary Education changed its name to the Bureau of Kindergarten and Elementary Education. In the history of education, the first person who acquired the title of *father of kindergarten* and formulated the theory of preschool education and its practice comprehensively was Friedrich Froebel from Germany and since then the title of *garden of children* became popular. Froebel addressed heavily the importance of education opportunities in early preschool years and believed that in a rich and fruitful environment, a child can grow his/her interests by personal experiences and activities. He observed children and personally embarked on educating them. An investigation of Islamic resources and findings of researchers and intellectuals reflects the sensitive and invaluable situation of early childhood education over the lifetime of an individual. And the importance of this period was studied from different aspects and emphasis was put on the foundation of these centers all over the country.

**Necessity and importance of the study.**

In the present study, the important role of preschool education in social development is considered. Kindergarten education is the first stage of official education with its own specific goals and tools and is considered an important pillar for other public education courses. Children in this period utilize, for the first time, their independence and the role of out of home environment i.e. kindergarten becomes prominent and thus coherent and aimed planning become more necessary, and coverage of this age group in children's education programs can enrich their emotional and social capabilities and reinforce them. Generally, the years a child spends in kindergarten are among the most sensitive periods of their lives, especially in social terms (Turkaman, 44).

Neglecting child education in early years of life is a threat to a child's eagerness and vital progress. Preschool education can be an effective factor in reinforcing a sense of cooperation and developing children's vocabulary.

General hypothesis:

This hypothesis has been prepared with the purpose of considering the relationship between taking preschool courses and social behaviors of first grade students of county of Shoush Danial (PBUH).

**Minor hypotheses:**

There is a direct relationship between social skills of first grade students and those of preschool students.

There is a significant relationship between social activities, adjustment with peers and personality development of first grade students and preschool education.

There is a significant relationship between personality development in elementary school and preschool education.

There is a direct relationship between verbal skills of students in first elementary school grade and preschool course.

There is a direct relationship between quick connection with peers in first grade and preschool education.

## GOAL

Childhood is the first and most important period of one's life. In this period, a child finds, for the first time, his/her relationship with the nature and achieves concepts of self. Since in this age personality and behavioral structure of one is founded, childhood has been considered a positive crucial period. Education in early childhood years has been under the attention and interest of many education practitioners, psychologists, philosophers, physiology and biology scientists, and eventually many women and men of various professions. Today, many intellectuals consider preschool course the most productive years for teaching and education, and it is considered the ladder of education (Mofidi, 1993). Socialization is a flow in which norms, skills, motivations, considerations, and behavior of an individual forms. The most important factors for socialization can be named as the culture of family and social institutions and the phenomenon of preschool education is one of the necessities and we consider it among years of construction and as developing many of attributes and characteristics of the child, and we know a child's main and underlying personality is established before the age of six and forms the basis of his/her next development stages (Tahzibi and Javadinia, 2006). Among the reasons for development of preschool programs, reasons such as the impact of this course in developing curriculum achievements of children in subsequent years, reducing children's problems, society's need for industrial progress, working parents' need, increasing number of applicants for this course, identifying exceptional children and provision of education specific to them, and education decline especially in first elementary school grade, just to name a few, are reasons for the necessity of preschool education (Saafi, 2002: Bureau of Programming and Authoring Textbooks, 2005).

The concept of preschool education typically refers to children's experiences in kindergartens and preparation courses. Child psychologists have typically assumed a distinction between childhood, early period of childhood and later periods of a child's life and when talking about periods of a child's development, they talk about these classifications but they have apparently failed to provide sustainable criteria for determining accurately start time and end time in early childhood.

### **The role of preschool period in children's mental discipline:**

Initial years of a child's life are one of the crucial periods of his/her growth. Researchers and authors consider effective education in this period extremely crucial for subsequent growth of a child. Most studies show that family environment cannot respond to the child's social growth after the age of four and children in this age, need to participate in further social activities, and presence in preschool environments allows them to connect with their fellow children and gradually gain the social skills required for establishing social relations.

### **Characteristics of preschool children**

They have tendency to egotism and self-centralism and essentially view everything through their own eyes. They have tendency to learn actual objects and first-hand experiences because the ability for abstract thought and deduction has not developed in them yet. Therefore, they learn better through games.

They think shortly. This means they don't have the ability of focusing on and paying attention to activities for a long time. Their attention period is about 7 to 15 minutes in each time period and this time is suitable for physical and

mental activities such as storytelling, construction, playing with sand, and the link. Therefore, they cannot keep on doing one activity for a long time. They are not still accustomed to big group works. Therefore, they make better use of small group activities. They cannot sit silent and quiet for a long time. Therefore, there is an internal need for physical movement and activity in this age.

In their emotional reactions to us elders and other children, they are natural and positive.

They love repetition especially that of story, tale, and poems.

They naturally and comfortably respond to music and rhythmic lyrics (Spodek, 1987).

The aim of the study is to find a scientific and clear view about preschool education so that parents of preschool children recognize the importance and necessity of these educations in early years of children's lives and also understand how efficient it is to invest on this important period and that it affects children's future.

General goals: in the present study, securing such goals as:

Development of physical and mental capabilities and coordinating the growth of dynamic skills in children

Helping grow children emotionally and increasing a sense of self-confidence and reinforcing the comprehension of aesthetics

Facilitating interest in religious moral values and national identity

**Study method:** It is a survey i.e. a scientific method in studies of social sciences which involves regular and standard methods for collecting information about individuals, families, or bigger sets of different groups within the society.

**Statistical population:** The present study, the statistical population is comprised of all male first grade elementary students who are 1000 people in total and organized in 50 classrooms.

**Statistical population:** 200 first-grade elementary school students

## MATERIALS AND METHODS

**Method of sampling:** targeted random. This is the most accurate sampling method.

**Sample size:** based on de Morgan's table

**Location perimeter:** county of Shoush Danial

**Time range:** conducted over education years 2013-2014.

**Data collection tool:** situational questionnaire was used. Test has been employed according to independent samples.

**Content validity:** Based on to views of professors of the field of sociology and educational sciences, who provided very desirable comments in this regard.

**Questionnaire reliability:** to investigate reliability through inner homogeneity using Chronbach's alpha coefficient, the obtained result of 78% is desirable.

**Study outline:** this study seeks to answer the question if preschool education affects the growth of social behaviors of students.

**Data analysis methodology:** it is inferential descriptive. SPSS software was used. Pairwise t-test has been employed.

**Necessity and importance of the study:**

In the present study, the important role of preschool education on social behaviors is considered. Preschool education is the first stage of official education which has its respective goals and tools and is considered an important basis for other courses of public education.

Children in this period adopt their independence for the first time and the role of the institution out of family i.e. kindergarten becomes significant and thus coherent and targeted programming of education finds more prominence and coverage of this age group by children's training programs can enrich their emotional and social capabilities and reinforce them.

Generally, the years children spend in kindergarten are among the most sensitive periods of their life, especially in social terms (Turkaman, 44).

Neglecting a child's education in early years of life is a threat to the child's eagerness and vital progress. Preschool education can be an effective factor in reinforcing the sense of cooperation and developing vocabulary for children.

## RESULTS AND DISCUSSION

### First hypothesis

There is a significant difference between students with preschool education experience and those lacking this experience in terms of social skills. To consider the first hypothesis, two-sample t-test has been used.

Based on the results of the following table, the observed t with a 198 degree of freedom and 95% level of certainty is greater than the table's t. Therefore, the study hypothesis is confirmed. In other words, a significant relationship exists between social skills development of students who experienced preschool education and that of those who did not.

Group	Number	Mean	Standard deviation	Standard error	Observed t	Certainty level
Pre-schooled	100	9.37	1.55	0.15	2.05	95%
Non-pre-schooled	100	6.23	1.61	0.16		

### Second hypothesis:

There is a significant difference between social behaviors and peer adjustment in personality development of students with preschool education and those without the experience.

To investigate the second hypothesis, two sample t-test has been used.

According to the results of the following table, the observed t with 198 degrees of freedom and certainty level of 95% are higher than t of the table. Therefore, the study hypothesis is confirmed and in other words, there is a significant difference between social behaviors and peer adjustment in personality development of students with preschool education and those without preschool education.

Group	Number	Mean	Standard deviation	Standard error	Observed t	Certainty level
Pre-schooled	100	1702	2.29	0.22	2.59	95%
Non-pre-schooled	100	14.79	2.14	0.21		

### Third hypothesis:

There is a significant difference between personality skills development in elementary school and preschool education of children with preschool education experience and those lacking this experience.

To investigate the third hypothesis, two-sample t test has been used.

Based on the results of the following table, observed t has 198 degrees of freedom and certainty level of 95% is bigger than t of the table. Therefore, the hypothesis of the study is confirmed or in other words, there is a significant difference between personality development skills of pre-schooled students and those of students who do not have preschool education.

Group	Number	Mean	Standard deviation	Standard error	Observed error	Certainty level
Pre-schooled	100	12.96	2.44	0.24	1.46	95%
Non-pre-schooled	100	13.43	2.07	0.16		

### Fourth hypothesis:

There is a significant difference between oral skills development of students with pre-school experience and those without the experience.

To consider fourth hypothesis, two sample t-tests was used.

Based on the results of the following table, observed t with 198 degrees of freedom and certainty level of 95% is bigger than table's t. Therefore, the hypothesis is confirmed and in other words, there is a significant difference between the social skills development of pre-schooled students and that of non-pre-schooled students.

Group	Number	Mean	Standard deviation	Standard error	Observed error	Certainty level
Pre-schooled	100	13.46	1.95	0.19	2.14	95%
Non-pre-schooled	100	9.86	1.72	0.17		

### Fifth hypothesis:

There is a significant difference between quick connection with peers in elementary school and preschool education of students with preschool education and those without this experience.

To investigate the fifth hypothesis, two sample t-test has been used.

According to the results of the following table, the observed t with 198 degrees of freedom and certainty level of 95% is bigger than the table's t. Thus, the hypothesis is verified and to put it otherwise, the difference between communication with peers in the pre-schooled group and non-pre-schooled group is significantly higher.

Group	Number	Mean	Standard deviation	Standard error	Observed t	Certainty level
Pre-schooled	100	17.62	2.14	0.21	2.43	95%
Non-pre-schooled	100	13.26	1.69	0.16		

### Consideration of the study's first hypothesis

Based on information of the table, most of the students had a good extent of social skills, increasing with preschool education. With regard to the inferential analysis of witnesses, table information show that social skills average is 37.9 post-test which is higher than the 23.6 pre-test.

Considering the second hypothesis of the study

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There is a significant difference between the average of social behaviors of students in two groups of pretest and posttest. With regards to descriptive analysis according to table information, the value of social behaviors for posttest is 29.2 and for pretest it is 14.2. Also, it shows a 22% increase in the beliefs of mothers regarding children's better social behavior in pre-test compared to other students. In inferential terms, the witnesses in table information show that the average of social skills is not the same as posttest and also it shows higher degree of social skills for the pre-test group. Thus, preschool education leads to a comparative comparison in terms of the effect of pre-school education on social skills.

### Considering the fourth hypothesis

Results of descriptive analysis in the table show that the average of verbal skills of preschool students i.e. 1.95 is greater than 1.72 posttest). Also the table results attest this conclusion. Results of inferential analysis in the table show that the hypothesis of sameness of verbal skills of both pretest and posttest students is rejected and the result is that verbal skills of pretest students is higher.

### Considering fifth hypothesis

It is followed from the tables that the average of quick communication with posttest peers of students is higher than their pretest. Also, there is a significant difference between average of quick communication with peers in two groups of pretest and posttest. That is preschool education leads to better communication of children with their peers.

## RECOMMENDATIONS

According to the findings of the study, the following suggestions are given:

Results of the present study be offered to deans of preschool centers.

One of the most important factors in preschool period is the quality of instructors' teaching to children. It seems that the teacher's personality traits and the manner of his/her communication with students affects their psychological development. Thus, it is recommended that in future studies, this factor be incorporated and its relationship with the child's social adjustment and mental-dynamic skills be measured.

Parents' style of child upbringing is also one of the important factors in social adjustment of children. In this study, this factor was not questioned. It is mandatory for future studies to consider such a general structure.

It is recommended that this study be conducted using more accurate scheme and with a bigger sample so that its results could better be trusted.

One of the most important factors in social adjustment of preschool students is the emotional atmosphere ruling the family and school. Emotional atmosphere which is considered a crucial structure in Adler's theory of personal psychological would better be measured in future studies.

It seems that one of the important factors in the development of children's motor skills is the environment of kindergarten and preschool centers. It is better that in future studies, the relationship between kindergarten setting and development of motor skills somehow be measured.

### Limitations of the study

In this study, some limitations were encountered just like other studies. Here come some of these limitations:

Lack of cooperation of some students' parents in filling in the questionnaire

Parents' delay in returning questionnaire

Lack of interest of some school deans and their extreme curiosity on the goal of the study and regarding how the results are going to be used.

Lack of response from parents, albeit rarely.

Lack of access to sufficient information regarding educational materials and methodologies in preschool course of each of students.

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