THE EFFECT OF EDUCATION INTERPERSONAL COGNITIVE PROBLEM SOLVING SELF-CONCEPT AND SELF-ESTEEM CHILDREN PRESCHOOLERS

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ABSTRACT

This study was done with the purpose of determining the effect of interpersonal cognitive problem-solving training program on self-concept and self-esteem in pre-school girls and boys of Shiraz in the educational year 2013-2014. Semi-experimental design and a control group were administered by pretest and post-test design. Out of 2238 preschool children, two classes were selected through multistage cluster random sampling and testees were randomly assigned to experimental and control groups. The sample consisted of 52 preschool children (24 girls and 26 boys). Pears (1965) and Coopersmith (1967) self-concept inventory (children inventory) was administered to both groups through interview, then interpersonal problem-solving training program “I can solve the problem” (Shure, 2000) was taught in class in groups. Once more, both groups responded the mentioned inventory through interview. Then, results were analyzed by covariance and t-test. According to the results, interpersonal cognitive problem-solving program affected on preschool children’s self-concepts and there was a meaningful difference between self-concept post-test scores of experimental and control groups. In addition, interpersonal cognitive problem-solving program influence dintellectual self-concept, appearance, attitude, reputation, happiness, and satisfaction as well as family self-esteem. However, in cognitive problem-solving training program regarding children gender there was no meaningful difference.
between self-concept and self-esteem. As a result, cognitive problem-solving training may effect on increasing boys and girls self-concept and self-esteem equally. Preschool children need proper trainings to solve the problems of their present and future lives successfully. Eventually, we can reach to conclusion that cognitive problem-solving training may affect children’s self-concept and self-esteem via achievements.

**Keywords:** Interpersonal Cognitive Problem-Solving Training, Self-Concept, Self-Esteem, Preschool

**INTRODUCTION**

Two basic human needs, the more psychological theory of human psychological characteristics, the talk about the need to know and need to feel secure. Famous (1993). Their individual potential including suites of feelings and thoughts, perceptions, and remember that we are aware of it (Houltes, 1990), Baby picture of what that would be or could be part of a concept or idea is And the formation of such a concept defiantly emerged from the complex and increasingly hostile actions towards others (Shvlts, 1990), It is a social product that is obtained by the interaction and dealing with others (Purkey; quoted Mirkamaly, 1999), and self-esteem is the starting point for understanding. (Lawrence, 2006) defines self-esteem, the feeling of being valuable Kelmezo Clark said. . This sense of thoughts, feelings, emotions and experiences in life arises: would think that someone smart or stupid, we feel we are good or bad person, we love her or not. Thousands of perception and evaluation of their experience that we can make a pleasant feeling of self worth or vice versa, we feel unpleasant inefficacity Arslan (2005). We believe that human life is full of good and bad experiences. And it is this experience that makes life meaningful. Experience various problems in daily activities for everyone in the inevitable happens, your attitude about the problem is much more important, there is a problem And how to respond to the difficulties of life is a complex process and it seems that a lot depends on demographic and environmental factors. What is it that all these problems are happening on a daily basis and those who are at different stages Requires effective problem-solving skills that enable people to live with their full consent. Several studies have shown that the way a person views themselves (self) fail or succeed in bringing his influence (Mohseni, Karim Zadeh, 2005). Poly Jerini, flow (1985) has argued that the purpose of solving the problem is how to teach participants how to
think about things. The objective way to strengthen your argument and use of personal values to decide on the problems that ultimately causes the person with the problem solving skills. The problem-solving skills, life skills, and abilities of the child in the use of thinking to solve the problem, he will be the key to success in life. Activities related to problem solving, stimulate and develop the skills of thinking and reasoning. (Aghajani, 2011). Interpersonal cognitive problem-solving skills training program is a program that can interfere children at an early age. Thinking in solving important issues that happen to them, to prepare. (Shure, 2001). In this program, children learn how to think, not what to think. So they can decide for themselves what to do and what not to do (Roni et al., 1993). Children in contact with the surroundings constantly faced with different problems, Training problem solving skills to help children deal with specific situations to best react. People who can benefit from the ability to solve problems and solutions in a logical sequential steps to resolve your issue choose; They can guess the problem and to remove potential obstacles they consider measures (unique and magnificent birds, 1999). Categories of self-concept and self-esteem are influenced by various factors, internal and external, Ability to solve personal problems are among the factors that can affect your self-concept and self-esteem.

**LITERATURE**

The research has an impact on their learning problem-solving skills that students are leaving money Miri, Ahghr, Ahmadi (2011) Follow-up was performed, the results showed that self-seeking skills training, problem-based learning affects students And over time, the stability is good. Research results Izadi Fard, (2010), suggests that, psychotherapy, cognitive - behavioral group with a training problem-solving skills, strategies to be effective in reducing anxiety and improving the academic performance of high school students puts. Lotfi Nia (2009), to assess the effectiveness of problem-solving therapy in reducing the severity of the depression. The results showed that the treatment of the problem, a method is effective in reducing the severity of depression. Labbady and Ronaghi research findings The therapeutic effect of color on self improvement delinquent girls, suggests that art therapy approach is effective in improving girls' self-image. The results Sohrabi and Alborzi (2002) showed that the total scores of the creativity of the actual and ideal self-concept there are significant correlations. Eisele et al (2009), in a study entitled "Sexual identity, concept and context
variables in predicting academic achievement of African American adolescents' self-concept and academic achievement of students found that there was a significant relationship. Valentine, Dubois & Cooper (2004), a strong correlation between students' academic self-concept and academic achievement was found. They stated that this connection is interactively. A study by Valentine et al. (2004) was concluded that the concept of motivation and impact on self-regulation processes also affect the academic achievement of students. Results Passion (2001) demonstrated this by raising the possibility of social competence, behavior can prevent or reduce the risk. Francis Martin, in a study by Frances, Martin & Dray (2000) conducted a self-made success in the field of social and individual know. Block and colleagues (1999) have emphasized that education is a problem-solving method by which a person learns to use all their cognitive skills To cope with problematic situations between personal use. Broker, Thomas Peterson (1964), a significant positive correlation between self-perception and evaluation of others, academic performance and success in their particular fields.

**METHODODOLOGY**

This semi-experimental study with pretest-posttest, with an experimental group and a control group before and after the independent variable (only the experimental group). Dependent variables were measured in both groups, and both groups were evaluated twice. The target population All preschoolers busy area of the city in the 2014-2013 academic year of pre-school education centers under the Social Welfare And consisted of 2238 male and female subjects.

**Sample**

One of the pre-school centers under the Social Welfare were selected by multistage random cluster sampling. After the class as a test group and a control group were selected, The number of children per class was 26, and a total of 52 in the sample was determined. Of which 26 were girls and 24 boys.

**Data**

Children's Self-Concept Scale (cscs): Test (CSCS) for the first year (1965) and the abbreviated name (CSCS) was published.

**DATA ANALYSIS/ RESULTS**

Based on the theory, methods of descriptive statistics such as mean, standard deviation and inferential statistics such as t-test will be used, if necessary, run the analysis of covariance. The extracted data can be applied using
inferential statistics. All statistical procedures were performed using SPSS software.

The first hypothesis

Interpersonal cognitive problem-solving training on the concept of the two affects preschoolers.

Table 1: Mean and standard deviation of the variable groups in the pretest and posttest self

<table>
<thead>
<tr>
<th>Group Phase</th>
<th>Analysis</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>67/08</td>
<td>67/42</td>
<td>70/46</td>
<td>60/27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/15</td>
<td>7/02</td>
<td>6/52</td>
<td>10/67</td>
</tr>
</tbody>
</table>

Table 2: Effect of problem solving concept ANCOVA for Preschoolers

<table>
<thead>
<tr>
<th>Chi Eta</th>
<th>Significance level</th>
<th>F</th>
<th>Mean square</th>
<th>Degree of freedom</th>
<th>Sum of squares</th>
<th>Sources of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/38</td>
<td>0/001</td>
<td>29/52</td>
<td>880/69</td>
<td>1</td>
<td>880/69</td>
<td>Pretest</td>
</tr>
<tr>
<td>0/26</td>
<td>0/001</td>
<td>16/86</td>
<td>502/93</td>
<td>1</td>
<td>502/93</td>
<td>Group</td>
</tr>
</tbody>
</table>

The second hypothesis

Interpersonal cognitive problem solving training on preschoolers' self-esteem affects the area.

Table 3: Mean and standard deviation of the variable groups in the pretest and posttest self-esteem

<table>
<thead>
<tr>
<th>Group Phase</th>
<th>Analysis</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>26/58</td>
<td>26/27</td>
<td>27/11</td>
<td>25/38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/42</td>
<td>2/13</td>
<td>2/47</td>
<td>3/52</td>
</tr>
</tbody>
</table>

Table 4: Analysis of covariance to examine the effect on self-esteem, problem solving Preschoolers

<table>
<thead>
<tr>
<th>Chi Eta</th>
<th>Significance level</th>
<th>F</th>
<th>Mean square</th>
<th>Degree of freedom</th>
<th>Sum of squares</th>
<th>Sources of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/29</td>
<td>0/001</td>
<td>19/79</td>
<td>86/01</td>
<td>1</td>
<td>86/01</td>
<td>Pretest</td>
</tr>
<tr>
<td>0/05</td>
<td>NS</td>
<td>2/57</td>
<td>11/15</td>
<td>1</td>
<td>11/15</td>
<td>Group</td>
</tr>
</tbody>
</table>

The third hypothesis

Problem-based learning concept preschool boys and girls of the two different effects.

Table 5: Independent t-test to determine the effect of education on self-concept problem of girls and boys

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Degree of freedom</th>
<th>T</th>
<th>Standard deviation</th>
<th>The mean</th>
<th>Count</th>
<th>Gender</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>24</td>
<td>1/39</td>
<td>10/89</td>
<td>57/64</td>
<td>14</td>
<td>The girl</td>
<td>Pretest</td>
</tr>
<tr>
<td>NS</td>
<td>24</td>
<td>0/49</td>
<td>5/33</td>
<td>69/85</td>
<td>14</td>
<td>The girl</td>
<td>Posttest</td>
</tr>
<tr>
<td>NS</td>
<td>24</td>
<td>1/12</td>
<td>11/35</td>
<td>12/21</td>
<td>14</td>
<td>The girl</td>
<td>Difference</td>
</tr>
</tbody>
</table>
The fourth hypothesis

Problem-based learning and self-esteem of young girls and boys school district has two different effects.

Table 6: independent t-test to determine the effect of problem-based learning and self-esteem of girls and boys

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Degree of freedom</th>
<th>T</th>
<th>Standard deviation</th>
<th>The mean</th>
<th>Count</th>
<th>Gender</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>24</td>
<td>1/93</td>
<td>3/66</td>
<td>24/21</td>
<td>14</td>
<td>The girl</td>
<td>Pretest</td>
</tr>
<tr>
<td>NS</td>
<td>24</td>
<td>0/83</td>
<td>2/81</td>
<td>27/21</td>
<td>14</td>
<td>The girl</td>
<td>Posttest</td>
</tr>
<tr>
<td>NS</td>
<td>24</td>
<td>2/01</td>
<td>2/45</td>
<td>3</td>
<td>14</td>
<td>The girl</td>
<td>Difference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4/16</td>
<td>0/25</td>
<td>12</td>
<td>The boy</td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

The main hypothesis of To explain how cognitive problem solving interpersonal influence on the self can be said: People in social problem-solving skills training, those who believe that every problem is solvable, To have faith and believe in their abilities to solve their efforts will lead to success, they committed themselves to solve the problem So that they bear the responsibility to someone else, divergent thinking, and offer many solutions, to anticipate the consequences of each solution, The results of using the solutions are evaluated and reviewed (Dozryla, 2000). Interpersonal cognitive problem-solving program, its goal was to establish or strengthen these children, All to promote a positive relationship between self-concept, according to expert opinion, the concept to be learned and the know Create each individual factor on the growth and strengthening of the above can be considered self. Research has shown that the concept cannot be one-dimensional and holistic approach is studied. In this regard Shivolson and Bolaz (1982) also believes that the concept has an overall score, the result of which is a separate component of self-concept research in the following notes.

The second hypothesis:

Interpersonal cognitive problem solving, self-esteem affects the preschool area.

To explain the lack of significant cognitive problem solving interpersonal self-esteem preschoolers are as follows: This clinical research on self-esteem is affected, because the changes have been made, but not statistically significant. If we examine the causes of this issue requires further research and evaluation are essential, but can lead to
significant pointed some of the possibilities. Considering that the resolution of interpersonal cognitive problem is a cognitive and cognitive training program requires a lot of time are one of the factors influencing the self variable is not significant. Interpersonal cognitive problem solving is more likely effectiveness of cognitive behavioral aspect is, that In terms of cognitive change attitudes. But that is not expressed in a clear and immediate treatment It can be said that the ideal is a cognitive attitude change was accompanied by changes But the real person who is not a significant change in behavior occurs So far, the lower the self-esteem that comes with facing changes were not significant. Research has also shown that self-esteem as a multidimensional and hierarchical structure. The researcher hierarchy deals: The results also showed that cognitive problem solving and interpersonal skills are a component of self-esteem is also affected.

**The third hypothesis:**
Problem-based learning self preschool boys and girls of the two different effects.
To explain the lack of significant interpersonal problem solving knowledge on concept of male and female preschoolers are as follows: Interpersonal cognitive problem solving program has been written in such a way that the gender effect is not high, In this study, the researchers studied the influence What is not mentioned in the positive or negative direction. Moreover, according to the empirical work found no significant difference in providing a solution that was proposed And this regardless of gender differences in children's verbal skills were highly intellectual and more. In this research Wang (2007), to compare gender differences in social problem-solving skills that It was found that the gender difference is not considered to be a major factor and age as a moderating factor acts, Girls and boys in their attitudes towards different social problems. Boys and girls are ways to deal with problem-focused coping and social support preferred. There are also significant differences between boys and girls self that this is consistent with the following research, Sullivan (2009) in a study entitled "The concept of education, sex and single-sex schools" came to the conclusion that gender differences in self-concept students is impressive. Gabriel and Gardner (1999) within five experiments showed that boys and girls do not differ with each individual concept Also Hejazi et al., 2001; Mohammad Zadeh, 1995, Shabany, 2001 The concept study showed the girls and boys who There is no significant difference between the self-concept. Also, on the other
hand, in this age, children are fully formed sexual identity and sexual behavior is gender-stereotyped behavior. In addition, parents due to low number of children, the same attention to their children, and discrimination between girls and boys are not their own, which is not different from other factors.

**The fourth hypothesis**

Problem-based learning and self-esteem of young girls and boys school district has two different effects.

To explain the lack of significant cognitive problem solving interpersonal self-esteem of girls and boys preschoolers are as follows:

Interpersonal cognitive problem solving program has been written in such a way that the gender effect is not high, And the research studied the influence of the researcher is not mentioned either in the positive or negative direction. Moreover, according to the empirical work found no significant difference in providing solutions to institutional and regardless of gender differences High intellectual and verbal skills were more common in children. In this regard, Wang's research (2007), to compare gender differences in social problem-solving skills to do that Gender difference is not considered to be a major factor and age as a moderating factor acts, Girls and boys in their approach to social problems were different. Boys and girls are ways to deal with problem-focused coping and social support preferred. The significant difference between boys and girls, there is no self-esteem, which is consistent with the following research, the study of the Poor Shafei (1991) International Self-esteem and gender did to the conclusion that there is no significant difference between boys and girls. Gentile, Grabe, Dolan-Pascoe & Twenge, Wells & Maitino (2009) in a meta-analysis of 115 studies to examine gender differences in self-esteem and found a significant difference in overall self-esteem in boys and girls there.

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**REFERENCES**


Cain city, MS Thesis, University of Teacher Education


