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Study of the Relationship between the Children's Drawings and Verbal, Perceptual and Motor Growth among Minab's Preschool Children

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ABSTRACT

This study is a descriptive and correlational research whose aim is to investigate the relationship between the drawings and verbal, perceptual, and motor growth among Minab's preschool children. The statistical population includes all of preschool students who were studying in Minab's preschools, in the 2012-2013 school years. The sampling method of this study was convenience sampling. A total of 120 individuals were selected and studied. The two questionnaires of Good enough drawing test and Newsha development test were used to evaluate the variables. Newsha development test is a normal test that can be used for Persian children up to six years old. This test evaluates their skills in auditory, receptive language, expressive language, speech, cognitive, social communication and fine and gross motor skills areas. The results analysis using t-test and Pearson correlation test showed a significant relationship between children's drawings and verbal, perceptual, and motor growth. Also there are significant differences between verbal, perceptual, and motor growth and girls and boys drawings. The rate of verbal and perceptual development among girls is higher. Considering the variable of age, there is a significant difference between children's verbal, perceptual, and motor growth.

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INTRODUCTION

Today, the necessity and importance preschool education is much more emphasized than in the past. The increase in the number of applicants for such education, and the needs of employed parents and of society for preschool programs all shows the impacts of the preparation of enriched programs and appropriate curricula on different age groups of children (Zigler, 2001). More important, rresearch conducted in recent years shows the effects of more investment in providing high quality education and in implementation of qualitative programs for preschool period because of the attainment of more academic successes in future by children who complete preschool education.(Gleason,1987). Through environmental enrichment, preschool education enable children to gain new cognitive, mental, and motor skills and experiences at school whose acquisition is not probably possible for children in the normal family environment (Samii, 2009). One of the basic and natural needs of children is to express themselves and communicate with others and their environment. Using various methods and instruments, children express their moods and feelings(Sarles, 2004). Indirect expression plays a significant role in understanding and raising children recognition as well as helping them. Fore instance, painting is one of the best indirect methods used to understand children's potentials and help them in their education.
(Williams,2005) Accordingly, painting is one of the activities that children get actively involved in from the very early years of life. The main goal of painting for children is to express their inner feelings and emotions, to communicate with their environment, and recognize it. Preschool centers try to understand children's cognitive development by instructing basic skills and concepts to children (Ahadi and Jamali, 2004).

Methodology:

The present study employed a quasi-experimental, descriptive - correlational design. The population under study included all preschool students who were studying in preschool centers in Minab in the academic year of 2012-2013. The availability sampling was used to assign 12 students to the sample. The data were presented through descriptive statistics in the form of frequencies with graphs and tables if needed. Besides, inferential

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statistics such as Pearson coefficient test and t-test were used to examine and test the research hypotheses. The data analysis was performed by SPSS Software Package in this study.

Results:

Table 1: Table of participants' frequency distribution based on gender.

Gender	Frequency	Percentage
Females	77	64.16%
Males	43	36.84%
Total	120	100%

Table 2: Normality of variables distribution at 95% CI.

Indexes	Frequency	Significance level	Sig.	Normality
Verbal growth	120	0.05	0.9	Normal
Motor development	120	0.05	0.34	Normal
Cognitive development	120	0.05	0.48	Normal
Children's drawings	120	0.05	0.52	Normal

Table 3: Scores gained by each group for children's drawings, verbal development, and test of homogeneity of variances.

Statistics Group	Frequency	Mean	SD	F Levine	Sig.
Females	77	53.20	1.14	5.62	0.043
Males	43	43.29	2.35		

Table 4: Comparison of males and females scores of drawings and verbal development.

Mean difference	t-value	df	Sig.
9.91	4.32	28	0.01

Table 5: Comparison of males and females scores of drawings and motor development.

Mean difference	t-value	df	Sig.
10.89	4.61	28	0.01

Table 6: Results of ANOVA to examine differences in children's d cognitive, motor, and verbal development at different ages.

Variables		∑ Squares	df	Mean square	Test power	Sig.	Results
Cognitive, motor, and verbal development	Intra-group	144.109	2	72.055	3.214	0.044	There is a difference.
	Intergroup	2645.775	118	22.422			
	Total	2789.884	120				

Discussion and Conclusions:

According to the results of the study, there is a significant relationship between children's drawings and their verbal development. The values of correlation coefficient (0.708) and significance level (0.045) show that there is a significant relationship between children's drawing and their verbal development. Since the significance level is less than 5% (P≤ 0.05), the null hypothesis is rejected so the first hypothesis i.e. the existence of a relationship bet between children's drawing and their verbal development is confirmed. Research shows that artistic activities broaden children's verbal skills, foster their nonverbal expressive power, increase their tolerance, and make them adhere to the disciplines and cleanliness. Artistic activities enable students to communicate and control their emotions. Such activities nurture children's heart and mind, enhance memory and learning ability, and enable students to put together and organize their useful findings and experiences to come up with a more complete understanding in various learning opportunities. In addition, the values of correlation coefficient (0.643) and significance level (0.038) suggest that there is a significant relationship between children's drawing and their cognitive development. Since the significance level is less than 5% (P≤ 0.05), the null hypothesis is rejected so the main hypothesis i.e. the existence of a relationship bet between children's drawing and their cognitive development is confirmed. Cognitive development begins with the growth and development of senses that is the time when a child start to response to a couple of eternal stimuli such as light, colors, sounds, flavors, and odors. Intellectual activities start from the very first phase of child development that is characterized by sensual and motor activities. In other words, the organism action is the interaction between the child and the environment as the primary cause of the child's actions. Responding to the child's natural needs and providing an environment in which the child is able to obtain adequate experiences can to the highest degree affect his/her development. In addition, children's curiosity and their enthusiasm for understanding makes them explore the environment more actively. Experimental psychologists today believe that the different behaviors of the child at various stages of development totally depend on genetic changes in his or her brain systems.

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