The Efficacy of Program Based on Educational Activities Designed for Developing the Peace Concepts and Reducing the Level of Aggression in the Kindergarten

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Abstract: The educational activities play an important role in developing the peace culture concepts in the Kindergarten. The study aims at verifying the efficacy of a program based on the educational activities in developing some peace concepts (tolerance-friendship-empathy) in a sample of KG children. The sample of the study was chosen from the kindergarten of the private school of Albyan, affiliated to the Educational Administration of Al Salaam. It Included (148 children female/male) divided into two equal groups, one is experimental (74 children) the other is control (74 children). The study belongs to the experimental studies. It used the cards of observing behavior that indicate tolerance & aggression. It also employed two scales of the pictured to measure friendship and empathy. The findings of the study indicate the efficacy of the program employed in the study in developing the concepts of tolerance, friendship, empathy as primary concepts that the culture of peace includes. The results also proved that developing these concepts in this early age assists in reducing the aggression which may positively affect the future behavior pattern of the child.

Key words: Educational activities % Peace concepts % Tolerance % Friendship % Empathy % Aggression Kindergarten

INTRODUCTION

The social upbringing institutions play an important role in spreading the peace culture. Both the family and the KG are responsible for raising the child on respecting his identity and having a sense of belonging to his/her country. Both establishments are responsible for instilling a sense of tolerance in the child towards the others. They are responsible for making the child love the others, be open on other societies and avoid fanatics. The findings of Brook's study [1] have emphasized the importance of integrating the peace culture in the educational system. The study has emphasized the importance of curing the psychological pains, developing the communication skills and solving problems. Lamm *et al.* [2] pointed that the educational environment to spread peace has emphasized the effectiveness of solving problems in supporting the peace culture in the children. It became clear through surveying the relevant literature that the educational activities play an important role in developing the peace culture concepts. The researcher has noticed through her field trips, meeting some KG teachers and surveying the findings of recent relevant studies, the increase of the level of aggression in the KG children as it was ranked as number one between the most common behavior problems [3]. Spreading the culture peace is related to teaching that culture in the stage of upbringing the child. The Peace University has set up eight fields included in its work program the most suitable for the child are related to understanding, forgiveness and solidarity [4].

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First: Tolerance (Its Nature and Importance): Snyder and Thompson [5] defined tolerance as reformulating the mistakes and violations recognized by the individual such as the feelings he/she has towards those who have wronged towards him/her and the related consequences and changing the negative feelings into positive ones. It is a change in the way people think about those who hurt them and thus the desire to avenge themselves is diminished [6]. Life needs a number of values one of them is forgiveness which plays an important role establishing good relations and forming a view for the future and facing life with patience [7]. Guofang [8] has realized that understanding and respect are the basis of living in peace in the different cultures. It also emphasized the importance of studying literature as a great source for studying forgiveness in the children. Tolerance helps us to overcome the desire for revenge and it helps us to fix our social relationships. The result of Fincham's study [9] indicated that there is a relationship between forgiveness and the indicators of psychological health. Bashra and Fouad [10] referred to the existence of a statistical relationship between tolerance and happiness in the university students in Egypt and Iraq as happiness is considered the main source for psychological health and understanding. Ray *et al.* [11] indicated that tolerance is related to the current psychological luxury.

Second: Friendship (Its Nature and Importance): It is defined as a strong sustainable social relationship that is based on similar tendencies in particular and carries very important indications that has to do with the individuals' consistence and the stability of the folk [12]. Ibn Maskuia [13] pointed that friendship of pleasure is quickly held and quickly broken. The friendship of benefit is slowly held and quickly broken but the friendship of virtue is quickly held and slowly broken as the benediction (charity) remain among the people and it is the friendship of the elite. Al Ghazaly [14] mentioned that the rights of true friendship with friends are "helping by money, supporting, keeping the secret and concealing the fault, etc. Friendship is made gradually as a result of pleasant and frequent stimulations towards the individual who show interest for us and share our troubles, our problems, our happiness and our sadness, they take our hopes into consideration and defend us in our absence. We trust them and tell them our secrets. The first friendship relationship between the child and the others is established between the ages of (two-and five). It is a relationship characterized by affection and it is not limited to the same sex but it includes both sexes. Although the child seeks accompany of other children, he sometimes becomes self centered [15]. The results of some studies have shown that the children who start the pre-school stage with their fellows and have known them previously become more accepted inside the group at the beginning of the school year up to its end and the children who have a greater number of friends in the class and know each others previously tend to form positive tendencies towards the school and the level of drop out is low [16].

Third: Empathy "Its Nature and Importance": Empathy was mentioned in the framework of the study of sentimental intelligence as it is considered one dimension of this kind of intelligence. Empathy is defined as understanding the exciting case of others. When the child sees a sad person he sympathies with him. This case is considered a sympathetic experience for this child [17]. It is worth mentioning that empathy starts at the stage of suckling when the child cries for the other children cries. However, at the age of two or three years when the child can distinguish between himself and the others whose feelings are different than his own feelings, his empathy differs [18]. Kehert Encouraging Empathy noticed empathy as reading the others' feelings, identifying them and responding to them. Empathy is built upon self-consciousness. Any affectionate relation and every concern of the other originate from the ability to sympathize and understand. The results of some studies about empathy have proved that is within empathy that the child has his cognitive point of view about the other person as he is affected by the logical turning of the individuals. Further, the researcher thinks that the children who are characterized by empathy are more able to take the decision in the suitable time [19].

MATERIALS AND METHODS

The sample of the study was chosen from the kindergarten of the private school of Albyan, affiliated to the Educational Administration of Al Salam. It Included 5 classes and the children's number is (148 children female/male) divided into two equal groups one is experimental (74 children) the second is control (74 children).

Tools of the Study:

C   The card of observing behavior that indicates the tolerance (prepared by the researcher).
C   The scale of the pictured friendship (prepared by the researcher).
C   The scale of the pictured sympathy (prepared by the researcher).
C   The card of observing the behavior indicating the aggression of the child of the kindergarten (prepared by Ahmad Hassan Saleh) [20].
C   The program of the proposed educational games (prepared by the Researcher).
C   The card of observing the behaviors indicating tolerance (prepared by the Researcher).

The researcher analyzed the academic frames in regard to the properties and the dimensions of tolerance from which the researcher has come up with 4 dimensions for tolerance (positive contact- respecting the rights of others- excusing the other in the situations of conflict, taking the role).

RESULTS AND DISCUSSION

The Results of the First Hypothesis: Data in Table 1 show a differences of statistical indication between the mean scores of the children of the two groups (experimental/control) on the card of observing the behavior indicating the tolerance (before/after) applying the program in favor of the experimental group in the (post-scale). It is clear from the above table that there are differences between the (before/after) applying of the program for the experimental and control groups in the (post scale) for the experimental group's favor and this points out to the success of the activity program in developing the concept of tolerance and this affirms the correctness of the first hypothesis.

The Results of the Second Hypothesis: Data presented in Table 2 show a differences of statistical indication between the mean scores for the children of the two groups (experimental/control) on the test of pictured friendship (before/after) applying the program in favor of the experimental groups. The results of the second hypothesis point out the success of the activity program in realizing one of its aims which is developing the concept of friendship. This result is in agreement with obtained by Adafonzi and Schneider [21].

The Results of the Third Hypothesis: Data in Table 3 show a differences of statistical indication between the mean scores for the children of the two groups (experiment/control) on the pictured empathy test (before/after) applying in favor of the experimental group in the post scale. It is clarified from the Table 3 that there differences of statistical indication between the scales (before/after) for the two groups (experimental/control) on the test of empathy in favor of the experimental group in the post scale the proves the correctness of the third hypothesis and assures the success of the activities of the program in developing the concept of empathy.

The Results of the Study for the Fourth Hypothesis: Data in Table 4 show a differences of statistical indication between the mean scores of the children for the two groups (experimental/control) on the card of observing the behaviors that indicate the aggressive behavior (before/after) applying the program in favor of the experimental group. It is clarified from the Table 4 that there are indicative differences between the two scales (before/after) for the two groups (experimental/control) in favor of the experimental group in the post scale on the card of observing the aggressive behavior and this assures the propriety of the fourth hypothesis and indicates the success of the activities of the programs in relieving the severity of the aggression. This result is in agreement with those reported by Hanley and Heal [22].

Table 1: The indication of the differences between the two groups (experimental/control) on the cord of observing the behavior that indicates tolerance (before/after) applying the program in favor of the experimental group in the (post scale)

Groups	No	Pre-program				Post-program			
		Average	Standard deviation	T value	Indication level	Average	Standard deviation	T value	Indication level
Experimental	74	42.31	5.43	0.15	No indication	67.20	5.11	28.56	Indication at 0.001
Control	74	42.17	5.50			42.85	5.25		

Table 2: The indication of the differences between the two groups (experimental/ control) concerning the test of the pictured friendship in the two scales (before/after) in favor of the experimental group in the post-scale of the program

Groups	No	Pre-program				Post-program			
		Average	Standard deviation	T value	Indication level	Average	Standard deviation	T value	Indication level
Experimental	74	13.56	1.98	1.33	No indication	19.31	1.57	25.03	Indication at 0.001
Controlling	74	13.20	1.26			13.24	1.36		

Table 3: The indication of the differences between the two groups (experimental/ control) concerning the test of the pictured empathy in the two scales (before/after) in favor of the experimental group in the post-scale of the program

Groups	No	Pre-program				Post-program			
		Average	Standard deviation	T value	Indication level	Average	Standard deviation	T value	Indication level
Experimental	74	6.36	1.89	0.42	No indication	9.95	1.34	15.12	Indication at 0.001
Controlling	74	6.47	1.17			7.06	0.94		

Table 4: The indication of the differences between the two groups on the card of observing the aggressive behavior (before/after) applying the program in favor of the experimental group in the post scale.

Groups	Pre-program				Post-program			
	Average	Standard deviation	T value	Indication level	Average	Standard deviation	T value	Indication level
Control	73.18	5.16	0.75	No indication	35.64	5.17	30.46	Indication at 0.001
Experimental	74.14	8.43			75.24	9.91		

CONCLUSION

In conclusion, it can be said that the study program The results wholly indicate the efficacy of the used program in the study in developing the concepts of tolerance, friendship, empathy) as primary concepts that the culture of peace includes and the results also proved that developing these concepts in this early age assists in reducing the aggression which may positively affect on the future behavior pattern for the child and reduces the probabilities of the aggressive behavior prevailing due to teaching the child in the early age the principles of rejecting aggression, aggression, extremism.

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