

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ إِنِّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ (١٦٢)
لَا شَرِيكَ لَهُ وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ (١٦٣)

صدق الله العظيم

سورة الأنعام: آية (١٦٢ ، ١٦٣)

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Integrated Activities Program for Developing Some Effective Habits for Kindergarten **Child's Personality**

*thesis submitted for acquiring Master Degree in education
(kindergarten)*

by researcher

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2009

Research Summary

In which the researcher presents an overview of the research, and the findings resulted.

When the creation was complete, God almighty offered all his creatures the choice to bear the responsibility of the Universe, and as man is the best of God's creations, he had gone to bear and acquired upon his burden the inhabitation of the Earth. The world has developed, progressed, and prospered, and he became seeking every new for his service, and man became striving for achieving advancement and prosperity in his life, man had been concerned with the resources he has, and the best investment of such resources is the human resource investment. Based on that, was the great concern of childhood, the future builder, and Because All what is impressed in childhood would positively or negatively influence the individual later on, hence was the persistence of peoples and societies on the broad attention paid to childhood stage, and establishing the important educational stakes in the young mentalities.

The Egyptian society goes, at the present, through an important developmental stage, requiring attention to be paid to all its fortunes and resources, and developing them in the way ensuring to cope with developed societies. Particularly, children who represent one of the society resources which is no less than the material resources in importance, but it rather exceed them. Thus working on providing the constituents of sound psychological and social development of children became representing a necessity imposed by the current circumstance requirements.

Our democratic society is currently concerned with all individuals, and to make use of the various energies and potentials of such individuals so that it provide them with capabilities, care, and direction in order to take the position suitable for them.

The President had stressed on the child importance by declaring [Egyptian Child Decade](#), commencing at 1989, in which he called for meeting childhood needs, as they are considered of the optimum means of fulfillment of human and national development, and emphasized that children should be next to none in the national plans of development.

Early years of child life are of paramount importance in its life, and the most influential in man's future in which the normal personality foundations are established, and acquires its various habits and patterns of behavior, and what it is exposed to of experiences, interactions, and relationships within and outside kindergarten has its impact on its attitudes and its taking on the learning process in the higher education stages.

Based upon the above, the adaptation with contemporary requirements necessitates the availability of a set of habits by children to help them in thinking the way that enable them of confronting the problems they face and working on solving them. Such [effective](#) habits [for the personality of kindergarten child](#) are acquired through [different](#) programs presented to him, which are considered a mean to acquire children the experiments and experiences, to broaden their mind, to increase their ability of understanding themselves and their peers and to [be able interact with them](#).

Since I believe in that the most exiting scientific conquests in the century is not represented only in technological progress, by lies in a

deeper awareness of what it means to be more human and to more enjoy of our life.

We may point out, through the following studies at the importance of improving individual lives and making difference in the practical and private lives, culture conversion, and confronting rapid changes in the country, and developing personality and gaining values principles and social communication skills.

Nagel, Elaine study (1995), confirms the impact of habits in developing the personality by adding a component of personality developing to the academic curriculum based on Stephen Covey's literatures.

Ralston, Jeanie study (1995), stresses on the impact of habits by Cove on job performance of the employees in higher education.

Heezen, Roy study (1998), stresses on basic skills inclusive of the habits of the effective people, Covey.

Shingleton, Janell study (1999), confirms the impact of nutrition returning on job achievement.

Hymel, Anthony study (2000), confirms also the impact of habits in developing and maintaining the characteristics necessary for successful relationship.

Hawkins, Leslie study (2003), confirms the impact of habits on personality education, and academic cultural relationships.

cobia, Craig study (2004), had confirmed the impact of implementing the fifth habit of Stephen Cove on the work and family relationships.

And our society needs individuals who have effectiveness & positivity, and enjoys the spirit of reform, and this is achieved through acquiring the child these habits in their first years through a group of effective habit. So, he becomes clever in determining his goals, planning for achieving them, thinking with his peers, having an effective role in communicating with others, and in showing his cooperative role inside peers' group.

Daniel study (1990), confirms that the process of experience gaining may be accomplished through developing the habits acting on facilitating such expertise.

Goldenberg study (1996) , confirms also that there are certain methods for mathematics education, as there are a set of principles necessary for regulating curriculum, working on furnishing the learners such habits through the academic content.

Mednic study (1999), confirms also that the children in pressing need to learning free arts, mental experiences, and habits, and the study had also recommended the adoption of new models in the discipline of teaching principles, and it stresses on the skills between personality and acting on training the teacher in accordance with cultural multiplicity.

Omaima Amour study (2005), had stressed on that there are statistically significant in favor of experimental group individuals who have been subject to a training program based on the habits in life situations in development of creative thinking.

Mohamed Bakr Nofal study (2006), stressed on that the habits most common among the students in sequence are; controlling impetuosity, diligence, striving for precision, permanent preparedness

for continuous learning, alternative thinking, listening in understanding and sympathy.

Fadwa Sabet study (2006), had also stressed on that there are statistically significant in favor of experimental group individuals who have been subject to a training program based on the habits in developing the knowledge curiosity and social intelligence.

Research Problem:

Through the researcher readings on the subject of effective habits of personality, the researcher found that such habits are significant for building the successful leading positive personality contributing in building the society. In general, I found that they lack such habits, because the child misses an example that have such habits to imitate and learn, Through my observations of young children.

And my observation was strongly confirmed through kindergarten children's follow-up during the supervision of practical work inside different kindergartens, I Found that some children don't have the ability of goal determination or the planning of any simple project during practices. Also, some of them failed in cooperation and interaction with their peers during group play. Moreover, I observed that many children cannot lead a group of their peers which confirmed the determination of this thesis problem.

So, the researcher found that building and improving these habits through a scientific and educational way for insuring their success and continuity and to become a habit that accompanies the child through different stages of development. This is in order to be an example to the coming generations. This is through the different programs that includes a group of effective habits. There habits are presented to the kindergarten

child through an integrated activity programs taking in regard what suits his requirements, needs and characteristics of his growth.

Research Questions:

The research attempts to answer the following questions:

- What are the effective habits included in the integrated activity program that is presented to the kindergarten child?
- What are the integrated activities that should be included in the program developing the effective habits for the personality of kindergarten child?
- How effective is the integrated activities program in developing some effective habits for the personality of kindergarten child?

Research significance:

The research importance lies in the following:

a- Theoretical significance:

- Designing of an integrated activities program in developing some effective habits for the personality of kindergarten child, that may be useful in the life situations they may be exposed to.
- Stressing on the importance of the effective habits for the developing successful, positive, cooperative, leading personalities.
- Lack of research in such field, which gives such significance to the research.
- Directing the attention of the interested of kindergarten stage for adding the educational activities helping in furnishing the kindergarten child personality some effective habits.

- Directing the teachers attention towards the necessity of underlining the education by varied activities **presented to the kindergarten child**, and using the perspective simulators, different instructional means, such as play, music, singing, stories, **the use of** environment materials, pretending play, practical experiments, and other activities in children education, observing integration and correlation in the offered activities.

b- *Applied significance:*

- Training the children on right selection, goal determination, and planning through integrated activities program inside and outside the activity room.
- Training the children on successful collective thinking, communication, cooperation, and leadership through integrated activities program inside and outside the activity room.
- Presenting a program including a set of educational activities practiced in all the classroom corners in order to kindergarten child to acquire some **positive** habits **for** personality.

Research Objectives:

The research aims at:

- Identifying the effective habits suitable for building kindergarten child personality.
- Designing an integrated activities program, inside and outside the activity room, and some activities outside kindergarten, and knowing its **effectiveness** on development of **some positive habits for** kindergarten child personality.

Research Hypotheses:

- There are no statistically significant differences between average degrees of the experimental group and control group children in pre measurement on "effective habits for the personality of kindergarten child" scale.
- There are statistically significant differences between average degrees of the experimental group children in pre/post measurement on "effective habits for the personality of kindergarten child" scale after they've been exposed to the [integrated activities](#) program in favor of the post measurement.
- There are no statistically significant differences between average degrees of the control group children in pre/post measurement on "effective habits for the personality of kindergarten child" scale.
- There are statistically significant differences between average degrees of the experimental group and control group children in post measurement on "effective habits for the personality of kindergarten child" scale after they've been exposed to the [integrated activities](#) program in favor of the experimental group.
- Gaining percentage by the experimental group children is higher than the control group children.
- There are no statistically significant differences between average degrees of the experimental group children in pre/follow-up measurement on "effective habits for the personality of kindergarten child" [scale](#).

Research Methodology:

The researcher uses the *experimental methodology* for its adequacy to the nature of such research, using experimental design of two equal groups (experimental and control). The experimental group is the one subjected to the impact of the integrated activities program, which is the (independent) experimental variable, and knowing its impact on developing effective habits for the personality of kindergarten child (as dependent variable), and had used the pre / post measurement on both groups on the study variables for indicating the significance of the differences between them.

Research population and sample:

Is represented in all kindergartens of *Giza Governorate* in the academic year, 2007/8. The researcher had selected, using premeditated method, *Omraneya Education Directorate*, out of which *Loli private school*.

Kindergarten children number is (259) of ages ranging between 4 to 6 years. The conditions the researcher had specified on selecting research sample were applied. They are:

- Sample children age ranging between 5 to 6 years.
- Homogeneity of the sample subjects in age, *intelligence*, height, weight, and study variables. Thus research sample amounted to 80 (40 male & 40 female) children.
- Sample children are regular attendants to the school.
- *Sample* children suffering health problems or disabilities affecting performance were excluded.

Research tools:

1. children intelligence test, prepared by Iglal Serry, 1988.
2. Effective habits for the personality of kindergarten child scale, prepared by the researcher.
3. The integrated activities program, prepared by the researcher.

Statistical Methods:

- Pearson coefficient of correlation.
- T- test, for computing significance of differences between averages.
- T- test, for computing coefficient of stability.
- Percentage of gain for computing the effectiveness of integrated activities program.

Research Findings:

The study confirms the validity of the hypotheses and findings were as follows:

1. There are no statistically significant differences between the degree average of experimental group and control group children in pre-application on Effective habits for the personality of kindergarten child scale
2. There are statistically significant differences between the degree average of experimental group children in pre/post application on Effective habits for the personality of kindergarten child scale for sake of post – test.

3. There are no statistically significant differences between the degree average of control group children in pre/post application on Effective habits for the personality of kindergarten child scale
4. There are statistically significant differences between the degree average of experimental group and control group children in post-application on Effective habits for the personality of kindergarten child scale for sake of experimental group.
5. It was obvious that the average progress of experimental group children is higher than the average progress of control group children in acquiring some Effective habits for the personality of kindergarten child.
6. The stability of the improvement by experimental group children in acquiring some Effective habits for the personality of kindergarten child within a period of thirty days after the application.

Conclusions:

In light of the research findings, the following have been concluded:

1. Using the integrated activities program had a positive impact on developing effective habits for the personality of kindergarten child
2. Using varied instructional means have an effective role in developing effective habits for the personality of kindergarten child, resulting in the availability of successful leading, positive, effective, cooperative personalities
3. Variation of learning methods, particularly picnics, direct experience, and exploration have an effective role in the children acquisition of effective habits for the personality

4. Using the continuous enhancements on sustaining children performance had an effective role in increasing the children motivation for participation in the program activities, which had led to the children acquisition of effective habits for the personality
5. The average of progress of experimental group children in post measurement was higher than their progress in pre measurement, indicating the positive impact of study program.
6. Traditional kindergarten program may arrive at the best level if attention is paid to the most up to date methods and approaches of kindergarten child education, for building a normal character, attention should be paid to all aspects of development, and implementing the integrated activities program while coping with modern age developments.

According to the above, the effective role of the integrated activities program in developing effective habits for the personality of kindergarten child individually and at the level of interaction with the group, which may contribute in turn in building a cooperative leading personality having faith in, and encouraging collective thinking, in order to promote the society level.

Research Recommendations:

In light of the above, the researcher recommends, through what she has arrived at of findings, the following.

1. Implementing the study program on bigger samples of children to verify its possibility of generalization on children joining public and experimental governmental kindergartens in larger scales.

2. The necessity of paying attention to the design of the kindergarten programs in light of the effective habits for the personality of kindergarten child
3. Conducting evaluative studies of the designed programs in light of the effective habits for the personality of kindergarten child to arrive at what may fit each kindergarten capabilities separately.
4. Intensifying field visits and picnics in kindergarten programs due to its impact upon formation of child personality
5. The necessity of persisting on kindergarten child programs to be featured with excitement, and the ability of attention attraction
6. The necessity of employing play and different means in the kindergarten in developing effective habits for the personality of kindergarten child
7. Paying attention to the designing of programs helping in developing effective habits for the personality of kindergarten child
8. Holding training courses for kindergarten teachers and controllers for explaining the effective habits for the personality of kindergarten child, and its importance in formation of the individual's personality
9. Attention should be paid to senses development, as they are the approach of knowledge and learning, and for acquiring the habits and skills by kindergarten child.