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THE RELATIONSHIP OF MOTHER'S ANXIETY WITH PRESCHOOLER'S COGNITIVE AND SOCIAL DEVELOPMENT IN KHATAM

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ABSTRACT

This study aimed to investigate the relationship of mothers' anxiety with preschoolres cognitive and social development in Khatam city in school year 2014-15.

This study was a correlative descriptive type. The correspondents of the study included sixty (60), twenty two (22-boys) and thirty eight (38 girls) preschoolers who were accidentally selected from the total research population in Khatam city. The research instruments included two questionnaires of Beck's anxiety questionnaire that was answered by the mothers and Wineland's social development questionnaire answered by the preschool educators to measure the preschooler's social development. Pearson's correlation statistical method was used to find the relationship among the variables.

The finding of the study showed that: there was a significant indirect relationship among mothers' anxiety and preschoolers' cognitive development.

Furthermore, there was a direct significant relationship among mothers' anxiety and preschoolers' social development.

Keywords: Mothers' Anxiety, Cognitive Development, Social Development

INTRODUCTION

Family is the first social group in which the children experience interaction with their family members, Reitman (2010). Children's development is influenced by many parental factors. Mothers' anxiety is one of the most important parental factors, Robbin(2008). Anxiety includes uncertainty frustration and physical aggression, Meyer and Salovey (1990). Further more, anxiety is accompanied by stress, irritability, and lack of sleep. Anxiety is categorized into two-mood anxiety and subject anxiety. Mood anxiety is a temporary and momentary emotional reaction, whereas subject anxiety is a sustained and continues reaction, Valder (2000). The cause of anxiety like many other behavioral disorders is not well known but like many other mental disorders is the product of personality weakness, and insufficient nurture, Rahmati (2011). Mothers' anxiety plays an important role in the childrens' cognitive and social development. Mothers with anxiety mental disorders face lots of problems in raising their children.

As the children grow physically, their cognitive intelligence and social domains should be developed too. Cognitive intelligence development is a mental process by which the children learn to think, to face and to solve their problems, Wissman (2005). Cognitive intelligence is the ability to reason out, to make good future plans to solve problems and to develop learning ability, Terman (1998). Cognitive intelligence develops as the life continues. It has different stages that differ with each other. Each stages of cognitive intelligence development have its own structure and function that is based on the previous stage, Kadivar (2001).

Social development is the basis of children's life. Social life development depends on psychological readiness, processing social skills, self-esteem, and social adjustment with others, Vahidi (2007). Perhaps, social development is one of the most important factors of children development. Social develop determines the amount of children's adjustment with others in the society, Muriss (2011).

Based on the above mentioned facts, the researcher aimed to investigate the relationship of mothers' anxiety with preschoolers' cognitive and social development in Khatam.

Methodology and Study Tools

This study was a correlation descriptive study. The correspondents of the study included sixty(60) mothers and preschoolers who were randomly selected from total population of hundred(100) preschoolers in Khatam in 2014. The study tools included Beck's anxiety questionnaire, Wineland's social development scale, and Ravon's cognitive intelligence test. Beck's anxiety questionnaire was distributed among mothers with anxiety disorders. This questionnaire included twenty one (21) phrases to evaluate the amount of mothers' anxiety. Ravon's cognitive intelligence test included thirty six (36) pictures. These pictures were distributed among the preschooler to evaluate their cognitive intelligence rates. Wineland's social development scale was distributed among the preschoolers. It included ten (10) social skills that their responses evaluated the preschooler's social developments.

DISCUSSION AND FINDINGS

In order to investigate the relationship of mothers' anxiety with preschoolers' cognitive and social developments, the researcher hypothesized two following hypothesis.

1. There is a significant relationship between the mothers' anxiety and preschoolers' cognitive development in Khatam.
2. There is a significant relationship between the mothers' anxiety and preschoolers' social development in Khatam.

In order to test the amount of mothers' anxiety the anxiety questionnaire was distributed among the mothers,Ravon's cognitive intelligence test and Wineland's social development among the preschoolers. Tto find the relationship between the variables of the study descriptive statistics and Pearson's coefficient of correlation statistical analysis were used. The frequency distributed of the correspondents is presented in table-I.

Table-I: Correspondent's Frequency Distribution.

Variables		Frequency	Percentage
Preschoolers Gender	Girls	38	63.3
	Boys	22	36.7
	Total	60	100.00
Mother's Education	High School	20	33.30
	Two year Course Vocational	24	40.00
	B.S / B.A degree	16	26.70
	Total	60	100.00
Mother's Job	Employed	14	23.30
	Housed Wife	46	76.70
	Total	60	100.00

As it is shown in table – I, girl preschoolers (38) were more that the boy preschoolers (22). Majority of the mothers were holding a two year college degree (24) and there were more housewife (46).

The finding for the first hypothesis is presented in table – II.

Table – II: Relationship between mothers' anxiety and preschoolers' cognitive development

Variables	Frequency	Mean ($\overline{X}$)	Standard Deviation (sd)	Coefficient of Correlation (R)	Level of Significant ($\theta = 0.05$)
Mothers' Anxiety	**60**	**38.12**	**6.76**	**-0.422**	**0.001**
Preschoolers' Cognitive Development	**60**	**5.06**	**2.42**		

As it is shown in table – II. There was a negative (indirect) significant relationship between the mothers' anxiety and preschoolers' cognitive development $\theta = 0.001 < 0.05$, $R = -0.422$. The finding for the second hypothesis is presented in table – III.

Table – III: Relationship between Mothers' Anxiety and Preschoolers' Social Development

Variables	F	$\overline{X}$	sd	R	$\theta = 0.05$
Mothers Anxiety	**60**	**38.12**	**6.76**	**-0.405**	**0.001**
Preschoolers' Social Development	**60**	**8.06**	**3.64**		

As it shown in table – III, there was a negative (indirect) significant between the mothers' anxiety and preschoolers' social development ($\theta = 0.001 < 0.05$, $R = -0.405$).

CONCLUSION

In accordance with the findings of this study and many other researches, the researcher concluded that children's cognitive and social developments are affected by many individual and environmental factors.

Mothers are the first people that make communication with their children and thus can affect their children's cognitive and social developments. Based on the findings of the first hypothesis, mothers' anxiety affected the preschoolers' cognitive development negativity / indirectly, ($\theta = 0.001 < 0.05$, $r = -0.422$). This finding is sited with those of, Lee (2010), Salami (2006), Salehi (2011) and Shirani (2010) researchers'. Based on the findings of the second hypothesis, mothers' anxiety affected the preschoolers' social development negativity / indirectly, ($\theta = 0.001 < 0.05$, $r = -0.405$).This findings is sited with those of: Markowis (2003), Russel (2005),

Massen (2006), and Martin (2007) researchers.

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