

Play skills and their relationship to moral harassment among kindergarten children

Fadiah Abdel-Wahab Muhammad Al-Qazzaz¹, Dr. Laila Youssef Karim Al-Marsoumi²

¹Researcher /

²Asst. Prof.

^{1,2} Al-Mustansiriya University / College of Basic Education - Kindergarten Department

Fnalqazaz@gmail.com

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Abstract: The current research aims to (play skills and their relationship to moral harassment in kindergarten children) as play is the child's world full of fun, exploration and exploration, and for children, play represents life for them in every sense of it.

The two researchers intended to build two measures, the first for playing and the second for moral harassment, and it was applied to a sample size of (400) children for the preliminary stage distributed in (50) governmental kindergartens for Nineveh Governorate, and the scale of play consisted of (63) items distributed into five areas: 1- Individual play and it consists of (12) items 2 - Group play consists of (15) items 3 - Parallel play 4 - Risk play 5 - Creative play, each one consists of (12) items, and the second scale included (40) items distributed into three areas, which are physical harassment and consisted of (20) items, verbal and mimic harassment consisting of (20) items, and the following statistical methods were used: The use of statistical programs: the statistical bag of the social sciences, the Pearson correlation coefficient, Alpha Cronbach coefficient, the retest method. The most prominent results are: That kindergarten children have various playing skills. In light of the results of the current research, a number of recommendations and proposals were reached.

Chapter One / Research Problem:

Play represents the child's world and it is the frame of his life in the early early years of his development, and represents the key to his upbringing, rather it is the key to life for him, so playing in the early years is synonymous with life for him, playing an important role in encouraging the child to communicate, communicate, dialogue and understanding with others, especially for children, shy people or introverted people who need encouragement and communication with others, games also enrich children with language, vocabulary, idioms, phrases and sentences, which are considered a basic and important tool for interaction and communication with individuals who live with them in the same community (Belqis and Mari, 1987: 24)

Moral harassment is one of the forms of aggressive behavior and it is one of the common problems among children in kindergarten, which grows with them at an early age and continues until the later stages, as it affects their future interactions and makes them suffer from manifestations of emotional and behavioral disorder in childhood stages, the child may be harassed by his peers or he may fall victim to the harassment of others, and the child victim may learn to practice the harassment behavior in subsequent situations and be harassed by others once and as a victim (El-Desouki, 5: 2016).

Due to the lack of studies and scientific research that dealt with children's play skills, which in turn help the child in alleviating their moral harassment, this topic has been addressed in the current research and from here the problem of the current research emerged in the answer to the following question: What are the playing skills that help reduce moral harassment When a kindergarten child?

Research importance:

Interest in childhood problems is no longer an educational luxury. Rather, there is an urgent and urgent need to study childhood problems and the psychological and social adjustment of children, especially in the stages of childhood and adolescence, as the changing economic, social, educational and technological conditions, in addition to other accelerating events that led to the difficulty and complexity of life, and to

the emergence of many problems at all levels, including problems related to the undesirable behavior of children, which usually occur in the absence of family control (**Ibrahim, 2017: 649**).

Moral harassment is a natural behavior during the early years of life, and it is not a destructive force, as some see it, as it most often represents attempts to obtain goals, so the process of socialization includes many commands and aspects that cause frustration in the child, and it is natural for the child to respond to attempts to restrict him in his attempt to gain independence.

If the child explicitly expresses the two opposing tendencies, aggression and friendliness, this is a sign of the child's psychological integrity, while the child who suppresses his aggression unnecessarily, exerts great psychological energy in suppressing him and preventing him from appearing and even if the child succeeds in this process of suppression, he cannot get rid of one of them because it will continue to work in secret and appear in forms of moral harassment, and thus he is forced to expend a great psychological energy in avoiding its non-emission, i.e. keeping it repressed, and as a result that the child expends his psychological energy in unproductive efforts in that inevitable war between him and himself and thus remains under a burden. Feeling of guilt as a result of these aggressive tendencies, as he feels them a hidden feeling, and that may be the beginning of psychological illness. (**Al-Meligy and Al-Meligy, 1982: 37**)

Research objectives: The current research aims to identify

- 1 - Measuring the playing skills of kindergarten children.
- 2- Moral harassment of kindergarten children
- 3- The relationship between play skills and moral harassment among kindergarten children
- 4- The extent of the correlation between playing skills and moral harassment depending on the gender variable (male-female).

Defining terminology:

Play: a cognitive movement activity in which the individual is busy to obtain the pleasure and joy that accompanies this activity without taking into account the other results that are achieved in the end, and this activity is characterized by spontaneity and innateness away from pressure, force and external coercion. (**Al-Ahmad and Mansour, 23: 2011**)

Moral harassment: It is an aggressive behavior that includes physical or verbal abuse or humiliation in general and results from the disproportion of power between two individuals, the first is called the harasser and the other is called the victim (Muawiya Abu Ghazal, 2009: 65).

Chapter Two: The concept of play

In it, play is considered a high level of the means of satisfying psychological motives, in it subconscious desires emerge in socially acceptable activities, and it is the way to build the integrated personality of the human being, so play is an educational educational method for a long-term investment of human energy, which is the respiratory activity for children, it is their original means of obtaining knowledge, whether this knowledge is related to the outside world and their environment in which they live, then through it they discover new, unfamiliar things and grow in it the drive of curiosity.

Play is linked to the development of the child, especially the growth of their thinking, and is considered a functional entrance to the world of childhood and an effective educational medium for shaping the personality of the child in his early years, so the importance of play in children's lives, and its achievement of its educational role in character building is mainly determined by the awareness of adults, parents and teachers, and the extent to which the child has the opportunity to achieve himself while playing, so play is considered a vital activity characteristic of children's behavior from the beginning of kindergarten until they reach the age of twelve, so the child does not grow on his own, it is formed, changes and rises as a normal personality as much as it is available to him in the social milieu in which he lives from the factors Education and its components. (**Al-Khalidi, 2008: 17**)

In his theory of psychoanalysis, Freud points out that play performs its function in relieving tension and emotions resulting from the inability to achieve aspirations and desires. (**Sawalha, 2011: 39**)

Children's play skills:

1- Individual play: It is a basic, elementary form of play, and it is automatic play without rules, and most of its cases are individual, where every child plays freely as he wants.

2- Team play: which is the play of children aged four and five, usually they play with each other effectively, and in fact, many children plan for themselves a kind of activity that they practice with pleasure and are looking for a companion to share the play with them, then in the next stage they choose a special game and look for colleagues to practice with him this game. (Al-Qaddumi, 2007: 18)

3- Artistic play: expressive, artistic and fun games that stem from conscience, aesthetic taste, and artistic sense, where the child practices various artistic activities such as drawing, coloring, cutting and pasting, singing and music, as it gives the child the opportunity to express his inner feelings freely and creativity without restrictions, and contribute this type of games in unleashing the child's expressive energies and in strengthening his verbal and narrative abilities. (Gablan, 2018: 43)

4-Parallel play: which is when the child plays next to another child, on his side, or close to him, and uses similar toys or dolls, but he plays independently from him and does not participate with him in playing tools, in other words, he plays alongside others, not with them. (Al-Mashhadani, 2017: 28)

5- Risk play: It is the child's playing in dangerous games without paying attention to the consequences of the game such as climbing trees, setting fires and playing in the street, which provides the child with an imaginary field and develops in them the spirit of adventure because it contains equipment that raises children's surprise such as climbing equipment, ladders, ropes, houses Trees, old cars.

The importance of play for children:

1 - Play is a natural tendency that drives people to play.

2 - Play satisfies basic human needs, as it is a way to gain experience and it is a natural way to exhaust their extra energy.

3 - Play contributes to the formation and development of a balanced personality and this is a basic purpose of organized play, so if play takes the right path, it helps to strengthen the body, improve health, help mental growth, spread the spirit of fun, and provide an opportunity for social change and strengthening morals.

4 - That a person finds in playing an opportunity to express himself, and this brings him pleasure, listening and happiness.

5 - The pleasure that accompanies playing drives people to work, and then we invite experts to organize programs for games within the fields of work to increase production. (Al-Sultani, 8: 2011).

The teacher role in the play therapy process

A-Take its position by participating in play and interacting with the child or avoiding this participation according to sound convictions aimed at his interests.

B - The teacher must be sensitive and accurate to the child's desires and the need to respond to them.

C-The teacher expects that he will become a subject of the process of transferring the child's repressed emotions, and this situation is to use the best methods to rid the child of the feelings of transformation according to the nature of these feelings, so the teacher must be able to vent these feelings and emotions in him and then turn the child's emotions towards things and situations first, then draw him into a group Play or a special treatment group, in addition to his ability to reduce these emotions by making the decision to participate in the role of the real personality that the child wants to direct his emotions towards, such as the role of the father or the teacher, for example.

D- One of the parents may be an important and essential member in the treatment, and this means the necessity to provide a previously planned family atmosphere in order to assist in the treatment, as the parents define his role so that he can attend what is needed to treat the child by playing in the family atmosphere based on his understanding of this role and its purposes (Sawalha (2010: 196)

Previous studies

Knowing (the effectiveness of group play therapy in children's creativity and controlling aggression in the pre-school stage), this study is considered experimental as a pre- and post-test was used. The study population consisted of all children in all kindergarten centers in the city of Dehloran, the study sample included 60 children who were chosen At random, while there were 30 children in the control group and 30 students in the experimental group, the data were collected using the Torrance's Creativity scale, and the Shahim aggression scale, the results showed that play therapy enhances children's creativity and reduces their aggression significantly.

Moral harassment theoretical framework

The stage of childhood has a special importance in the life of the individual, because in childhood the first seeds of the child's personality are laid and the general framework for his personality is formed, and this has the greatest impact on the formation of the child's personality in the later stages.

The child must have a good example and a good example who can assume his character and benefit from this reincarnation, especially in the first five years, and that he is raised in a calm environment free from psychological conflicts and family disputes so that he does not accumulate worries and Sadness, which makes him vent his anger and pent-up worry in others, especially outside. Moral harassment behavior must be addressed at its beginning, because a harassed child may turn into adulthood into a criminal person who harms others, steals and commits criminal acts. And it was classified into three forms:

Verbal harassment: - It is harassment that stops at the boundaries of speech and includes insults, obscene and bad language, mockery, mockery, threats to others, and shouting, and the mouth of a person is the first tool he released for that, even when he is young at the beginning of his life.

Physical harassment: - It is the harassment that a person shares physically with the other, such as hitting, kicking, biting and pushing, and it may amount to serious physical injuries.

Mimicry harassment: It is acts aimed at provoking a person and harassing him and hilariously, and the matter may end up quarreling and harassment, including mocking the other for his anger or mocking him and pulling hair or clothes (Izz al-Din 2010: 32)

Reasons for the emergence of immoral harassment behavior in children

- 1- The frustration, deprivation and oppression he experiences
- 2- Imitating others and following their behavior that annoys others whom he watches (father - media - teacher)
- 3- Parents' negative images regarding the child's behavior
- 4- The isolation of the child in the first stages from social contact and the lack of encouragement for him to mix with people
- 5). -The misconceptions that reach the child's mind when he understands that the brave child is the one who wrestles with others and takes his rights in his own hands. (Boutros, 358: 2010)

Treating moral harassment behavior

- 1- Directing the child towards beneficial sports perhaps summer clubs, scouting activities, sports equipment and tourist visits are important areas in the process of discharging energies and in building a healthy body and a healthy mind.
- 2 - Time management and its good investment is one of life skills that avoid emerging harmful behaviors, and investing time in games and their individual, collective and creative types, parallel play, risky play and other games that work to integrate and interact with them and reduce the severity of moral harassment behavior.
- 3- Selection of useful TV programs.
- 4- Inculcating Islamic morals (kindness to the little boy - spreading peace - preserving the environment and public facilities). One of the greatness of the Islamic educational curriculum is that it urges the virtues of all morals, denigrating the evil words and the whole effect. Rather, the Noble Qur'an came and was supported by the noble Prophet's guidance with a flood of exhortation to behave with the goodness of morals, and the young generation is thirsty and in need of it.
- 5- Practicing meaningful dialogue based on active listening and mutual respect.
- 6- Seeing the successful educational experiences and quoting the beneficial ones
- 7 - To avoid severe marital conflicts, especially in front of children
- 8- Beware of using the method of physical and verbal punishment and oppression, as it generates persistence in deterioration and generates a personality crushed by feelings deprived of willpower that resorts to threats and cruelty for the trivial reasons

Al-Saqqa Study (1999)

The study aimed to know (the effect of playing on reducing the intensity of aggressive behavior in pre-school children)

The researcher followed the experimental method in this study, and the study sample consisted of 84 children and girls from kindergartens in Damascus, the researcher designed a pilot program that included a set of play-based activities and used note cards and a camera, and the researcher reached the following results:

- Statistically significant differences in the forms of aggression between males and females in favor of males.
- A difference in the form and style of play for aggressive children from the form and style of play for normal children in terms of the intensity and frequency of aggressive behavior.
- The game counseling program showed an effectiveness of 39%

Chapter Three (Research Methodology)

Research community: Determine the current research community for Riyadh children, male and female, in Nineveh Governorate, in the city of Mosul (outside and inside) (right and left) the current research community consisted of government-run Riyadh children aged (5-6) years for the (preparatory) stage in Nineveh governorate for the academic year (2020-2021) and their number (6490) children for all kindergartens in the city of Mosul (outside and inside with its left and right sides) by (3587) male children and (2903) female children.

The research sample: The number of the research sample was (400) children, of which (220) males and (180) were females distributed over (50) kindergartens from the Nineveh Governorate kindergartens.

Statistical Analysis: Distinguishing Paragraphs:

1- The method of the two extremes: the t-test was applied to two independent samples to test the difference between the mean scores of the upper and lower groups in each paragraph, the T-value is considered an indicator to distinguish each paragraph by comparing it with the tabular value the paragraphs were all distinguished playing skills at the level of significance (0.05) and with the degree of freedom (214). And that all the calculated T values were statistically significant when compared to the tabular T value of (1.96), which means that all the scale paragraphs have a good ability to distinguish between the two extreme groups of a characteristic or characteristic.

2-The correlation of the paragraph score with the overall score of the scale

In order to confirm the audit of the paragraphs, the researcher used the total score of the scale as an internal test, and she applied the scale an internal test, and the scale was applied to the sample of statistical analysis, which is (400) children, to calculate the correlation of the paragraph score with the total score of the scale, the researcher used the Pearson correlation coefficient, the results showed that all of them are a statistical function when compared to the tabular value at a level of significance (0.05) and with a degree of freedom (398). Thus, the scale is composed in its final form of (63) items.

For the purpose of selecting the valid paragraphs that will comprise the scale in its final form, the paragraphs whose analysis achieved statistical significance in both the previous two methods together were accepted, and thus the scale became in its final form of (63) paragraphs.

3- The relationship of the score of the paragraph to the field to which it belongs: To extract the relationship of the score of the paragraph with the field to which it belongs, the Pearson correlation coefficient was used between the degrees of the sample on each paragraph of the paragraphs, i.e. the field to ensure that the paragraphs for which they were placed, and the total score of the sample was calculated on each field of the scale, and it appeared that the paragraphs of the game skills scale are related to those areas, and the values of the correlation coefficients between the degree of each paragraph and the field to which it belongs to the scale of playing skills appeared to have a significant significance when compared to the tabular value at a level of significance (0.05) and with a degree of freedom (398).) Which equals (0,098).

Table (1) the values of the correlation coefficients between the score of each paragraph and the total score of the field to which it belongs to the scale of playing skills

Paragraph number	single play the value of the correlation	Paragraph number	Team play the value of the correlation	Paragraph number	Parallel play the value of the	Paragraph number	Individual play the value of the	Paragraph number	Creative play the value of the
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	coefficient		coefficient		correlation coefficient		correlation coefficient		correlation coefficient
1	0,408	13	0,560	28	0,349	40	0,610	52	0,532
2	0,616	14	0,517	29	0,242	41	0,673	53	0,676
3	0,599	15	0,543	30	0,627	42	0,644	54	0,563
4	0,642	16	0,551	31	0,634	43	0,611	55	0,615
5	0,570	17	0,595	32	0,564	44	0,544	56	0,570
6	0,692	18	0,647	33	0,543	45	0,673	57	0,547
7	0,635	19	0,526	34	0,624	46	0,548	58	0,545
8	0,526	20	0,504	35	0,561	47	0,660	59	0,642
9	0,407	21	0,598	36	0,688	48	0,580	60	0,649
10	0,586	22	0,688	37	0,678	49	0,605	61	0,624
11	0,657	23	0,653	38	0,651	50	0,714	62	0,647
12	0,595	24	0,673	39	0,656	51	0,681	63	0,610
	0,408	25	0,592						
		26	0,388						
		27	0,629						

4- The correlation of the domains of the scale of playing skills with each other: to calculate the correlation coefficients between the domains of the scale with each other, the researcher used the Pearson correlation coefficient, and the results showed that all the values of the coefficient of correlation between the scale magazines with each other were a statistical function, which indicates that the dimensions of the scale they are homogeneous among themselves in measuring the same characteristic and Table (2) illustrates that.

Table (2) the values of the correlation coefficient between the scale fields

Field name	Single play	Team play	Parallel play	Playing stakes	Creative play
Single play	1	0,605	0,532	0,422	0,511
Team play		1	0,715	0,433	0,456
Parallel play			1	0,502	0,388
Playing stakes				1	0,555
Creative play					1

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is evident from Table (2) that all the values of the correlation coefficient of the scale fields with each other are statistically significant when compared to the critical value of the correlation coefficient, which means that all skill areas are consistent with each other in measuring the same variable.

Construct validity: The researcher has achieved this type of honesty through the use of two methods to extract the distinction of paragraphs in statistical analysis, which are the method of the two extremes and several indicators, including the correlation of the paragraph score with the total degree and the correlation of the paragraph degree with the total degree of the field to which it belongs and the correlation of the scales of the scale with each other.

Consistency: The internal consistency factor was extracted for the scale of playing skills, as shown in Table (3):

Table (3) Scale stability coefficients for alpha-Cronbach playing skills and retesting

Method used	Alpha Cronbach	Re-test
The degree of stability coefficient	0,822	0,840

Statistical analysis of the paragraphs of the measure of moral harassment: The researcher applied the measure of moral harassment (400) children distributed in the governmental Riyadh of Nineveh governorate, the sample was chosen for most of the governorate's kindergartens, in view of the current circumstances, the questionnaire was answered by the teachers present in the kindergarten, therefore, this sample was relied upon as a basic application in analyzing the results of the study.

1- The method of the two extremes: Then the T test was applied to two independent samples to test the difference between the mean scores of the upper group and the lower group in each paragraph, the T value was considered an indicator to distinguish each paragraph by comparing it with the tabular value, all the paragraphs were distinguished in the scale of moral harassment at the level of (0.05) With a degree of freedom (214) equal to (1.96), thus all the calculated T values are statistically significant when compared to the tabular T value of (1.96), which means that all the scale paragraphs have a good ability to distinguish between the two extreme groups.

2- The relation of the paragraph score to the total score of the scale: The researcher used the Pearson correlation coefficient to extract the correlation between the degree of each paragraph of the scale, and the correlation coefficients were all significant significance when compared to the tabular value * at the level of significance (0.05) and the degree of freedom (398) Table (4) illustrates this:

Paragraph number	Correlation coefficient value	The result	Paragraph number	Correlation coefficient value	The result
1	0,753	Function	21	0,724	Function
2	0,777	Function	22	0,739	Function
3	0,769	Function	23	0,757	Function
4	0,783	Function	24	0,752	Function
5	0,749	Function	25	0,660	Function
6	0,762	Function	26	0,766	Function
7	0,761	Function	27	0,707	Function
8	0,717	Function	28	0,775	Function
9	0,736	Function	29	0,784	Function
10	0,758	Function	30	0,680	Function
11	0,776	Function	31	0,682	Function
12	0,771	Function	32	0,658	Function
13	0,768	Function	33	0,686	Function
14	0,776	Function	34	0,686	Function
15	0,778	Function	35	0,669	Function
16	0,762	Function	36	0,674	Function
17	0,760	Function	37	0,685	Function
18	0,751	Function	38	0,696	Function
19	0,760	Function	39	0,687	Function
20	0,588	Function	40	0,627	Function

It is evident from the table that all values of the paragraph score correlation coefficient with the total score of the scale are statistically significant when compared to the critical tabular value of the correlation coefficient.

For the purpose of selecting the valid paragraphs that will consist of the scale in its final form, the paragraphs whose analysis achieved statistical significance in both the previous two methods together were accepted, and thus (20) paragraphs were deleted and the scale became in its final form consisting of (40) paragraphs that show the critical value of the correlation coefficient at the level Significance (0.05) and with a degree of freedom (398).

3- The relationship of the score of the paragraph to the field to which it belongs: To extract the relationship of the score of the paragraph with the field to which it belongs, the Pearson correlation coefficient was used between the sample scores on each paragraph of any field of the scale, and it appeared that the paragraphs of the measure of moral harassment are related to those areas, and it appeared the values of the correlation coefficients between the score of each paragraph and the domain to which they belong to the scale of moral harassment are significant, and all the correlation coefficients were significant when compared to the tabular value at a significance level (0.05) and a degree of freedom (398) which equals (0.098) and Table (5) Explain that.

Paragraph number	Physical harassment	Paragraph number	Verbal and mimicking harassment
	Correlation coefficient value		Correlation coefficient value
1	0,799	1	0,750
2	0,817	2	0,747
3	0,807	3	0,768
4	0,819	4	0,773
5	0,781	5	0,671
6	0,783	6	0,784
7	0,798	7	0,733
8	0,755	8	0,799
9	0,770	9	0,812
10	0,795	10	0,710
11	0,806	11	0,731
12	0,797	12	0,733
13	0,801	13	0,754
14	0,812	14	0,748
15	0,805	15	0,714
16	0,793	16	0,724
17	0,792	17	0,726
18	0,771	18	0,736
19	0,687	19	0,719
20	0,596	20	0,669

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is clear from the table that all the values of the correlation coefficient, the score of the paragraph with the total degree of the field to which it belongs, was statistically significant, which indicates that the paragraph measures what the field to which it belongs.

4- The relationship of each domain with the other domains of the moral harassment scale:

To calculate the correlation coefficients between the scales of the scale with each other, the researcher used the Pearson correlation coefficient and extracted a matrix of internal correlations between the scores of the areas of moral harassment, the results showed that all the values of the scale fields correlation coefficient with each other were a statistical function, which indicates that the scale dimensions are homogeneous among themselves in measuring the same characteristic, and Table (9) illustrates this.

Table (6) values of the coefficient of correlation between the scale fields

the field	Physical harassment	Verbal and mimic harassment
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Physical harassment	1	0,830
Verbal and mimic harassment		1

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (389) equals (0.098)

Stability: The size of the stability sample was (75) and from the table it is clear that the coefficient of internal consistency of the scale is good and can be relied upon. Table (7) illustrates that.

Table (7) coefficients for the reliability of the scale of moral harassment by alpha Cronbach method and the half-segmentation

Method used	alpha Cronbach	Re-test
Scores of the coefficient of stability	0,772	0,810

Chapter four

First - define the playing skills of kindergarten children: To verify the current goal, the researcher used the T-test for one sample in order to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the scale where the results were as shown in Table (8)

The results of the T-test to know the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale

variable	Sample volume	SMA	standard deviation	Hypothesized mean	Degree of freedom	T-value		Indication level 0.05
						Calculated	Tabular	
Single play	400	39,437	7,830	36	399	8,780	1,96	Function
Parallel play	400	40,582	7,237	36	399	12,663	1,96	Function
Risks play	400	42,192	8,027	36	399	15,428	1,96	Function
Creative play	400	47,697	6,536	36	399	35,790	1,96	Function
Team play	400	54,422	9,152	45	399	20,590	1,96	Function
Playing skills	400	224,332	31,507	189	399	22,460	1,96	Function

The tabular T value at the level of significance (0.05) and at the degree of freedom (399) equals (1.96)

It is clear that the calculated T value is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the mean of the sample scores and the hypothetical average of the scale, and this difference is in favor of the average of the sample scores, which indicates that kindergarten children possess various playing skills.

Second - Moral harassment is known among kindergarten children, and in order to verify the current goal, the researcher used the T-test for one sample in order to find out the significance of a difference between the average of the sample scores and the hypothetical average of the scale, where the results were as in the following table:

The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the scale, Table (9)

		Arithmetic				T-value	
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variable	Sample volume	average	standard deviation	Hypothesized mean	Degree of freedom	Calculated	Tabular	Indication level 0.05
Moral harassment	400	95,175	34,727	120	399	14,297	1,96	Function

The tabular T value at the level of significance (0.05) and at the degree of freedom (399) equals (1.96) In table (9) it becomes clear that the calculated T value of (14,297) is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the mean of the sample scores and the hypothetical average of the scale and this difference is in favor of the hypothetical average of the scale, which indicates that kindergarten children are not characterized by moral harassment.

Third: define the relationship between play skills and moral harassment among kindergarten children.

To verify the relationship between playing skills and moral harassment among kindergarten children, the researcher used the Pearson correlation coefficient, where the results were as shown in Table (10).

The value of the correlation coefficient for the relationship between each skill in playing skills and moral harassment

variable	Sample volume	variable	Correlation coefficient value	T-value		Indication level 0.05
				Calculated	Tabular	
Single play	400	Moral harassment	0,035-	0,699-	1,96	Not a function
Parallel play	400	Moral harassment	0,097-	1,945-	1,96	Not a function
playing risks	400	Moral harassment	0,034	0,678	1,96	Not a function
Creative play	400	Moral harassment	0,099	1,984	1,96	Function
Team play	400	Moral harassment	0,058-	1,159-	1,96	Not a function
Playing skills	400	Moral harassment	0,069-	1,38-	1,96	Not a function

The tabular T value at the level of significance (0.05) and at the degree of freedom (398) equals (1.96)

After calculating the correlation coefficient values for the relationship between each skill of playing skills and moral harassment in kindergarten children, the researcher used the T-test to test the significance of the correlation coefficient where all the T values calculated for the significance of the correlation coefficient were smaller than the tabular T value of 1.96 , which means that there is no relationship between these skills and moral harassment, with the exception of the skill of creative play, where the value of the calculated T was statistically significant, which indicates the existence of a relationship between the skill of creative play and moral harassment.

Fourth: Know the difference in the relationship between playing skills and moral harassment, depending on the gender variable (males and females).

To achieve the current goal, the researcher used the Z-test to find out the significance of the difference between the two correlation coefficients, as the results were as shown in Table (11)

Table (11) the results of the z-test to find out the significance of the difference between the two correlation coefficients

variables	Gender	Number	Correlation coefficient value	Fschr standard value corresponding to the correlation coefficient	Z-value		Indication level 0.05
					Calculated	Calculated	
Individual play x moral harassment	Male	220	0,015-	0,015	-0,396	1,96	Not a function
	Female	180	0,055-	0,055			
Parallel play x moral harassment	Male	220	0,135-	0,136	-0,753	1,96	Not a function
	Female	180	0,058-	0,060			
Risk play x moral harassment	male	220	0,005	0,005	0,594	1,96	Not a function
	Female	180	0,063	0,065			
Creative play x moral harassment	Male	220	0,089	0,090	0,198	1,96	Function
	Female	180	0,109	0,110			
Team play x moral harassment	Male	220	0,029-	0,030	-0,595	1,96	Not a function
	female	180	0,087-	0,090			
Playing skills x moral harassment	male	220	0,105-	0,105	-0,694	1,96	Not a function
	Female	180	0,034-	0,035			

The tabular z-value at the level of significance (0.05) and the degree of freedom (398) equals (1.96)

It is evident from Table (11) that all the Z values calculated to denote the difference between the correlation coefficients according to the gender variable are smaller than the tabular Z values, which indicates that there are no statistically significant differences between the values of the correlation

coefficients, with the exception of the relationship between creative artistic play and moral harassment, where the calculated Z values refer to The significance of the relationship between males and females and this difference is in favor of females.

Recommendations: Educational supervisors should encourage kindergarten teachers to urge children to use games that help in learning, exploration and creativity.

Suggestions: the child's creative skills and their relationship to the treatment methods of the kindergarten teacher.

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