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The Comparison of Social Development and the Vocabulary Range of Abandoned Children versus Normal Children Who Lived in Bandar-Abbas

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ABSTRACT

The present study was designed to compare the vocabulary range and the social development of normal children with abandoned children who lived in Bandar Abbas. This research was a causal - comparative study. Statistical population of the study included all abandoned female and male children who lived in child care centers in Bandar Abbas. The research population included 20 children (12 males and 8 females). This population also included all non-abandoned female and male children who lived in Bandar Abbas. Due to small sample size of the statistical population, all abandoned children were selected as the population sample. The same numbers of children with the same age range as the research population were randomly selected as sample of the population. This sample was selected from the children in nurseries and primary schools who lived in Bandar Abbas. The Vayland social development questionnaire as well as Wechsler subscales vocabulary range test was used in order to collect required data of the research. The t-test on independent groups and the two-factor analysis of variance were used in order to analyze collected data of the research. The results of the study showed that social development as well as the vocabulary range of abandoned children are less than normal children ($P<0.01$). In addition, female children had richer vocabulary range than male children in both abandoned and normal children groups ($P<0.01$). However, there was no significant difference in social development variable in both female and male groups.

Key words: The Vocabulary Range, Social Development, Abandoned Children

INTRODUCTION

The abandoned children and the children who have irresponsible parents are deprived of maternal love. These children also have no intimate relationship with their parents. They often suffer from affective disorders, insecurity, feelings of dependency or rejection and severe group aversion and anti-collectivism (Individuals who do not want to participate in group activities and often treasure their own isolation and avoid group activities) (Zadeh Mohammadi, 2006). Moreover, absence of parents may affect physical, social and emotional development of the children. The Individual life of each human being depends on his social behavior. Social development, in turn, promotes individual's intellectual growth as well as other aspects of his development (Shariatmadari, 1998). Various research data suggests that poor social development may cause incidences of delinquency, academic failure as well as incompatibility issues in the school (Doris, 2006). Increasing range of the vocabulary as well as the language development is clearly an indicator of cognitive abilities. This development clearly demonstrates cognitive abilities. However, social development of the children affects their language development and vice versa. Thus, there is a relationship between language development and the competence development as well as social problems (Glasson, 1993). The vocabulary range includes language development, verbal intelligence, words' knowledge, language and compact verbal learning ability. This range is an approximate indicator of maximum effectiveness, educational background, thoughts' scope, experiences, or interests. This range also indicates an individual's ability in easily and flexibly expressing is wide range of ideas (Gras - Marn, 2003).

Sears (2003) concluded from his research male children who live in families with a present father are less aggressive compared to male children who live in families with an absent father. He also concluded that this result is reversed in the case of female children. In other words, female children who live in families with an absent father are more aggressive compared to female children who live in families with a present father. Akpalu (2007) in a study conducted on children who grow up in child care institutions showed that these children are quieter/slower and more hesitate than normal children. In addition, he demonstrated that these children show less reaction to the laughter. They also show an extreme mood.

Petersburg (2005), in a research on children in Russia studied mental states of abandoned children. He concluded that these children suffer from cognitive, behavioral, and developmental disorders. Erol et al. (2000) in a study compared the behavioral disorders of normal and abandoned children. They concluded that the

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prevalence of behavioral and emotional disorders is more common in abandoned children than normal children. Timer et al (2006) in another study compared the behavioral disorders in normal children and children who live in child care institutions. They concluded that the prevalence of social and behavioral disorders is more common in children living in child care institutions than normal children. Taggart et al (2005) in a five-year research project (from 1977 to 2003) titled as the "effective oversight of pre-school education", investigated the growth of three thousand children whose ages vary from3 to 7 years old and lived in various preschool centers. They substantially concluded that attendance of the children in rich pre-school centers is beneficial. They also concluded that children with normal families have higher social, behavioral and language development than children with a single parent as well as abandoned children.

Research Questions

According to the research background, this study sought to compare the social growth/development and range of the vocabulary of normal and abandoned children in Bandar Abbas. Another issue examined in this study was whether there is any significant difference between the level of social development as well as the vocabulary range in abandoned female and male children and normal female and male children?

METHODOLOGY

This research is a causal - comparative study. The statistical population of this study included all abandoned female and male children who lived in child care centers in Bandar Abbas. The population included 20 children (12 males and 8 females). This population also included all non-abandoned female and male children who lived in child welfare care centers in Bandar Abbas. Due to small sample size of the population of the abandoned children who lived in Bandar Abbas child care centers, all the abandoned children were selected as sample of the research. This sample included 12 male children and 8 female children. Thus, the sample size was determined as the same size as the population. Moreover, the same numbers of children with the same age range as the research population was determined as sample of the study. This sample was randomly selected from the children who were in nurseries and primary schools that lived in Bandar Abbas. The Vayland social development questionnaire was used in order to measure social development of the children. This scale was built by “Edgar Doll "in 1953 in Vayland" in America. Then, it was revised in 1965. A final test was performed on this scale in 1984. Then, it was again revised by supervision of Sparrow, Balla and Cichetti. This scale consists of 117 questions which encompass individuals up to 25 years and higher than that. In this scale, separate questions are specifically designed for individuals whose ages vary from birth up to age twelve. However, there are several common questions for individuals whose age are higher than 12 years old, including individuals whose age are between 12 and 15, 15 to 18 years, 18 to 20 years, 20 to 25 years old and higher than that. This scale includes eight factors: general self-help, self-help dressing, self-help eating, communication, self-direction, socialization, locomotion (motility) and occupation.

This scale was normalized by Abbas Zamyad with supervision of Dr. Muhammad Naqi Baraheni in both urban and rural population. Its reliability coefficient was reported as 0.92 (quoted by Abri et al, 2010). The Vaynlnd scale was also normalized for 620 individuals in each age group mentioned above including ten male individuals and ten female individuals whose ages vary from birth to age 30. The reliability of this test was reported as 0.92 by retesting 123 individuals. The test-retest interval was from one day up to 9 months (Larijani, 2001). In Zadshyr et al (2009) research, internal validity of the Vayland social development test was calculated as 0.68 using internal consistency and Cronbach alpha coefficient. In another study, the reliability of this scale was reported as 92% (Akhavan-Tafti et al, 2007). In the present study, Cronbach's alpha was obtained as 0.85 for the overall scale.

The vocabulary range scale of the Wechsler test was used to measure the children’s vocabulary range. Revised version of the Wechsler Intelligence Scale for Children (Wisc-R) consists of two measures including verbal intelligence and practical intelligence. Each scale has 6 subscales. These scales are used to measure IQ of the children whose ages vary from 6 years old to 16 years old. These scales are also used to measure the IQ of 11 months old babies as well as 30 days old infants. The subtest related to the Wechsler vocabulary range test is considered as the Wechsler verbal scales. The vocabulary range subtest is one compact verbal learning test which indicates the individual’s ability in flexibly and easily expressing a wide range of ideas. This test may also reflect richness of the ideas, long-term memory, conceptualization and specified language development. The vocabulary pool subtest consists of 32 words whose means are asked from the subject.

The retest reliability of WAIS-R was equal to 96% and the retest reliability of WISC-III was equal to 89%. Mean reliability coefficients of even and odd splitting methods were respectively0.94, 0.90 and 0.96 for verbal intelligence quotient, practical intelligence quotient and overall intelligence quotient. The test-retest coefficients for three age groups (6.5 to 7.5, 10.5 to 11.5 and 14.5 to 15.5) were respectively 0.93, 0.90and 0.95. The test-retest reliability coefficient of the vocabulary pool subscale was reported as 0.89 (Haynes and Howard, 1986). The consistency coefficient of the vocabulary pool was reported as 0.86. Various methods were used to calculate the validity of this test. The correlation between this test and the Stanford - Binet test (the fourth revision) was reported as 0.78 while the correlation between this test and the group intelligence test was reported as 0.66.Furthermore, the correlation between this test and appropriate benchmark tests including Peabody College academic achievement test was reported as 0.71 while the correlation between this test and the class scores was reported as 0.39 (Marnatte, 2003).

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The mean, standard deviation, frequency percentage and charts indexes were used in the section of descriptive statistics while the t-test on independent groups and ANOVA were used in the section of inferential statistical. Statistical calculations of the research were performed by SPSS statistical software version 18.

RESULTS

Table 1 shows the means and standard deviations of the social development and the vocabulary range variables for the subjects in total as well as separately for both abandoned and non-abandoned male and female children.

As it can be seen in Table 1, the abandoned children have lower scores in both variables of vocabulary range and social development compared to non-abandoned children. Moreover, the mean of vocabulary range is higher in female children than male children in both abandoned and non-abandoned groups.

According to the main purpose of this study, the t-test and the two-factor analysis of variance were used to compare different groups of the subjects.

The results of Table 2 showed that t=3.508 which is significant in P<0.001 level of significance. Therefore, the social development of non-abandoned children is higher than abandoned children. In the vocabulary range variable, t = 3.006 which is significant in P <0.005 level of significance. This indicates that the vocabulary range of abandoned children is significantly less than non-abandoned children.

The results of Table 3 showed that F = 11.571 which was obtained in P <0.000 level of significance. This indicates that the range of vocabulary and the social development of abandoned children are significantly less than non-abandoned children.

Table 1: Means and standard deviations of the social development and the vocabulary range variables in the Variable

Subjects	Group	Gender	Number	Mean	Standard deviation
Social Development	Non-abandoned children	Female children	8	71.375	5.829
		Male children	12	69.000	8.409
		Total	20	69.950	7.408
	Abandoned children	Female children	8	64.125	7.772
		Male children	12	59.166	8.568
		Total	20	61.150	8.424
Vocabulary Range	Non-abandoned children	Female children	8	11.250	1.488
		Male children	12	9.333	2.369
		Total	20	10.100	2.174
	Abandoned children	Female children	8	9.250	1.488
		Male children	12	7.250	2.179
		Total	20	8.050	2.139

Table 2: T-test results for comparison of social development variable in the two groups of non-abandoned and Variable

Abandoned children	Group	Mean	Standard deviation	Degree of freedom	t	Level of significance
Social development	Abandoned children	61.150	8.424	38	3.508	0.001
	Non-abandoned children	8.050	2.139			
The vocabulary range	Abandoned children	8.050	2.139	38	3.006	0.005
	Non-abandoned children	10.100	2.174			

Table 3: Results of two-factor analysis of variance of two variables of the vocabulary range and the social development in both non-abandoned and abandoned children

Variables	Sum of squares	Degree of freedom	Mean squares	F	Level of significance
The vocabulary range and social development	3.848	2	1.924	11.571	0.0001

The results of Table 4 showed that the t = -1.314 for the social development in abandoned children. This statistic showed that there is no significant difference between social development of female and male children in abandoned group in significance level of 0.05. However t = -2.259 for the vocabulary range in abandoned children in P <0.05 level of significance. This indicates that the vocabulary range of the abandoned female children is significantly higher than the vocabulary range of the abandoned male children. The t-statistic was obtained as t = -0.693 for the social development of non-abandoned female and male children in P <0.01 level significance level. This statistic showed that there is no significant difference between the social development of non-abandoned female and male children. However, the t = -2/097 in P <0.050 level of significance for the vocabulary range of non-abandoned children. This statistic showed that the vocabulary range of non-abandoned male children is significantly less than non-abandoned female children.

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Table 4: T-test results for comparison of the vocabulary range of female and male children in both abandoned and non-abandoned groups

Group	Variable	Group	Mean	Standard deviation	Degree of freedom	t	Level of significance
Abandoned	Social development	Male children	59.166	8.568	18	-1.314	0.406
		Female children	64.125	7.772			
	The vocabulary range	Male children	7.250	2.179	18	-2.259	0.037
		Female children	9.250	1.488			
Non-abandoned	Social development	Male children	69.000	8.409	18	-0.693	0.497
		Female children	71.375	5.829			
	The vocabulary range	Male children	9.333	2.269	18	-2.097	0.050
		Female children	11.250	1.488			

DISCUSSION AND CONCLUSION

The research results showed that the social development of abandoned children is significantly less than the social development of non-abandoned children. The results of this research are in line with the results of researches conducted in our country as well as abroad including: Moslehi (1994), Aynehafruz and Abdullahi (1995), and Wolf (1998). In addition, the vocabulary range of abandoned children is significantly less than non-abandoned children. It is evident that abandoned children are deprived of the possibility that their parents would help them during the course of learning language. If we take a closer look at this issue, these results are not odd and somehow it is expected to achieve these results. In fact, it is natural that the social development of children and youths who are deprived of the blessings of parents is less than other children and adolescents who have parents.

Furthermore, the results showed that in both groups there was no significant difference between the social development of male and female children. These results are not in line with the results obtained in following studies: Zadeshir et al (2009) and Ansari (2001). The results of this research are not also in line with the results of Mcquiine and Martine (1983) research which was conducted in abroad. The reason behind inconsistency between the results of this research and other researches lies in cultural differences. It can also be due to small sample size of this research. It is noteworthy to mention that the most important reason behind lack of difference between the social development of abandoned female and male children lies in the fact that the abandoned female and male who live in boarding child care centers have similar living conditions. In other words, living conditions do not differ at all for these children and all of them have the same living conditions as the other children in the child care center.

Moreover, the results showed that the vocabulary range in both abandoned and non-abandoned groups of female children is significantly higher than male abandoned children. These results are in line with the results of following researches: Kaufman (1990), Fenson et al. (1994, cited by Lunrack, 2007, translated by Seyed Mohammadi, 2009).

Following factors were considered as the limitations in this study: limited population of the study, large number of questions in the Vayland social development questionnaire, young age of the subjects and difficulties in conducting this questionnaire on these under aged children. Since the questionnaire tool was used in this study, it is suggested that qualitative research methods (including observation and interviewing abandoned children) as well as mixed research methods may be used in future researches. The latter method may be used for obtaining a deeper understanding from the level of children's social development. Besides, since the social development is one important factor in determining social adjustment and acceptance in children with higher ages, it is suggested that further researches on the relationship between the social development and the social adjustment and acceptance in abandoned children may be conducted.

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