UNIVERSITI PUTRA MALAYSIA

SOCIAL SKILLS ASSESSMENT OF PRESCHOOL CHILDREN AT RISK FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER IN KARAJ, IRAN

SHIRIN MASOUMI

FEM 2012 13
SOCIAL SKILLS ASSESSMENT OF PRESCHOOL CHILDREN AT RISK FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER IN KARAJ, IRAN

By

SHIRIN MASOUMI

Thesis submitted to the School of Graduate Studies, University Putra Malaysia, in fulfilment of the requirements for the degree of Master of Science

February 2012
SOCIAL SKILLS ASSESSMENT OF PRESCHOOL CHILDREN AT RISK FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER IN KARAJ, IRAN

By

SHIRIN MASOUMI

February 2012

Chairman: Mohamad Ibrani Shahrimin Bin Adam Assim, PhD

Faculty: Human Ecology

The purpose of this study is to examine the relationship between demographic variables and social skills among preschool children at risk for attention deficit hyperactivity disorder (ADHD) in Karaj, Iran. The study provided research information on the relationships existing between demographic variables toward social skills among preschool children at risk for ADHD. A total of 108 respondents were selected through random sampling method to participate in this study. Respondents completed the Persian version of Teacher/Preschool of SSRS scale (Gresham & Elliott, 1990) to measure children’s social skills level. ADHDT by Gilliam (1995) and SWAN by Swanson et al. (2004) Rating Scales were used to screen children at risk for ADHD. The results of this study were analyzed using descriptive statistics, Pearson correlation and multiple linear regressions. The findings in this study showed girls have higher level of social
skills subsets compared to boys. The study also found that social skills have significant and positive correlation with children’s age, parents’ education levels, family’s income level and ADHD symptoms. Results from multiple regression analysis revealed that 59.6% of preschoolers’ social skills were explained by two predictor variables, which were age and family’s income level. The relationships between demographic variables and at risk for ADHD within the context of preschoolers’ social skills were more reasonably based on the model of this study. Finally, the study argued that the early detection of preschool children’s social skills may increase the chances of early intervention of social skills among preschool children. Finally, the study suggested the role of teachers in facilitating children’s social functioning, as well as training for kindergarten and preschool teachers in Karaj, Iran.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

PENILAIAN KEMAHIRAN SOSIAL KANAK-KANAK PRASEKOLAH YANG BERISIKO KECELARUAN ATTENTION DEFICIT HYPERACTIVITY DI KARAJ, IRAN

oleh

SHIRIN MASOUMI

Februari, 2012

Pengerusi: Mohamad Ibrani Shahrimin Bin Adam Assim, PhD

Fakulti: Ekologi Manusia

linear pelbagai. Hasil daripada kajian ini menunjukkan perempuan berada di tahap uang lebih tinggi dalam kemahiran sosial berbanding lelaki. Kajian ini juga mendapati bahawa kemahiran sosial mempunyai hubungan signifikan dan positif terhadap umur kanak-kanak, tahap pendidikan ibu bapa, tahap pendapatan keluarga dan simptom ADHD. Hasil daripada analisis regresi pelbagai menunjukkan bahawa 59.6% kemahiran sosial kanak-kanak pra-sekolah dijelaskan oleh dua pembolehubah peramal iaitu umur dan tahap pendapatan keluarga. Perkaitan antara pembolehubah demografi dan risiko terhadap ADHD dalam konteks kemahiran sosial kanak-kanak pra-sekolah adalah lebih berdasarkan model kajian ini. Akhir sekali, kajian ini berhujah bahawa penekanan awal terhadap kemahiran sosial kanak-kanak pra-sekolah akan meningkatkan peluang untuk intervensi awal terhadap tingkah laku kemahiran sosial dalam kalangan kanak-kanak pra-sekolah. Kajian ini mencadangkan peranan guru dalam memudah cara fungsi sosial kanak-kanak, serta latihan guru untuk tadika dan pra-sekolah di Karaj, Iran.
ACKNOWLEDGEMENTS

I would like to thank Dr. Mohamad Ibrani Shahrimin Bin Adam Assim, Assoc. Prof. Dr. Mansor AbuTalib, and Dr. Mariani Mansor for their constant support and positive feedback throughout this project. I would also like to thank my examination committee members for their active involvements throughout the process of my schedules. Thanks to all of you.
I certify that a Thesis Examination Committee has met on 13 February 2012 to conduct the final examination of Shirin Masoumi on her thesis entitled “Relationship between demographic variables and social skills among preschool children at risk for attention deficit hyperactivity disorder in karaj, Iran” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Master of Science.

Members of the Thesis Examination Committee were as follows:

**Ahmad Hariza bin Hashim, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Mariani Bte Mansor, PhD**  
Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Internal Examiner)

**Haslinda Abdullah, PhD**  
Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Internal Examiner)

**Khaidzir Hj Ismail, PhD**  
Associate Professor  
School of Psychology and Human Development  
Universiti Kebangsaan Malaysia  
(External Examiner)

_________________________

SEOW HENG FONG, PhD  
Professor and Deputy Dean  
School of Graduate Studies  
University Putra Malaysia

Date:
This thesis was submitted to the Senate of University Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the supervisory Committee were as follows:

**Mohamad Ibrani Shahrin Bin Adam Assim, PhD**  
Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Mansor Abu Talib, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

______________________________

BUJANG BIN KIM HUAT, PhD  
Professor and Dean  
School of Graduate Studies  
University Putra Malaysia

Date:
DECLARATION

I declare that the thesis is my original work except for quotations and citations, which have been suitably acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

________________________

SHIRIN MASOUMI

Date: 13 February 2012
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>vii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>Xiv</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER

1 INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Problem Statement</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Significance of the study</td>
<td>11</td>
</tr>
<tr>
<td>1.4 Research Objectives</td>
<td>14</td>
</tr>
<tr>
<td>1.5 Hypothesis</td>
<td>15</td>
</tr>
<tr>
<td>1.6 Definition of Terms</td>
<td>16</td>
</tr>
<tr>
<td>1.7 Theoretical Framework</td>
<td>18</td>
</tr>
<tr>
<td>1.8 Conceptual Framework</td>
<td>25</td>
</tr>
<tr>
<td>1.9 Scope of the Study</td>
<td>28</td>
</tr>
<tr>
<td>1.10 Conclusion</td>
<td>29</td>
</tr>
</tbody>
</table>

2 LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Social Skills among Pre-school children</td>
<td>30</td>
</tr>
<tr>
<td>2.1.1 ADHD and Social Skills</td>
<td>34</td>
</tr>
<tr>
<td>2.1.2 Gender Differences and Social Skills</td>
<td>39</td>
</tr>
<tr>
<td>2.2 Demographic Characteristics and social Skills</td>
<td>43</td>
</tr>
<tr>
<td>2.2.1 Parents’ education level and Social skills in preschool children with at risk for ADHD</td>
<td>46</td>
</tr>
<tr>
<td>2.2.2 Family income level and social skills in preschool children with at risk for ADHD</td>
<td>48</td>
</tr>
<tr>
<td>2.2.3 Parents’ marital status and Social skills in preschool</td>
<td>51</td>
</tr>
<tr>
<td>2.3 Relationship between social skills and demographic variables</td>
<td>52</td>
</tr>
<tr>
<td>2.4 Conclusion</td>
<td>54</td>
</tr>
</tbody>
</table>

3 METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Research Design</td>
<td>56</td>
</tr>
<tr>
<td>3.2 Study Location</td>
<td>57</td>
</tr>
</tbody>
</table>
3.3 Participants
3.4 Sampling
  3.4.1 Population
  3.4.2 Sampling Method
  3.4.3 Sample size determination
  3.4.4 Sampling Frame
3.5 Data collection
  3.5.1 Data collection procedure
3.6 Instruments
  3.6.1 Attention Deficit Hyperactivity Disorder Test(ADHDT)
  3.6.2 The SWAN Rating Scale for ADHD
  3.6.3 Social Skills Rating System(SSRS)
3.7 Pilot test
3.8 Data Analysis
3.9 Conclusion

4 RESULT AND DISCUSSION
4.1 Profile of Respondents
4.2 Scores of Social Skills level by Demographic variables
4.3 Hypothesis Testing
  4.3.1 Comparisons of social skills between boys and girls
  4.3.2 Examination of the relationship between demographic variables (age of child and ADHD-symptoms, parent’s education level, family’s income with social skills
4.4 Determining unique predictors for social skills level of children at risk for ADHD
4.5 Conclusion

5 SUMMARY CONCLUSION AND RECOMMENDATIONS
5.1 Summary of the findings
5.2 Conclusion
5.3 Implication of Findings
5.4 Limitation of the study
5.5 Recommendation
  5.5.1 Recommendation for teachers, parents and other agencies
  5.5.2 Recommendation for future researchers

REFERENCES
APPENDICES
BIODATA OF THE STUDENT