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# Effectiveness of an Educational Program based on the Collective Games in Treating the High Selfishness Behaviour among the Kindergarten Children

## Abstract

*This research aimed effectiveness of an educational program based on the collective games in treating the high selfishness behaviour among the kindergarten children. study sample consisted of (52) male and female children at Al-Husein Ben Talal University Kindergarten, and distributed to two groups, the control group its individuals' number reached (26) and the experimental group its individual number reached (26) child, they were selected by the purposeful method. Study instruments consisted of the selfishness behaviour scale among the children and the educational program based on the collective games. Validity and reliability of the instruments were confirmed and using (ANCOVA) to study the differences in the arithmetic means between the two groups at the post-test degree, since the results showed the presence of differences with statistical significance at significance level ( $\alpha \leq 0.05$ ) in the means between the experimental and control groups individuals at the total degree. And to know the differences between the degrees means of the experimental group individuals after applying the program and degrees means of the same group after two months of the follow-up on the selfishness behaviour scale (Eta square) was used to know the effect size caused by the educational program at the selfishness behaviour scale. Results showed that effect of the educational program lasted for two months after monitoring their degrees at the post-scale. The study recommended necessity for interest in equipping the kindergarten children with the appropriate social interaction Behaviours, in addition to raise the awareness of the families about teaching their children the participation and cooperation with the others, and introducing programs and activities to train the children on the collective work.*

**Keywords:** Selfishness Behaviour, Kindergarten Children, Ma'an Governorate, Collective Games.

## Introduction

Selfishness in the children is considered a natural instinctive state at the early childhood

stage, born with the child to adjust with the environment, since all children experience a sort of selfishness, and most of them pass this stage appropriately after short period of time. Still

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some of the children keeps it during later stages with the increase in the behaviour repetition and becomes the child's general aspect. The view of the children with high selfish behaviour is limited to excessive self-love and centring around it, those who only care about their happiness and their personality healthiness, considering their personal need is only their life pivotal (Khawla, 2000).

To understand this behaviour we should enter into the child's world, to know his secrets and try to solve his problems, since understanding the behaviour allows us to evaluate every child if he is progressing, late or normal (Abdulla, 2019). For these reasons, kindergartens institutions have adopted the playing as an effective way to equip the children with relevant and appropriate Behaviors, because playing helps the children in forming and developing the skills and participation spirit to make them feel about others and care about them (Al-Kraidees & Bahathek, 2019).

Although early childhood stage is characterized by innocence, it is not free from multiple problems facing the children; the most important problem is the high selfishness behaviour (Bryan, 2014). Among the methods helping us to alleviate these problems the collective games which are considered of the best means to teach the children meanings of cooperation, exerting the effort to increase the child engagement with the others and to reduce self-centring (Tamis – Le Monda, 2004).

### **Statement of the Problem**

Selfishness is considered a problem for two reasons, parents falling in embarrassment because the child refrains from engaging his brothers or relatives or his peers with his instruments and games, leading to repeated conflicts between them, or when one of them refuses to give his brothers things of his personal belongings, increasing the selfishness tendency in the child, grow up does not give and think except for himself (Tamis-Le Monda, 2004).

From the deep view of the reality of the parents and the teachers at the school, they suffer from the Behavioural problems including the high selfishness among the children without the presence of the correct treatment solutions. From this point of view has emerged the idea of this present research in an attempt to find out effect of an educational program based on the collective games in treating the selfish behaviour among the kindergarten children.

### **The Study Questions**

#### ***Research Problem Represents in the Following Two Questions***

1. What is the effect of educational program based on the collective games on treating the high selfishness behaviour among the kindergarten children?
2. Are there differences between means of the degrees of the experimental group individuals after applying the program and means of the degree of the same group after two months of the follow-up used in the study selfishness behaviour scale?

### **The Study Significance**

1. Importance of this present research stems from being investigating the possibility of reducing the high selfish behaviour, since it is the topic, which did not receive the due opportunity of studies among the Behavioural problems and the research, especially in the Jordanian society to the knowledge of the researcher.
2. Importance of this present research came from treating a vital topic, which is effect of the collective playing in reducing the high selfish Behavior in the child.
3. Reminding parents and teachers about the counselling methods to deal with these Behavioural problems through using this program in reducing the selfish Behavior in diagnosing the selfish behaviour.

### **The Study Purpose**

This research aims to achieve the following objectives:

1. Building and designing an educational program based on the collective games to reduce the high selfish behaviour among the kindergarten children.
2. Reducing the high selfish Behavior to maximum degree possible among the kindergarten children.
3. Helping the workers in the psychological field to use the educational program as one of the treatment methods at the clinics, kindergartens and at other settings.

## Literature Review

### **Selfish Children**

Selfish children are those who avoid harm from the others, and do not expose themselves to care about the others, they do not show any kind of change in their life. They always feel anxious, irritation and see the things only through their eyes and usually the child acquires those bad features through over spoiling the child used to receive what he wants without monitoring, and this method becomes his function to use each time to receive the things without any pressure from his family.

Furthermore, the instructions he receives in addition to parents' negligence make him resorting to selfishness as a mean to protect himself from the violent society (Bryan, 2014). Sometimes deprivation is considered one of the reasons for selfishness among the children, such as depriving the child from satisfying some of his needs whether psychological or emotional. Of course the education modes are the main reasons behind the development of such a behaviour, it is possible for this behaviour to be learned through what the child sees in front of him of Behaviours when one of the family members cares about his special things, but the child at this age does not understand that it is special property, hence enhances in him in the form of selfish behaviour (Gneezy et al, 2012).

Those who support the social learning theory see that the selfish behaviour is the result of learning by noticing models characterizes by selfishness available in the social environment in which the child is living, and the selfish behaviour cannot be understood without understanding the environment in which this behaviour appears, since the environment influences the behaviour (Al-Harbi, 2017).

### **Collective Games**

It is clear that the modern educational system began to deprive many children from the playing opportunity because of the many educational assignments, and from the other side we find that many parents consider playing at this stage as a waste of time (Ramin, Majtabi, 2006). However, the scientific studies assent that playing has important functions for the child, since it enables the child the opportunity to test his capabilities when dealing with the environment (Ala-Aldeen, 2016).

Collective games teach the children participation spirit, dealing with others, and cooperation for one goal, so in dealing with the selfish child, we firstly need to implant in him cooperation love in interacting and dealing with the others (Shapiro and Lawrence, Hurwitz 2004). Here, the focus should be on the idea

property of the thing, but the child at this age does not understand that it is a special property, and no one should practice aggressive on it, enhances in him in the form of selfish behaviour (Gneezy et al, 2012).

### **Related Studies**

Wruke (1992) study aimed to investigate effect of the educational games as an education strategy among a sample consisted of (38) students, their ages between (6-9) years at John Rivan – Texas State. Results showed the positive effect in favour of the linguistic games in forming high skills in storing the concepts and enhancing the linguistic oral performance, acquiring the vocabularies related to colours and the shapes.

Ibraheem (2001) study aimed to find out effect of the educational games in teaching the sciences on developing the cooperative attitudes among the fifth grade students, the researcher used the experimental method. Results reached the presence of difference with statistical significance between degrees of the two groups (experimental and control) in favour of the experimental group in the cooperation attitudes (contribution, support, appreciation, communication and feeling of responsibility).

Al-Ethawi (1998) conducted a study to find out the effect of counselling by playing on some of the inappropriate Behavioral aspects among the kindergarten children in Iraq. Study sample consisted of (42) child, results of the study came in favour of the experimental group in reducing the inappropriate Behaviors among the children.

Al-Husaini (2014) study aimed to find out effect of the educational games on developing the learning skills among the basic education students in Egypt. The study reached the presence of differences with statistical significance between the control and experimental groups in the post measure in favour of the experimental group.

## **The Study Method**

### **The Study Population and Sample**

The original research population consisted of all the children at the primary grade at Al-Husein Ben Talal School pertains to A-Husein Ben Talal University, their number reached (130) male and female children registered for the scholastic year (2019-2020) according to statistics from Department of Statistics and Planning at Al-Husein Ben Talal University.

## Study Sample

Research sample has been selected by the purpose method from Ma'an Governorate schools, and included the primary stage which included three branches and selecting two groups of children who are characterized by high selfish behaviour based on the female teachers notes and suggestions who teach the students most of the scholastic lessons, also communicating with the parents to ask them about their children's behaviour aspects at home. Then the researcher applied to them the selfish behaviour scale prepared by the researcher to confirm the validity of selection.

The research sample reached (52) male and female child, then the researcher selected individuals of the experimental and control groups randomly for the number of individuals for each group to become (26) child in each group. The reason for selecting this kindergarten was that it contains children from different social, economic and scientific levels, then confirming that children have engaged in any program concerning the selfish behaviour problem, table one shows that.

**Table 1.**

*Demographic Characteristics of the Research Sample*

Variable	Sub Category	N	%
Group	Intervention	26	50
	Control	26	50
Gender	Females	26	50
	Males	26	50

The experimental group was subject to an educational program based on the collective playing which consisted of (9) sessions for (30) days, also this group was subject to pre and post-tests, while the control group was not subject to any program.

## Research Instruments

### **Selfishness behaviour Scale**

The scale has been built based on the theoretical frame of the selfishness Behavior and the previous studies the researcher has received such as the evaluation scale of the irrelevant Behavioural aspects prepared by Al-Btoosh (2007), also the researcher used the previous studies in determining the Behavioural features of the selfish child, such as Qasem (2012) study and Al-Ghabre (2017) study, in addition to inquire opinions of a group of educational counsellors at the public schools to know more about the most important aspect of selfish behaviour among the children, conducting

personal interviews with some of the kindergarten's female teachers and with some parents and relatives of the children to find out what is the most important thing that distinguishes their sons in the selfish behaviour appears on them. The researcher has prepared a scale which consisted of (75) sub dimensions distributed to six dimension which are:

1. The contribution
2. The support
3. Appreciation
4. Communication
5. Holding the responsibility
6. Altruism

### **Validity of the Instruments**

To confirm the face validity of the program and the instrument, they were introduced to a number of arbiters from the technology staff members at the Jordanian universities who hold degree in psychology and health speciality, and childhood major to find out extent of the clauses relevance and the psychometric of the scale, and based on their opinions modifications of some items and sentences were made, and there was an agreement between them regarding the program's validity and readability of the scale.

### **Reliability of the Study**

Stability of the scale for the selfish Behavior of the child was calculated by using Cronbach Alpha Coefficient, which reached (0.82) a high value, indicates that the scale enjoys high degree of stability.

## **The Educational Program based on the Collective Program and its Application**

### **Objective of the Program**

To achieve objectives of the research, the educational program based on the collective playing was built; it included objectives and content of the program, and how to plan and implement the program, methodology, and basic contents that will determine topics of the educational program. In addition to evaluation methods to evaluate its effectiveness, based on story narrative, learning by the organized playing, role-playing, the free playing, playing with the sand method.

### **Implementation of the Program**

The researcher has prepared a training program based on the collective playing, and on social interactive skills, participation in the playing within a group and participating in

organized social activity. At the beginning of the program the researcher has intended to train the children on the social interaction skills through the collective playing activities to prepare the children in learning the skills related to social interactive (contribution, appreciation, communication, holding responsibility, and altruism).

### Applying the Educational Program Based on the Collective Playing

The researcher determined a preliminary interview with the experimental group children to document the relationship between the researcher and the children, to know their names and to encourage them to know each others. Then moving to the next step, which took three weeks, it is the stage at which the actual implementation of the program started with the collective playing activities to develop their communication skills social interaction and participation between the peers, accepting helping others, feeling about them and sharing with them their belongings.

### Strategies for Implementing the Educational Programs Sessions by the Collective Playing

There are available a number of strategies in implementing the sessions of the educational program including:

1. Implementing the sessions based on story narrative method.
2. Implementing the sessions based on the modelling method.
3. Implementing the program sessions specific to the free playing (playing with the sand)
4. Sessions based on roles acting.
5. Sessions based on cooperative entertainment contests strategies.
6. Sessions based on strategy method, the lectures and the collective discussions.

### Results of the Study Findings and Discussion

#### **To answer the Study First Question: What Is the Effect of an Educational Program Based on Collective Games on Treating the High Selfishness Behavior Among the Kindergarten Children?**

Means and standard deviations were extracted for degrees of the experimental group individuals and the control group on the pre and posttest for the selfish behavior scale as seen in table (2).

**Table 2.**

*Means and Standard Deviations of Selfish Behavior Pre-Test and Post-Test Scores*

Groups	Pre-Test		Post-Test		N
	Mea n	S.D	Mea n	S.D	
Interventio n	14.7	0.87	8.92	1.29	26
	3	4	4	4	
Control	15.0	0.91	13.1	1.69	26
	4	0	9	7	

Table (2) shows the presence of difference in the means between individuals at the experimental and control groups on degree of the scale pre and post selfishness behavior treatment since the mean reached (8.92), which is less than the mean for degree of the control group individuals without applying the program to them, which reached (13.19) and to know if this difference with statistical significance at significance level ( $0.05 \geq a$ ) (ANCOVA) test was used to know the differences in the means between the two groups on the degree of the post selfish behavior scale after controlling their degrees on the pre-test as a combining variable. Table (3) shows results of this test.

**Table 3.**

*Results of ANCOVA on Post-Test Selfish Behavior Score between the Two Groups*

Varia nce Sour ce	Sum of the squar es	D. F	Mean Squa res	F	Sig	Eta Squ are $\mu^2$
Pre-Test Score	1.706	1	1.706	0.745	0.392	0.015
Grou ps	223.096	1	223.096	97.449	0.000	0.665
Error	1112.178	49	2.289			
Total	6709.0	52				

Table (3) shows the presence of differences with statistical significance at significance level ( $0.05 \geq a$ ) in the means between individuals of the experimental and control group as the total degree after considering their degrees at the same scale which applied before the beginning of the program as accompanying variable since (F) value for the variable kind the group reached (97.449) which statistical significant ( $P < 0.001$ ) and the modified mean for performance of the experimental group individuals on the post selfish behavior scale which reached (8.98) and for the control group individuals reached (13.16).

This indicates that the experimental group individuals who took the educational program

based on the collective games reached mean less than the control group individuals, this indicates at the effectiveness of this educational program in reducing the high selfishness degree among the kindergarten children and affect size of  $\mu^2 = 0.665$ , this indicates that (66.5%) of the total variance in the post selfish behavior degree attributes to group type, the experimental group which took the educational program based on the collective games, this is considered big size effect according to (Kohin) classification.

To answer the second question which states: **Are there differences with statistical significance between degrees of the experimental group individuals after applying the program and means of the same group degrees after two months of the follow-up on the selfish behaviour scale?** To answer this question the researcher used (Paired Sample Test) as seen in table (4):

**Table 4.**

*Results of (t-Test) to Study the Differences between Degree of the Post and Pre-Test for Performance of the Experimental Group (No.26)*

Post-Measure		Pre-Measure		Freedom Degree	(t) value	Sig Value
Mean	S.D	Mean	S.D			
8.92	1.294	6.46	1.03	25	9.207	0.000

Table (4) shows that the mean for the post-measure reached (6.46) with standard deviation (1.103) which is less than the mean for the post measure which reached (8.92) with standard deviation (1.294), this difference is with statistical significance, since (t) calculated value reached (9.207) at freedom degree (25) which is significant ( $P \leq 0.05$ ).

From this we conclude that there is an effect of the educational program based on the collective games, also contributed to reduce the high selfish behavior among the kindergarten children for two months after monitoring their degrees on the post measure.

### Illustration and Discussion of the Results

It appears from the results reached by the researcher that the educational program based on the collective playing had the greater effect in reducing the high selfish behavior among the kindergarten children their ages between (5-6) years since the child at this age has the ability to adjust with his surrounding in which he lives (Joodeh, 2014).

This is what has been confirmed by the results of this present research, since there was reduction in degrees of the experimental group compared to the control group in the selfish behavior.

The researcher asserts that this result is considered logical because the educational games help in increasing the children's motivation to participate, cooperate and merge, making them enter into life with love and enjoyment (Abdulla, 2019).

Also the program worked to turn the children from the negative and isolation state to positive partnership during the interaction with a group of peers, resulting in a clear effect in reducing the selfishness behaviors, helping the children in learning the social interaction skills, such as contribution, support, altruism, holding responsibility because the program depends on the relevant learning strategies such as story telling, role-playing and discussions. We can not ignore role of the playing in equipping the children with new social life behaviors, helping them to interact, finding active environment and increasing motivation for learning. Results of this study agree with results of (Birbilli and Kontopalon, 2015) study and with Al-Huseini (2014) study.

### Recommendations

In the light of the results attained from this research, the researcher recommends the following:

1. Necessity for equipping the children with the appropriate social interaction behaviour.
2. Rising awareness of the families regarding teaching their sons behaviours of the cooperative and collective work based on the participation with the group.
3. Introducing different programs and activities in the kindergarten children's curricula to learn the collective work behaviour.
4. Training the kindergarten female teachers on the modern methods and strategies in teaching the children the different good behaviours to make the child socially accepted.

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