



**THE EFFECT OF PRE – SCHOOL EDUCATION ON ELEMENTARY STUDENTS’**

**SOCIAL SKILL LEARNING AND CREATIVITY IN SHIRAZ REGION–I**

**LIDATAGHIAN AMMANI<sup>1</sup>, HAMID KARIMI JESHNI<sup>2\*</sup>, AHMAD ALIHEMMATI**

**JESHNI<sup>3</sup>**

**1:** MA student, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

**2:** Instructor: Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

**3:** Instructor: Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

**ABSTRACT**

Uncourtly, many researchers have found that Pre – school education has a great impact on the Children’s success in their later lives. Thus , this study aimed to investigate the effect of pre – school education on elementary Students’ Social Skills learning and creativity in Shiraz ‘region – I .The research population included three hundred fifty (350) grade one pupils in shiraz region – I .The research Correspondents included two hundred (200) pupils Who Were Selected randomly .These Pupils Were divided into two groups of one hundred each .One group attended the Pre – school education and the other group did not attend .The research method Was Cause – Comparative and the research tools Were Matson’s Social Skills and Toran’s Creativity questionnaire .The gathered data Was then tested by t – test and Covariance Statistical method .The findings of the Study showed that : Pre – school education has significant effect on both elementary Students’ Social skills learning and their Creativity .Furthermore it Was found that there Was no Significant differences of these effects on boy and girl elementary Students in Shiras region–I.

**Keywords: Pre-School Education, Social Skills, Creativity**

**INTRODUCTION**

Early years of a child’s life are the most important Period in his/her life. Whatever happens in these years, has a great impact on his/her later life. The researcher cite on

the important of early years of life, because the basis of child’s personality takes form.

Pre-school education provides the basic needs for better academic performance in later years. (Nanoyam, Taromi and Berdenberg, 2009). Many researchers have

shown, that children who attended pre-school education are more successful in their elementary education than those who didn't attend pre-school education. The experiences obtained in pre-school years provided the children developments (**Duman 1984**). The aim of pre-school education is to develop the children entirely. Skills development and helps to improve their creativity.

Social skills are a set of learned behavior that makes the person interact with others correctly. Unfortunately not all the people acquired them (**Gersham and Elliott 2005**). Children who have acquired social skills can successfully deal with their peers (**Asher and Taylor 2001**) and they are more successful in learning situations (**Walker and Hopes 2010**).

Social skills are equivalent to social adjustment and are abilities to deal with others in different social ways (**Slobi and Gowara 2003**).

In addition to social skills, creativity can help solve lots of problems and create innovation in the society. In general It is inferred that teachers' creativity is the prerequisite to their effective teaching and research. Therefore, effective teachers play important role in teaching and learning situations. In spite of importance, less researches and studies have been conducted in Iran. Thus this research yields to

investigate the effect of pre-school education on pre-schools' social skills learning and their creativity in Shiraz region-I.

## METHODOLOGY

This study was a Casual-comparative type of study. The research population included three hundred fifty (350) grade-one students from different School in Region-I. Among these, two hundred (200) grade-one students were chosen randomly as correspondents of the study. The students were divided into two groups of One hundred each, those who had not attended the preschool education.

With respect to genre is presented in **Table 1**.

## Research Instruments

Research Instruments included Matson's social skill scale questionnaire and Torrans' Creativity test questionnaire. Matson's questionnaire is to evaluate the social skills of individuals from four (4) to eighteen (18) years old. It contains fifty six (56) phrases that describe the individuals' social skill. On the other hand Torran's Creativity test questionnaire consists Seventy five (75) multiple choice questions that leads to creativity.

## DISCUSSION AND FINDINGS

In this study the researcher hypothesized That: 1) grade-I students who attended preschool education possess more social

skill that those who did not attend preschool education.

2) Grade-I students who attended preschool education are more creative than those who did not attend preschool education. To verify the two above hypothesis the grade-I students in Shiraz region-I were evaluated by the two questionnaire. Social skill in Matson's questionnaire and Creativity in Torrance test were both categorized in five (5) components that are shown in **Table 2** with their statistical indexes.

Based on the Statistical analysis information, and the f-Value computations shown in **Table 3** and **Table 4**, It is easily understood that there is a significant difference between the Components of students' social skills with pre-school education and without preschool education. Likewise there is a significant difference between the Components of students' creativity with and without pre-school education.

**Table 1: Frequency Distribution With respect to genre**

Genre	Number	Frequency
Boy	91	45.5%
Girl	109	55.5%
Sum	200	100%

**Table 2: Social skills and creativity Components**

	Components	Students	Mean	Sd	Lowest score	Highest score
Social Skills	Proper social behaviour	W/preschool educ	73.78	13.31	18	90
		W/o preschool educ	60.80	11.22		
	Improper social behaviour	W/preschool educ	31.93	5.91	11	55
		W/o preschool educ	33.49	6.12		
	Aggression	W/preschool educ	30.12	5.70	12	60
		W/o preschool educ	42.92	6.82		
	Self-sustaining	W/preschool educ	25.53	4.29	6	30
		W/o preschool educ	17.12	3.71		
Isolation	W/preschool educ	24.75	4.22	9	45	
	W/o preschool educ	33.92	5.99			
Creativity	Initiation	W/preschool educ	35.34	6.32	0	44
		W/o preschool educ	26.83	4.57		
	Development	W/preschool educ	18.39	3.61	0	22
		W/o preschool educ	14.46	3.12		
	Initiation	W/preschool educ	29.83	4.81	0	32
		W/o preschool educ	20.66	3.55		
	Flexibility	W/preschool educ	17.81	3.70	0	22
		W/o preschool educ	13.26	1.91		
	General Creativity	W/preschool educ	101.37	21.69	0	120
		W/o preschool educ	75.21	14.58		

Table 3: Statistical Analysis info for social skills components

	Components	Students	F-Value	df	Sig
Social Skills	Proper social behaviour	W/pre-school	17.821	1	0.001
		W/o pre-school			
	Improper social behavior	W/pre-school	0.971	1	0.327
		W/o pre-school			
	Aggression	W/pre-school	11.883	1	0.001
		W/o pre-school			
	Self-Sustaining	W/pre-school	10.971	1	0.009
		W/o pre-school			
Lsolation	W/pre-school	8.115	1	0.005	
	W/o pre-school				

Table 4: Statistical Analysis Info of Creativity Components

	Components	Students	F-Value	df	Sig
Creativity	Innovation	W/pre-school	13.630	1	0.001
		W/o pre-school			
	Development	W/pre-school	9.875	1	0.006
		W/o pre-school			
	Innitiation	W/pre-school	15.859	1	0.001
		W/o pre-school			
	Flexibility	W/pre-school	9.310	1	0.009
		W/o pre-school			
	General Creativity	W/pre-school	9.693	1	0.005
		W/o pre-school			

## CONCLUSION

Grade-I students who attended pre-school education possess more social than those who did not attend preschool education .social skills are learnable and peers interaction can influence these learnings Further more grade-I students who attended pre-school education are more creative than those who did not with respect to all creative components .on the other hand all students have certain creativity ability which can be developed by their parents at home or by their teachers in school .Thus the researcher suggests the following approaches based on her findings :

- 1) Education administrators should make sufficient plans and provide conducive

learning environments to develop both students' social Skills and creativity

- 2) The pre-school educations should treat the toddlers well in order to discover their creativity and enhance them.
- 3) The parents should nurture their children based on the latestpsychological.

## ACKNOWLEDGEMENT

This article is extracted from the thesis with the title of “The Effect of Pre – School Education on Elementary Students’ Social Skill Learning and Creativity in Shiraz Region–I”. Hereby, I extend my sincere appreciation to Islamic Azad university of Arsanjan for the efforts and supports they provided me.

---

---

**REFERENCES**

- Doman method accelerated
- [1] Asher. S and Taylor. A (2001) The social outcomes of mainstreaming: sociometric assessment and beyond *Exceptional children quarterly* p.12-39
- [2] Doman, Glenn (1984): *Learning*.
- [3] Greshman, F and Elliott, S (2005), *The social skills rating system* Criclepins.
- [4] Nanoyama – Tarumi, y and Berdenberg, K, (2009) *Impact of school readiness program intervention on children’s learning in Cambodia* .*International Journal of Applied Development psychology*, p. 39-45.
- [5] Slaby, T and Gaura, T (2003) *efficiency and personal goad setting*, *American education research Journal* .p.663-669.
- [6] Torrance E. P (1974) *Norms-Technical manual* Torrance test of creative thinking
- [7] Walker , D and Hopes , J, (2010) *Matson evaluation*
- [8] *Social skills with youngsters*, Mc Grow-Hill.