

## **The role of educational activities in developing the moral and social values of kindergarten children**

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### ***Abstract:***

The aim of this study is to identify the role of educational activities for kindergarten children in the development of moral and social values. The researcher used the descriptive approach. In order to achieve the objectives of the study, the researcher used a questionnaire which was designed as a main tool for data collection. The sample of the study was (102) kindergartens teachers and managers, selected randomly from the eastern Boqua'a at Umbada locality. for data analysis the researcher used the statistical package for social sciences (Spss) and some statistical methods which were Alpha Kronbach, frequency distribution of the responses, percentages, graphs and Pearson test. The results of the study were as follow:

- There is a direct correlation between the educational activities and the development of the kindergarten children's moral values.
- There is a direct correlation between the educational activities and the development of the kindergarten children's social values.
- There is a direct correlation between the kindergarten teacher's role and the educational activities learning of the kindergarten child.

The most important recommendations of the study were Raise the awareness of the families about the importance role of kindergartens in the development and education of children .

- intensification of using observation, imitation and modeling as methods of learning to learn the skills that related to the moral and social aspect.

Keywords:( Child, kindergarten, values, activities, social, moral).

## دور الأنشطة التعليمية في تنمية القيم الأخلاقية والاجتماعية لأطفال الروضة

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### المستخلص:

هدفت هذه الدراسة إلى تحديد دور الأنشطة التعليمية في تنمية القيم الأخلاقية والاجتماعية لأطفال الروضة. استخدمت الباحثة المنهج الوصفي. من أجل تحقيق أهداف الدراسة ، استخدمت الباحثة استبياناً تم تصميمه كأداة رئيسية لجمع البيانات. كانت عينة الدراسة (١٠٢) معلمة ومعلمة لرياض الأطفال تم اختيارها عشوائياً من البقعة شرق بمحافظة أمبدة. لتحليل البيانات ، استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية (Spss) وبعض الأساليب الإحصائية مثل ألفا كرونباخ ، التوزيع التكراري، النسب المئوية ، الرسوم البيانية واختبار بيرسون. وكانت نتائج الدراسة على النحو التالي:

-هناك علاقة مباشرة بين الأنشطة التربوية وتنمية القيم الأخلاقية لأطفال الروضة.

- هناك علاقة مباشرة بين الأنشطة التعليمية وتنمية القيم الاجتماعية لأطفال الروضة.

-هناك علاقة مباشرة بين دور معلم رياض الأطفال والأنشطة التعليمية التي يتعلمها طفل الروضة.

كانت أهم توصيات الدراسة رفع وعي الأسر بأهمية دور رياض الأطفال في تنمية وتعليم الأطفال.

- تكثيف استخدام الملاحظة والتقليد والنمذجة كطرق لتعلم تعلم المهارات المتعلقة بالجانب الأخلاقي والاجتماعي.

**الكلمات المفتاحية:**

الطفل ، رياض الأطفال ، القيم ، الأنشطة ، الاجتماعية ، الأخلاقية.

### **Introduction :**

The philosophy of kindergartens crystallizes around the idea that it is not only an extension of the child's life at home, but also an improvement of it. Moreover, it provides the child with the needs that his family can achieve, and also the needs that it can not achieve. It also correct many mistakes that parents fall in for one reason or another.

The concept of values in the psychological and social sciences is of great importance, as one of the factors that unites the behavior of individuals and which achieve the unity of thought, governance and behavior within social life. Values have important role in human behavior, it is one of the determinants of behavior and values are influenced by many social factors, political and economic as well as religion, customs and traditions (Muhammad, 2002: 3).

The educational approach derives its goals and objectives from the philosophy on which the society and the role of education in achieving the ideal society contained in that philosophy, so the basic component of the ideology of the movement of the ideas , words and actions of the individual , society and the nation are the values that adopt it and is the main component of the personality

of the community and its driving force towards the province To survive, grow and develop. In light of the changes facing children at the moment, it was necessary to take advantage of the kindergarten stage in promoting values that are consistent with and strengthen the positive behaviors of our children by training them to exercise values in their daily life.

It has already been shown that educational activities in kindergartens have a significant role in formulating community values in children before entering school. Hence, the researcher considered the necessity of conducting this study to know the role of the educational activities provided to the kindergarten child in the development of moral and social values (descriptive study on the activities of the first and second level) in the locality of Um Bada.

#### **The study Problem :**

The problem of the study lies in answering the following main question:

What is the role of the educational activities in the development of moral and social values from kindergarten teachers' point of view ?

The following sub-questions arised from the main one:

1. Is there a relationship between educational activities and the development of the moral values of kindergarten child?
2. Is there a relationship between the educational activities and the development of the social values of kindergarten child?
3. Is the kindergarten teacher has an effective role in the delivery of educational activities for kindergarten child?

#### **Objectives of the study:-**

1. Recognize the role of educational activities in the development of the moral and social values of kindergarten children.

2. Recognize the importance of educational activities in the delivery and teaching of the moral and social values of the kindergarten child.

3.To identify the efficiency of kindergarten teacher and its role in the delivery of educational activities for the kindergarten child.

### **the importance of study:**

The importance of the study is based on two axes:  
Theoretical importance :

1. The importance of the study is that it teaches an important part in the upbringing of children, namely the development of moral and social values and the extent of the impact of educational activities on them.

2. This study helps the owners of kindergartens to know the effectiveness of educational activities and to benefit from and raise them to the great level that it does.

### **Applied importance:**

1. Enrichment of libraries for childhood studies

2. This study helps those who develop educational and curricula for kindergartens to do their educational duties to the fullest.

### **Study hypotheses:**

1. There is a statistically significant correlation between educational activities and the development of the moral values of pre-school children.

2. There is a significant correlation between the educational activities and the development of the social values of kindergarten children.

3. There is a significant correlation between the role of kindergarten teacher and the delivery of educational activities to kindergarten children.

### **The limits of the study:-**

**Objective:** The role of educational activities for kindergarten children in the development of moral and social values (descriptive study on the activities of level I and II)

**Spatial:** Kindergarten in Um Baddah – Eastern Bogaa Sector -  
Um Dorman area.

**Time:** - The academic year 2014 - 2015.

**Human Resources:** Teachers and directors of Kindergartens in local kindergartens- Um Badda - eastern Bogaa Sector .

### **Definition of the study terms:**

**Educational Activities:** Is the sum of the educational, cultural, social, sports and artistic experiences facilitated by the educational institution inside and outside to help its learners to achieve comprehensive growth and thus the possibility of modifying their behavior within the framework of the specific educational goals and procedures (Al-Basioni, 2009: 18).

**Educational activities in this study:** The degree which the respondent obtains by answering the questions in the questionnaire designed for the study.

**Childhood:** The period of early childhood begins at the end of the second year of the child's life and continues until the end of the eighth year. Some have launched this period of life (the age of kindergarten). This critical period of the life of the individual is characterized by general characteristics that distinguish them from other periods of human life (Ministry of Education, Department of Pre-School Education, 2005: 4).

**Childhood procedural:** Is the degree to which the respondent obtains by answering the questions in the questionnaire designed for the study.

**Moral values:** Moral behavior consists of a set of rules that show individuals how to behave in situations or situations they are

exposed to without compromising their conscience or the prevailing custom in their society (Nasser, 2004: 71).

**Moral values:** Is the degree to which the respondent obtains by answering the questions in the questionnaire designed for the study.

**Social values:** Society is the source of values, the criteria that I have agreed upon and the specific practice of society, because they belong to particular individuals who live together (Nasser, 2004: 67).

**Social values in this study:** Is the degree to which the respondent obtains by answering the questions in the questionnaire designed for the study.

#### **Theoretical frame and the previous studies:**

Curricula of kindergartens and the national curriculum Is the mean used by the school to achieve the goals that the community believes in, which derived from the educational philosophy of that society, in order to achieve its goals in teaching children the trends, practices, principles and values of the society .It is one of the most important educational subjects. It is the essence and foundation of education. It is the means used to achieve educational and national goals. It is the path to a happier future and a better world. It is very important for the teacher and the learner alike. It is a body that helps teachers organize education and provide conditions for their success. On the other hand, it helps learners to learn to achieve the educational goals to be achieved (Samok, Shamri, 2009: 23).

#### **National Curriculum for Pre-School Education:**

The national curriculum for pre-school education is issued in accordance with the decision of the Council of Ministers (1997) to make pre-school education a basic stage and part of the educational ladder. This national approach comes after a long

period of time, This important work was in the form of individual judgments in which each state designed a pre-school curriculum. This work should be carried out in a national form that unites visions and takes into account the diversity of our society in Sudan. This approach represents the general template that each of the various and varied states of Sudan can put in place for the appropriate activities , environmental and cultural elements. The design of the Sudanese towns and villages is dominated by this approach. This approach is directed to the kindergarten teacher, since the child does not have the skills of reading and writing. Therefore, the teacher works on it to achieve the child's mental, physical and emotional development in a scientific way (Sadiq, et al., 2009: 4).

#### **General objectives of pre-school education in Sudan:**

- 1 - Maintenance of the child's healthy nature and care for the development of congenital, mental and physical in a manner consistent with religion.
- 2 - Learn the child concepts of faith in a way that suits his age and needs.
- 3 - Comprehensive and integrated development of each child in the mental, physical, motor, emotional, social and moral, taking into account individual differences in capacities , preparations and levels of development.
- 4 - meet the needs and demands of special growth for this stage of age to enable the child to achieve himself and help him to form a personality that is able to meet the demands of society and aspirations.
5. Prepare the child's self-responsibility, self-reliance..
- 6 - Encouraging the child to make a decision . to express opinion and develop the spirit of initiative and questioning.
7. Launch and strengthen the child's creative capacity.



8. Develop the aesthetic and artistic sense of the child.
9. Develop the child's national sense.
- 10 - Giving the child the rules of ethical conduct appropriate to his age by models and good example.
11. The child's acquisition of the basic concepts and skills of language, science and mathematics.
- 12 - To develop the mental abilities of the child by encouraging him to research and discovery (sincere, and others, 2009: 5).

### **Kindergartens:**

Kindergartens are educational and social institutions that seek to properly qualify the child to join the primary stage so that the child does not feel the sudden transition from the home to the school, leaving him full freedom in the exercise of his activities and the discovery of abilities and tendencies and possibilities and thus seeks to help the child to acquire new skills and experiences, The children are between 3 and 6 years old (Badran, 2000: 118).

The child is considered to be the main focus of all its activities. It always encourages him to self-activities, developing the element of experimentation, trying discovery, encouraging him to play freely, rejecting the principle of coercion and cruelty, but focusing on the principle of flexibility, creativity, innovation and inclusiveness. So it needs a qualified teacher to deal with children with love and patience.

The kindergarten stage is an educational stage, which is no less important than the other educational stages. It is also a unique educational stage. It has its own educational philosophy, behavioral goals and educational ecology. The objectives of the kindergartens focus on the self-respect of the children and their individuality, stimulating their independent creative thinking and encouraging them to change without fear, and physical care of children and their familiarity with healthy habits and help them to

live, work and play with others and tasting music and art and the beauty of nature and accustom them to sacrifice some of their wishes for the benefit of the community (Annani, 2002: 50).

Children at this stage need constant encouragement from the teachers in order to develop their love of team work, instill a spirit of cooperation , positive participation, self-reliance , confidence, acquire a lot of language and social skills and develop good attitudes towards the educational process. (Badran, 2000: 118).

### **Moral and social values:**

Values and Education: -

Values are what guide the entire educational process, and at the same time need means, methods, teachers and system, that is, they need to be educated, so the relationship between values and education is a reciprocal relationship. In a culture it is difficult to instill and develop values. Without values, education becomes futile and useless.

The education we seek here includes education at home, at school and in other institutions, includes formal and informal education.

The process of transplanting values and development in the individual begins from the first days of his life as a child by the family, and ends only after the end of his life. (Elaagez, and others, 1999: 17).

Values in the educational perspective are beliefs that are desirable or undesirable reflect the culture of society, and if the individual accepted the value for himself may be a goal.

The values also have a choice or preference with which the author feels that his or her moral, mental or aesthetic reasons are all based on the criteria that he has learned from the group and what he experiences in his life experiences as a result of reward, punishment and socialization. Thus, values are guides to the behavior of the individual and drives him to this behavior and take

a standard to judge this behavior if it is desirable or undesirable (Sharif, 2007: 145-146).

### **Implanting Values for Kindergarten Child:**

It is a serious mistake that the family renounce this role and consider it only the responsibilities of the school or consider the child before school age unable to learn values, represent and observe. Values can be instilled in kindergarten children in several ways of the Community as follows:

1. Satisfying the biological needs of the child in a healthy manner: If these needs are not satisfied, the child has physical, psychological and mental disorders, and it becomes difficult to instill the desired values, and the implantation of values must accompany the fulfillment of these needs. When the mother breastfeed her child, Care, not nervousness and caresses, not only feed him to our son, but also nourishes him with affection and gains in his personality a psychological security and love for her and related to life, which makes him in the depths of the values of compassion and love of good to others.

2 - Social upbringing: through parental authority, especially by the mother in the first childhood, because of the child's need for his mother and for her service and affection for him and his admiration for her and his love for her, and his role in the recitation of her personality, he transforms himself a subject issued by the orders of his parents, for example, The child with his doll, telling her not to reveal her legs and be polite, and to order her little doll to sleep at the specified time.

3 - The use of physical and mental rewards and punishment: These sanctions either material physical, psychological, or economic for examples when the mother warns her belligerent son to be polite or he will punished physically or deprived from

his expense and this is apychological punishment (impotent, and others, 1999: 12).

### **Previous studies:**

**1- Abdelmajeed ,Nahla Farah study(2013):** aimed at finding out the impact of educational programs and the role of kindergarten teacher on the child leadership behavior development in the pre-school stage. It also aimed to identify the dimensions of leadership behavior between females and males in pre-school education, the researcher used the descriptive approach and applied a questionnaire to a sample of kindergarten teachers. The most important results were the correlation between the role of Kindergarten teacher and the development of leadership behavior of the kindergarten child .There is a correlation between the educational programs and the leadership behavior of the child in the pre-school stage.

**2- Almoumni, Abdullatif study (2003):** aimed at finding the effectiveness of a proposed training program in social development (the social adjustment and initiation skills) among Kindergarten children. The study was applied to a sample of kindergartens children in the Ajloun area in Jordan.The most significant results were statistically significant differences in social adjustment and initiation skills in favor of the experimental group which was fully trained in the training program compared to the experimental group which was partially trained in the program and the absence of statistical significance differences in the social skills and the initiative due to gender.

**3- Salih,Aaeda study(2001):** aimed to identify the most important ethical values necessary for kindergarten child, and try to develop them using proposed educational program and to find out the effectiveness and impact of the program on developing the ethical values of sample of kindergarten children in Ghazza.The main

results claimed that the most important ethical values to be developed in kindergarten child are honesty and cooperation, also there are statistically significant differences in the importance of ethical values according to gender variable.

4- **Jane,s study (١٩٩٢ ):** aimed at clarifying the social goals of the stories and showing the importance of the activity as an input to education in the kindergartens. The children's stories were collected on tapes for seven and a half months, twice or three times a week, as well as to write some notes about the context. Copies of the children's written production were taken and then a analyzed, and the most important result was that the story achieved social and educational goals.

5- **Weaver's Study (1995):** The study aimed to identify the percentage of cognitive and social play for kindergarten children in Australia. The study used an observation check list with a sample of 60 child (5-6 years) The most important results were that the percentage of dramatic play was 44% of the children's play in kindergarten. This percentage was as follows: The play was illiterate (20%). Its topics were about the functional use of cleaning materials, playing with puppets and role playing, ( 24%) was about social issues such as caring for children and social professions. The study stressed the importance and the need to train teachers, and urged the need to link it with child education programs in order to enrich and employ them in the development of social experiences of children.

The current study agreed with most of the previous studies in terms of methodology, sample and instrument. The current study on previous studies was the first Sudanese study to examine the role of educational activities. Most previous studies are looking for educational programs in pre-school education.

**Study Procedures:**

### **The study methodology:**

The researcher used the descriptive approach that provides information and facts about the current phenomenon , explains the relationship between different phenomena , the relationship in the same phenomenon and Predicting the future of the phenomenon itself.

### **The Study community:**

The community of the original study consists of teachers and managers of Kindergartens in Ombadah area, eastern sector, where the number of kindergarten were (88) kindergarten , the number of the sample( teachers and managers) were (276).

Table (1) shows the statistics of kindergartens in eastren Bogaa sector .

Table number (1):

Sector	Number of Kindergartens		Number of teacher	Number of kids
	Government	Special		
East of Khartoum	-	88	276	٣٨٥٩

(source: statistics and research -pre-school education unit-umbadah locality- 2014)

**The Study Sample:** The researchers distributed (102) questionnaires to 50% of the total population chosen randomly from (35)kindergartens. (101) respondents returned the questionnaire after filling out all the required information, (about 99% of the target population).

### **public data show:**

**Table (2):** shows the frequency distribution of the study sample according to age, specialization and basic qualification variable.

Table number (2):

Age	Reb	present	Private	Reb	present	Qualification	Reb	present
(٢٣-١٨)	3	3.0	Pre - school education	6	5.9	Basic	2	2.0
(٢٩-٢٤)	34	33.7	Psychology	6	5.9	Secondary	6	5.9
(٣٥-٣٠)	37	36.6	Sociology	8	7.9	Secondary	26	25.7
Over 36	27	26.7	Other	81	80.2	Collectors	65	64.4
Total	101	100.0	Total	101	100.0	Over Collectors	2	2.0
						Total	101	100.0

From the above table we found that most age percentage of the study sample were aged (30-35) represent(37%)while the number of the study sample were aged(18-23)with percentage(3.0). according to speculation found that 80.2% were not specialized in preschool education, only 5.9% were specialized and13.8 hold a related specialization such as psychology and sociology. Most the sample 64.4 have university degree 2% only were post graduates and the other have no university qualification.

**Table( 3):** shows the frequency distribution of the study sample according to training and years of experience variable in the field of kindergarten.

Table number (3):

Training	Reb	present	Experience	Reb	present
Trainee	97	96.0	٥ - ١	47	46.5
No trainee	4	4.0	١٠ - ٦	35	34.7
Other trainee	.	.	١٥ - ١١	13	12.9
Total	101	100.0	٢٠ - ١٦	3	3.0
			Over 21	3	3.0
			Total	101	100.0

From the table above its observed that the majority of the study sample (96%)were trained in the field of kindergarten and 46.5 have (1-5)years of experience and only( 3) of the study sample their experience is above 20 years the rest of the sample are in the range (6-20 )years of experience.

### **The Study tool:**

The researcher used the questionnaire as atool for data collection from the study sample.

### **Description of the questionnaire:**

The questionnaire contained two main sections:

**Section 1:** Preliminary data of the study Sample ,the researcher was keen on the diversity of the study sample in terms of its comprehensiveness.

**Section II:** This section contains 40 words divided into five dimensions (educational activities, moral values, social values, educational activities and skills development, the teacher role). The members of the study sample were asked to determine their response to what each term describes, ascale consist of five dimensions. The answer were according to the quadratic Likert method (very large, large, medium, weak).

### **The apparent reliability of the study tool:**

The researcher presented the questionnaire to a number of specialists in the field of psychology and education working in the Sudanese universities (7) arbitrators, in order to know the validity of the words and their suitability to what was put to measure and then to amend or delete or add to increase the effectiveness of the questionnaire.

### **Survey Study:**

psychometric characteristics of the tool (stability and reliability):



In order to determine the standard characteristics of the tool in the current study population, the researchers applied the modified scale image of the referees' directives consisting of (20) paragraphs on an initial survey sample (20) randomly selected from the current study community. Then analyzed the respondents answers by computer as follow:

1. To confirm the internal consistency of the paragraphs:

To determine the veracity of the vertebrates with the total score in the scale of the current study population, Pearson correlation coefficient was calculated between the scores of each paragraph with the total score of the sub-scale under which the paragraph concerned and located. The following table illustrates the results of this procedure:

Table (4) shows the correlation coefficients of the vertebrates with the total score in the scale of the current study population (N = 20). The role of educational activities in the development of moral and social values.

Table (4):

The teacher role		Educational activities		Social values		Moral values	
Item	correlation	item	correlation	item	correlation	item	Correlation
١	.803	١	.711	1	.598	١	.563
٢	.847	٢	.796	٢	.711	٢	.748
٣	.825	٣	.687	٣	.651	٣	.708
٤	.780	٤	.644	٤	.685	٤	.741
٥	.614	٥	.748	٥	.771	٥	.686

Noted from the previous table that the correlation coefficients of all the paragraphs are statistically significant at (0.05), and that all the paragraphs have true internal consistency.

2 - stability coefficients of the scale:

To determine the stability of the total degree of the scale in the final form of (40) paragraph in the community of the current study, the researcher applied the equation Alpha Kronbach on the preliminary sample data, the results of this procedure shown in the following table:

**Table (5):** shows the coefficients of the evidence for the sub-dimensions and the total score of the alpha coefficient Sub - metrics Number of paragraphs psychometric properties.

Table Number (5):

	Number of paragraph	Cykometric properties	
		Alpha Kronbach	Self-honesty
Moral values	5	.905	.٩٥١
Social values	5	.894	.٩٤٥
Educational activities	5	.939	.٩٦٩
Role of the teacher	5	.933	.٩٦٥

#### **Field study procedures:**

After the researcher verified the validity of the questionnaire in its final form, it was applied to the teachers and principals of the kindergartens. The researcher then explained the study's objectives and then asked the sample members to answer according to what they see fit. The questionnaires were collected after filling them. The researchers collected the answers from the questionnaire and processed them by computer to get the results.

#### **Fifth: Statistical Processes Used:**

The researcher used the statistical packages for social sciences (Spss),alpha kronbach and Person test as statistical method.

#### **First: Presentation and analysis of the study results:**

##### 1. Educational activities:

Table (6) The frequency distribution of the role of the educational activities offered to kindergarten children in the development of moral and social values.

The role of the educational activities	frequency	rate
A big role	93	92.1
A moderate role	8	7.9
Total	101	100

The above table, we see that (92.1%) of the study sample agreed that educational activities have a big role in the development of moral and social values for kindergarten children, while (7.9) see that its role is moderate. The results indicate that the educational activities in kindergarten are aimed at building the child's personality in an integrated manner in all areas of its development.

## 2. Types of educational activities:

Table (7) The frequency distribution of the types of educational activities offered to kindergarten children in the development of moral and social values.

Types	frequency
puppet theatre	70
Songs	70
Stories	46
Recreational and educational trips	39
painting	6
Group toys	5
Playing corners	5
Islamic activities	4
cutters	3
Sports	3
Music	2

We note from the above table that the percentage of these types of activities for the individual sample of the study who see the theater of the songs and songs (70) for all of these types of music (46), and the educational and recreational trips (39), which are the boards (6), the games of the social games and the elements (5). This shows that there are very few types of educational activities provided for kindergarten.

### **Second: Presentation and discussion of the results:**

View and discuss the results of the first hypothesis:

The first hypothesis of the study hypotheses states: "There is a statistically significant relationship between the educational activities and the development of the moral values of the kindergarten child" To verify the hypothesis, the researchers used the Pearson correlation coefficient. Table (8) shows the educational test of Pearson and the development of the moral values of kindergarten children.

Table number (8)

a variable	The role of educational activities		
Dimensions	value	significance	Result
Moral values	.768**	0.00	There is a direct correlation between the two variables

(\* ) Means that the relationship is a function below a significant level (05.) and (\*\* ) means that the relationship is function below the level of significance (01.).

The results of the first hypothesis of the current study are consistent with what Al-Anani (2005) indicated that religious education in kindergarten is based on the principles of raising and developing the emotional side of the child through the activities that are aimed at To the children's appreciation of the greatness of the Creator and shaping their behavior in the future, and see the researchers that this stage of the most important periods to build

the personality of the individual and the formation of acquired behaviors, where the child begins at this stage to learn ethical standards and values, The early attention is given to the development of the child's personality in all its aspects, the most important of which is the moral aspect, as it is one of the basic tasks that must be addressed by those who are engaged in the educational process to carry out and care for children. Children should not be left at this important stage in their lives to grow indiscriminately without scientific planning. In this stage of his life, the child acquires values, habits and behaviors that are difficult to change in the later stages of his life, and also confirms the outcome of the hypothesis with what he (2004) pointed out that the internal moral standard of the individual determines, assists and directs decisions about moral judgments Values, and the interpretation of this result is the importance of ethical activities provided to children from kindergarten through the role of the teacher in the formation of the moral aspect of his personality through the use of different activities.

View and discuss the results of the second hypothesis:

The second hypothesis of the study hypotheses states: "There is a statistically significant relationship between the educational activities and the development of the social values of the nursery."

To verify the

hypothesis, the researchers used Pearson's correlation coefficient.

Table (9) illustrates the testing of the educational activity and the development of the social values of the child in the kindergarten

Table number (9):

a variable	The role of educational activities		
Dimensions	value	significance	Result
Social values	.841**	0.00	There is a direct correlation between the two variables

(\*) Means that the relationship is a function below a significant level (05.) and (\*\*) means that the relationship is function below the level of significance (01.).

The results of the second hypothesis, as noted (Nashif, 2005), suggest that the activities of the social experiences provided by the Kindergarten help to represent the social life and its integration and compatibility. The result of the hypothesis is consistent with what it confirms (Diab, 2001) that the child is born with a capacity of learning, but patterns of behavior has been educated through social life, and the researchers believe that social values are not innate values generate the child is provided, but it values learned and learned by the child through social standards And the development of social attitudes that allow the exploitation and employment of the child's superior ability to learn by imitation and observation at this stage, as also confirms (Ibrahim, d. This trend is that social activities are of great importance in the kindergarten stage because they help to communicate the social values of the society in which the child lives until the child is born. A child is consistent with the values of his community

Presentation and discussion of the results of the third hypothesis:

The third hypothesis of the hypothesis of the study states: "There is a statistically significant relationship between the role of the teacher and the delivery of the educational activities of the kindergarten child" To verify the hypothesis, the researchers used the Pearson correlation coefficient.

Table (10) shows the testing of the role of the teacher and the delivery of educational activities to the kindergarten child

Table number (10)

a variable	The role of educational activities		
Dimensions	value	significance	Result
Educational	.764**	0.00	There is a direct correlation

activities			between the two variables
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Note from the above table that the value (\*) means that the relationship is a function below a significant level (05.) and (\*\*) means that the relationship is function below the level of significance (01.).

The results of the third and final hypothesis are consistent with what Khalil (2009) points out that the role of the preschool teacher is the most important part of the kindergarten's educational environment, as it is the key to success. The researcher said that the teacher has an important role in the planning, organization and implementation of the educational process, where she must organize the activity room in a way that maximizes the potential of separation and provides opportunities for children to exercise their activities and also must clarify the goals that children achieve from (2003) that the kindergarten teacher has the greatest role in directing and raising children and developing physical, mental, emotional and social aspects through the principles and laws of growth. (2003), the kindergarten teacher has the responsibility to carry out the educational tasks and to carry out her responsibility effectively. The two researchers explain the current result of the hypothesis that kindergarten teacher has the greatest role in shaping the personality of the child in the future. The key in identifying the different areas of growth for the kindergarten child in the mental aspects, physical, cognitive, motor, emotional, sentimental even my child originates integrated aspects of personality

#### **The study reached the following results:**

1. There is a positive correlation between the educational activities and the development of the moral values of kindergarten children.

2. There is a positive correlation between the educational activities and the development of the social values of kindergarten.

3. There is a relationship of a positive correlation with a statistical indication of the role of kindergarten teacher and the delivery of educational activities to the kindergarten child.

According to the results, the researchers recommend the following:

1. Implementing seminars and awareness sessions for families on the important role of kindergartens in the development and education of children and proper education methods.

2. Guidance to intensify the ways of learning by observation and tradition and learning by example to learn skills related to the moral and social, such as control of emotion and learning moral and spiritual values.

3. Kindergarten workers must have sufficient scientific qualifications to qualify for work in this important field

### **Proposals:**

The researchers put forward some suggestions for future research that may contribute to filling the gaps and shortcomings of the concepts, activities, methods and methods of evaluation of this part of the curriculum in pre-school education:

1. A study on the importance of kindergartens in the development of children's moral and social values.

2. A study on the effect of the use of the reinforcement method on the acquisition of moral and social concepts, values and ethics in changing the direction of the child.

3. A study on the effect of the use of educational aids on the growth of mental abilities and compatibility of preschool children.



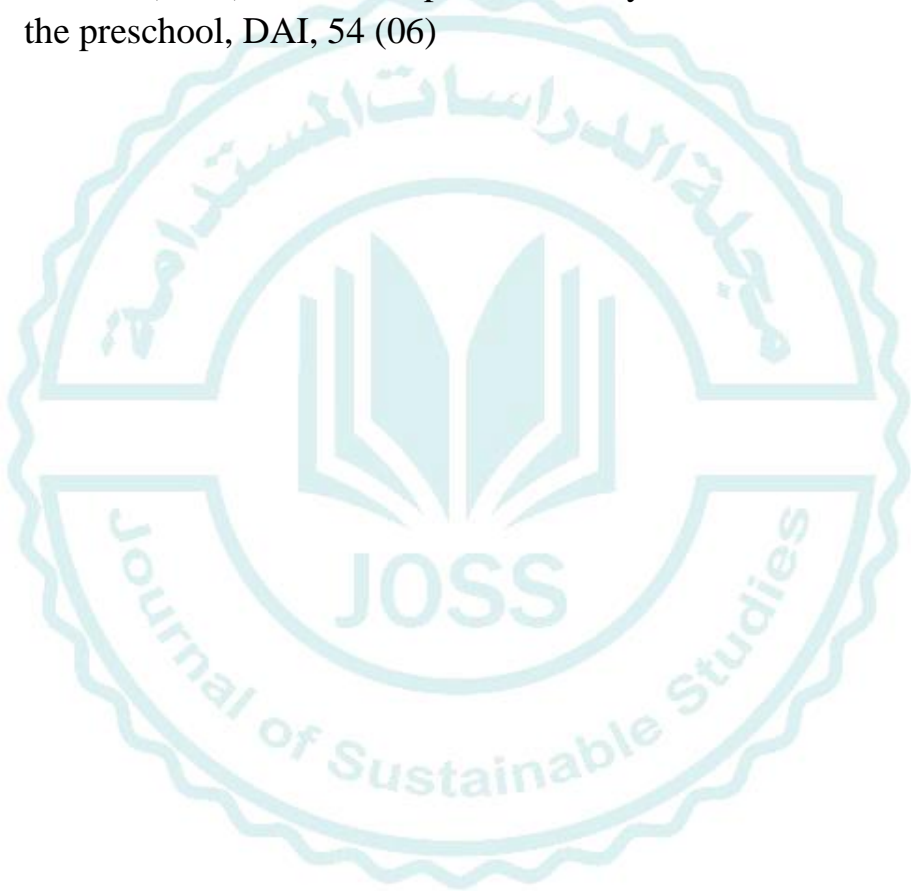
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**University of Majmaah - Saudi Arabia**

Faculty of Education

A questionnaire directed to teachers in kindergarten

Teacher: ..... esteemed

This questionnaire is for the purpose of collecting information necessary for the study carried out by the researcher, which aimed to identify the "**The role of educational activities in developing the moral and social values of kindergarten children**", and the researcher hopes to kindly complete this questionnaire, knowing that the data and information contained in the study are used only for the purpose of scientific research.

And Thank you very much

The researcher: Dr. Maha Ahmed Abdel Halim

**Basic information:**

**Age** 1- (18-23) 2- (24-29) 3- (30-35) 4- (35 and over).

**University specialization** - 1- Education (kindergarten) 2- Psychology (kindergarten) 3- Sociology 4- Another mention.

**Basic qualification:** 1- Primary 2- Secondary-3- University 4- post graduate.

**Training in the field of kindergarten** - 1 - trainer 2 - untrained 3 - another training (mentioned) .

**Years of Experience** - 1- (1-5) 2- (6-10) 3- (11-15) 4- (16-20) 6- (20 and over).

**The first dimension** - the role of educational activities provided to a kindergarten child in developing moral and social values is :

big - medium - weak

List the types of these activities .....

**The second dimension - moral values:**

n	phrase	The degree of availability of educational activities			
		Very big	big	average	weak
1	The educational activity earns the child the value of justice				
2	The educational activity earns the child the value of honesty				
3	the child's educational activity will gain the value of cooperation				
4	The educational activity gives the child the value of honoring one's parents				
5	The educational activity will give the child the value of hygiene				

**The third dimension - social values:**

n	Phrase	the degree of availability of educational activities			
		Very big	big	avarage	weak
1	The educational activity gives the child the value of tolerance				
2	The educational activity gives the				

	child the value of respecting adults				
3	educational activity gives the child the value of respecting time				
4	educational activity earns the child the value of permission				
5	The educational activity earns the child the value of visiting literature				

### The third dimension - the role of the teacher:

N	phrase	the degree of availability of educational activities			
		Very big	big	average	weak
1	The educational activity earns the child the value of respecting the system				
2	The educational activity gives the child the value of respecting adults				
3	The educational activity gives the child the value of tolerance				
4	educational activity earns the child the value of permission				
5	The educational activity earns the child the value of visiting literature				