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Investigating the Role of Childish Games (Based on Carl Gross Pre-Training Model) on Preschoolers' Social Contexts Learning Reinforcement in Kermanshah District 3

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Abstract

This survey has investigated the role of childish games (based on Carl Gross pre-training model) on preschoolers' social contexts learning reinforcement in district 3 of Kermanshah city. The survey method is semi-experimental and the population consists of 1666 preschool's new learners in district 3 in academic year of 2011-12 that using available groups sampling method, 50 persons were chosen as sample. Data collecting tools including researcher based questionnaire was accepted in terms of validity based on experts' attitudes in this field and its reliability is .082 according to Chronbakh. After synchronizing the objects based on intelligence via using pretest-posttest designing, 25 persons were located in treating group and 25 persons were located in control group. Then, depended variable, i.e. childish games method, was given to treating group for 3 sessions. Control group were educated those issues as before. Data collected form pretest and posttest designing were analyzed using variance analysis as well as SPSS software. Based on gained data, H1, H2, H3 were respectively accepted with significant levels of .0254, .0131 and .0421 at level of $p < .01$. One can conclude through via survey findings that treating group had better performance than control group, therefore using childish games (based on Carl Gross pre-training model) affects preschoolers' social contexts learning reinforcement.

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1. Introduction

Since preschool period is a short period, but it has an important role to shape child's personality; child gains his/her way of social life in this period, it is at this stage that the child learns compatibility quality with conditions; child's ability to solve environmental problems and to create social connection is flourished gradually, by learning language and learning growth and mental and emotional experiences, He/ She find ability to be

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compatible with environment, He/She will be balanced mentally and at a same time the child will be able to learn needed social actions to live in family and to communicate with others as well as making his/her social personality, so the best kind of child's activity in preschool ages is games (Riahi, 2001). Game is an important factors to child's mental upbringing and it is child's most common activity and the best way to creativity's out break and growth, Game caused evolution in child and facilitates children extreme enthusiasm to learning and acquisition; based on choosing kind of game to child, instructors can teach social meanings like group working, respect to others, responsibility and ...in an indirect way, <<Related to Hifnick's research (1976), Smith and Cereal 1986, Dolgish and Herzmark 1981, (narrated by Huza, 2008; 315). Carol Grouse is one of education and training scientists that concerned social role of game:

He believed that game is a kind of child's preparation to activities that he/she may be responsible to in future, also he/she is not aware of it. Grouse knows game as a factor to survival's conflict m in a way that

human beings gain some skills from the games that they may need them in future. The role of game is very prominent and notable in children's social growing and to answer how the child must be prepared and educated to future living, the topic of modelling can be stated. Doing games in preschool period caused child's consistency with his/her future society; child can learn to cooperate with society in the games and leaves individuality. During the game child learns to repeat the actions to their needed situations to be successful and this improve child's will and confidence. During the game child learns to have social communication with strangers and learns to solve the problems that existed in this case. In ensemble games that need players' connection, he/she even learns to trade with older people (Mosaqi, 2001). In this case educational and training system is responsible to prepare new generation for current society. In general education this action consist of some skills for life and its professional aspects that the purpose is that the people whom they want to live in society be familiar with doctrines, laws, values and social norms and they want to deliver beneficial citizens to society (Aqajani, 2002). Social meanings consist of meanings like cooperation, responsibility, (hamdeli), continence and self confidence (Cartel Joe Millburn 1887, translated by Nazari Nejhada 1993).

In fact social meaning education consist of tactics that help people to gain internal relationship among themselves (Cartel & Millburn 1887, translated by Nazari Nejhada 1993). Preschool period is a time that prepares the child to social life.

By learning customs and values that children learn among family members like: eating, getting dressed, acceptable manners, respect others and... they will gradually learn society's values that they enter. Because of any reason, some of the children learn social meanings and skills weaker than their coeval friends and nothing can be more painful to parents than their children's excommunication among other children. By tracing an outlook of future, instructors must provide exact and weighty plan to children's instruction. Because all the young children want to communicate with other children, they must learn social critical skills and meanings, such as group working, obeying laws and counsels, role-performance and... gradually (Karbalaie, Harafteh, 2007). In an article by Bride Camp (1993) that is about learning during exercise, it is shown that remembering sentences about various subjects at a same time with exercise and activity is better than the time that children study in immobility condition. Definitely it can be said that:

Game and mobility are the best way of child's natural action and they are considered as the most suitable way to talent's flourish and growth, but unfortunately preschool's children whom they are in elementary schools, the role of the games is fewer in them, and most of concepts such as social, ethical, health and ... will not be teach in practical way, some instructors prefer students whom they are silent and just listen to what the teacher told them and they don't noticed that if children be silent and do not have any mobile action, they will not be trained in smart way and child's mental and physical abilities such as attention, imagination, discipline as well as promptitude and... that growth during the game, will not be reinforced and will not grow. Robin and Clarke (1983) in two studies at 1983 surveyed relationship between the rates of competency in classroom and children's education progress. After study they concluded that if smart and intelligent student be silent for a long time in classroom, this caused much mental pressure on him/her. If competent and skilful children be immobile and do not have any action for a long time in the classroom or in test situation, They will get lower scores in that test such as class test or intelligence test.

Data of related research confirmed this hypothesis that if there will be a mobility and game during children's training, learning will be done in the best way. Results of studies by Karkon 2011 and Riahi 2001, shows the group's cooperation and role-performance between novices during the game and after it. Based on the importance and constituent role of game in children's growth and because experts, open-minds and scientists emphasized this, regarding it is essential and needful, in a way that educators and parents to cultivate their children in most of the cases, they can regard game and they can have a suitable education over their children, because of the role and importance of games in children's social life, the nature of the game and its importance during the preschool and school periods is been neglected. So our purpose was to survey the role of education based on childish games (based on pretest model of Karol Grouse) to improve and enforce learning of social meanings of preschool's novices in part 3 of Kermanshah city in 2011-2012. Research's hypotheses are followings:

1. Training based on childish games is effective to enforce learning of group working meaning in preschool's novices.
2. Training based on childish games is effective to enforce learning of obeying laws and counsels' meaning in preschool's novices.
3. Training based on childish games is effective to enforce learning role-performance meaning in preschool's novices.

2. Research's method

Method of this study is quasi-experimental and it is pre-test - post-test kind with test group and control group. It is tried to focus on childish game role (based on pre-training model of Karl Grossman), and then to examine its effects on enhancing social learning concepts of novices in preschool period.

In this method, after selecting test group based on available sampling method, pretest is applied to learners and after implementation of the independent variable, pretest runs. Childish game is been used as an independent variable and its effects is been evaluated over social learning concepts of novices in preschool period. Statistical society in this study consisted of all pre-school beginners in District 3 at Kermanshah city in 2011-2012, which included 1666 students. To determine the sample size in this study due to quasi-experimental test, time constraints as well as fiscal subjects, sampling method of available groups was used. Noted sample was Niayesh School and sample mass was 50 students, of whom 30 were female and 20 were male, that were selected based on sampling method in available groups in one of elementary schools. Substantiated questionnaires of social Implications: This questionnaire is substantiated and consists of 30 questions on a 5 point in Likert scale. Because three factors is determined to evaluate learners' rates of social meanings, questions 1 to 15 is for group work element, questions 16 to 23 is for obeying laws and criterions element and questions 24 to 30 is designed to role-performance 's role.

3. Findings:

First hypothesis: Training based on childish games is effective to enforce learning of group working meaning in preschool's novices.

Table 1: Results of covariance analysis of pre-test and post-test scores of the experimental and control groups in teamwork's meaning variable

Variable statistics	Sample mass	Pre-test average	Post-test average	adjusted average	F	Degree of freedom	Significance level
Experimental group	25	49/5600	50/5240	47/144	6/567	1046	0/0254
Control group	25	58/4800	40/4800	41/054			

Results of Table 1 shows there are statistical differences between pre-test's total scores of teamwork's meaning variable in the test group with adjusted average (470/144) and control group with adjusted average (410.54) with the value (1046) and F equals 7.052 (level P >0/01). It can be concluded that independent variable means childish

games can reinforce experimental group in the way of dependent variable means teamwork meaning learning. So it can be concluded that training in the way of childish games is effective to reinforce the concept of learning teamwork preschool beginners.

Second hypothesis: Training based on childish games is effective to reinforce learning of obeying laws and counsels meaning in preschool's novices.

Table 2: Results of covariance analysis of pre-test and post-test scores of the experimental and control groups in obeying laws and counsels

Variable statistics	Sample mass	meaning variable			F	Degree of freedom	Significance level
		Pre-test average	Post-test average	adjusted average			
Experimental group	25	27.2500	37/543	380315	8/347	1/46	0/0131
Control group	25	31.2800	29/276	270238			

Results of Table 2 shows there are statistical differences between pre-test's total scores of obeying laws and counsels in the test group with adjusted average (380315) and control group with adjusted average (270238) with the value (1&46) and F equals 8/347 (level $P > 0/01$). It can be concluded that independent variable means childish games can reinforce experimental group in the way of dependent variable means obeying laws and counsels. So it can be concluded that training in the way of childish games is effective to reinforce the concept of obeying laws and counsels in preschool beginners.

Third hypothesis: Childish games are effective to reinforce learning of role-performance meaning in preschool's novices.

Table 3: Results of covariance analysis of pre-test and post-test scores of experimental and control groups in role-performance meaning variable

Variable statistics	Sample mass	meaning variable			F	Degree of freedom	Significance level
		Pre-test average	Post-test average	adjusted average			
Experimental group	25	20/6000	34/456	330955	5/347	1/46	0/0421
Control group	25	26/27	21/1600	270299			

Results of Table 3 shows there are statistical differences between pre-test's total scores of learning scale of role-performance meaning in the test group with adjusted average (330955) and control group with adjusted average (270299) with the value (1&46) and F equals 5/347 (level $P > 0/01$). It can be concluded that independent variable means childish games can reinforce experimental group in the way of dependent variable means role-performance meaning learning. So it can be concluded that training in the way of childish games is effective to reinforce the concept of role-performance meaning learning in preschool beginners.

4. Discussion and conclusion

First hypothesis: there are statistical differences between pre-test's total scores of teamwork's meaning in the test group and control group. Results of this hypothesis shows independent variable means childish games can reinforce experimental group in the way of dependent variable means teamwork meaning learning. So it can be concluded that training in the way of childish games is effective to reinforce the concept of learning teamwork preschool beginners. Obtained results of this hypothesis is consistent with Hartley's research results in 1952 (psychology that speaks about magic role of bole that persuade child to speak, he means even more shyness children when play with bole, they communicate with others freely), Fenick 1976, Smith and Sibera 1978, Dalgisho Hertz Mark 1981 narrated by Huze, 2008; 315. (Shows that children in social-exhibitive games when they spend repetitive activities, they accept various roles. This kind of game is the most social one and has

maximum influences over children's social awareness. It seems taking part in exhibit game, improve children's ability in cooperation with gregarious situations, caused participation in social activities and help children to better understanding of human relations), Mosaqi 2001 (believed that by accepting responsibilities and various roles, children in team games can notice their weak or strength's points, because during the game some of the times they become leader and sometimes they become pursuant and at last he/she try to adjust his/her manner to be accepted in community). It seems that the main reason for learning in experimental group novices in comparison to control group is that social game caused children to be more social. Children want to be independent and do works based on their methods (Jafari and et al, 1913).

Second hypothesis: There are statistical differences between pre-test's total scores of obeying laws and counsels meaning in the test group and control group. Results of this hypothesis show that independent variable means childish games can reinforce experimental group in the way of dependent variable means obeying laws and counsels meaning learning. So it can be concluded that training in the way of childish games is effective to reinforce the concept of obeying laws and counsels in preschool beginners. Obtained results from this hypothesis is consistent with Karkon's researches, 2011 (the study was about the role of childish games in children's sports at school, Karkon concluded that game can reinforce children's social growth; because by practicing future life from game and to learn humanistic, social and cooperation relation in game groups, children can have social growth). It seems the main reason for learning in most of novices of experimental group in comparison to control group, is that preschool's period(if you want children to have progressive attitude, plan educative method based on mental abilities) the child is not able to recognize rule, law and ethical values. So habits must be trained in child. To create habit in child, by speaking to him/her and doing suitable actions, needed actions can be done. In preschool period, children must learn order, discipline and to respect others' rights and there must be a balance among child, environment, and his/her abilities and manner. This means child's personality upbringing that caused his/her manner balance (Taghipoor Zahir, 2003).

Third hypothesis: there are statistical differences between pre-test's total scores of role-performance meaning in the test group with control group. Results of this hypothesis show that independent variable means childish games can reinforce experimental group in the way of dependent variable means role-performance meaning. So it can be concluded that childish games is effective to reinforce the concept of role-performance meaning learning in preschool beginners. Obtained results from this hypothesis are consistent with Ashrafi's research's results, 2006 (he believed that in the games it must be tried to cooperation be created in teammates. Because of others' satisfaction, children can interested in cooperation with others), Fenwick 1976, Smith and Cereal 1978 and Dalgisho Herzmark. It seems the main reason for learning in experimental group novices in comparison with control group is that children learn social meanings in a way that they often learn scientific meanings. Social manner education methods are clear and always have social patterning aspect or learning based on imitation. Most of social studies meaning is readable and thinkable through available social phenomenon observation in an environment around the child. In this case easy and useful access to direct and update information resources to question and research caused deep, useful and enjoyable learning; children must have suitable and useful information and they must learn to use informative resources in a useful way (Cartilage and Millburn 1887, translated by Nazari Nezhad, 1993). Findings about the effects of social meaning education based on childish games on social meanings learning in preschool beginners showed that there is meaningful difference between scores' average of social meaning growth in preschool beginners at both experimental and control groups in post-test stage. In other word, social meaning's education can be helpful and useful through childish games that are done to better communication and better consistency in preschool children at experimental group, and performed games by researcher caused increase in social meaning learning and their consistency.

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