

## **The Efficacy of Training Program Based on the Musical Activities Designed for Developing Some Economical Concepts for the Children of Kindergartens**

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**Abstract:** The technique of using Musical Activities plays an important role in developing some Economical Concepts for the children of kindergartens. The current study aims at verifying the efficacy of training program based on the techniques of using Musical Activities on developing some Economical Concepts for the children of kindergartens (These concepts are identified in the study as seven concepts (purchasing, selling, saving, investment, budget, profit & monopolization). The study sample was applied on 30 male/female children from one class from KG2, in the age of 6 to less than 7 years. They are coming from the Kg of Ashtom Al-Gamil School in Port Said City, Egypt with average age of 6 and 9 years. The study belongs to the experimental studies. It was used the Kg Economical Concept list and the Kg child Economical Concept scale (the child's). The results also confirmed that the children in this early age have the ability to acquire the Economical Concept skill as long as the chance is available in the program for performing and repeating the musical activities. The results indicated the efficacy of the employed program in the study in developing the seventh Economical Concept (purchasing, selling, saving, investment, budget, profit & monopolization). It is also indicated the importance of the musical activities for the child of kinder garden.

**Key words:** Children of kindergartens • Economical concept • Training program • Musical activities

### **INTRODUCTION**

The musical activities are considered one of the most favorite types of the art for the child it is very attractive, so it is used as a strategy for teaching the concepts and skills to child. It is very important for the child to acquire the economical concepts because it's related to interactions daily life. Hansen [1] indicated the importance of acquiring economical concepts. Sadeq and Al-Sersy [2] indicated the efficiency of a program to prepare the pre-school child to acquire some economical concepts, where they followed experimental method on an experimental sample of 30 children (16 male, 14 females). The study indicated that preparing children to acquire the economical concepts must start in the pre-school stage. The study indicated also the importance of using daily activities and experiences related directly to the economical concepts, which introduced inside the activity room, or introduced through discussions, questions and answers. Also, Sadeq and Al-Sersy [2] indicated that the variety of the economical thinking on the pre-school children depends on the children experiences through the programs introduced in the K.G, which include economical self-experience. The study of Kourilsky [3] indicated the importance of economical education which begins in early stage much as possible and in this economical education in the childhood stage, the children was introduced to mange different concepts such as: Decision-making, production, specialization, consumption, distribution, spreading, demand, business, money and exchange.

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The concepts in general are considered the most important items of education in our life, where the learner practices many mental skills while learning process such as: Organizing, connecting between facts and phenomena, specification of common characteristics, abstract and generalization. All these skills are needed to help people to play the different roles in life such as: the economical roles where the person consumes, saves, invests and produces, therefore he needs to know the commercial concepts according to the commercial developments [4]. Since this type of concepts is acquired from the environment, it needs pre-planned environmental experiences similar to the living experiences which the child faces and give him a suitable atmosphere to acquire and learn, especially if we introduced them to the child through loveable activities, results of some studies assured that musical activities are more attractive to the children than the other activities [5]. The study made by Farag *et al.* [6] indicated the importance of both song and musical games for the child and educational medium can be achieved through the complete development of the K.G child because it helps in the different effective educational roles. Through singing we can reach and enter the world and mind of the child, in addition to the effective role and importance of singing in the field of education in general and in the field of educating children particularly. Also, the study of Farag *et al.* [6] indicated the importance of musical games in developing the body muscled of the child such as small muscles and motives, eliminate tension and dealing with the frustration in the different situations which the child face during the games.

Through the experience in the field of nursery schools and watching the interaction of children in the activity room and loving these musical games, the researcher noticed the obvious love attraction children to these type of musical activities more than other strategies used in the programs, therefore she choosed type of activities (musical activities) as a suitable one to help the K.G child to acquire some economical concepts. The activities related to musical education aim to accomplish the following:

- The development of perception on the children.
- The development of music appreciation on the child.
- The development of emotional responses on the child.
- The development of the child ability to express himself.
- The implantation of the good listening habits.
- The revelation of the child music talents and caring them.
- The development of the child ability of artistic expression through the different fields on the subject.
- The development of the social side of the child in a way to achieve the positive participation through the group work in music.
- The development of the child ability to self-discipline and following orders and instruction.
- The spread of joy and happiness in the child spirit.
- The connection between the child and his environment through practicing different types of folk music in singing, performing, moving and listening.
- The development of the child ability to create and invent.
- The accomplishment psychological balance of the child through music to express himself and release his feelings in a good way.
- The finding of balance between feeling and movement.
- To help the child to acquire some basic skills in reading the music and interpreting it. [http://www.cripe-med.com/index.php?option=com\\_kunena&Itemid=0&func=view&catid=26&id=274](http://www.cripe-med.com/index.php?option=com_kunena&Itemid=0&func=view&catid=26&id=274) [7].

Musical activities are very attractive, effective and also controlling mind and feelings of the child. They considered also an effective educational way in the childhood. Through singing, performing, eurhythmics, we can develop perception, movement and social interaction of the child. Through performance and solo singing we can develop self-confidence and

independence on the child. Through acquired music concepts, we can also develop the mental ability of the child starting from the remembering to the high levels such as creative thinking and creation in general. Musical activities help in the growing process of the child in general (mental, physical, spiritual, linguistic and social [8]. Many studies and researches agreed about that the economical understanding of individual varies and differs according to the experiences that the child acquires in his early years. And that the understanding of children in the pre-school stage grows by their personal experiences, therefore, the stimulation of these experiences, through practicing the suitable activities, is considered a very important and necessary factor in the stage [9]. Through supervising the students in the practice field and observing the daily interaction of the children in the activity room, the researcher noticed the great enthusiasm for musical activities as used strategies in the program more than any other one. Joey Molester [10] indicated the importance of teaching the economical concepts, in a simple way, in the early years of education then teaching them in a big scale after, in the higher educational stages. The study of Fox [11] indicated the existence of difficulties in the official teaching of economical concepts for children whom find difficulty to understand transformations in the economical changes, but she supported the use of direct experience as a base for economical learning in the nursery schools and kindergartens. She indicated also that teachers can use the daily situations of economical behavior to help children to understand what they know of the economical sides regarding to the level of children knowledge ability. Most of the studies assured the effect types of musical activities on the building of the child personality and his psychological aspects loveable between arts in the spirit of children in the stage (childhood).

#### **MATERIALS AND METHODS**

The researcher noticed shortage in interest in acquiring the economical concepts for the children in this early age using musical activities, so she felt the need to design a training program of musical activities for the K G child to acquire this concepts through attractive activities so, the core of the study is to be assured of the Efficacy of Training Program Based on The musical Activities Designed For Developing Some Economical Concepts for the Children of Kindergartens?. The study aimed to know the most important economical concepts can be acquired by the child of the K.G and put a list of them and measure the effectiveness of the musical activities which were designed to develop some economical concepts suitable for the K.G child (6-7 years) which help him to deal with other in his daily life and this program of musical activities designed to be included in the curriculums of the activities in the kindergarten. The researcher followed the experimental method using two groups (experimental & control) and comparing results of pre and post measuring to apply a training program musical activities used to develop some economical concepts for the K.G child (6-7 years) and assured of the effectiveness of the musical activities by using the photo - scale of economical concepts for the K.G child (6-7 years) prepared by Al-Aiouiti [12].

Table 1: List of the economical concepts

Serial	Concepts	Identification
1	Purchasing	The owner of a product or an offer to the product or the service.
2	Selling	To pay some of your own money to get a product or a specific service.
3	Saving	To know how to keep some of your pocket money or some of your income and to keep it without spending any of it.
4	Investment	To cut off some money aiming to invest it in a project might win or loose.
5	Budget	Distributing income (the available money for a person) on the daily needs in a good way to accomplish the maximum benefit of the income of the person.
6	Profit	The profit you gain from saving some money in the bank (or post office) or the profit you gain from a project without cutting off from the origin or the source.
7	Monopolization	Someone or some institution monopolizing individually a product or specific service alone and use it with the other users of this product or that institution in the time of sever need.

Table 2: List of the numbers of the musical activities

Serial	Concepts	Identification		
		Song	Musical story	Musical game
1	Purchasing	1	1	1
2	Selling	1	1	1
3	Saving	1	1	1
4	Investment	1	1	1
5	Budget	1	1	1
6	Profit	1	1	1
7	Monopolization	1	1	1

**RESULTS AND DISCUSSION**

Tables 3-6 indicated that there are differences of statistic significances between average of score degrees of the children of both control-experimental groups on the photo-scale of economical concepts of K.G child for the favor of experimental group in the post-measurement of applying the program of musical activities used in the study (pre and post) applying of the program of musical activities to develop some economical concepts the K.G children for the favor of post-measurement. The results indicated the success of the musical activities of the study training program in developing some economical concepts by using different musical activities. The raise of scores of the children in the sample of the study assured also the previous result in the measurement of the economical concepts after the applying of the program.

Table 3: Differences significance between score averages of children of both groups (control- experimental) on the photo-scale of economical concepts before applying the program

Serial	Concepts	N	m	p	t	Level of significance
1	Control	30	7.60	2.42	0.09	Insignificant
2	Experimental	30	7.55	2.21		

Table 4: Differences significance between score averages of children of both groups (control-experimental) on the photo-scale of economical concepts after applying the program

Serial	Concepts	N	m	p	t	Level of significance
1	Control	30	17.86	12.15	17.04	Significant at 0.05 level
2	Experimental	30	10.64	1.84		

Table 5: Differences significances between score overages of both groups (control-experimental) in the score of each concept of the seven concepts

Concepts	Group	m	p	t	Level of significance
Purchasing	Control	1.35	0.773	1.4	Insignificant
	Experimental	1.55	0.502		
Selling	Control	1.44	0.623	0.16	Insignificant
	Experimental	1.42	0.656		
Saving	Control	1.73	0.447	0.23	Insignificant
	Experimental	1.75	0.434		
Investment	Control	0.46	0.726	0.14	Insignificant
	Experimental	0.44	0.724		
Budget	Control	0.75	0.743	0.28	Insignificant
	Experimental	0.71	0.757		
Profits	Control	0.62	0.613	1.31	Insignificant
	Experimental	0.46	0.504		
Monopoly	Control	1.22	0.735	0.14	Insignificant
	Experimental	1.20	0.756		

Table 6: Differences significances between score overages of children in both groups (control-experimental) in the scores of each concept of the seven in the study list in the post-measurement of applying the program

Serial	Concepts	Group	<i>N</i>	<i>m</i>	<i>P</i>	<i>t</i>	Level of significance
1	Purchasing	Control	30	2.77	0.42	2.58	Significant at 0.05 level
		Experimental	30	2.51	0.54		
2	Selling	Control	30	2.62	0.49	2.26	Significant at 0.05 level
		Experimental	30	2.37	0.53		
3	Saving	Control	30	2.68	0.46	6.91	Significant at 0.05 level
		Experimental	30	1.84	0.67		
4	Investment	Control	30	2.44	0.72	10.83	Significant at 0.05 level
		Experimental	30	0.77	0.73		
5	Budget	Control	30	2.46	0.58	11.34	Significant at 0.05 level
		Experimental	30	0.95	0.67		
6	Profits	Control	30	2.31	0.70	11.62	Significant at 0.05 level
		Experimental	30	0.66	0.63		
7	Monopolization	Control	30	2.55	0.50	9.41	Significant at 0.05 level
		Experimental	30	1.51	0.54		

### CONCLUSION

It can be concluded that, the training program of a musical activities which used in the study, was affective in developing the sevens economical concepts (purchasing, selling, saving, investment, budget, profit & monopolization), it was assured from the rising of the children's scores. After applying the program. The study result also confirmed that the children in this early age have the ability and the principles that qualify them to acquire the concepts 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 in the statistic significance between scores averages of the children on the measurement of the economical concepts for the child in the K.G in the pre-test for the sake of the experimental group and the importance of training all the children in the K.G to acquire the economical concepts. The result indicates differences and dissimilarities in the scores for sake of the experimental group which assures the effectiveness of the musical activities program in developing the economical concepts on the K.G child.

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