STARDOM UNIVERSITY

جامعة ستاردوم

للدراسات التربيـة والنفسيـة

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

كلمة المشرف العام لمجلة ستاردوم

◄ يسر مجلة ستاردوم العلمية للدراسات التربوية والنفسية أن تصدر هذا العدد بهدف تعزيز المكون البحثي المتعلق بحجر الزاوية في الأفكار البحثية الدقيقة المتعلقة بالموضوعات التربوية و النفسية، وذلك لإثراء ونقل المعرفة، حيث أن هذا الهدف هو بما يتوافق مع الرسالة الأكاديمية للجامعة، والتي تسعى إلى تحقيقها من خلال الربط بين العلوم الأكاديمية والبحثية من خلال الاستفادة من نتائجها. لتعزيز المجتمعات والنهوض بها. تصدر مكونات مجلة الدراسات العلمية التربوية والنفسية بشكل فصلي، مقدمة لتعزيز الفكر والمعرفة، والتي غطت عدداً من المواضيع تتلخص في مجملها بتطوير المناهج العلمية في المدارس العربية والتعليم عن بعد. ومن خلال تلك المواضيع التي حظيت باهتمام كبير في التحكيم والتدقيق، يمكن تقديمها كحلول تطبيقية ومخرجات نظرية تساعد في إيجاد حلول لمشاكل المواضيع المعتمدة. ويسعدنا أن ننتهز هذه الفرصة لنتقدم بعظيم الشكر والامتنان لجميع من قدموا أبحاثهم التي تمت الموافقة عليها بموافقة المكونات العلمية المعتمدة في المجلة العلمية للدراسات النفسية والتربوية. ونأمل المزيد من الأبحاث والتعاون العلمي من خلال إثراء البحث الأكاديمي للباحثين والمهتمين بالبحث العلمي من خلال نشر قضايا تتعلق بطبيعة وأهداف المجلة المذكورة.

أ. ليلى حسين العِيان
مدير مجلة ستاردوم

عناوين الأبحـــاث

◄ مقالة تعليمية اللغة العربية وجاهةً وعن بُعد

أ.د. عبدالقادر السلامي –   باحثة رانية لحسن – باحثة خولة مرابط

► **A proposed educational program in developing the arts of dealing with others (Etiquette) for kindergarten children**

◄ د. أيمان العبيدي – الباحثة شيماء مسالم عبد

◄ دور الرياضة النسوية الثقافي والاجتماعي في تحقيق أهداف التنمية المستدامة لأفراد المجتمع

أ.د. محمود داود الربيعي – م. لينا محي هادي

شروط النشر في مجلة ستاردوم العلمية للدراسات التربوية و النفسية

التعريف بالمجلة :

مجلة ستاردوم العلمية للدراسات التربوية و النفسية مجلة علمية دورية محكّمة ومتخصصة، يشرف عليها مركز ستاردوم للدراسات والأبحاث العلمية؛ تصدر بشكل ربع سنوي، وتهتم بنشر الدراسات النظرية والتطبيقية، الأصلية والمترجمة، والتي تندرج ضمن مجال العلوم التربوية و النفسية ، وتراعي شروط البحث العلمي والأكاديمي.

شروط النشر :

1. أن يتسم البحث بالأصالة والجدة والموضوعية، ويُمثل قيمة علمية ومعرفية جديدة في مجال العلوم الانسانية والاجتماعية

2. تُقبل الأبحاث باللغتين العربية والانجليزية، على أن تتسم بالأصالة والجدية العلمية

3. ألا يكون البحث قد سبق نشره، أو نُشر جزئياً أو كلياً، أو أُرسِل للنشر في مجلة أخرى، أو تم تقديمه لمؤتمر أو أي جهة أخرى. ويُقّدم الباحث تعهداً خطياً بذلك، وبعدم إرساله لمجلة أخرى إلا بعد أخذ موافقة خطية من مجلة ستاردوم العلمية للدراسات التربوية و النفسية.

4. تقبل المجلة الأبحاث المُستلّة من رسائل الماجستير والدكتوراه، بعد إعادة صياغتها من جديد، والإشارة إلى أنه بحث مُستل في الصفحة الأولى من البحث، وإرفاق نسخة إلكترونية من الرسالة للمجلة، لعرضها على هيئة تحرير المجلة والمحكّمين؛ لاقتراح أي تعديلات جوهرية – إذا لزم الأمر .

5. للمجلة الحق بإجراء أي تعديلات شكلية على البحث بما يتناسب وطبيعة المجلة.

6. الأبحاث المُرسلة للمجلة لا يُعاد إرسالها للباحثين سواءً تم قبولها أم رُفضت.

7. الباحث مسؤول مسؤولية كاملة عن صحة الاقتباس من المراجع المُشار إليها، كما أن هيئة تحرير المجلة غير مسؤولة عن أي سرقة علمية نتم في هذه الأبحاث، وعند ثبوت ذلك؛ يتم سحب البحث من العدد، وللمجلة الحق باتخاذ ما يلزم من إجراءات حيال الباحث.

8. يُكتب عنوان البحث باللغتين العربية والانجليزية، والملخص باللغتين العربية والانجليزية، على ألا يزيد عدد كلمات كل مُلخص عن (250) كلمة، بالإضافة إلى خمس كلمات مفتاحية على الأكثر.

9. ألا تزيد عدد صفحات البحث عن (30) صفحة، بما في ذلك الهوامش وقائمة المصادر والمراجع وتُدرج الملاحق بعد قائمة المراجع، (مع العلم بأن الملاحق لا تُنشر، وإنما توضع بهدف التحكيم والاطلاع فقط).

القواعد العامة للنشر في المجلة

1. الالتزام بشروط وقواعد وأخلاقيات البحث العلمي وضوابطه المنهجية المتعارف عليها في التخصص.

2. الأبحاث المخالفة لشروط النشر وقواعده لن يتم النظر فيها أو الردّ عليها.

3. للمجلة الحق في رفض أي بحث علمي حتى بعد قبوله؛ إن اتضح وجود مخالفات لقواعد وسياسة النشر بالمجلة.

4. تخضع جميع الأبحاث لفحص أولي، وفحص درجة الاستلال، على ألا تزيد عن (30%)؛ للتأكّد من أهلية البحث قبل تقديمه للتحكيم، وتقوم هيئة تحرير المجلة ببيان أسباب الرفض البحث.

5. تخضع الأبحاث لتحكيم سري تام، وحسب الأصول العلمية من قِبل مُحكّمين اثنين على الأقل متخصصين في مجال البحث، ويتم تزويد الباحث بأسباب رفض البحث أو بالتعديلات المقترحة في غضون **عشرة الى خمسة عشر يوما** من تاريخ استلام الباحث كتاباً يفيد بالموافقة الأولية على البحث، ويلتزم الباحث بإجراء هذه التعديلات المطلوبة في غضون **خمسة الى سبعة أيام** من تاريخ استلامه قرار التعديلات، ومن ثم إعادة إرسال التعديلات للمجلة، وإلا سيُصرف النظر عن البحث.

6. يتم الردّ بقبول البحث بصورة نهائية أو رفضه في غضون **ثلاثة الى ستة أشهر** من تاريخ استلام البحث، وبعد إجراء الباحث للتعديلات المُقترحة والالتزام بها.

7. تُعبّر الأبحاث المنشورة عن وجهات نظر مؤلفيها فقط، ولا تُعبّر بالضرورة عن وجهة نظر المجلة، كما ويتحملون مسؤولية صحة المعلومات والنتائج ودقتها.

8. تعتمد المجلة نظام الجمعية الأمريكية لعلم النفس (APA 6.0) للتوثيق والنشر العلمي.

9. يخضع ترتيب الأبحاث عند النشر لاعتبارات فنية فقط، ولا تمس بمكانة الباحث أو بقيمة بحثه.

10. جميع حقوق الطباعة والنشر محفوظة للمجلة، وذلك بعد قبول ونشر البحث، ولا يجوز النقل أو النشر إلّا بالإشارة للمجلة.

عناصر البحث المقدم للنشر

1. **عنوان البحث** باللغتين العربية والإنجليزية، اسم الباحث ثلاثياً، الرتبة العلمية، المؤسسة التعليمية التي ينتمي إليها، والبريد الإلكتروني.

2. ملخص البحث باللغتين العربية والإنجليزية، بما لا يزيد عن (250) كلمة، ويشتمل **الملخص** على: أهمية البحث، الهدف من البحث، المنهج المُتبع، إضافة الى إلى خمسة كلمات مفتاحية على الأكثر.

3. **مقدمة** تحتوي على:

✓ تمهيد للبحث او ما يعبر عنه بالتعريف بموضوع البحث.

✔ إشكالية البحث

✔ اهداف البحث

✔ المنهج المتبع

4. **الخاتمة** والتي يجب ان تحتوي على

✔ ملخص بسيط للبحث

✔ النتائج المتوصل اليها

✔ المقترحات التي يمكن الخروج بها من البحث

5. **قائمة المصادر والمراجع** والتي تبدأ بالعربية منها، ثم الاجنبية وتكون مرتبة زمنيا بالنسبة للنصوص الرسمية وابجديا بالنسبة لباقي المراجع.

تنسيق ورقة البحث

يجب تنسيق ملف البحث على برنامج مايكروسوفت ورد (MS Word)، حسب النظام التالي:

✔ الورق: حجم (A4) بأبعاده القياسية (297×210) ملم.

✔ الهوامش للأبحاث العربية والإنجليزية: (2.54 سم) من أعلى وأسفل، (3.18 سم) من اليمين واليسار، هوامش "عادي".

✔ المسافة بين الأسطر: 1 سم

✔ تُدرج أرقام الصفحات في أسفل الصفحة.

✔ يجب ألا يتجاوز حجم الجداول والأشكال والرسومات البيانية حجم وهوامش الصفحة.

✔ الخطوط:

✔ الأبحاث المكتوبة باللغة العربية: نوع الخط (Simplified Arabic).

✔ الأبحاث المكتوبة باللغة الإنجليزية: نوع الخط (Times New Roman).

✔ حجم الخط: (14) غامق للعنوان الرئيس، (12) غامق للعناوين الفرعية.

A proposed educational program in developing the arts of dealing with others (Etiquette) for kindergarten children

Assist Prof Dr. Iman Younis Ibrahim Al - Obady
Department of Kindergarten,College of Basic Education
Mustansiriyah University,Baghdad - Iraq

Shaima Musalem Abd AI- Ardawy
Department of Kindergarten,College of Basic Education
Mustansiriyah University,Baghdad - Iraq

Abstract:

The current research aims to:

1- Constructing a measure of the arts of dealing with others (etiquette) for a kindergarten child.

2- Constructing an educational program based on social learning theory to develop the arts of dealing with others (etiquette) for kindergarten child.

3- Identifying the impact of an educational program based on social learning theory to develop the arts of dealing with others (etiquette) among kindergarten child.

4- Identify the statistical differences in the arts of dealing with others (etiquette) according to gender (males, females).

The research sample consisted of (60) male and female children aged (5-6) years in the (primary stage), from the kindergarten (Jannat al-Zahra) affiliated with the Directorate of Education of the Najaf Governorate. The sample children were distributed equally into two experimental and control groups. To verify the objectives of the research, The researcher built an illustrated scale to develop the arts of dealing with others (etiquette) for kindergarten children, in which she relied on social learning theory. The scale of the arts of dealing with others included (50) items distributed over (10) arts, and the psychometric properties of the scale were extracted from validity and reliability. An educational program was prepared based on social learning theory to develop the arts of dealing with others (etiquette) among kindergarten children, based on social learning theory. The data was analyzed and processed statistically using the Statistical Portfolio for Psychological and Social Sciences (SPSS) The researcher concluded that there are statistically significant differences at the level of (0.05) between the average scores of children in the arts of dealing with others (etiquette) in the pre- and post-measurements of the experimental and control groups, and in favor of the experimental group. There are statistically significant differences at the level of (0.05) between the average Children's scores in the arts of dealing with others (etiquette) in the post-measurement of the experimental group according to gender (males - females), in favor of females, According of the research results, the researcher concluded with a set of recommendations and proposals.

key words: Educational program, Arts of dealing with others (etiquette), Kindergarten child.

Research problem:

The problem of current research lies in the paucity and rarity of interest in the topics and educational programs provided to kindergarten children, and kindergarten teachers are also ignorant of educational programs such as activities and other rules related to the topics of the art of dealing with others (etiquette), and in view of the scarcity of studies that dealt with the arts of dealing with others (etiquette) for organizing... And developing the actions and behaviors that emerge from children

according to the researcher's knowledge. In light of the above, it can be said that there is an urgent need to build an educational program to develop these arts among the kindergarten child and provide him with some behaviors and rules of etiquette, including satisfactory behaviors and good manners when dealing with others, Hence, the educational and pedagogical importance of developing educational programs to teach social skills, concepts, and experiences becomes clear, and through the researcher's observation of kindergarten children during their application at the bachelor's level in the College of Basic Education/Kindergarten Department, in addition to the researcher's work in a previous private kindergarten, as the researcher noticed a lot Among the inappropriate behaviors, actions, and words that are not compatible with society, whether these behaviors are with the teacher, or with the children among themselves, loud voices, poor appearance, lack of interest in cleanliness, and impolite dialogue, The researcher conducted a survey of two kindergartens, namely (Wide Horizons and Birds of Paradise) affiliated with the Directorate of Education in Najaf Al-Ashraf, and through a questionnaire distributed to (20) teachers about the arts of etiquette through interviews and dialogue with the teachers in an individual and group manner. Teachers reported that there is a lack of educational programs concerned with the arts of dealing with others (etiquette), in the current kindergarten curriculum, which children need and which are compatible with Iraqi society, for example, the arts (etiquette of respect for others, etiquette of food) and other arts of etiquette.

The researcher found that there is a lack of educational programs concerned with the arts of dealing with others (etiquette) among kindergarten children, which necessitated studying this variable in this age period, and from here the problem of the current research crystallizes in answering the following questions:

-1-Does the educational program based on social learning theory have an impact on developing the arts of dealing with others (etiquette) in kindergarten children?

-2-Is there a difference in this effect on the child according to his gender (males-females)?

Research Importance:

Children in kindergarten come with some procedures, which are not compatible with the required behaviors, and most of them may be the result of their lack of knowledge of etiquette standards, as it focuses on giving the academic skills they need in the future and ignores the life skills they need to deal with others (Melissa,2009:1) The importance of the art of etiquette represents the art of dealing with people in all aspects of life, at home, school, parties... etc., and the art of respecting ourselves and others. Therefore, we must treat people the way we like ourselves, and a person must be treated with confidence and gain respect. Appreciation by others, and dealing with others (etiquette is an art that can make a person enjoy maturity, sophistication, and civilization (Sharaf, 2019:183), As the need has increased to conduct

programmes, studies and research that shed light on the behaviors of children and develop them because they lead to achieving a society that enjoys good morals and sophistication, such as developing the art of etiquette. Wolfe's study (Wolfe, 2010) indicated the necessity of practicing all actions of the arts of etiquette, and for children to participate in these actions. The practices that they must learn. The art of etiquette is a flexible art derived from religious and Islamic roots, as our Prophet Muhammad (PBUH) practiced and applied this art in all his life dealings (Abdul Hafez, 2015: 3).

Therefore the researcher sees the necessity of - Constructing a program in developing the arts of dealing with others (etiquette) in the kindergarten child, to keep pace with the developments of the current era, based on social learning theory. The importance of the current research is due to revealing the impact of an educational program based on social learning theory in developing the arts of dealing with others. Others (etiquette).

search limits: The current research is limited to kindergarten children (primary stage) aged (5) years, of both sexes (males and females), in (governmental) kindergartens in the Najaf Governorate, for the academic year (2023/2024).

The art of etiquette also refers to the individual's mental, emotional, and physical abilities to solve problems, face challenges in daily life, or modify the lifestyle of society. The art of etiquette is necessary for pre-school children so that they can live in peace with others, and with the individual himself and the requirements of the rules of etiquette. Necessary in society (Lulu, 2005: 26).

Therefore, it is necessary to raise the rules of the art of etiquette from early childhood, and to establish the rules of behavior for children that accompany them as they grow older (Jihong, 2018:15), and (Al-Samani, 2016) believes that the art of etiquette is kindness, taste, good manners, and appreciation. respect for others, and simplicity of behavior, which is the dividing line between integrity (Al-Samani, 2016: 250)

As Gary Young (2019) pointed out, adherence to civilized behaviors and societal traditions, and displaying tact, creates a general taste starting from the kindergarten stage, and this is the teacher's responsibility towards the children. She explained that failure to practice good dealings with others is one of the reasons for weak personality and feeling. With anxiety. (Shellis & Carla: 2008, 27).

In the current era, the art of etiquette has become an important requirement and of great importance for all interactions between individuals. It is no longer limited to a special group or a specific society, but rather is the result of continuous interactions and long experiences between people (Al-Ashry and Al-Deeb, 2010: 230).

Al-Jabri (2010) also showed the development of some social behaviors using puppet theater with kindergarten children, such as: cleanliness, order, cooperation, satisfaction, loyalty, visiting the sick, congratulations, thanks, dining etiquette,

helping, patience, obedience, asking permission, apologizing, Love, greetings, honesty, honesty, friendship, humility, and advice (Al-Jabri, 2010- 189- 257).

Imran et al. (2021) believe that the art of etiquette is the basic skill that individuals need not only to meet their basic needs, but also to continue to survive, advance, and develop their way of life in society (Omran et al., 2001: 48).

Teaching children the art of etiquette in their dealings with others is one of the basics, especially in their early period of development. Because it is one of the important matters that will accompany their future lives, and the environment deals with the innate behavior, or acquired by the individual through guidance, discipline, and development, which makes it in the appropriate form, and accepted by society. For example, eating is an innate behavior; However, the use of eating utensils is a social behavior that is part of socialization and has its own regulated rules and standards, and this is what we call the art of etiquette (Al-Banna, 2010: 56).

The art of etiquette highlights the complexity of society and the way its members interact with each other. It is necessary for parents to bear the responsibility of teaching their children etiquette skills in the first few years between the ages of three and six, and since these few years are the most important period for forming the child's personality traits, This period must be used to teach him etiquette (Zhang, 2020: 11).

Definition of terms:
educationl programs
-Cook & Kearney (1960): "All experiences provided to learners under the supervision of an educational institution" (Cook-Kearny, 1960: 358)..

Social Learning Theory:
- **Bandura (1960):** Social learning theory believes that man is a social being by nature. He lives within groups of individuals, interacts with them, influences them, and is affected by them. As a result of these interactions, man observes the behaviors, habits, and tendencies of others, and tends to learn them through observation and imitation. (Al-Khafaf, 2013: 253).

- Hindawi (2023): "It is a set of skills that help the child behave in a polite and appropriate manner, which reflects his respect for himself and others, and contributes to creating an atmosphere of happiness and contentment" (Hindawi, 2023: 225).

Theoretical definition Etiquette:
A group of actions, acceptable actions, and good behaviors that a child deals with in various areas of life, including: the art of etiquette (eating), the art of etiquette (personal hygiene), the art of etiquette (social life), the art of etiquette (greeting), and the art of etiquette (greeting). Etiquette (dialogue and conversation), the art of etiquette (respect for others), the art of etiquette (hospitality etiquette), the art of etiquette (dealing with children in kindergarten), the art of etiquette (home

(etiquette), and the art of etiquette (asking for permission) in accordance with the customs and traditions of his community, to gain Respect and appreciation from others."

Operational definition Etiquette:
It is the total score that the child obtains on the pictorial arts of dealing with others (etiquette) scale that will be built in the current research.

Kindergarten kid:
Al-Abady (2024): "It is a child who is accepted into a kindergarten in Iraq, and has completed four years of age, and if his age ranges between (4-5) years, i.e. (48-60) months, then he will be enrolled in the kindergarten class, and if he is between He is between (5-6) years old, meaning (60-72) months, so he will be enrolled in the preschool class" (Al-Abady, 2023: 21).

Dimensions Etiquette:
Based on the study of Al-Maqati (2018) and the study of Mabrouk et al. (2019), the art of etiquette has multiple dimensions of learning that relate to the social and moral aspects and positive behaviors, including:

1-The human dimension: Human behavior, in most cases, results from active and effective mental forces, and from the nervous system.

2-The spatial dimension: People's actions and actions occur in specific places, perhaps in the classroom.

3-The time dimension: People's actions happen at a specific time, which may be in the morning, or it may take a long time, or a few seconds.

4-The moral dimension: The counselor or teacher must adopt moral values to change behavior without resorting to psychological or physical punishment, or embarrassing or humiliating the children she deals with.

5-The social dimension: Behavior is affected by social values such as traditions, prevailing customs in society, and the ability to form good relationships with others.

6-The psychological dimension: It focuses on the ability to evaluate oneself objectively, and the ability to distinguish strengths and weaknesses

7-The practical dimension: It emphasizes the individual's ability to bear responsibility and behave well and positively with others to achieve the desired results (Al-Maqati, 2018: 20), (Mabrouk et al., 2019: 170).

Influencing factors Etiquette:
1-The family: is the first school in raising children, and organizing their behavior in accordance with social standards and ideals. Parents must fulfill their financial and educational obligations through careful care, and children must live a peaceful and stable life. Many studies have emphasized the role of parents in providing social behaviors, including a study Solarsik,2010:125.(

2-Kindergarten: Kindergarten represents the first educational experience for children, whose importance comes from the family dimension in imitating actions

and behaviors, whether from the teacher, or from his peers. It is a positive source in teaching the rules of etiquette to children, and one of the main good things in front of the rules of etiquette for pre-school children. School is about forming a good citizen with good morals.

3-Culture: A child's behavior during socialization is affected by the general culture of the society in which he lives, which includes beliefs, customs and traditions, moral and religious rules, art, science, knowledge and technology. Many studies have focused on cultural differences in social behavioral characteristics, including a study (Anderson, 2010: 102).

4-Peer group: They are a group of people of the same age who are united by neighborhood relations after the child plays with his peers in the neighborhood, kindergarten, or parks...etc. He and his relatives get to know his peers, develop their relationship with them, and a new and distinctive social interaction occurs, which It contributes to the formation of desirable behaviors (Abdel Majeed, 2010: 609).

5-Media: The media, whether written, audio, visual, or read, seek to reach the individuals whose media messages are targeted without the need for direct social interaction with them, and it has a significant impact on the behavior of the individual, especially when the media targets his favorite projects or institutions. For children, such as animated films; Their behavior is affected by what they see in the movie (Sayed, 2012: 23-24), (Mabrouk and Khalifa, 2019: 172-173).

Theories that explained the concept Etiquette

Bandura,1960: Bandura's theory of social learning dates back to the early twentieth century, when psychologists began studying how individuals learn from each other through social interactions. One of the first pioneers in this field was the French psychologist Gabriel Tarde, who proposed in (1903) Social learning occurs through the process of imitation. In (1941), the American psychologist Julian Root suggested that social learning depends on the process of reinforcement. Root believes that individuals will learn behaviors that are reinforced and stop behaviors that are punished (Mischel,1973:132).

This theory holds that a large portion of human learning occurs in social environments. People develop their knowledge, skills, and beliefs by observing others and learning from them the appropriateness, importance, and consequences of their actions. They act according to their abilities, beliefs, and the consequences of their performance (Schunk, 2000:78). Therefore, this theory focuses on attention to the social environment and the effective role of learners in this environment. Aside from researching theories such as the theory of trial and error in the field, and the theory of stimulus and response, the theory therefore focuses largely on the humanity of the learner in the interactive community environment (Al-Qatami, 2004: 14).

This theory was relied upon in constructing the educational program and in constructing the measure of the arts of dealing with others (etiquette), for the following reasons:

1- Social learning theory is characterized by accuracy and experimental validity. It was born from laboratory experiments and developed through Bandura's extensive experiments with large numbers of individuals through experimental studies that supported its hypotheses.

2-Excitement to learning through choosing and diversifying the models presented to learners in a manner appropriate to the age stage of the current study sample (kindergarten child), which is characterized by the search for new experiences.

Previous studies:

(The effect of using extracurricular activities in enhancing etiquette behavior for a child)

The study aimed to determine the contribution of extracurricular activities in enhancing etiquette behavior among children at the primary school level. The study used the descriptive approach. The study sample included (1,500) primary school students, and the results resulted in the following:

1-Education through the arts in general and music in particular helps teach children many behaviors in the art of dealing with others (etiquette), including the etiquette of greeting during interviews and the etiquette of listening carefully to others.

2-Children who are given positive reinforcement through extracurricular activities practice the art of dealing with others (etiquette), get rid of social relationships and behaviors that conflict with social principles, improve their level of background, become civilized, and will have a positive impact on them and on others. (Michel, 2004:22).

Al-Ashry and Nassar(2018):-

The effectiveness of a program based on the use of educational scaffolding strategies to Improve some etiquette behaviors among kindergarten children

The study aimed to improve some etiquette behaviors among kindergarten children through educational scaffolding. The study relied on the experimental method, and the sample was randomly selected for a group of kindergarten children (5-6 years old) from the university kindergarten in Kafr El-Sheikh. The sample consisted of (30), Male and female children, the scale was prepared by the researcher, and a set of tools, including a scale for mothers' appreciation of the child's etiquette behaviors, and an illustrated etiquette test for the kindergarten child through the preparation of a program based on educational scaffolds to develop some of the etiquette behaviors that were chosen, and the results resulted in the following:

The effectiveness of the program in improving some etiquette behaviors among kindergarten children.

There are statistically significant differences between the pre- and post-measurement on the research group in the sub- and total scores in the two tools used in the pre- and post-measurement (Al-Ashri and Nassar, 2018: 153).

Chapter Three (Research Methodology and Procedures)

First - Research methodology:

Since the goal of the current research is to identify the impact of the educational program based on social learning theory in developing the arts of etiquette among kindergarten children, achieving this goal requires a special experimental design, so the researcher used the experimental design for the two groups (experimental and control), with a pre- and post-test. In implementing this design, the researcher relied on random testing of two groups of children, an experimental group that was exposed to the educational program, and a control group that was left without the program, and used a reference for comparisons, as shown in the following figure.

Second - Experimental design: It is the strategy that researchers develop to collect information. The factors and variables that affect this information must be controlled, then analyzed, and the research questions answered appropriately based on a comprehensive plan (Odeh and Malkawi, 1992: 159).

It is one of the important matters that falls upon the researcher when he carries out a scientific experiment, and that the integrity of the design and its validity are the basic guarantee for reaching reliable results in terms of its description and formulation to ensure the correct structure and the appropriate strategy that controls his research and leads him to reach the questions raised by the research problem and its hypotheses (Reda and Attia, 2006: 32).

After reviewing a group of experimental designs, the researcher chose in the current research to design "control and experimental groups with a random pre- and post-test for two groups of children, an experimental group that was exposed to the educational program and a control group that was left without a program,

Third - Search procedures:

First - the research community: The population means the individuals to whom the researcher seeks to generalize the results of his study. Defining the research population is one of the important steps in experimental research and requires great precision, as the research procedures, design, and adequacy of its results depend on it (Shafiq, 2001: 184). The current research population consists of children. Governmental kindergartens affiliated with the Najaf Governorate Center / General Directorate of Education in Najaf Al-Ashraf / for the academic year (2023-2024) for those aged (5-6) years (primary stage) of both sexes (males - females), amounting to (2966) male and female children. There are (1487) males and (1479) females distributed among (28) government kindergartens, and Table (1) shows this

Table (1)
Community size in the (preliminary stage) according to the gender variable

sum	Number preschool children		Introductory division	Riad number children	Governorate
	Males	Females			
2966	1479	1487	50	28	Najaf Al-Ashraf

Second - Research sample:

The research sample is a part of the community on which the research is conducted, chosen by the researcher to conduct her research on, according to special rules in order to correctly represent the community, and the research sample is a model that constitutes an aspect of the units of the community concerned with the research, and is a true representation of it; It has all the common characteristics, and the research sample must be chosen in a scientific and accurate manner (Daoud and Abdel Rahman, 1990: 67), and it must be representative of the research community, taking into account its features and characteristics, and the degree of its credibility when applied, in order to obtain a representative sample of the original community (Badr, 1978: 224)

Fourth: Search tools

Research tools are considered one of the primary and secondary sources for obtaining the information necessary to complete the research (Othman, 2014: 62), and the research cannot be carried out by pure chance, or mere guesswork, as the researcher may inevitably use one of the appropriate tools or means to study formulas, issues, and fields, and for each Research is a tool that the researcher needs to measure the variable he is studying. In this research, the variable studied is the arts of dealing with others (etiquette) among the kindergarten child. Accordingly, the researcher built a measure of the arts of dealing with others (etiquette), due to the scarcity of availability of a tool that measures this variable at this age. For children in Iraq (according to the researcher's knowledge), the researcher looked at several etiquette scales designed exclusively for kindergarten children, and decided to build a scale based on the theory of social learning by Bandura, who is considered the first pioneer of social psychology. And it is the most suitable for the current research.

First: the illustrated etiquette standard

Determine the content of the scale

A: The art of dealing with others (etiquette): It is "a set of actions, acceptable behaviors, and good behaviors with which a child deals in various areas of life,

including: the art of etiquette (eating), the art of etiquette (personal hygiene), and the art of etiquette (Social life), Art Etiquette (greeting), Art Etiquette (dialogue and conversation), Art Etiquette (respect for others), Art Etiquette (hospitality etiquette), Art Etiquette (dealing with children in kindergarten), Art Etiquette (home etiquette), Art Etiquette (Seeking permission), in accordance with the customs and traditions of his community, to gain respect and appreciation from others.

B: Components of the scale depicting the arts of dealing with others (etiquette)-

The illustrated scale in its initial form included (92) items, and after modification and deletion by the opinions of experts and arbitrators, the scale in its final form consisted of (50) items distributed over (10) areas, with (5) items for each area, which is consistent with the current research

C: Preparing the instructions for the illustrated scale: The scale was prepared through

1- Review previous studies on the art of etiquette to determine the concepts of etiquette behavior

2- Identifying the most important types of etiquette fields available in kindergartens in the Iraqi environment. Hence, the researcher applied a questionnaire that was distributed to (20) teachers in two government kindergartens (Al-Afaq Al-Rahba Kindergarten and Birds of Paradise Kindergarten) affiliated with the Education of the Najaf Al-Ashraf Governorate to identify the types of etiquette available in The kindergarten as shown in Appendix The answer is, Faraj pointed out the necessity of verifying the target sample's understanding of the scale's instructions and the extent to which the items are clear to them (Faraj, 1980: 16).) .4.(

F - Correcting the test and calculating the total score: What is intended is to assign a score to the respondent's response to each item of the test, and then collect these scores to find the total score for each test, and the score is given as follows:

If the respondent answers correctly, he is given one point.-

If the respondent gives an incorrect answer, he is given a score of zero.   -

Therefore, the highest score the child obtained in this test, which consisted of (50) test items, was (50 points), and the lowest score was (zero).

E- Description of the pictorial etiquette test scale in its initial form: The pictorial etiquette test scale consists of (92) items. For each question, there is only one pictorial answer that the child must choose. The questions cover all the components of the art of etiquette in the research topic, and it is asked It involves the child recognizing the picture, and choosing one of the answers that represents the correct behavior from his point of view from the pictures shown in the paragraph.

E- The exploratory experiment for the scale of the arts of dealing with others (etiquette) illustrated for kindergarten children:

After preparing the scale in its initial form, the test was applied to a survey sample of (20) male and female children, including (10) males and (10) females,

who were chosen randomly from the government (Al-Afaq Al-Rahba) kindergarten, from outside the study sample. The researcher verified this through This application, and that the instructions are clear, and it is possible to apply them to kindergarten children for the purposes for which they were intended. The exploratory study of the scale was conducted with the aim of calculating the validity and reliability of the scale, and determining the time it takes to answer the scale.

1-Determining the measurement time: The test time was determined in light of its application to a survey sample consisting of (20) boys and girls from the study. The time taken ranged between (14) as a minimum, and (16) as a maximum, and by calculating the average time for completing the measurement. The average test performance was 15 minutes.

2-Formulating the measurement instructions: The scale instructions included the purpose of the measurement, and how to answer the scale.

3- Determine the system for grading answers: The child receives one point for the correct answer, and zero for the incorrect answer, the total score is) 50.(

4- Determining the psychometric efficiency of the pictorial scale: This is intended to verify its validity and reliability. The researcher carried out the following procedures: - Validity of the pictorial scale: The validity of the scale has been verified in more than one way.

Logical analysis of the paragraphs of the pictorial scale for the arts of dealing with others (etiquette):

It means the general appearance of the test in terms of the clarity and wording of the items, and their suitability to the research objectives (Daoud and Anwar, 1990: 220). Sometimes logical analysis may not discover the accuracy and validity of the items, but statistical analysis reveals the accuracy of the items to measure what they were designed to measure (Ebel, 1972: 55).

Validity of the scale: The validity of the scale is one of the psychometric properties that must be available, as it indicates the ability of the scale or test to measure the trait to be measured (Harrison, 1989:11).

For the purpose of extracting validity for the Arts of Dealing with Others (LATEKIT) scale, the researcher used face validity, construct validity with indicators of discriminatory power and difficulty of the items, and internal consistency of the test items, and the following is an explanation of them:

-Construct validity indicators for the items of the pictorial scale for the arts of dealing with others (Etiquette)

First - Apparent honesty: Apparent honesty is one of the indicators of honesty, and the preferred way to ensure apparent honesty is when a number of specialized arbitrators determine the validity of the items to measure the characteristic for which they were developed (Karajeh, 1997:199), so the researcher presented the scale with its instructions in its form. The preliminary study, which consists of (92) paragraphs

(25), from a group of experts and arbitrators in educational psychology, kindergarten, measurement and evaluation, see Appendix) 6(

The researcher presented the scale with its instructions in its initial form, which consists of (92) items on (25), from a group of experts and arbitrators in educational psychology, kindergarten, and measurement and evaluation. See Appendix (6). After reviewing the opinions of the experts on the scale, the researcher relied on the percentage of agreement. Among the experts, (50) of the paragraphs were accepted and (42) paragraphs were deleted because they did not obtain the approval rate approved in the research. As for the rest of the paragraphs, they obtained an agreement rate of (100%), which is higher than the specified percentage for accepting the paragraph required by the experts. Appendix (8). With this procedure, the measure of the arts of dealing with others (etiquette) became composed of (50) items.

Statistical analysis of the items of the pictorial scale for the arts of dealing with others (Etiquette):

The process of statistical analysis of items is an essential step in - Constructing any scale, in order to reveal the psychometric properties of its items, which leads to selecting items with good characteristics, and excluding items that do not have such characteristics. The validity and reliability of any scale depend greatly on the characteristics of the items in this scale. Therefore, obtaining high validity and reliability can be achieved through statistical analysis of the scale items (Anastssi, 2010: 172).

Statistical analysis of the pictorial scale items includes:

Difficulty of the items: It is the percentage of a group of children who answered correctly. This procedure aims to know the ease and difficulty of the items in order to modify, delete, or modify the paragraphs in terms of grading their difficulty. That is, the very easy paragraphs and the very difficult paragraphs do not help us in varying the test. It does not distinguish individual differences between children, and this may affect the validity and reliability of the test (Gronlund, 1971:267) Difficulty of the items: It is the percentage of a group of children who answered correctly. This procedure aims to know the ease and difficulty of the items in order to modify, delete, or modify the paragraphs in terms of grading their difficulty. That is, the very easy paragraphs and the very difficult paragraphs do not help us in varying the test. It does not distinguish individual differences between children, and this may affect the validity and reliability of the test (Gronlund, 1971:267).

For the purpose of extracting the level of difficulty for the items in the Arts of Dealing with Others (Etiquette) Scale, the researcher applied the scale to a sample of (200) male and female children, and then arranged the scores of these children from the highest score to the lowest score, and the researcher used the difficulty

equation, and it was shown through this that All difficulty parameters were acceptable in light of the standard prepared by the researcher.

-Item discrimination: It is the ability to distinguish between individuals who obtain high scores and those who obtain low scores on the measured trait with the aim of excluding items that do not distinguish between respondents and keeping the items that distinguish between them (Al-Zahir, 1999: 129). The literature on measurement and evaluation confirms that adopting The percentage (27%) of the lower and upper groups represents the best percentage that can be relied upon, because it gives us two groups of similar size and differentiation (Al-Zubaie, 1981: 74). If the discriminatory power is equal to zero, this means that the paragraph did not distinguish between individuals, and it can be said that In general, the higher the discriminatory power, the better (Ebel, 1972:399). The t-test was used for two independent samples, and after analyzing the items statistically, it was found that all the items are valid for measuring what they were prepared for.

Internal consistency of the test items

Second - Construct validity: This validity refers to the psychological characteristics that appear or are reflected in the scale scores. It represents a trait or psychological characteristic that is not directly observed, but is something we infer through a number of behaviors related to it (Melhem, 2005: 127). The validity of the construct was confirmed through the relationship of the item score to the total score of the scale, the relationship of the item score to the score of each art (etiquette), and the matrix of internal correlations for the arts (etiquette) scale.

1-The relationship of the item score to the total score of the scale: This method relies on the correlation between the scores of each item and the total score of the scale (Nunnally, 1978:626). It is characterized by revealing the extent of the scale's homogeneity in its items, as each item measures the same behavioral dimension that it measures. The scale is able to highlight the interrelationship between the scale items (Al-Samarrai and Al-Baldawi, 1987: 96), and **Table (2)** shows this.

Table (2)
Coefficients of correlation between the scores of the (Etiquette) scale and the total score of the scale

Correlation coefficient	number	Correlation coefficient	number
0.638	26	0.721	1
0.599	27	0.684	2
0.668	28	0.664	3
0.712	29	0.742	4
0.587	30	0.642	5
0.611	31	0.691	6
0.710	32	0.753	7
0.678	33	0.653	8
0.659	34	0.691	9
0.634	35	0.754	10
0.596	36	0.720	11
0.645	37	0.742	12
0.624	38	0.650	13
0.723	39	0.637	14
0.672	40	0.723	15
0.590	41	0.642	16
0.631	42	0.618	17
0.674	43	0.736	18
0.684	44	0.648	19
0.574	45	0.639	20
0.646	46	0.627	21
0.537	47	0.625	22
0.518	48	0.617	23
0.539	49	0.653	24
0.601	50	0.649	25

The relationship of the degree of the paragraph to the degree of each art (etiquette):

To verify that the items of each component of the scale express it, the correlation relationship between the item score and the total component score was found using the Pearson correlation coefficient, as it was found that the values of all correlation coefficients are significantly significant.

The correlation of the score of each field with the other fields of etiquette arts and with the total score of the scale (the internal correlation matrix): For the purpose of verifying the matrix of internal correlations for the fields of the scale, correlation

coefficients were calculated between the total score for each field in the other journals, as well as with the total score of the scale using the Pearson correlation coefficient, and this indicator is considered On construct validity, this method is also considered a basic measure of homogeneity because it contributes and helps determine the field of behavior to be measured (Anastss (1976:155). It has been shown through this analysis that all the correlations between the sub-scores and the total score of the scale are statistically significant after comparing all the calculated values with The tabular value (0.98) has a significance level of (0.05) and a degree of freedom (198). This indicates that all the arts of the scale are consistent with each other in measuring the same concept, which is (etiquette).

Stability of the scale: Stability is one of the important psychometric properties of psychological scales, although validity is more important because a valid scale is considered stable, while a fixed scale is not honest. However, the stability of the scale must be ensured, despite its validity indicator, because there is no scale. It is characterized by complete honesty, in addition to the fact that the scale must measure something before it measures what should be measured, according to the reliability of the scale degrees, which are affected by the situation in which the scale is applied, as the scale's stability factor varies from one situation to another (Odeh, 1993: 62)

Retesting: Reliability is one of the important psychometric properties of psychological scales. Despite its validity indicator, there is no valid test, in addition to the fact that the test must measure something before it measures what it was designed to measure. Reliability is calculated from the test scores that are affected by the situation that The test is applied, as the reliability factor of the test varies in different situations (Odeh, 1993: 62). To calculate the reliability, the test was applied to a random sample of (60) male and female children, and after (15) days had passed, the researcher applied the scale to the same sample, and to use correlation. Between the scores of the first application and the second application, the researcher used the Pearson correlation coefficient to extract the correlation between the test scores in the first and second applications. The correlation coefficient reached (0.90), and the extracted reliability coefficient is a good indicator of the external consistency between the test items, and this indicates the stability of the sample members' answers to Test items (Rodney, 1985: 133).

B- Calculating reliability using the Keuder-Richardson equation (20): Measurement scientists have indicated that (the Keuder-Richardson equation - 20) is the best way to calculate the reliability of the test, if it is of the type of standard giving a score of (1) and (zero) (Al-Ani, 1989: 12) (Anastasia, 1988) also confirmed that this method is suitable for tests with a specific correct answer, in which the items are corrected by giving a score of (1) or ($\sqrt{}$) for the correct answer and a score of (zero) or (x) for the wrong answer (Anastasia, 1988:124).

The final description of the standard for the (etiquette).

After the researcher verified the characteristics of the scale's items and its psychometric properties, the number of scale items became (50) items distributed over (10) areas for each area (5) question items. The child receives one point for the correct answer, zero for the wrong answer, and the total number of points (50), the lowest score is (0) and the hypothetical average is (25) degrees. The value of the reliability coefficient using the retest method was (0.90), and using the Keuder-Richardson-20 equation method, its value was (0.88). The scale was presented in the simplified colloquial Iraqi dialect, and was The researcher applied the scale individually without seeking help from the kindergarten teachers.

First - **The first hypothesis, which states:** "There are no statistically significant differences at the level of (0.05) between the average scores of children in the arts of dealing with others (etiquette) in the pre- and post-measurements for the experimental and control groups." To verify the validity of the hypothesis, the researcher used the t-test for two samples. interconnected; The results were as shown in the table

Second: The educational program

Designing any educational program requires planning and implementation towards achieving educational goals. Organizing the educational program requires that the goal of any educational program is to contribute to bringing about positive change in the learner through a change in his behavior, way of thinking, and skills (Kemp, 1985: 25-26).

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