

## **The Efficacy of Training Program Based on the Techniques of Role Playing on Developing Some Patterns of Democratic Behavior for the Children of Kindergartens**

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**Abstract:** The technique of role playing plays an important role in developing some patterns of democratic behavior for the children of kindergartens. The current study aims at verifying the efficacy of training program based on the techniques of role playing on developing some patterns of democratic behavior for the children of kindergartens (These patterns are identified in the study as four patterns (freedom and choice, accepting the other, social responsibility and leadership)). The study sample was applied on 60 male/female children from two classes from KG2, in the age of 6 to less than 7 years. They come from the Kg of Martyr El Refai; Mohammed distinguished experimental Language School in Port Said City, Egypt with average age of 6 and 8 years. The study belongs to the experimental studies. It used the Kg democratic behavior pattern list and the Kg child democratic behavior observation card (the teacher's). The results also confirmed that the children in this early age have the ability and the principles that qualify them to acquire the skill as long as the chance is available in the program for performing and repeating this skill and indicate the efficacy of the employed program in the study in developing some pattern of democratic behavior based on the techniques of role playing.

**Key words:** Training program % Democratic behavior % Techniques of role playing % Children of kindergartens freedom and choice % Accepting the other % Social responsibility and leadership

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### **INTRODUCTION**

Democracy has been until recently a grown up concept which the children were not familiar with because it is a theoretical concept and not widely spread in the Arab communities before the revolutions of the so called "Arab spring". As for the patterns of democratic behavior, they are numerous, such as the direct pattern, the indirect pattern and the semi direct pattern [1]. The researcher has chosen the third pattern of democratic behavior which is the semi direct because the characteristics of this pattern accord with the nature of the child and his ability in the early stage of childhood. Furthermore, the characteristics of this pattern can be simplified for the child. As for the democratic behavior, it is identified as every behavior the child performs and feels through it with equal opportunities with his counterparts. It is also identified as every behavior the child perform freely without any external pressures and participates through with others and respect through it the opinions of his/her counterparts. It is also the behavior through which s/he feels social responsibility and estimates the consequences. This was identified in the study of El Mekhlafy [2]. This study tried to identify the most employed styles of social upbringing by the mothers of the KG children. Further, it tried also to identify their levels of social responsibility and to identify the differences in their styles of upbringing and social responsibility according to gender

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variables (male/female). The findings of the study have indicated that the mothers of KG children employ mostly the social style in upbringing their children which, in turn, reflects positively on the level of social responsibility in their children. It was also found that there are statistical differences between (males and females) to the females favor with regard to the social style of upbringing employed by the mothers. The findings have also indicated that there was a relationship between the democratic style in upbringing, the rules of behavior, on the one hand and the fields of social responsibility on the other hand. The patterns of democratic behavior are numerous. Some researchers have classified them as one of the skills of cultural peace. Others have classified them as skills of discourse and negotiation and resolving conflict. These skills can be identified in the child's behavior if s/he was able to perform some patterns of democratic behavior [3]. Democracy is not only a political issue but it is an educational issue as well that should begin at home in the early stages of child development and in his/her early relations with his/her family. Wright's study has advocated teaching the mothers before their children how to accept the others so that their children learn from them how to treat others [4]. Since democracy is a theoretical concept, so the child cannot directly acquire it at an early age but can learn some behavior patterns related to it, so that in the future s/he can identify the concept of democracy and get used to it through practicing it. Richard [5] confirmed about the basics of democratic behavior in children in the American environment in order to revise the democratic situations inside it at an early age in children. This made her lead the experiment of elections in many KG. Further, she documented the aspects of election behavior and practicing the democratic behavior by the KG children. The study emphasized the importance of instilling democratic behavior in the KG children as a basis for a future democratic society.

Some researchers have identified the characteristics of democratic style as social participation, equality, trying to understand the others and to understand their feelings and interests, treating the others as equals and not to use violence in conflicts [6]. Abd Allah study [7] aims to measure the efficacy of a program designed to develop some skills of the leadership behavior for KG2 children. The findings of the study have proved the success of the program in developing the skills of leadership behavior such as communication skills, planning skills, problem solving skills, decision making skills. The democratic behavior is related to the leadership characteristics and the social skills which indicate that the democratic behavior is related to the positive traits of the individual's personality. Millie's study [8] indicated that there was a relationship between democratic behavior and the children's positive thinking. According to the study's findings, the child who has positive thinking was the one who participates effectively in the topics of democratic dialogue. The researcher has studied the most important patterns of democratic behavior and has chosen the most suitable for the KG child and the most expected to achieve success in the various techniques of role playing. Role playing is one of the important techniques that enable the child to acquire the democratic concepts and train him/her on acquiring the skills through devising social relations. Thus, role playing provides social learning opportunities in which the participants play certain roles and play them as if they were real [9]. Role playing is considered an important technique as it helps the child to understand himself/herself and understand others and it provides him/her with chance to train on various roles behaving in various behavior patterns. Further, role playing helps the child to acquire the most complex concepts. Thus, role playing as a style is similar to learning through work, activities and experience.

Bronwyn's study [10] emphasized the importance of educating the young children at an early stage the basics of democracy. Furthermore, the findings of the study have confirmed the importance of fostering the basics of democracy in the children at an early stage so that it familiarizes them with the concept of citizenship in the future. Some researchers have referred to the possibility of developing the concept of democracy in the children at an early stage through providing a suitable environment that utilizes suitable strategies and activities that make them able to train and learn [11].

## **MATERIALS AND METHODS**

The study was applied on 60 male/female children from two classes from KG2, their ages range from 6 to less than 7 years. They come from the Kg of Martyr El Refai; Mohammed distinguished Experimental Language School in Port Said City, Egypt with average age of 6 and 8 years.

Table 1: List of the patterns of democratic behavior and their definitions

Serial	Democratic behavior patterns	Definition
1	Freedom and choice	It is the real expression of personality and the ability to take free choices.
2	Accepting the others pattern	The child's desire to get to know the others and let them know him/her.
3	The social responsibility pattern	It is the outcome of the child's responses towards himself/herself, his/her family and the society. It also includes knowing his/her rights and obligations through the various situations he/she is exposed to and involved the interest understanding and participation.
4	The Leadership pattern	It is a social role in which the individual preside others. It requires certain traits such as taking the initiative, participation, leading the team, the ability to communicate with others, solving their problems and presenting them.

Table 2: The truthfulness of the internal arrangement by calculating Pearson correlate

Serial	Pattern of the democratic behavior	Pearson correlate
1	Freedom & choice	1.86
2	Accepting the other	0.80
3	Social responsibility	0.84
4	Leadership	0.91

Table 3: Calculating the validity

Serial	Pattern of the democratic behavior	Alpha coefficient	Spearman brown
1	Choice & freedom	0.936	0.89
2	Accepting the other	0.899	0.84
3	Social Responsibility	0.886	0.82
4	Leadership	0.914	0.85

**Psychometric Tools:**

- C Good-Engh, Harrie, intelligent test (Drawing Man)
- C The socio-economic level form prepared by (Ismail, Mahmud)
- C The Kg democratic behavior pattern list prepared by the researcher
- C The Kg child democratic behavior observation card (the teacher's image) prepared by the researcher
- C A training program designed for developing some pattern of democratic behavior based on the techniques of role playing prepared by the researcher.

The Kg child democratic behavior pattern is listed in Table 1. After surveying the behavior patterns lists in the previous studies especially those ones related to democracy and the related behavior patterns, it was possible to define four important patterns of democratic behavior that can be developed in the KG child because they are suitable for him/her.

**The Card of Observing the Democratic Behavior for the Child in the KG (Teacher's Image):** The card consisted of 36 phrases; every 9 phrases represent a pattern of the democratic behavior patterns specified in the list (Table 2). A norm has been setup to evaluate the card according to three levels for answering the phrase (always – sometimes – rarely) where the phrase is evaluated by the scores (1-2-3), respectively. The card was applied on 18 female/male children from the determined sample who have the basic sample properties of the study. In order to verify the truthfulness of the card the validity of the internal arrangement will be calculated by calculating Pearson correlate between the phrases' scores for every pattern and the total score.

**The Card Validity:** The validity was calculated by re-administering the test in order to verify the existence of relational connection relation between the scores of the two applications by using both alpha & Spearman Brown's correlates as shown in Table 3.

**Statistical Analysis:** The data obtained using both alpha & Spearman Brown's correlates and from were subjected to statistical analysis by using SPSS computer program.

**Training Program Based on the Techniques of Play the Roles**

**General Purpose:** Developing some pattern of the democratic behavior. The researcher has determined three practical models that include activities by using role playing for developing the before mentioned four patterns of democratic behavior which are:

- C Election model
- C Camp model.
- C Peaceful sit-in model

The activities of every model were designed according to the following bases:

- C The activity is suitable for the child's age from (6-7 years old).
- C These activities are expected to realize the short-term aims and long-term ones
- C Providing the tools of phase evaluation for every model.
- C Making sure of the participation of every child from the experimental group in the activities.

The training aims for the three following practical models:

- C The election model: training the child on the free choice.
- C Training the child on respecting the majority choice.
- C Training the child on taking the decision.
- C Training the child on the effective participation.

**The Basic Activities:** Declaring the elections day, recording the candidates' names (the children). Making the propaganda, preparing the ballot boxes, choosing the sorting out committee. Exchanging the roles to reverse of the voters and the candidates, distributing the ballot cards.

**The Camp Model:**

- C Training the child on shouldering the responsibility.
- C Training the child on taking the initiative
- C Training the child on accepting the other.
- C Training the child on the behavior of leadership

**The Basic Activities:** assembling in a place, standing in rows/leading the team, directing the groups, participating in the competition, honoring the winners, giving a speech before the group

**Peaceful Sit-in Model:**

- C Training the child and determining the mass aim.
- C Training the child on expressing his demands quietly
- C Training the child on the skills of criticism.
- C Training the child to distinguish between the positive and negative.

**The Basic Activities:** Voting on choosing a problem that represents a negative phenomenon such as: smoking and choosing pictures that represent the problem – preparing the sign board, memorizing the slogans, choosing the place of standing, design a logo or slogans for changing the negative behavior.

## RESULTS AND DISCUSSION

**The Results of the First Hypothesis:** There are statistical differences between the mean scores for the children of the experimental group (before/after) applying the study program on the card of observing the patterns of democratic behavior for the KG child in favor of the post applying for every pattern of the democratic behavior in favor of the post measurement (Table 4). This result assures the success of the study program activities in developing the four patterns of the democratic behavior by using role playing. This was confirmed from rising the scores of the children sample on the card of observing the democratic behavior after applying the program. Thus, this assures the seriousness of the activities included in the three practical models and its efficacy in realizing the study aim related to developing the four patterns of the democratic behavior (freedom & choice, accepting the other, social responsibility, leadership). The study results also confirmed that the children in this early age have the ability and the principles that qualify them to acquire the skill as long as the chance is available in the program for performing and repeating this skill. The realization of this hypothesis reflects the positive effects on the child's character related to his/ her self confidence and his/her relations with the other.

Data presented in Table 5 show differences of a statistic relation between the mean scores for the children of the experimental group on the card of observing the patterns of the democratic behavior for the child in the KG in the post-measurement- in favor of the males. The results in Table 5 pointed out the differences in the score in favor of the males that can be attributed to the pattern of the parents male treatment and it can be attributed also to what the child is offer as a role model as he is given the chance to go out with his father. This process increases his experiences from which he can learn the strategies of dealing and behaving in the different attitudes. This is not available for the female child dues to carefulness. Generally, the results pointed out the importance of training the all children in the KG stage on the patterns of democratic behavior so as "to be able to form the important political concepts to contribute to their own character and so that democracy will not only be a behavior or a performance to be imitated but also a value and satisfaction and a life style.

Table 4: The significance of the differences between the mean scores for the experimental children group in the two measurements (before/after) on the card of observing the patterns of the democratic behavior

Patterns	Statement	No	Average	Standard deviation	Freedom level	Total value	Indication
Freedom & choice	Before	60	11.35	1.53	58.521	25.000	Indication level 0.01
	After		18.50	1.58			
Accepting the other	Before	60	11.43	10.41	58.000	28.828	Indication level at 0.01
	After		18.53	1.28			
Social responsibility	Before	60	11.42	1.69	58.000	22.852	Indication level at 0.01
	After		18.30	1.61			
Leadership	Before	60	11.20	1.42	58.000	26.848	Indication level at 1.01
	After		18.22	1.44			

Table 5: The significance of the differences between the mean scores for the experimental group (male/female) on the card of observing the pattern of the democratic behavior after the application

Patterns	Statement	No	Average score	Standard deviation	Freedom level	T value	Significance
Freedom & choice	Male	30	19.05	1.93	58	2.37	0.05
	Female	30	18.43	1.55			
Accepting the other	Male	30	19.03	1.27	58	3.387	5.05
	Female	30	18.00	1.00			
Social Responsibility	Male	30	19.73	1.80	58	4.29	0.05
	Female	30	18.00	0.29			
Leadership	Male	30	18.77	1.48	58	3.18	0.05
	Female	30	17.67	1.18			

**Recommendations and Proposals:**

- C The KG Managements should adopt an applicable Project that involves the experiments and practices for developing the Patterns of democratic behavior on a wider scale.
- C Encouraging the modern researches and Studies in psychological field on adopting the democracy as an aim and purpose in their program so as to be studied it from its overall aspects and encouraging researchers to begin from the stage of KG.

**CONCLUSION**

In conclusion, it can be said that the study program activities in developing the four patterns of the democratic behavior by using role playing. This was confirmed from rising the scores of the children sample on the card of observing the democratic behavior after applying the program. Thus, this assures the seriousness of the activities included in the three practical models and its efficacy in realizing the study aim related to developing the four patterns of the democratic behavior (freedom & choice, accepting the other, social responsibility, leadership). The study results also confirmed that the children in this early age have the ability and the principles that qualify them to acquire the skill as long as the chance is available in the program for performing and repeating this skill. The realization of this hypothesis reflects the positive effects on the child's character related to his/ her self confidence and his/her relations with the other. There are differences of a statistic relation between the mean scores for the children of the experimental group on the card of observing the patterns of the democratic behavior for the child in the KG in the post-measurement- in favor of the males. The importance of training the all children in the KG stage on the patterns of democratic behavior so as "to be able to form the important political concepts to contribute to their own character and so that democracy will not only be a behavior or a performance to be imitated but also a value and satisfaction and a life style. The result pointed out the differences in the score in favor of the males that can be attributed to the pattern of the parents male treatment and it can be attributed also to what the child is offer as a role model as he is given the chance to go out with his father. This process increases his experiences from which he can learn the strategies of dealing and behaving in the different attitudes. This is not available for the female child dues to carefulness. Generally, the results point out the importance of training the all children in the KG stage on the patterns of democratic behavior so as "to be able to form the important political concepts to contribute to their own character and so that democracy will not only be a behavior or a performance to be imitated but also a value and satisfaction and a life style.

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