

## The Effectiveness of the Selected Content of Literary Texts on Social Function and Adaptability of Elementary Students

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**Abstract** The aim of this study is The Effectiveness of the Selected Content of Literary Texts on Social Function and Adaptability of Elementary Students in Bushehr City. In this research, a quasi-experimental design with pre-test and post-test design with control group was used. A simple random sampling method was used to select the sample. 60 individuals were selected randomly (two groups of 30 in the experimental and control groups) as sample size from among the statistical population. Results showed that There is a significant difference between the experimental and control groups in terms of social function and adaptability variables ( $p = 0.0001$ ). The average social performance score in the subjects in the experimental group (under the teaching of riddles) was higher in the post-test than in the control group. Mean score of social performance in subjects the experimental group (subjects under the training of riddles) is significantly more than the control group. And the mean of adaptability scores in subjects in the experimental group (under the training of riddles) was higher in the post-test than in the control group. Mean score of adaptability in subjects the experimental group is significantly more than the control group. The average social performance score in the experimental group (under the instruction of the proverbs) in the post-test was more than that of the control group. Mean score of social performance in subjects the experimental group (subjects tested by proverbs) is significantly more than the control group. the mean of adaptability score in subjects in the experimental group (under the teaching of proverbs) was higher in the post-test than in the control group. Mean score of adaptability in subjects the experimental group (subjects under the instruction of proverbs) is significantly more than the control group. Therefore, we conclude that children should be given parental and community attention from the first years of life.

**Keywords:** Literary Texts, Social Function, Adaptability, Students

### Introduction

The role of child literature in influencing the characteristics of each stage of growth has a great impact, since literature, in addition to introducing a person to his or her cultural heritage, is to acquire new experiences and acquaintance with the unknown world and the understanding of beauty, fosters his imagination (Astrynaty, 2010, p9). The impact of literature on children is prolonged. Since the formation of a personality occurs in early childhood, getting to know them with books and literary works in accordance with the stages of development and the language of the child to meet his needs in childhood

and entering the great world is helping. In order for creative and innovative children to come to fruition, works that are considered for them should include their needs and help to strengthen their imagination, While receiving moral messages, it can strengthen the child's confidence to succeed in doing things and practicing ideas (Hashemi, 2011, p. 22). By choosing the right content, they will strengthen their self-esteem and prepare themselves to live and face big issues (Samii, 2012, p44). Children can achieve this in two ways: use of oral or folklore, and the familiarization of children with books and studying according to their age

and needs (Soufizadeh, 2010, p. 52).

One of the main goals of this research is the effectiveness of the content of selected literary texts on social performance and adaptability of elementary students of Bushehr city in order to familiarize educators with the content of literary texts (riddles and proverbs). The researcher also seeks to determine the effectiveness of the following hypotheses: 1. the content of selected literary texts is effective on social performance and adaptability of primary school students. 2. Riddles are effective on the social function of elementary students. 3. Riddles are effective on the adaptability of primary school students. 4. Proverbs are effective on the social function of primary school students. 5. Proverbs are effective on the adaptability of primary school students.

#### **Background of research**

**Riddles:** rhetoric is a short sentence that explicitly quotes an article with an outright quagmire and metaphor. In this way, the other side will be thinking. It has been said that the first word of the riddle has been used by a person called Firooz, and elsewhere it has been said that the Avestaan language has also been used with the word "Isaiah", his knowledge has been meaning. In the Sanskrit language, the word "Kisas" means the meaning of wisdom and wisdom. There is a Reddens In the texts of Pahlavi. in the classic Dari literature, the word "slip" and "puzzle" have been used. With the difference that this is a mysterious riddle and it is known to be the speaker. Mir Jalaluddin Kazazi, in the book "The Aesthetics of Persian Speech," has used the words of rhetoric, of meaning, or of slip, that the puzzle or slip is to bring features of something covered in a poem and open it in such a way that the knowledge of that thing depends on the intelligence and subtlety, and in polls (Dad, 2011, p63).

**Proverbs:** The start of many proverbs has

not yet been determined. The proverb is a rhetorical statement that has been made about an important point and reflects the thoughts of a nation. The proverb is the result of the thoughts of a nation, and humans have used proverbs in everyday life Humans before they invent writing. For Farabi, the proverb is Concepts that are commonly understood and accepted by the public. They also believe that the proverbs have certain privileges in relation to the types of words that are: 1) short story 2) Determine of the meaning. 3- Use the similitude. 4. Rhymes and eloquence (Jafari Nia, 2013, p56).

Abbasaf (2015) investigated the effectiveness of literary content on the social performance of students in the city of Azarbaijan and showed that literary content has a positive and significant effect on students' social performance. There is a difference between literary content and social function of female and male students. Tako (2015) studied the effectiveness of proverbs in adapting and raising the level of thinking among Indian students in India, and showed that proverbs influence students' adaptability. Proverbs have an impact on raising students' thinking. There is a difference between proverbs and adaptability and increasing the level of thinking among female and female students. Bashir Khan (2016) investigated the effect of teaching riddles on social performance and academic performance of students in Pakistani city and showed that riddles are effective on students' social performance. Riddles are effective on students' academic performance.

#### **Methodology**

In this research, a quasi-experimental design with pre-test and post-test design with control group was used. A simple random sampling method was used to select the sample. For this purpose, a list

of all elementary students in Bushehr city was prepared in the years 2016-2017. Then, 60 individuals were selected randomly (two groups of 30 in the experimental and control groups) as sample size from among the statistical population. The questionnaire was provided to them to complete.

**Instruments**

**1) Social Functional Questionnaire:** To measure social performance of students, a researcher-made questionnaire consisting of 15 items based on different spectra was used. The total score of each student per question reflects its social function. Content validity was used to determine the validity of the questionnaire. Then, reliability was calculated using Cronbach's alpha method, and the results for the whole

questionnaire were obtained 0.85.

**2) Adaptability Questionnaire:** To assess students' adaptability, a researcher-made questionnaire consisting of 15 grades was used based on different spectra. The total score of each student per question reflects its adaptability. Content validity was used to determine the validity of the questionnaire. Then, reliability was calculated using Cronbach's alpha method, and the results for the whole questionnaire were 0.83.

**Results**

**Main hypothesis:** The content of selected literary texts is effective on social performance and adaptability of primary school students.

**Table 1.** Mean scores and standard deviations of social performance and adaptability to separate the experimental and control groups at posttest

Variable	experimental group			control group		
	N	Mean	SD	N	Mean	SD
<b>social performance</b>	30	53.73	3.44	30	46.43	2.09
<b>adaptability</b>	30	49.5	3.77	30	46.4	1.38

**Table 2.** Multivariate covariance analysis on post-test scores of social function variables and adaptability

Effect	test	value	F	DF Hypothesis	DF Error	p	Effect size
group	Pillai's Trace	0.904	165.73	3	53	0.0001	0.904
	<i>Wilks Lambda</i>	0.096	165.73	3	53	0.0001	0.904
	Hotelling's Trace	9.38	165.73	3	53	0.0001	0.904
	Roy's Largest Root	9.38	165.73	3	53	0.0001	0.904

**Table 3.** Results of one-way covariance analysis in Mancova text on post-test scores with pre-test score control of social function and adaptability variables

source	index	Sum squares	DF	Mean squares	F	P	Squared ETA
	<b>variable</b>						
<b>group</b>	social function	720.189	1	720.189	93.21	0.0001	0.629
	adaptability	126.909	1	126.909	17.25	0.0001	0.239

Hypothesis 1: The riddles are effective on the social function of primary school students.

**Table 4.** Mean score of post-test social performance in subjects in the experimental and control group

Group	Mean	SD
experimental group	53.73	3.44
control group	46.43	2.16
Total	50.08	4.65

**Table 5.** Comparison of the social performance of the subjects in the experimental and control group with the pre-test score

Source of change	Sum square	DF	Mean square	F	P	SQUARE ETA
Pre test	10.05	1	10.05	1.22	0.274	0.021
group	809.05	1	809.05	98.29	0.0001	0.633
Error	469.18	57	8.23	-	-	-
Total	151779	60	-	-	-	-

Hypothesis 2: The riddles are effective on the adaptability of primary school students.

**Table 6.** Average score adaptability post-test experimental and control groups

Group	Mean	SD
experimental group	49.5	3.77
control group	46.4	1.79
Total	47.95	3.32

**Table 7.** Comparison of the adaptability of the subjects in the experimental and control group with the pre-test score

Source of change	Sum square	DF	Mean square	F	P	SQUARE ETA
Pre test	63.62	1	63.62	8.18	0.006	0.126
group	196.98	1	196.98	25.34	0.0001	0.308
Error	443.07	57	7.77	-	-	-
Total	138603	60	-	-	-	-

Hypothesis 3: Proverbs are effective on the social function of elementary students.

**Table 8.** Mean score of posttest of social function in subjects of experimental and control group

Group	Mean	SD
experimental group	13.85	1.42
control group	10.45	1.57
Total	12.15	2.27

**Table 9.** Comparison of the social function of the subjects in the experimental and control group with the pre-test score

Source of change	Sum square	DF	Mean square	F	P	SQUARE ETA
Pre test	21.08	1	21.08	12.11	0.001	0.247
group	120.72	1	120.72	69.34	0.0001	0.652
Error	64.41	57	1.74	-	-	-
Total	6106	60	-	-	-	-

**Hypothesis 4:** Proverbs are effective on the adaptability of elementary students.

**Table 10.** Mean score of posttest of adaptability in subjects of experimental and control group

Group	Mean	SD
experimental group	45.24	6.01
control group	40.33	8.07
Total	42.78	7.46

**Table 11.** Comparison of the adaptability of the subjects in the experimental and control groups with the pre-test score

Source of change	Sum square	DF	Mean square	F	P	SQUARE ETA
Pre test	10.09	1	10.09	1.22	0.274	0.022
group	819.08	1	819.08	99.41	0.0001	0.620
Error	427.18	57	8.23	-	-	-
Total	152779	60	-	-	-	-

**Discussion**

In order to answer the main hypothesis, a multivariate covariance analysis (MANCOVA) was used which results showed that the mean score of social function variables and adaptability in the experimental group in the posttest stage was greater than the control group. There is a significant difference between the experimental and control groups in terms of social function and adaptability variables ( $p = 0.0001$ ). In other words, it can be said that the teaching of the content of selected literary texts increases social performance and adaptability. Therefore, the main hypothesis of the research was confirmed. The results of the analysis of one-way covariance in Mancova text in Table 3 show that in social function ( $F = 93.21, P = 0.0001$ ) and adaptability ( $F = 17.25$  and  $P = 0.0001$ ) between groups There is a significant difference between the experimental and control groups.

To answer the first hypothesis, one-way covariance analysis was used. Results showed that the average social performance score in the subjects in the experimental group (under the teaching of riddles) was higher in the post-test than in the control group. The results of one-way covariance analysis show that after controlling the effect of pre-test on the

difference between the social function score of the subjects in the experimental and control groups by the covariance analysis method, F calculated for social function in the subjects of the experimental and control group was 98.29 is significant at level ( $P < 0.0001$ ). Mean score of social performance in subjects the experimental group (subjects under the training of riddles) is significantly more than the control group. So, it can be said that training riddles has increased social performance in the experimental group compared with the control group. The effect of teaching riddles on social performance is 0.633, which shows that 63.3% of social function variance in subjects is explained by teaching riddles.

To answer the second hypothesis, one-way covariance analysis was used. Results showed that the mean of adaptability scores in subjects in the experimental group (under the training of riddles) was higher in the post-test than in the control group. To investigate the effect of teaching rhetoric on adaptability in students with control of the pre-test score, in other words, comparing the adaptability in the subjects in the experimental and control group is used from one-way covariance analysis. The results of one-way covariance analysis show that after controlling the effect of

pre-test on the difference between the adaptability score in the experimental and control groups by the covariance analysis method, F calculated for adaptability in the subjects in the test and control group was 25.35 at the level ( $P < 0.0001$ ). Mean score of adaptability in subjects the experimental group (subjects rudimentary riddles) is significantly more than the control group, so it can be said that the training of riddles increases the compliance the experimental group was tested in comparison with the control group.

To answer the third hypothesis, one-way covariance analysis was used. The results showed that the average social performance score in the experimental group (under the instruction of the proverbs) in the post-test was more than that of the control group. The results of one-way covariance analysis show that after controlling the effect of pre-test on the difference between the social function score of the subjects in the experimental and control group by the covariance analysis method, F calculated for social function in the subjects of the test and control group was equal to 69.34 is significant at level ( $P < 0.0001$ ). Mean score of social performance in subjects the experimental group (subjects tested by proverbs) is significantly more than the control group. Therefore, it can be said that the teaching of proverbs has increased social performance in the experimental group compared with the control group.

To answer the fourth hypothesis, one-way covariance analysis was used. Results showed that the mean of adaptability score in subjects in the experimental group (under the teaching of proverbs) was higher in the post-test than in the control group. The results of one-way covariance analysis show that after controlling the effect of pre-test on the difference between the adaptability score in the subjects, the experimental and control groups were

analyzed by covariance analysis method F for adaptability in the experimental and control group 99.41 level is significant ( $P < 0.0001$ ). Mean score of adaptability in subjects the experimental group (subjects under the instruction of proverbs) is significantly more than the control group, so it can be said that the teaching of proverbs increased compatibility in the experimental group compared with the control group.

Therefore, we conclude that children should be given parental and community attention from the first years of life, as well as informal education such as riddles and proverbs and formal education in the school, and books written for them in education. They are effective. If the right subjects are chosen, these children can be young and old, socially diverse, patriotic, family-friendly, task-oriented, and ultimately beneficial citizens. Iranians have always used the experiences of their ancestors to promote their children's social status. Riddles and proverbs use informative tips to enhance the social level of their children.

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