

Research Article

THE EFFECT OF EDUCATORS' QUALIFICATION ON PRESCHOOLERS' SOCIAL AND LANGUAGE LEARNING DEVELOPMENTS IN ABADEH, SCHOOL YEARS 2015-16

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ABSTRACT

This study aimed to investigate the effect of educators' qualification on preschoolers' social and language learning developments in Abadeh. The corresponding of the study included one hundred (100) boy preschoolers who were randomly selected from all preschoolers in Abadeh. The research instruments consisted Wineland's social development questionnaire and Told's language learning questionnaire. The questionnaires were distributed among the preschooler's parents and they responded in behalf of their children. The gathered data were then statistically analyzed. The findings of the study showed that: the educators' qualifications significantly affect the preschoolers' social and language developments. It was found that preschoolers' whose educators' were collage degree holders were more socially developed and their language learning were higher than those preschoolers whose educators were high school graduate.

Keywords: *Social and Language Learning Development, Educators' Qualification, Preschoolers*

INTRODUCTION

Children's social development is one of the most important aspects, which the educators concern (Rahnema, 1995). Lewis (2000) indicates that educators' educational qualifications have direct relation with children's social development. It is expected that educators' with higher educational qualification can make the children develop more socially than those educators with lower educational qualification preschoolers' language learning is another aspect that accounts on their success (Chamsk 1965). Preschool period is the period, which the children can interact with their peers. This peers' interaction can result to the development of their language learning (Lotf-Abadi, 2010). Children's interaction with others plays an important role in both children's social and language learning development (Zigler, 2001). Preschool educators' have to be more educationally qualified in –order to develop children social skills and language learning. This study is conducted to achieve this objective.

MATERIALS AND METHODS

This study was a descriptive type of study. The correspondents of the study included one hundred (100) boy preschoolers who were randomly selected from all preschoolers in Abadeh. The research instruments included Winelands social development questionnaire and Told's language learning questionnaire. The questionnaires were distributed among the preschoolers' parents and were asked to respond in behalf of their children. The gathered data was then statistically analyzed.

RESULTS AND DISCUSSION

In order to investigate the effects of educators' qualifications on preschoolers' social and language learning developments, the following hypothesis were hypothesized:

1) Educators' educational qualification significantly / affects the preschooler's social and learning developments.

To verify the assumed hypothesis the questionnaires were distributed among the preschoolers' parents and they were asked to respond to the questionnaires in behalf of their children. The gathered data were statistically analyzed and the findings are descriptive and analytically presented. Table-I, presents the descriptive information of educators' qualification on preschoolers' social development qualification on preschoolers' social development based on obtained mean score and standard deviation.

Research Article

Table I: Descriptive Information of Educators’ Qualification on Preschoolers’ Social Development

Variable	Categories	Mean Store \bar{X}	SD	Highest Score	Lowest Score
Social Development	B.S. Degree	7.12	1.33	9	3
	High School	5.48	1.29	8	3

As it is shown in Table-I the educators with B.S degree have greater effect on preschoolers’ social skills development than educators with high school degree. ($\bar{X}_{B.S} = 7.12 > \bar{X}_{Highschool} = 5.48$)

Table-II presents the descriptive information of educators’ qualification on preschoolers’ language learning development based on obtained mean score and standard deviation.

Table II: Descriptive Information of Educators’ Educational Qualification on Preschoolers’ language learning

Variable	Categories	Mean Store \bar{X}	SD	Highest Score	Lowest Score
Preschoolers’ language learning	B.S. Degree	4.20	1.51	7	2
	High School	3.50	1.33	6	1

As it is shown in Table-II, the effect of educators with B.S degree on preschoolers’ language learning is higher than those educators with high school degree ($\bar{X}_{B.S} = 4.20 > \bar{X}_{H.S} = 3.50$).

Conclusion

Based on the findings of the study, it was concluded that educators’ educational qualifications significantly and positively affects the preschoolers’ social skills and language learning developments. Educators with B.S degree have been effects on preschoolers’ social school development ($\bar{X}_{B.S} = 7.12 > \bar{X}_{H.S} = 5.48$). Similarly educators with B.D degree have more effect on preschoolers’ language learning than educators with his school degree ($\bar{X}_{B.S} = 4.20 > \bar{X}_{H.S} = 3.50$).

This findings parallels with these findings of Ajelli (2003) and Biabangerd (2008). Finally it is suggested that preschool educator should proceed their educations because if has direct relation with their preschoolers’ developments.

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