

Assessment of Social Adjustment and Academic Achievement of Boys and Girls of Preschool during 2013-2014

Narjes Safari, Esmaeel Khajehnejadian Shirazi, and Ali Nejat

Abstract—Aim of this research was investigating influence of preschool on academic achievement and social adjustment on first grade elementary school students in Torbat-Heydarieh. Statistical sample included 3500 male and female students of first grade elementary in 140 elementary schools in Torbat- Heydarieh. Random cluster sampling method selected in order to test Hypotheses. We used a questionnaire also validity, and reliability tested by Alpha cronbach (0.88). Results indicated that significant relationship exists between social adjustment and academic achievement of first grade elementary school students who pass elementary schools and did not pass elementary schools. Moreover, significant relationship exists between social adjustment and academic achievement of first grade elementary school students

Keywords— Social Adjustment, Academic Achievement, Boys and Girls of Preschool.

I. INTRODUCTION

FOR more than 30 years, governments and agencies in developed countries have made sustained efforts to facilitate the integration of children with a cognitive, sensory, or motor deficit into mainstream education. In addition to allowing the children to receive academic and social education in regular schools (Odom et al. 1996), educational integration is based on improving the social status and reducing discrimination against children with disabilities. However, the few studies that have assessed the social adjustment of children with cerebral palsy (CP) in mainstream classes report that, compared with their typically developing classmates, this group of children are more socially isolated (have fewer friends), more rejected and victimized by their peers, experience greater difficulties initiating and maintaining positive social interactions, and have lower self-esteem (Goodman and Graham 1996; Mulderij 1997, Yude et al. 1998, Yude and Goodman 1999).

Narjes Safari, Young Researchers and Elite Club, Torbat-e-heydarieh Branch, Islamic Azad University, Torbat-e-heydarieh, Iran (corresponding author's phone:09154461389; e-mail: n.safari446@yahoo.com).

Esmaeel Khajehnejadian Shirazi, Department of Management, Science and Research Branch, Islamic Azad University, Fars, Iran

Ali Nejat, Department of Management, Science and Research Branch, Islamic Azad University, Fars, Iran

Studies by Yude et al. (1998) and Yude and Goodman (1999) revealed that, at the end of primary school, the children with hemiplegia in their sample were twice as likely to be rejected, twice as likely to be isolated, and three times as likely to be victimized than their classmates with no disability.

In Canada, since the late 1970s, the proportion of children with CP in mainstream classes has risen from 20 to 75%. To date, a number of studies have described these children's school experience in terms of academic performance. This indicator provides information on physical integration (i.e. the opportunity to be and participate in activities in a non-segregated environment) but does not describe the children's social adjustment (i.e. quality of social relations, peer acceptance, and presence and reciprocity of friendships). The aim of the present study was to describe the social experience of children with CP in mainstream classes in Canada and compare it with that of their classmates without a disability. To compare our findings with those reported in the only other similar studies (Yude et al. 1998, Yude and Goodman 1999), we duplicated certain elements of their protocol, namely a sample composed of children with hemiplegia in grades 4, 5, and 6 of primary school (aged 9–12y) and a peer assessment of social status, victimization, and reciprocated friendships. Our protocol differs from that of the studies by Yude and colleagues (1998, 1999), however, by the addition of a group of children with diplegia, by the female–male distinction, for the introduction of peer assessment of social isolation, aggression, and sociability/leadership behaviours, and by controlling beforehand for IQ, which is known to influence social adjustment in children.

The association between social performance and academic achievement has been demonstrated in a number of empirical studies in North America and West Europe (Green, Forehand, Beck and Vosk, 1980; Havighurst, Bowman, Liddle, Mathews and Pierce, 1962; Wentzel and Asher, 1995). In general, it has been found that children who display sociable and prosocial behavior are likely to achieve highly in academic areas (Green et al., 1980; Masten et al., 1995; Wentzel and Asher, 1995).

In contrast, children who are disruptive and aggressive fare poorly on academic achievement (Dishion, 1990; Masten et al., 1995). It has been found that social withdrawal and inhibition are also associated with academic difficulties among North American children (Green et al., 1980; Wentzel, 1991);

socially inhibited and shy children tend to perform more poorly in school than their less inhibited counterparts. In addition to social behavior and functioning, it has been found that children's sociometric status covaries with academic achievement (Wentzel & Asher, 1995). Children who are accepted and liked by peers and hold leadership positions are likely to be high achievers in the school, whereas children who are rejected have academic difficulties. Several models have been proposed to explain the association between social functioning and social status in the peer group and academic achievement (Hinshaw, 1992). In the first model, it is suggested that social performance affects academic achievement. It has been argued that children's social competence and interpersonal acceptance may constitute emotional and social resources for achievement in the school (Wentzel, 1991; Wentzel and Asher, 1995). For example, prosocial and cooperative behaviors may help create a classroom environment that is conducive to instruction and learning, whereas aggressive and hostile behavior may disrupt the processes of learning. Furthermore, children who are socially skilled may be cooperative and likely to receive requested aid during academic class work. In contrast, behaviorally deviant and socially rejected children may have fewer opportunities than others to receive assistance from peers with their schoolwork. Finally, social performance may have significant impact on emotional and motivational responses to the school, which, in turn, affect academic achievement. For example, children who are rejected, behaviorally disruptive, and aggressive may develop a negative affect and attitude toward the school milieu. As a result, they may become disinterested in school activities, including the learning of academic subject matter. Evidence for this model has derived mainly from longitudinal research programs that demonstrate that children who have social and behavioral problems tend to underachieve or fail in academic areas in subsequent years (Ledingham and Schwartzman, 1984; Masten et al., 1995; Ollendick, Weist, Borden and Greene, 1992).

The second model concerning the link between social and relational performance and academic achievement indicates that academic achievement influences social behaviors and adjustment. According to this model, academic difficulties may lead to frustration, which in turn contributes to deviant social behaviors.

In addition, academic achievement may determine social prestige in the peer group and consequently affect self-image. Children who do poorly in school may experience difficulties in obtaining positive status and respect among peers and develop negative self-perceptions of self-worth; consequently, these children may display socio-emotional problems and eventually turn to deviant peers for support. Evidence from longitudinal studies has supported this model (McGee, Williams, Share, Anderson, and Silva, 1986); children with academic difficulties tend to develop maladaptive social behaviors and are subsequently rejected by peers and adults (Farrington, 1979; Maughan, Gray, & Rutter, 1985). Relatedly,

intervention efforts reveal that children who receive academic remediation and who improve academically become more competent in their social interactions and have fewer socioemotional difficulties than those who do not receive treatment (Coie & Krehbiel, 1984; Kellam, Brown, Rubin and Ensminger, 1983).

II. METHODOLOGY

Statistical sample included 3500 male and female students of first grade elementary in 140 elementary schools in Torbat-Heydarieh. Random cluster sampling method selected in order to test Hypotheses. We used a questionnaire also validity, and reliability tested by Alpha cronbach (0.88).

III. HYPOTHESES

H₁: Significant relationship exists between social adjustment and students who passed pre-elementary schools and did not pass pre-elementary schools

H₂: Significant relationship exists between academic achievement and students who passed and did not pass pre-elementary schools

H₃: Significant relationship exists between social adjustment and academic achievement

H₄: Significant relationship exists between social adjustments of male and female students who did not pass pre-elementary schools

H₅: Significant relationship exists between male and female students who passed female and male students who passed pre-elementary schools

A. Test first Hypothesis

Significant relationship exists between adjustment of students who passed pre-elementary schools and did pass elementary schools.

We used t test In order to test hypotheses and results of the tests are as following table:

TABLE I
COMPARISON OF SOCIAL ADJUSTMENT OF STUDENT WHO PASSED PRE-ELEMENTARY SCHOOLS

Groups	Number	Mean	SD	T	Df	Sig
Test	60	29.78	1.19	14.08	118	0.001
Control	60	25.33	2.13			

In according to table II, t value equal (18.96) and df is 118 and sig is 0.001. Due to $0.001 < 0.005$ it means that significant relationship exists between academic achievement of students who passed pre-elementary school and did not pass pre-elementary school. Results indicate that mean of academic achievement who passed pre-elementary schools (test group) is more than students who did not pass pre-elementary schools (controlling groups).

B. Test Second hypothesis

Significant relationship exists between academic achievement and students who passed and did not pass pre-elementary schools.

We used t test In order to test hypotheses and results of the tests are as following table:

TABLE II

COMPARISON WITH ACADEMIC ACHIEVEMENT OF STUDENTS WHO PASSED PRE-ELEMENTARY SCHOOLS AND DID NOT PASS PRE-ELEMENTARY SCHOOLS						
Groups	Number	Mean	SD	T	Df	Sig
Test	60	19.89	0.18	18.96	118	0.000
Control	60	18.97	0.32			

In according to table II, t value equal (18.96) and df is 118 and sig is 0.001. Due to $0.001 < 0.005$ it means that significant relationship exists between academic achievement of students who passed pre-elementary school and did not pass pre-elementary school. Results indicate that mean of academic achievement who passed pre-elementary schools (test group) is more than students who did not pass pre-elementary schools (controlling groups).

C. Test third hypothesis

Significant relationship exists between social adjustment and academic achievement.

We used Pearson correlation in order to test third hypothesis.

TABLE III

RELATIONSHIP BETWEEN SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT					
Groups	Number	Mean	SD	correlation coefficient	Sig
Test	60	27.55	2.82	0.69	0.001
Control	60	19.43	0.53		

In according to table III, correlation coefficient is 0.69 and significancy level is 0.001 and less than 0.05, therefore, it indicates that significant relationship exists between social adjustment and academic achievement.

D. Test fourth hypothesis

Significant relationship exists between male and female students who passed pre-elementary schools.

We used t test and results show in following tables:

TABLE IV

COMPARISON SOCIAL ADJUSTMENT BETWEEN MALE AND FEMALE STUDENTS WHO PASSED PRE-ELEMENTARY SCHOOLS						
Groups	Number	Mean	SD	T	Df	Sig
Test	30	29.92	1.01	0.97	58	0.33
Control	30	29.63	1.35			

Based in fourth table, t-value is 0.97 and df is 58 and finally sig is equal with 0.33 and as result of significancy level is more than 0.05, therefore, it can be concluded that there is not significant relationship between female and male students who passed elementary schools.

E. Test Fifth hypothesis

Significant relationship exists between male and female students who passed female and male students who passed pre-elementary schools.

We used t test and results show in following tables:

TABLE V

COMPARISON BETWEEN ACADEMIC ACHIEVEMENT OF FEMALE AND MALE STUDENTS WHO PASSED PRE-ELEMENTARY SCHOOLS

Groups	Number	Mean	SD	T	Df	Sig
Male	30	19.86	0.21	1.22	58	0.22
Female	30	19.92	0.14			

In according to fifth table and t value is 1.22 and df is 58 and significansy level is 0.22 and significance is more than 0.05 and it can be said that there is not significant relationship between male and female students who passed pre-elementary schools.

IV. CONCLUSION

In according to t test and Pearson correlation coefficient, we found ut that there is significant relationship between social adjustment and students who passed pre-elementary schools and students who did not pass pre-elementary schools. Moreover, based on all that has been said mean of students who passed pre-elementary schools (Test group) and students who did not pass (controlling group) and results consistent with Hamid Pour (2008), Lotfi (2004) and Erik (2000).

Following, significant relationship exists between students who passed pre-elementary schools and students who did not pass pre-elementary schools. Furthermore, based on table 2, mean of students of passed elementary schools (test group) is more than students who did not pass (controlling groups) and it is consistent with researches of Hamid Pour (2008), Lotfi (2004) and Erik (2000).

Furthermore, there is significant relationship between social adjustment and academic achievement and it is consistent with research of Hamid Pour (2008), Lotfi (2004) and Lunberg (2000). Then, we found out significant relationship exists between female and male students who did not pass pre-elementary schools. Our results is consistent wit research of Hamid Pour (2008), Molina et al (1999), Doherty (1997) and Lunenberg (2000).

Finally, there is not significant relationship between female and male students who did not pass pre-elementary schools. Strangely, our result is not consistent with research of Hamid Pour (2008), Mohamad Zadeh (2006), Molina et al (1999) and may be due to difference of sample study, cultural and geographical environment.

V. RECOMMENDATION

In according to results of the research and importance of pre-elementary schools, therefore, this course should be mandatory in our education system and provide this course for all of students. Parents must decline independency of themselves and children. Schools should provide curriculum for student who did not pass pre-elementary schools.

REFERENCES

- [1] Coie, J. D., & Krehbiel, G., Effects of academic tutoring on the social status of low-achieving, socially rejected children. *Child Development*, 1984, pp.55, 1465-1478.
- [2] Doherty, G., Zero to six: the basis for school readiness. Ottawa: human resources development Canada 1997

- [3] Erik,J., Early childhood reform. Ontario Institute for Studies in Education. 2000
- [4] Farrington, D. P.. Environmental stress, delinquent behavior, and convictions. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety*1979 (Vol. 6, pp. 93-107). Washington, DC: Hemisphere.
- [5] Goodman R, Graham P. Psychiatric problems in children with hemiplegia: cross sectional epidemiological survey. *BMJ* 1996,PP.312: 1065–1069.
- [6] Green, K. D., Forehand, B., Beck, S. J., & Vosk, B., An assessment of the relationship among measures of children's social competence and children's academic achievement. *Child Development*, 1980,pp.51, 1149-1156.
- [7] Hamid Pour, Hossein, Investigate aim of pre-elementary schools, Master thesis, Tabriz University2008
- [8] Havighurst, R.J., Bowman, P.H., Pierce, J. V., *Growing up in River City*. New York: Wiley.
- [9]Hinshaw, S. P., Externalizing behavior problems and academic underachievement in childhood and adolescence: Causal relationships and underlying mechanisms. 1992 *Psychological Bulletin*, 111, 127-155.
<http://dx.doi.org/10.1037/0033-2909.111.1.127>
- [10] Kellam, S. G., Brown, C. H., Rubin, B. R., & Ensminger, M. E, Paths leading to teenage psychiatric symptoms and substance use: Developmental epidemiological studies in Woodlawn. In S. B. Guze, E J. Earls, & J. E. Barrett (Eds.), *Childhood psychopathology and development* (p. 1983
- [11] Ledingham, J. E., & Schwartzman, A. E., A 3-year follow-u1984
- [12] Lotfi, Hamid, , investigate relationship between controlling source and social support with social conformity, *Psychological research*, 2004,PP.. 3(1) . 17-51, New York: Raven Pre
- [13] Lunenburg, F.C., early children education programs can make a difference in academic, *journal of child development*, 2000,pp. (56):689-703.
- [14] Masten, A., Morison, P., & Pelligrini, D., A revised class play method of peer assessment. *Child Development*, 1985,pp.21, 523-533.
- [15] McGee, R., Williams, S., Share, D. L., Anderson, J., & Silva, P. A., The relationship between specific reading retardation, general reading backwardness, and behavioural problems in a large sample of Dunedin boys: A longitudinal study from five to eleven years. *Journal of Child Psychology and Psychiatry*, 1986,pp. 27,
- [16] Mohamad Zadeh, Kamal, , Investigate relationship between critical thinking with academic acheivment, Master thesis, Islamic Azade University of Marvdasht2006
- [17] Molina, Marifhelene, Coplan, Robert, Wichmann,. "Nonsocial play adjustment". Paper presented at the biennial Meeting of the Society for Research in Child development. 1999
- [18] Mulderij KJ., Peers relations and friendship in physically disabled children. *Child Care Health Dev*,1997,pp. 5: 379--389.
- [19] Odom SL, Peck CA, Hanson M, Beckman PJ, Kaiser AP, Lieber J, Brown WH, Horn EM, Schwartz IS., Inclusion at the preschool level: an ecological systems analysis. *Social Policy Report: Society for Research in Child Dev* 1996,pp.10: 18–30.
- [20] Ollendick, T. H., & Yule, W., Depression in British and American children and its relation to anxiety and fear, *Journal of Consulting and Clinical gy*, 1990,pp.58, 126-
- [21] Rajabi, Somayeh, , Impact of pre-elementary schools on academic achievement and social growth of elementary students, Master thesis, Islamic Azade University of Marvdasht2007
- [22] Yude C, Goodman R. Peer problems of 9- to 11-year-old children with hemiplegia in mainstream schools. Can these be predicted? *Dev Med Child Neurol* ,1999,pp. 41: 4–8.
- [23] Wentzel, K. R., Relations between social competence and academic achievement in early adolescence. *Child Development*, 1991,pp.62, 1066-1078.