

The Effectiveness of a Therapeutic Program Based on Musical Songs in Alleviating the Phenomenon of Social Shyness Among Kindergarten Children

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Abstract

This study aimed to measure the effectiveness of a therapeutic program based on musical songs in alleviating the phenomenon of social shyness among kindergarten in the schools in the city of Irbid, numbering (340) children. The Rovana Model School and Kindergarten, numbering (70) children, was chosen intentionally from the kindergartens of the study community due to its proximity to the researcher's residence. Then (25) children who suffer from social shyness, aged (5-6) years, were selected. By using The study used the experimental method with a quasi-experimental design, for one group (one division). The study shows that: there are statistically significant differences ($\alpha \leq 0.05$) between the pre- and post-applications in the average degree of performance of the study sample children on the social shyness scale. and when reviewing the arithmetic averages it became clear that these differences were in favor of the post-measurement; The arithmetic averages for the postscale are higher than those for the delayed measurement, and this may be due to the children not continuing to communicate and integrate with the musical songs after completing the application of the therapeutic program for a short period of time, which affected the children by other extraneous factors such as motor sports activities, internal trips, or family visits. , or official holidays.

Keywords: Musical Songs, Kindergarten Children and Therapeutic Program

INTRODUCTION

The kindergarten stage is one of the most important stages of life in a person's life, as it is the stage of forming and refining his future personality, and it is an important pillar in the child's life and stages of development. It is of utmost importance that it is imperative to care for the child within the process of education by creating a sound educational environment abundant with the features that must be available in kindergarten. Children like various artistic activities to develop values and modify social behaviors.

The kindergarten stage is a stage connected to the nucleus of the family, in which the child moves to a new stage and the child becomes more connected and knowledgeable about the different things going on around him, and begins to establish friendships with his peers outside the family environment, which gives the child many social skills that he did not know before, and it may be difficult for him to learn. The child acquires it from the family (Al-Sulihat, 2018; Naseer, 209).

One of the most important social educational functions of kindergartens is: discovering the social difficulties that the child may face and obstructing the path of his social development, and providing him with appropriate assistance, to enable him to carry out his social functions efficiently and effectively, providing care and attention to preventive and therapeutic social services for each child, and shaping his social personality in light of His needs, aptitudes, and personal abilities (Sherif, 2019).

Among the popular activities in kindergartens are musical songs that include topics related to the skills and knowledge that children should learn in their kindergartens, such as reading, arithmetic, and science. They also improve their speech skills and bring joy and pleasure to their souls, by renewing their activity, dispelling their boredom, and spreading joy and happiness. It dispels boredom from their souls, in addition to modifying some of their lifestyles and strengthening their personalities (Naseer, 2011).

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The Study Problem and Its Questions

While attending meetings of mothers of children, the researcher noticed frequent complaints from teachers and mothers about the spread of the phenomenon of social shyness among kindergarten children. This led to a decrease in their social communication with their peers, and an avoidance of participation in activities that require children to interact with them, which led to an increase in their feelings of loneliness, introversion, and shyness in situations. Social interaction, and by referring the researcher to studies on this topic, studies such as (Al-Adham, 2020; Tabanjat, 2023) have confirmed the impact of shyness on the level of social adaptation in children, and by returning to the recommendations of some international conferences, including: (Early Childhood Conference: Child development and learning in the twenty-first century, Al-Quds University, 2023; Digital Transformation and New Horizons for Child Education in Early Childhood, Mansoura University, 2021), it recommended the need to pay attention to modifying undesirable social phenomena in children, since the study of both (Khalil 2015 Al-Attar (2017) emphasized the importance of musical activities in developing the social aspect of the kindergarten child, so the researcher prepared a therapeutic program based on musical songs to alleviate the phenomenon of social shyness in children, and thus this study came to answer the following questions:

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the study sample members on the pre- and post-social shyness scale in reducing the phenomenon of social shyness, attributable to the therapeutic program based on musical songs?

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the study sample members on the post- and delayed social shyness scale in reducing the phenomenon of social shyness, attributable to the therapeutic program based on musical songs?

Study Terms and Their Procedural Definitions

The main study terms and their procedural definitions are as follows:

Kindergartens: “A social and educational institution that properly qualifies the child between (4-6) years to enter the basic education stage, and allows him complete freedom to practice activities and discover himself, abilities and inclinations, and the possibility of helping him to acquire new experiences in the age stage from three to six.” (Madini, 2021).

It is known procedurally as: the private and governmental social educational institutions in the First Irbid Governorate Education Directorate, which prepare students before moving on to the basic education stage for the academic year 2023-2024.

Musical chants: “A group of words mixed with melodies that express them and are appropriate to their words, characterized by simplicity and clarity of meaning, and have pedagogical goals” (Al-Ghanem, 15, 2018).

It is defined procedurally as: a group of poetic words formulated in simple paragraphs and mixed with musical phrases with melodic positions, including (I am a human being, Arab countries, the winter season, my uncle Mansour Al-Najjar) performed by the children of the Rovani Model Kindergarten in the city of Irbid for the academic year 2023/2024.

Kindergarten Concept and Origin

The kindergarten stage is defined as “an educational institution and an integral part of the educational system dedicated to educating children in the early childhood stage, which usually extends from (4-6) years. This institution is characterized by a multiplicity of self-expression activities to teach the child and train him on how to work and live together in a safe environment.” According to carefully selected curricula and programs to increase the child’s development” (Abu Ghazaleh, 2016, 10), it is defined as “the stage that cares for children between three and six in educational institutions aiming to achieve integrated and balanced growth for children in all aspects, in addition to supporting the development of their abilities through Play and free activity” (Summy, 13, 2018). Kindergartens are defined as: “a social and educational institution that properly prepares the child to

enter the basic education stage, discover himself and his abilities, and the possibility of helping him to acquire new experience. The age stage is between (3-6 years).” (Al-Hariri, 2020, 17), and the researcher concludes that kindergartens are social educational institutions that work to develop the aspects of the child’s integral personality through constructive activities.

Interest in kindergartens goes back centuries. In Germany, Frederick Frobel established the first kindergarten in the first half of the nineteenth century AD in 1840, and it was called: “The Children’s Garden.” In Britain, the first kindergarten was It was established in the year (1854), and in Italy, “Maria Montessori” established the first kindergarten in (1907), which was initially concerned with mentally disabled children and then developed until it became taught to ordinary children, and its kindergartens were called “the Children’s House.” In the United States of America, it was Kindergartens were transmitted to her by German refugees. A German woman established the first kindergarten in the city of Wisconsin in 1855, and then kindergartens in some American states became part of the general educational system (Madani, 2021).

Kindergartens began in the Hashemite Kingdom of Jordan through private educational institutions affiliated with individuals, charitable organizations, and voluntary organizations in the fifties of the last century, and the number of children affiliated with these institutions did not exceed 7% of the total number of children in the academic year (1966-1967). Then the demand for kindergartens began to increase, and after that the number of kindergartens as educational institutions increased (Al-Mawadiya, Al-Majali, and Al-Huwaidi, 2017).

The Social Importance of Kindergarten

Kindergartens are a comprehensive educational, social, and recreational institution that has an effective role in integrating and interacting with the child with his surrounding environment. Thus, it is considered a comfortable and enjoyable place for children. The importance of kindergartens is highlighted through the importance of children’s early years, as they have a clear impact on shaping children’s personalities by developing or Modifying his social behavior (Al-Hariri, 2020), and the social importance of kindergarten is clear in that it is a sensitive, flexible period that is capable of learning and developing skills, and it is the stage of activity and social growth, as it is the beginning of life, so it is a stage prior to the stages of growth that follow.

The Importance of Kindergartens

its social impact appear clearly and clearly on the children who enroll in it, as it is noted that children who do not enroll in kindergartens are more exposed to psychological, emotional, and social problems, compared to children who enroll in kindergartens (Al-Jaafari, 2018), and the researcher believes that psychological problems in children are less If kindergartens are provided with the capabilities, services, tools, curricula, and selected social programs to increase their growth and development.

Among the goals of kindergartens in the Jordanian educational system are: developing the child’s ability to express and communicate with others, building the child’s self-confidence and strengthening it through his appreciation for his own achievement and the achievement of others, developing the child’s ability to interact socially and discover human relationships in his environment, and unleashing and strengthening the child’s creative abilities. And to entertain children in an atmosphere of freedom and movement (Abu Ghazaleh, 2016). The researcher believes that one of the goals of kindergartens is to develop values, morals, and desired behavior in children, train children to bear responsibility and self-reliance, and contribute to solving many problems among children such as shyness, introversion, And aggression.

Social Shyness

Shyness is an emotional state accompanied by fear and anxiety in children, avoiding participation in various group activities, adhering to silence and not speaking with other children. Shyness is discomfort, tension and confusion when being with others, and it is an emotional or emotional state that involves a negative sense of self or feeling. Deficiency does not bring satisfaction to the soul (Naseer, 2009).

Among the factors that cause shyness are: the child’s lack of sense of security, the child’s sense of helplessness, despair and depression, the inability to assert himself and weak self-confidence, the feeling of helplessness and social incompetence, suspicion of others and weak confidence in them, excessive protection of the child, which

deprives him of independence and facing challenges, and neglect. Parents for their child, lack of social care for him, and severe criticism of the child, which makes him reserved and hesitant due to fear of punishment (Al-Sulihat, 2018). The researcher also believes that the lack of consistency in social upbringing between extreme firmness and excessive leniency may lead to the phenomenon of shyness.

Symptoms and manifestations of shyness include: redness and flushing of the face with dry mouth, increased heart palpitations, weak ability to interact or communicate, preference for solitude, desire to withdraw, tension and fear, weak self-confidence, lack of concentration, overlapping thoughts, weak ability to understand, and lack of Talking and talking in the presence of strangers, avoiding meeting individuals unknown to him, and feeling feelings of distress when starting to talk (Naseer, 2011). The researcher adds that the child's fear of talking and speaking in social occasions, feeling extreme embarrassment if he is assigned to do something, and extreme reluctance to volunteer to perform Individual or social tasks, this leads to a growing phenomenon of shyness in him.

Musical Songs

The chant is known as a form of poetry, which is considered a type of ancient art. It is a poem characterized by melody and rhythm when combined with music. Musical chants are expressive sentences arranged in poetry and composed to music based on maqams and meters corresponding to the meanings of their words. Musical chants are among the most important arts that respond to them. A person is in the early period of his life, and the songs, because they have a rhythm with a disciplined and attractive meter, are loved by children, and they are enthusiastic about their melodies and singing them, as the songs depend on continuous repetition and a regular pulsing rhythm with an interesting melody. Thus, children tend towards intonation and rhythm, and they have an innate tendency to chant, and they are more responsive. To be influenced by it in their upbringing (Al-Halafawi, 2010), as the researcher concludes that rhythmic tones work to stimulate children's motivation to participate in singing, as it is a means of motivation for children to interact with the social environment surrounding them.

Therefore, musical songs have become an important focus in children's social culture, and a systematic feature in their educational activities, to develop their cognitive, emotional, and psychomotor aspects, in a purposeful and interesting way to achieve the desired educational benefits, playing an active role in building their value system, so they become emotional and interact with it. Musical songs have many goals that can be achieved. Among children, including: rejecting inactivity, laziness, and neglect, stimulating creativity, regulating imagination, and enhancing their virtues (Naseer, 2011).

PREVIOUS STUDIES

Among the previous studies that the researcher was able to access, within the limits of her knowledge, are presented from the most recent to the oldest as follows:

Saleem's study (2022), which aimed to reveal the effectiveness of musical activities in developing self-confidence among kindergarten children. The study was conducted on a sample of (14) male and female kindergarten children, whose ages range between (5-6) years, and the study relied on the semi-automatic approach. Experimental, by applying a program of musical activities to develop self-confidence among kindergarten children prepared by the researcher. The results revealed that there were statistically significant differences between the experimental and control groups on the self-confidence scale, in favor of the children of the experimental group.

The study by Bilalovic, Kulset, & Halle (2020) indicated that group singing leads to the activation of endorphins, which in turn strengthens social bonds between groups of comrades. Singing also helps reduce feelings of shyness and increase self-confidence and social interaction.

Shahbo's study (2018) sought to determine the effectiveness of a social skills training program in reducing feelings of shyness among a sample of kindergarten children, and to reveal the continuity of the effect of the social skills training program. The research was conducted on children aged (5-6) on a sample consisting of (

28) and a kindergarten girl. The research relied on a quasi-experimental approach. The research used a measure of kindergarten children’s feeling of shyness, and a program for training in social skills. The results reached: There are statistically significant differences between the average scores of the children of the control and experimental groups on a measure of feeling of shyness after applying the program. The differences were in favor of the children of the experimental group.

Al-Alwiyya’s study (2017) aimed to identify and build a group counseling program and investigate its effectiveness in reducing feelings of shyness among ninth-grade female students in the state of Bahla in the Sultanate of Oman. The study sample consisted of all ninth-grade female students in the state of Bahla, who numbered (243) students, and were distributed into two groups. (Control and experimental) A counseling program was applied to the experimental group consisting of (12) counseling sessions, two sessions per week, prepared by the researcher. The results of the study indicated that there were statistically significant differences between the pre- and post-applications in favor of the post-application, which means the effectiveness of the group counseling program to reduce shyness. For ninth grade girls in Bahla state.

Naseer (2011) conducted a study that aimed to determine the impact of music on developing the child’s personality in social interaction and speaking fluently in front of others, which develops his ability to express himself and cooperate with members of the group in assuming responsibility and relieving the psychological pressures that children are exposed to. Music works on Developing children’s abilities to deal with many negative social habits such as shyness, hesitation, introversion, and isolation.

Abd Rabbo’s study (2010) showed that musical activities play an important role in developing the child’s personality and speaking in front of others, which develops his ability to express himself and cooperate with group members in assuming responsibility. Musical activities also help children reduce behavioral disorders and prepare emotions. Positivity and subjectivity towards moral values.

Naseer (2009) conducted a study that aimed to identify the role of popular children’s kinetic songs in providing the child with a lot of information, skills, and social concepts, such as cooperation, boldness, initiative, and leadership of his peers, and acquiring the meaning of balance, coordination, and harmony, and their positive role in refining and modifying behavior.

Study Procedures

To achieve the research goal, the researcher carried out the following procedures:

- Selecting students who have a high level of social shyness.
- Choose ten musical songs that are diverse in their contents and objectives.
- Choose a kindergarten, school, and Rovam Model Academy in the city of Irbid to conduct the experiment.
- Selecting a group of children, which consists of twenty-five children in kindergarten, whose ages are limited to (5-6) years. The sample was chosen intentionally.

The children's behavior was monitored through the study tool (observation card), on the three pre-, post- and delayed tests.

The treatment program continued over ten sessions (ten musical songs over a period of two weeks).

METHOD AND PROCEDURES

Study methodology: The study used the experimental method with a quasi-experimental design, for one group (one division), and the following scheme:

The group	Pr-measurement	Treatment	Dimensional measurement	Deferred measurement
G	O1	X	O2	O3

Study Population and Sample

The study population consisted of kindergarten children in kindergarten schools in the city of Irbid, numbering (340) children. The Rovam Model School and Kindergarten, numbering (70) children, was chosen intentionally

from the kindergartens of the study community due to its proximity to the researcher's residence. Then (25) children who suffer from social shyness, aged (5-6) years, were selected.

Study Tools

The researcher developed two study tools, which are an observation form to measure social shyness and a therapeutic program, by referring to theoretical literature and previous studies related to the subject of the study, such as the study of (Al-Alawiya, 2017; Shahbo, 2018) to determine the effectiveness of the proposed program.

Validity of the Instrument

To verify the validity of the two study instruments, two types of procedures were used:

First: Content Validity

The two study tools were presented in their initial form to a number of (12) arbitrators, with experience and expertise in kindergarten, music education, general curricula and teaching methods, measurement and evaluation, and educational psychology, and they were asked to judge the clarity of the proposed program, the wording of the items of the social shyness scale, their validity for what they will measure, and the presentation of any suggestions for developing the study tools. The arbitrators made many observations, and the researcher relied on the consensus of (80%) of the arbitrators, who indicated the items to be modified. It has been amended, taking into account some distinct individual suggestions.

Second: Construct Validity

To extract the connotations of construct validity of the scale (observation card), the correlation coefficients of the item, with the total score of the scale, were extracted in an exploratory sample from the study population, and outside of its sample, which consisted of (20) male and female children, as the correlation coefficient here represents significance. For validity, between each item and the total score, the item's correlation coefficients with the total score of the scale ranged between (0.53-0.90), and the following table shows this.

Table (1). Correlation coefficients between the item and the total score of the scale

Correlation coefficient	Paragraph Number	Correlation coefficient	Paragraph Number	Correlation coefficient	Paragraph Number
.90**	11	.90**	6	.75**	1
.70**	12	.64**	7	.73**	2
.64**	13	.60**	8	.61**	3
.61**	14	.61**	9	.64**	4
.65**	15	.59**	10	.53(*)	5

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

Reliability of the social shyness scale (observation card)

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (20) male and female children, and then the Pearson correlation coefficient was calculated between their estimates the two times. If it reached (0.88), the reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, if it reached (0.82), and these values were considered appropriate for the purposes of this study.

Implementing the therapeutic program: The researcher is responsible for implementing and implementing the program, with the assistance of kindergarten teachers, noting that the researcher holds a master's degree in music, and the program was implemented during the 2023-2024 semester, at a rate of 40 minutes per session in two weeks, with 5 sessions each week. The number of sessions reached 10 sessions

Corrected social shyness scale

19-30 high degrees of shyness

15-18 medium degree of shyness

Less than 15 is a normal degree of shyness

STUDY RESULTS AND DISCUSSION

- Results related to the first question: AreThe study used the experimental method with a quasi-experimental design, for one group (one division), and the following schemeattributable to the therapeutic program based on musical songs?

To answer this question, the arithmetic means and standard deviations were extracted for the grades of kindergarten children in kindergarten schools on the social shyness scale in the pre- and post-applications. To show the statistical differences between the arithmetic means, a “t” test was used for interconnected data, and the table below shows this.

Table (2). Arithmetic means, standard deviations, and “T” test for kindergarten children’s scores in kindergarten schools on the social shyness scale in the pre- and post-applications.

Statistical significance	Degree of freedom	T-Value	Level	Standard division	Means	Number	Test	
.000	24	18.897	High	3.817	23.92	25	Before	Social shyness scale
			Normar	3.800	14.00	25	After	

It is clear from Table (2) that there are statistically significant differences ($\alpha \leq 0.05$) between the pre- and post-applications in the average degree of performance of the study sample children on the social shyness scale. The differences came in favor of the post-application scale. This may be attributed to the fact that the training program for musical songs was effective in reducing The level of shyness in the experimental group after applying the program, and this indicates the clear impact of the training program on the experimental group immediately after treatment, as it was reflected in the children’s interactions with others by taking initiative and starting to form friendships, self-confidence, and a decrease in their symptoms of shyness, as the use of musical songs in the training program helped Children increase confidence in themselves, their social abilities, and personality integration, as rhythmic tones stimulate children’s motivation to participate with their colleagues, to interact with the social environment surrounding them without hesitation (Al-Halafawi, 2010), and this result is consistent with the result of Saleem’s study (2022). Which confirmed the effectiveness of musical activities in developing self-confidence in kindergarten children, and with the results of Abd Rabbo’s study (2010), which showed the importance of the role of musical activities in developing the child’s personality, speaking in front of others, the ability to express oneself, and cooperating with members of the group in assuming responsibility, and with A study by Tasir (2011) indicated that musical songs work to develop children’s abilities to deal with many negative social habits such as shyness, hesitation, introversion, and isolation.

Results related to the second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the study sample members on the post- and delayed social shyness scale in reducing the phenomenon of social shyness, attributable to the therapeutic program based on musical songs?

To answer this question, the Paired Samples T-Test was applied between the average scores of the study sample, post- and deferred, on the social shyness scale, post- and deferred, in reducing the phenomenon of social shyness. Table (3) shows this.

Table (3). Application of the Paired Samples T-Test between the average scores of the study sample, post- and deferred, on the social shyness scale, post- and deferred, in reducing the phenomenon of social shyness.

Statistical significance	T	stranded division	Mean	Measurement	Total mark	The skill
0.00	8.101	3.790	13.00	Before	30	Total test
		3.95	12.62	After		

It appears from the previous table that the T values for the differences between the average scores of post- and deferred achievement on the social shyness scale were statistically significant at the significance level, and when reviewing the arithmetic averages it became clear that these differences were in favor of the post-measurement; The arithmetic averages for the postscale are higher than those for the delayed measurement, and this may be due to the children not continuing to communicate and integrate with the musical songs after completing the application of the therapeutic program for a short period of time, which affected the children by other extraneous factors such as motor sports activities, internal trips, or family visits. , or official holidays.

Recommendations

In light of the results of the study, the researcher recommends the following:

- Employing musical songs in kindergarten educational activities
- Integrating children with social shyness into musical singing groups
- Organizing a choral music singing competition among kindergarten children

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