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**THE EFFECTS OF PRESCHOOL PLAYS ON CHILDREN'S MENTAL AND SOCIAL
SKILLS IN PRESCHOOL CENTERS OF SHIRAZ ONE DISTRICT IN ACADEMIC
YEAR 2013-2014**

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ABSTRACT

This study is a pilot study Control and testing, which is discussed The Effects of Preschool Plays on Children's Mental and Social Skills in Preschool Centers of Shiraz one District in Academic year 2013-2014, the population is 3086 preschooler In the age group of 5 to 6 years were enrolled, Of which 60 were randomly selected as sample. Study participants were divided into two groups. First of all the participants, 30 were males and 30 were females. Pretest visual – motor Bender gheshtalt In order to assess the mental skills of the children were The Social Skills Inventory and Matson to measure social skills in children, their teachers were placed. Then each group, 15 patients were randomly assigned as the experimental group and 15 individuals were selected as controls. And games to the test in two months in per week two sessions were taught. After learning games, tests were repeated again, the data obtained through descriptive statistics and multivariate analysis of covariance were analyzed. The results indicate that the impact of games on cognitive and social skills of children in the experimental group than children in the control group was significant.

Keywords: Preschool Games, Mental Skills, Social Skills, Preschool Children

INTRODUCTION

Life is a constant struggle with the environment and trying to understand and benefit from it. In this effort, the ability of human psychology is that he will provide the necessary capabilities Modification or change to the environment and to achieve understanding [14]. State of the physiological capacity to grow the movement of children on how to interact with others and the Child Development agreement, order, direction and coherence will be transformed. The game provides the conditions under which children can explore the world around pay and the possibility of extensive growth and provides comprehensive child [3]. Importance and value of play in early childhood by extensive research, has been fully confirmed. Game development, physical, emotional, mental, educational, moral, personality, social influence, and is also the diagnostic and therapeutic value [11]. Without the presence of mind and without making a game is not an integral part of our life. Effective instrument function optimally effective adult cognitive development [9]. Increasing quotients of learning and not just to play but to follow the rules, principles and educational games etc. is necessary for intelligence quotients [12]. Many teachers and education play a role as one of the most desirable elements of

education are mentioned. Monte Sori, Froyl, Dekroly, Piage and Ganyeh including those that are educational games for children educational concepts used And use it as the main means of teaching children to learn various topics are emphasized. Programs targeted to move and play with other activities suitable for education of mentally rehearsing some of the concepts and foster cognitive and social skills during the preschool. In the past it was thought that the game is merely an activity for children to enjoy pastimes, and sometimes used them and nothing else it will not be achieved. Today, however, the playing field has been expanded and the treatment and education of children because it is the game as a fun activity for kids is the best tool to communicate and modify their behavior is. In addition to the objective of the game, the children play among their peers or with adults, many benefits, such as facilitating the development of cognitive, social, emotional and physical children. Natural part of childhood games and activities that are performed purely for enjoyment and have no hidden motives. Play to their children, for their children to play and expected penalties or rewards like chocolate, do not justify the money. Greater willingness to play an active and not so important to consider. But the

play's social and personality development of children is effective and this continues throughout life. The game launches and creative abilities of the child brings with it. During the game, children use more of their senses, and the action is stimulating to his senses. During group play, children's flexibility, turn taking and socialization begin and their consent to get a delay in waiting for their endurance and strengthen. Children's play depends on the courage, honesty, innovation and business decision and it ultimately leads to strengthen the foundation of their life. The game is part of a child's life and development of certain necessities that begins at birth. A normal activities and games for children based on his mettle, and he is the all-round growth. Children enjoyed games and endless energy to do it. Through play children learn how to live in society and be prepared for adulthood. If we observe children at play, we'll see how to use various tools to test and combine them to find new applications. It also provides the child with cube-shaped pieces, Home builds and crashes, train or a piece of wood makes the roadster will work hard to identify and obtain information about its environment [3]. Motor development of the child's active participation in various games based movement emotional development - social, psychological -

cognitive and motor to make him [6]. The child lives with the game, enjoy the game and while it will gain new skills. Through his playing, the growing confidence and familiarity with the environment, about their ability to recognize and try to overcome their deficiencies [17]. Learning to play can make children mentally and new educational concepts and skills to reach a higher gain [8]. **Kaffash (2004)**, the study examined the impact of games on the growth of preschool children's imagination and get paid imagination games cause children to Children, teachers and educators can use games to teach children. [12], psychology of play, the game is basically the issue that can be helpful in child development and child in a creative state of being pivotal. [6], research on the effectiveness of educational games for preschool children's language learning, is done. The results showed that language learning among preschool children in the two control tests, there was a significant difference in favor of the experimental group was significant. [3], the effects of physical activity and play on the growth of mental abilities of preschool girls examined the findings of this study can be inferred that games and physical activity enhanced the growth of mental abilities children are [9], the study examined the impact of games on

children, and to realize this is basically in line with the children's playing taking steps but this game, how can he be effective on children and creativity in the type of game can be found. [15], the research concluded that a child's mind will be changed when it is enabled. The only good thing that a child learns through observation, reflection, experience and personal activities is taught in the children's games - play organized and guided and free games - play unmatched in their ability to boost plays. In a study by [5], as the effect of educational game on student motivation and 9-11 years respectively. The results showed that significant educational games on the four motivational components (attention, relevance, confidence and satisfaction) had an effect.

METHODS

This study was a quasi-experimental control group and experimental pre-test - post-test. The population in 3086 is a preschooler age group of 5 to 6 years in the academic year 2013-2014 in preschool centers located in the area of a city are kept. The random cluster

sample of 60 pre-test and post-test between pre-school pupils took part in a Shiraz. Study concerning the effects of preschool games, preschool centers on children's social and mental skills area has a Shiraz academic year 2013-2014. And data collection the study was performed after obtaining permission from preschool located in an area of education city of Shiraz, attended the same class of groups, visual test - Gheshtalt Bender was conducted to evaluate the mental skills of children.

Data

Visual Test - Gheshtalt Bender

Test port 1938 article "Visual Test - Motor Geshtalt and Its Clinical Application" was published in the Journal of Child and Adolescent Psychiatric Assessment. Measure social skills Matson:

In this scale by [10] to assess the social skills of people with 4 to 18 years has been developed which contains 62 articles. Methods of data analysis in this study, in addition to social and analysis of covariance (Mankova) was performed.

RESULTS

Table 1: Frequency and percentage of subjects' gender

Witness		Experiment		Sex
Percent	Frequency	Percent	Frequency	
50	15	50	15	Girl
50	15	50	15	Son
100	30	100	30	The total

Table 2: Mean and standard deviation of the experimental and control groups at pre-and post-test components of social skills

Witness		Experiment		Group	Variable
Posttest	Pretest	Posttest	Pretest	Stage	
59/63	59/90	56/07	51/10	Mean	Appropriate social skills
9/64	11/30	8/03	11/31	Standard deviation	
43/10	47	37/47	33/53	Mean	Anti-Social behavior
6/43	7/80	10/95	12/15	Standard deviation	
48/17	43/73	39/20	33/57	Mean	Aggression and Non-impulsive
6/90	8/67	11/74	13/74	Standard deviation	
20/37	20/53	17/43	17/20	Mean	Supremacy
4/51	5/44	4/52	4/87	Standard deviation	
32/32	32/37	33	29/13	Mean	Relationship with peers
5/89	5/73	3/75	4	Standard deviation	

Table 3: Mean and standard deviation between two groups of mental skills (error rate) of the pretest and posttest

Witness		Experiment		Group
Posttest	Pretest	Posttest	Pretest	Stage
6/10	7/60	5/60	8/07	Mean
2/50	30/00	2/27	2/93	Standard deviation

Table 4: Table of homogeneity of regression testing to apply analysis of covariance (mental skills)

Significance level	F	Mean square	Degrees of freedom	Square	Source of change
NS	0/87	1/52	1	1/52	Group
0/001	131/85	231/53	1	231/53	Pretest
NS	0/01	0/02	1	0/02	Department of pretest
		1/76	56	98/33	Error
			60	2387/00	The total

Table 5: Effect of covariance for playing preschool preschooler mental skills

Eta squared	Significance level	F	Mean square	Degrees of freedom	Square	Sources of change
0/70	0/001	134/19	231/55	1	231/55	Pretest
0/16	0/02	5/72	9/88	1	9/88	Group
			1/72	57	98/35	Error
				60	2387	The total

Table 6: Mean and standard deviation between the two groups at pre-and post-test social skills

Witness		Experiment		Group
Posttest	Pretest	Posttest	Pretest	Stage
203/63	203/51	183/17	164/53	Mean
20/28	22/82	21/19	20/06	Standard deviation

Table 7: Table of homogeneity of regression tests for applying covariance analysis (social skills)

Significance level	F	Mean square	Degrees of freedom	Square	Source of change
NS	1/04	71/22	1	71/22	Group
0/001	308/96	2110/02	1	2110/02	Pretest
NS	3/20	218/99	1	218/99	Group* pretest
		68/33	56	3826/31	Error
			60	2275448	The total

Table 8: Effect of covariance game for preschool children's social skills

Eta squared	Significance level	F	Mean square	Degrees of freedom	Square	Sources of change
0/84	0/001	294/57	20905/83	1	20905/83	Pretest
0/28	0/001	22/35	1586/45	1	1586/45	Group
			70/97	57	4045/30	Error
				60	2275448/00	The total

Table 9: Table of multivariate analysis of covariance

Partial eta squared	Significance level	F	Amount	Statistics	Effect
0/36	0/001	5/45	0/36	Effect Pillae	Group
0/36	0/001	5/45	0/64	Wilks lambda	
0/36	0/001	5/45	0/56	Effect Hatlyng	
0/36	0/001	5/45	0/56	The biggest ago	

Table 10: Univariate analysis of covariance to determine the effect of the components of social skills in preschool play

Eta squared	Significance level	F	Mean square	Degrees of freedom	Square	Sources of change
0/22	0/009	7/42	103/69	1	103/69	Group Posttest appropriate social
0/16	0/03	5/10	91/60	1	91/60	
0/002	NS	0/11	2/12	1	2/12	Post-test and non-impulsive aggression
0/03	NS	3/58	10/96	1	10/96	Posttest supremacy
0/28	0/001	17/38	107/98	1	107/98	Posttest relationship with peers

Table 11: Independent t-test to determine the effect of pre-school game of intellectual skills of girls and boys

Significance level	Degrees of freedom	t	Standard deviation	Mean	Number	Sex	Variable
NS	28	0/24	3/17	7/93	15	Girl	Pretest
			2/78	8/20	15	Son	
NS	28	0/48	2/26	5/40	15	Girl	Posttest
			2/34	5/80	15	Son	
NS	28	0/25	1/73	-2/53	15	Girl	Difference
			1/12	-2/40	15	Son	

Table 12: Independent t-test to determine the impact on social skill games for preschool girls and boys

Significance level	Degrees of freedom	t	Standard deviation	Mean	Number	Sex	Stage
NS	28	1/35	22/25	169/40	15	Girl	Pretest
			16/97	159/67	15	Son	
NS	28	1/08	24/81	187/33	15	Girl	Posttest
			16/65	179/00	15	Son	
NS	28	0/50	8/81	17/93	15	Girl	Difference
			6/32	19/33	15	Son	

DISCUSSION

Preschool games, preschool centers on children's mental skills Shiraz affected area. Based on the results obtained can be seen that F calculated and pre-test interaction was not significant, meaning that the relationship between the dependent variable (posttest mental skills) and randomized adjuvant (pre-cognitive skills) experiment was the same as for all the regression lines are all parallel. On the other hand, based on the results of tests of mental skills according to group type $F=5/72$, $df=1$, $02/0$ $P \leq 0/02$ was significant. Thus, the experimental group than in the control group had the greatest reduction in the error rate. That play preschool children has increased mental skills. The results of this study with the findings of research conducted in the field of preschool games and mental skills by [4], [14], [7], [2], [3] are consistent and compatible. In explaining these findings, it can be expressed through educational games in addition to motor skills of preschool children are being fostered Mental abilities of basic motor abilities are not separated. Therefore, the study of movement and enable

you to grow and enhance their growth and healing of mental ability is what children learn at home or nursery, when you repeat them in the form of games and physical activities, they are thinking about the meanings of many of these phenomena will receive. Also, the game features like accuracy, memory, imagination, clarity, agility, and skill, and the children grow and develop. In addition, children of concepts such as quantity, distance, size, number and location of their direct experience and its acquisition will strengthen. He knows better link between the phenomena of mental issues (related to the understanding of basic concepts) makes it easier to understand the reality. However, offering games and activities and movements in interest and motivation of children and thus increase the potential learning effect, especially if the game is to match the demand and interest.

The Second Hypothesis

Preschool games, preschool centers on children's social skills Shiraz area is affected. Based on the calculated results can be seen that F is not a significant interaction between

group and pre-test, That is, the relationship between the dependent variable (post-test social skills) and randomized adjuvant (pre-social skills) for all experimental groups are the same as the regression lines are all parallel. On the other hand, social skills, according to the results of the test group ($F=22/35$, $df=1$, $001/0$ $P \leq 0/001$) was significant. Thus the increase in the experimental group than the control group social skills had. The effect of independent variables (pre-school games) 28/0 has 28% of the variance in test scores between children's social skills play a role in the preschool. That game preschool children social skill is increasing. The effect of independent variables (pre-school games) 28/0 has 28% of the variance in test scores between children's social skills play a role in the preschool. That game preschool children social skill is increasing. The results of this study with the findings of research conducted in the field of pre-school play and social skills by [13], [19], [3] is consistent and in harmony. In explaining these findings, we can say, since the games used in this study, as interoperate with the social group is done, which leads to a small sample of the population and is thought to interact with others. We must also consider that the most important aspect of the game used in the study and practice of

implementing them, which gives the child the opportunity to learn appropriate social skills is through playing. Play to raise the level of interpersonal interaction in a more direct confrontation with conflicting emotions and to show emotion is used in everyday life. They learn that the game took the initiative and raised in such a way to communicate with others. In other words, game, good social skills, especially communication skills and interpersonal relations, relationships with peers and facilitate accelerated.

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