

THE EFFECT OF PHILOSOPHICAL TALES ON GIRL PRE SCHOOL CHILDREN'S ADJUSTMENT IN ZARRIN DASHT

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ABSTRACT

This study aimed to investigate the effect of philosophical tales on girl pre – school children's adjustment in Zarin Dasht. This study was a semi – experimental research type. The research instrument was Dokhanchi's questionnaire which was administered with respect to children's age and grade level. The correspondents of the study included (60) students who were randomly selected among total hundred (180) students. The students were divided into two (30) experimental and control groups were protested. Then, the philosophical tales were delivered to experimental group for (40) session in (3) months. Analysis of covariance was used to analyze the gathered data statistically. The findings of the study showed that: 1) Philosophical tales have a positive effect on girl pre – school children's adjustments. 2) Philosophical tales have a positive effect on girl pre – school children's interests and likings. 3) Philosophical tales have positive effect on both girl pre-school children's social behavior and anger control. In general: The findings of this study showed that philosophical tales greatly effect the overall girl pre-school children's adjustment. These findings can be used for effective teachers training.

Keywords: *Philosophical Tales, Girl Pre-school Children's Adjustment, Love Behavior and Affection, Social Behavior Interaction, Anger Control Behavior*

INTRODUCTION

Human is a social being and social adjustment plays an important role in his/her life. Due to this social adjustment all aspects of child's life are formed. Child's social adjustment and personality determines his/her rate of adjustment. On the other hand, social maladjustment is a common behavioral disorder during childhood and makes the children to refer to psychologists. This behavioral disorder is accompanied with sustained behavioral disorder is accompanied with sustained behavioral disorder; aggression and neglecting others right (Layel and Tomas 2012).

Maladjusted children are subject to isolation. They have low academic performance compared with normal children (Layel and Tomas, 2012). These children express threatening social signs in their interactions with others, instead of having positive social interaction signs (Rahmadoost, 2011).

Story telling can be an important tool to develop children's social adjustment. In this relation, philosophical stories can play important roles to reinforce the children's social adjustment. The schools can use the philosophical story telling as a mean to teach the children the many social adjustment skills in directly. The children's instinct yields them to listen eagerly to these stories. Thus these stories affect them just as clean weather their bodies need. Infect philosophical stories invite the children to good morals and behavior. Furthermore they stimulate their good adjustment behaviors and control their anxieties. Children's adjustment helps them to better behave and accept the proper morality in different societies with respect to their cultural differences (Erikson :)

Thus, the use of different indirectly methods such as plays, tale stories and philosophical tale stories particularly can improve the children's social adjustments (Kharestani, 2014).

Statement of the Problem

Childhood is a good stage to distinguish the children's social maladjustments. In this relation the schools have to teach different social skills to increase their social adjustments.

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Story telling has a long background in modifying the children’s behavior and telling children philosophical tales can reinforce their social adjustments and nurture them properly.

Due to children’s social mal adjustments many families are suffering and cannot cope to rear their children in zarrin –Dasht. Thus the researcher aims to use the philosophical tales telling as a mean to help them.

MATERIALS AND METHODS

Methodology

This research was a semi – experimental method. The total population of this study included hundred eighty (180) grade –I girl students in Zarrin – Dasht school year (2013-2014). The respondents of the study included sixty (60) grade-I girls students who were selected randomly. These students were divided into two experimental and control groups (30) each. The research instrument included Dokhanchi’s social adjustment questionnaire which was provided in 1998. This questionnaire was provided according to the students’ age and level of study. They were distributed among the parents and the teachers and they had to answer the questions S.P.S.S statistical tool was used to evaluate the gathered data statistically.

RESULTS AND DISCUSSION

Discussion and Findings

The researcher hypothesized that telling philosophical tales to grade – I girl students has a positive effect on their adjustment, interest, social interaction, and anger control. To verify this hypothesis the experimental group took forty (40) story telling secessions, One and a half hour each secession for the period of two months. The stories were categorized into six different.

Type of stories. Type One: Respecting Others Type two: Anger control. Type three: Group Corporation Type four: Effective Social Interaction. Type five: Expressing interest, kindness and respecting others right. Type six: Moral values. The students in experimental group attended all the above stories and their parents and teachers evaluated their social adjustments through the questionnaire. The descriptive findings with respect to adjustment is presented in table-I.

Table I: Descriptive indexes with respect to social adjustment

Range change	of Variance	Standard deviation SD	Mean X	F	Group	
37	85.54	9.248	38.66	30	experimental	Pre-Test
32	69.183	8.317	45.70	30	Control	
29	54.99	7.416	87.03	30	experimental	Post Test
46	161.74	12.717	62.93	30	control	

Asikis shown in table- I, The mean score with respect to adjustment for both groups in pretest are 38.66 and 45.70 their standard deviation 9.248 and 8.317 their Variance are 85.54 and 69.183 respectively. Further more the mean score with respect to adjustment for both groups in post test are 87.03 and 62.33, their standard deviations are 7.416 and 12.717, and their Variance is 54.99 and 161.74 respectively. The descriptive findings with respect to interest and kindness score is shown in table II.

Table II: Descriptive Findings with respect to interest and kind nests

Range change	of Variance	SD	Mean X	F	Group	
16	9.034	3.005	9.00	30	Experimental	Pre-Test
11	7.857	2.803	8.73	30	Control	
8	4.309	3.945	18.96	30	Experimental	Post- Test
13	8.714	2.943	11.90	30	control	

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The descriptive findings with respect to social interaction score for both groups in pre- test and post test are shown in table III.

Table III: Descriptive Findings with respect to social interaction score

Range	Variance	SD	Mean X	F	Group	
14	15.568	3.945	12.53	30	Experimental	Pre-Test
11	8.663	2.943	14.40	30	Control	
11	7.878	2.979	27.53	30	Experimental	Post Test
16	20.671	4.546	19.86	30	control	

The descriptive Findings with respect to Anger control for both groups in pre-test and post test are shown in table IV.

Table IV: Descriptive Findings with respect to anger control

Range of change	Variance	Standard deviation SD	Mean X	F	Group	
16	16.921	4.113	13.90	30	Experimental	Pre-Test
22	22.185	4.710	18.76	30	Control	
27	23.275	4.824	33.63	30	Experimental	Post Test
24	42.930	6.552	24.96	30	control	

Statistical covariance findings for all four hypotheses of Children’s adjustment, interest-kindness, Social interaction and anger control are shown in table V.

Table V: Social interaction and anger control

Statistics potential	Ang squire	Level of sig	F ratc	Mean of squares	D.F	Sum of squares	Dependent Variable	Sources of changes
1000	0.542	0.000	67.440	7374.198	1	7374.198	Adjustment	group Membership
1000	0.680	0.000	121.046	732.977	1	732.977	Interest and kindness	group M
1000	0.48	0.000	52.550	484.669	1	484.669	Social interaction	group (M)
0.997	0.283	0.000	22.527	753.139	1	753.139	Anger control	Group Membership

Conclusion

Statistical findings for all for depended variables showed that: 1) telling philosophical tales has positive effect on grade –I girl students’ adjustment interest – kindness, social interaction and anger control. The statistical evaluations are shown in table V. The effect of telling philosophical stories with respect to adjustment are cited by (Danicl, 2013) and Malmester (2014). They found the same positive effect on children’s adjustment. The effect of telling philosophical tables with respect children’s interest and kindness is cited by Mollae (2014). He advocated that organized philosophical stories can give meanings to children’s life. The effect of telling philosophical stories with respect to children’s social interaction is cited by (Delvale). Finally it can be said that telling philosophical tales to children can be an approach to develop social adjustment in children and by this the children learn to behave orderly based on their cultural needs. Who sited those social philosophical stories can reduce the children behavioral disorders. The effect of telling philophysical stories with respect to anger control is sited by (Bara and colleguse, 2002). They advocated that telling philosophical stories children with high temper and aggression can control these two factors.

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