



**International Journal of Biology, Pharmacy
and Allied Sciences (IJBPAS)**

'A Bridge Between Laboratory and Reader'

www.ijbpas.com

**THE ANALYTICAL AND COMPARATIVE STUDY OF GRADE-I STUDENTS'
SOCIAL AND VERBAL DEVELOPMENTS WITH AND WITHOUT PRE-SCHOOL
BACKGROUND**

MOHAMMAD HUSSEIN KHADEMOLHUSSEINI¹ AND FIROUZ REZAIAN^{2*}

1: M.A student of Behavioral Sciences (Preschool Education), Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

2: Department of Educational Sciences, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

ABSTRACT

This Study aimed to analyze and compare the grade-I Students' Social and Verbal developments with and without pre-school background. The study was a casual –comparative research method. The respondent of the study included all the boys and girls who took pre-school education in Arsanjan in 2013-2014 or did not. The research samples included 50 students (25 boys and 25 girls) who took pre-school education and 50 students (25 boys and 25 girls) who did not. Whiteland's social development questionnaire and new comer and Hamill language development questionnaire were used to gather the data. T-test and two-Way analysis of variance statistical tests were used to test the gathered data. The findings of the study showed that: 1: There was a significant difference among students who took pre – school and those who didn't with respect to social development. 2: There was a significant difference among students who took preschool education and those who didn't whit respect to verbal language development. 3: There were no significant differences among the boys and the girls who took pre-school education with respect to both social and language verbal development. 4) There were no significant differences among the boys and the girls who didn't take preschool education with respect to both social and language verbal developments. 5: There were significant differences among both boys and girls who took pre-school education and who didn't whit respect to both social and language verbal developments.

The overall conclusion yields that: students who took pre-school education were more developed in both social and language verbal developments.

Keywords: Social development, Language verbal development, Pre-school education

INTRODUCTION

In pre-school education, as a critical input in terms of all-round development of the individual and the impact of the adoption of solar and maintenance of children at the elementary level, great emphasis is placed (Venitakol, 1991; quoted Mofidi, 2001). The goals for preschool education textbooks compiled by the **Office of Planning and Education (2005)** listed the various aspects of mental, emotional, social, physical, cultural, linguistic and other aspects of development children emphasized. Social and language development of children of pre-school education is an important goal in addition to the family can play a role in enhancing social skills and language. The early years of childhood as a stage ideal for learning language and social skills, which has been considered by many experts is growing. To examine the social and language skills and how this relationship, Theories in the field of social development and language are explained. Today, psychologists broader perspective of the child and what it is going Special emphasis Bramvzsh and nurturing childhood and the role they play in the future (Aghazadeh and Turani, 2005). Theorists in the field of children's social

behaviors that children may initially seem very immature, but on brain development and environmental attitudes and behaviors toward the child gradually moves deftly social conflicts (Wilson, Maruff, Lum, 2003). Also thanks to the different studies concerning the effects of pre-school course on a variety of perceptual motor skills, social adjustment Academic success of the students have done in the aftermath highlighted the fact that pre-school education and emotional compatibility major impact on the students and the need for preschool in this planning are worth it. If **Brayant (1979)** argues that foster growth and movement, the development of cognitive and emotional impact. Pre-school education for the overall development of the child is very important. Children, the most valuable asset and the most precious gift that God has entrusted to us as trustee. Full nurture talent, especially in schools, with a rich and stimulating environment is needed. If the child is six years of his life in a disadvantaged environment and the growing shortages adversely affect his growth (Mohammadi, 2005). Addressing each of the children who are the most valuable asset for the advancement of

women and the community is very important it is important to be studied from different aspects (**Ramadan Race, 2003**). With greater knowledge of the characteristics and favorable conditions of students, as well as the physical environment and appropriate training to contribute to the development of families, schools and human communities, we can provide them with the development of his talents (**Vaziri, 2009**). According to the readiness of physical, psychological, social and expressive language during the preschool child to progress in different aspects of development Research and evidence of the positive effect of education on the developmental skills of primary school children, more attention to the education of preschool Quantitative and qualitative research conducted in order to evaluate their effectiveness and improve the content and proper training, it seems useful and necessary. As has been said about the impact of pre-school education programs, various opinions have been provided. Given that the country and its education system has been proposed a few years of preschool education programs Need for research that examines various aspects of child development will further illustrate its importance. Although parents and teachers Emphasize the need for continuing education pre-school years, but the

effectiveness of this experience and should be explored to Emphasize the need for continuing education pre-school years, but the effectiveness of these experiences should be explored in the light of research and reliable, useful for such applications to be determined. The results may pave the way for teachers, administrators, parents and pre-school education as it gets more serious and more direct communication with groups of children.

Review of Literature

Countertops A. (2012) in his study entitled Comparison of Growth Perceptual-motor skills, emotional skills and knowledge of the history and no history of pre-school class to the conclusion that students who have passed the pre-school period in terms of emotional and cognitive skills - have a higher mobility than their control group counterparts. **Shahabadi (2011)** in a study of preschool education on the social adjustment of first-grade students from Tehran to the conclusion that teaching Preschool students will lead to high social adjustment. **Hshtijayni, Behnam. (2011)** the impact of pre-school learning and research in the development of oral skills of students on the basis of Azerbaijani language first to the conclusion that the development of pre-school education and the promotion of oral skills in first-grade students will be (**Azizi, 2006**), the scholarly

study of preschool centers and the subsequent impact on the results achieved. Preschool education improves language skills, motor, social, emotional and cognitive used in subsequent periods. **Isaac M. (2004)** in a study entitled Effect of pre-school education on academic achievement, mental and Social and emotional adjustment of elementary school children in the province indicated that collective cooperation of students who have passed the pre-school period is higher than other students. Self-reliance in the kindergarten students who have gone further than others.

Research carried out

Camilli, G., Vargas, S., Ryan, S., & Barnett (2012) on the impact of preschool education on cognitive and emotional development endorsed increase children's intelligence.. In the shadow of a pre-school children can more easily express their emotions and are better able to think creatively achieve, to solve problems and to gain the necessary skills and verbal abilities are superior linguistic achieve and maintain social relationships better. . In the shadow of a pre-school children can more easily express their emotions and are better able to think creatively achieve, to solve problems and to gain the necessary skills and verbal abilities are superior linguistic achieve and maintain social relationships better. **Lingam, Hunt, Emond & Golding (2009)** have

stated that during the course of preschool children's motor functions and accelerated growth. The results (**Wisdom, Dyck, Piek, Hay, Hallmayer, 2007**) and (**Kurtz, 2008**) have shown that the intervention of language - verbal and cognitive Exceptional Children on a developmental disorder important role in improving the performance and effectiveness of language - the expression of the children. **Fitzgerald, Mann, Cabrera & Wong (2003)** in their study showed that students who have passed the pre-school education courses to students who have dropped out of school, have better performance and more attention creativity and divergent thinking, emotion and language development are.

METHODOLOGY

This was a post-event survey (causal comparative) is.

The population: The study sample included all primary school students studying in the academic year 2013-2014 Arsanjan are in town.

Sample and sampling

From the Department of Education in Arsanjan in 2013-2014, the city has 12 elementary schools and has approximately 300 students in the first year of primary school; Of which about 205 people attended the pre-school and 95 persons in this period (pre-school) dropped. The first of the schools in a population-based random sampling

table Morgan 50 students Who have passed the pre-school and 50 students who have not passed the course were selected as examples. Arsanjan first elementary school in 10 schools selected from each school in the first grade classes and 10 students were selected from each class (5 men and 5 women attended preschool preschoolers passed). Select the first grade, The importance of formal education has started, this time from the age of social stimuli are highlighted and discussed more formally And learning to systematically begin.

Research Tools:

1. Inventory of social development Vineland:
2. Inventory language development:

Methods of data analysis

Extracted data using descriptive statistics and inferential methods were analyzed. Descriptive statistics of central tendency based on parameters such as mean and

standard deviation were used to describe the data. In inferential statistics to analyze the data obtained from independent t-test for difference of means Two-way analysis of variance using SPSS software is used.

RESULTS

First hypothesis: the social development of first grade students with and without a history of pre-school education there.

The second hypothesis: the language of first grade students with and without a history of pre-school education there.

Alternative hypothesis:

The third hypothesis: the social development of male and female students in the first grade with and without a history of pre-school education there.

The fourth hypothesis: the language of first-class male and female students with no previous history of pre-school education there.

Table 1: Independent t-test to determine differences in social development among students with and without a history of pre-school

Significance level	Degree of freedom	T	Standard deviation	mean	Count	Of preschool	Skills
0/001	98	8/99	2/96	25/12	50	History	General self-help
			2/75	9/93	50	No history	
0/001	98	9/14	3/31	13/11	50	History	Self-eating
			2/02	10/43	50	No history	
0/001	98	10/67	4/57	16/81	50	History	Wear self-help
			3/07	11/77	50	No history	
0/001	98	7/14	4/84	14/55	50	History	To walk
			2/92	10/65	50	No history	
0/001	98	11/32	3/03	11/12	50	History	Hobby
			1/83	7/61	50	No history	
0/001	98	8/02	3/10	12	50	History	Mobility
			2/25	8/09	50	No history	
0/001	98	7/65	4/28	14/19	50	History	Relationship
			2/76	9/72	50	No history	
0/001	98	7/35	3/38	13/28	50	History	Being Social
			2/68	9/60	50	No history	

Table 2: The independent t-test to determine differences in language development among students with and without a history of pre-school experience

Significance level	Degree of freedom	t	Standard deviation	mean	Count	History	Components
0/001	98	6/19	1/24	6/18	50	History	Visual vocabulary
			1/88	4/79	50	No history	
0/001	98	6/45	1/63	5/47	50	History	Related words
			1/25	4/14	50	No history	
0/001	98	5/64	1/87	4/96	50	History	Oral vocabulary
			1/94	3/42	50	No history	
0/001	98	7/02	1/66	6/61	50	History	Understanding grammar
			1/82	2/36	50	No history	
0/001	98	6/12	1/74	6/31	50	History	Including imitation
			1/58	4/29	50	No history	
0/001	98	6/35	1/29	5/32	50	History	
			1/11	4/04	50	No history	
0/001	98	5/27	1/77	4/56	50	History	Complete the order
			1/24	3/38	50	No history	
0/001	98	7/02	1/56	6/51	50	History	Distinction
			1/72	3/25	50	No history	
0/001	98	6/87	1/36	6/43	50	History	
			1/62	4/26	50	No history	

Table 3: Descriptive data analysis of two-way interaction Effect of gender on social development

total		girl		boy		Gender Group
Standard deviation	mean	Standard deviation	mean	Standard deviation	mean	
15/59	74/28	19/08	72/44	14/54	77/23	
13/78	55/70	14/22	56/70	13/17	54/23	
18/41	64/09	17/49	64/10	19/98	64/08	History

Table 4: Two-way ANOVA to determine significant interaction between gender and social development:

Chi Eta	P	F	Mean square	Degree of freedom	Sum of squares	Source of variance
0/02	NS	0/24	52/46	1	52/46	Gender
0/73	0/001	438/33	94119/08	1	94119/08	Group
0/01	NS	2/37	508/94	1	508/94	Group × Sex
			357/11	95	33925/80	Error
				99	5520355	The total

Table 5: Descriptive data analysis of two-way interaction Effect of gender on language development:

total		girl		boy		Gender Group
Standard deviation	mean	Standard deviation	mean	Standard deviation	mean	
8/66	36/61	9/36	37/31	7/63	35/89	
9/82	32/36	10/37	32/23	9/22	32/50	
9/78	34/43	10/51	34/69	8/90	34/16	History

Table 6: Two-way ANOVA to determine significant interaction between gender and language development

Chi Eta	P	F	Mean square	Degree of freedom	Sum of squares	Source of variance
0/004	NS	0/88	16/18	1	18/16	Gender
0/20	0/001	48/54	891/75	1	75/891	Group
0/01	NS	1/91	35/05	1	35/05	Group × Sex
			711/37	95	3582/62	Error
				99	45978	The total

CONCLUSION

First hypothesis: the social development of first grade students with and without a history of pre-school education there. Basic components of self-help, self-feeding, self-wearing, walking, hobby, mobility, communication and socialization in the two groups ($P < 0/001$), and students with prior experience without a history of pre-school to primary school students score higher on these components are. In other words, we have a course for pre-school children in the control group than in the changing social growth and social benefits of high. The findings of the present study, several studies including research **Shahabadi (2011)**, **Mizadeh (2006)**, **Eshagh Nia (2006)**, **Azizi (2006)**, **Birashk (2003)**, **Ahmadi (2002)**, **caramy and Heybat Allahi (2001)** **Thomas and Chi San (1996)** **Kenth and Ginsberg (2007)** are consistent. Social activities of children in pre-school, basic and means to explore the world around, relations with objects and people's emotional engagement. In fact, it can be said that education and experience Preschool cause social interactions and accelerate growth unilaterally children. If the level of coordination and communication, mobility, and his hobby led by students who have passed the pre-school period Education and social activities with repetition and practice are much higher than students who

have not passed. The course facilitates the development of preschool children's social functioning. On account of these findings it can be expressed through group activities and exercises, strengthening the social development of children. Programs targeted to move and play with other activities suitable for rehearsing foster social development in children. The total training for preschool special importance because it is the relationship between these activities and abilities does exist. The children, who have to work and play, work ability and social functioning in adulthood was greater. In general, target rich environment of games, group work and communication Adraky- experiences in early childhood growth and better social development, motor skills and balance, and flexibility in the child. In general, target rich environment of the game and teamwork, communication, motor, and perceptual experiences in early childhood growth and better social development, Balance and flexibility exercises and skills in your child.

The second hypothesis: the language of first grade students with and without a history of preschool education there. As was observed in all components of language development, including visual vocabulary, words do, oral vocabulary, understand grammar, sentence imitation, complete grammatical distinction, between the two groups of words and

phonological analysis Significant ($P < 0/001$), and students with a history of pre-school education to students with no history of these components are pre-school education has a higher mean.

The main objective of this study is based on research conducted by several internal and external investigations, including studies **HashtjinBehnam, (2011), Ahmadi (2002), Camille et al (2012), Cortez (2008) and Fitzgerald, Man, Cabrera, and Wang (2003)** are consistent. Teaching preschool children who are not yet in conversation, express opinions and demonstrate their emotional states are unable to learn in preschool education How to control your emotions and express their community and to paint them. In other words, as a result of training for pre-school children can experience greater vitality And a sense of cooperation and responsibility, they can grow to be acceptable and desirable, reasoning and sustainability education to increase their business and social development necessary to comment and express ideas their own. On account of these findings it can be stated that the training of pre-school programs, providing a vehicle for the different language and listening to stories and tales of preparation for the introduction of strong literacy and language skills, especially reading. In other words, the story, the repetition and sweet

memories, mind and imagination of children are affected and they will be working memory and language development generally increases. By games and training for pre-school children can be asked to repeat the word. That is why talking about the creation and production of their sentences and phrases; games and pictures step is very useful for language learning. The third hypothesis: the social development of students in the first grade boys and girls with and without a history of preschool education there. The results show a significant difference between male and female students' social development is between two groups of students with and without a history of pre-school education, there is a significant difference. Selected pre-school programs, community engagement, collaboration, communication and overall social development of children during the next school have a significant impact. Select the games and applications of cognitive and communicative abilities in preschool preschoolers will lead to progress. Students, who have passed the pre-school period in academic achievement, motor skills and social relationships than students who dropped out of school, have better performance (**Kamkar, 2002**). Selected training programs for pre-school collaboration, cooperation, coordination, agility, flexibility, speed and agility, and

causing significant impact students To students in a rich environment full of stimulants along with peers Gadgets and play to the growth of communications, and mobility of students will be busy. Also, since the two groups of boys and girls with regard to the social status of the self-Mart, and walking activities are similar In an age range of the same maligned see the difference between the two groups of boys and girls there.

The fourth hypothesis: the development of language skills of students in the first grade boys and girls with and without a history of preschool education there. According to the development of language skills of students, boys and girls, there was no significant difference between two groups of students with and without a history of pre-school education, there is a significant difference. The main objective of this study is based on research conducted by several internal and external investigations, including studies **Hshjyn, Behnam. (2011), Ahmadi, (2002), Camille et al (2012), Cortez (2008) and Fitzgerald, Man, Cabrera, and Wang (2003)** are consistent. Preschool education with the adaptation and development of language skills of students who have passed the course, there is a positive relationship and between children who have seen pre-school education with the control group (pre-school

education have seen) is a significant difference in language skills. And pre-school children are able to provide the necessary language skills. Students who have passed the pre-school period Speech production and speech perception than other students are better and have less difficulty in speaking and expressing emotions and feelings to others in teaching are more cooperative. The higher level of effectiveness and vitality, and obey the orders of more teachers and students are interested and willing to the pre-school children who had spent more. Also, students who have not passed the preschool period than while in graduate school students play, debates, and the failure of rational behavior, show less tolerance and have low liquidity. Students who have passed the pre-school education Than those who dropped out, school entry are less anxious, more communication with their teachers and classmates, more social, and school staff, the school office will be more accurate and Recognized faster, are more successful in private practice and regulations relating to school to accept more students who have not been to kindergarten. Overall, this study has shown that a pre-school education can be an effective factor in language development, emotional adjustment and development sector children are considered. In total, since the growth is

closely linked with learning language, pre-school children in a shade easier it will be to negotiate better able to express their emotions and better to achieve creative thinking, problem solving skills needed to gain Speech and language abilities superior to achieve and maintain good social relationships. The pre-school children as a result of training, human emotions are stronger than the appearance, can elevate more experience and sense Cooperation and responsibility, they can also grow as acceptable and desirable, reasoning and consistency increase their school environment and social development needed to. On the other hand, the two groups of boys and girls are given the same language status and at the same training and the same environment are therefore no significant differences between male and female.

ACKNOWLEDGMENT

This article is extracted from my thesis under the title of “The Analytical and Comparative study of Grade-I students’ Social and Verbal Developments with and without pre-school Background”. Hereby, I extend my sincere appreciation to Islamic Azad university of Arsanjan for the efforts and supports they provided to me.

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