

# Effectiveness Of A Behavioral Counseling Program Based On Parental Participation In Developing Social Competence Among Kindergarten Children In Najran Region

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## **Abstract**

The current study aims to reveal the effectiveness of a behavioral counseling program based on parental participation in developing the social competence of kindergarten children, and to verify the survival of its effect in the follow-up measurement after a period of time of developing social competence. The quasi-experimental approach with two groups (experimental and control) was used. Application of the research on 60 children of kindergarten children divided into the experimental and control groups; Their ages range between 5-6 years, and the study tools included a measure of social competence for the kindergarten child (prepared/researcher) and a behavioral counseling program based on parental participation to develop the social competence of the kindergarten child (prepared by the researcher), and the study found the effectiveness of the counseling program Behavioral in developing social competence in the study sample, in addition to the continued improvement of the experimental group during the follow-up period. In light of the results of the study, the researcher made several recommendations to direct the attention of kindergarten teachers to the development of social competence, and to direct kindergarten teachers to the diversity of methods and strategies used to develop the social competence of the kindergarten child, with an emphasis on the importance of parental participation in developing the social competence of the kindergarten child.

**Keywords:** Counseling program, parental participation, Social Competence, Kindergarten child.

## **I. Introduction**

The progress of society depends on the investment of human resources, the best investment since the early years, as they are the most important years in forming the personality of the individual in the future, where values, habits and skills are acquired that guide his behavior and actions in various situations and help him to conform to the requirements of social life. Education and psychologists confirm that early childhood is one of the most important stages of growth in a person's life, as it is the basis that forms his later personality and the basis on which his productivity in the future depends. Before school, the kindergarten is an educational and social institution in addition to being an educational institution, where the child goes through life situations and social interactions and performs classroom and extracurricular activities that include interactions that affect his

personality and qualify him to interact with society at all stages. Tolba, (2012) [1] emphasized that "what parents and educators do not invest in the family and kindergartens in teaching children's positive human attitudes and relations, and providing them with educational and cultural experiences appropriate for this stage, may be difficult to help them acquire these educational experiences in later stages". The results of studies confirmed that children are able to form relationships with their colleagues in kindergarten, and if the children fail to do so, it negatively affects their happiness in the future [2]. The process of developing appropriate and appropriate social competence during childhood, is a decisive factor in the success of the individual in his childhood stage, and in the later stages of his life [3], where competence represents the umbrella for all the social skills that the individual needs in his social

relations, social competence plays a role in developing the child's ability to understand and interpret social situations, establish good social relations with others, socialize with them, take responsibility and solve problems. Social competence is linked to peer acceptance, and psychological health, and children with high social competence will most likely achieve positive results in social and academic terms and will have high psychological resilience. Ramos, et al., (2013) [4], and a child with social competence can choose the appropriate skills for each situation and use them in ways that lead to positive results [5]. Social competence also contributes in many areas such as academic achievement [6], readiness for school [7] and behavioral problems [8], while we find that low social competence skills lead to failure of social life, repetition of stress and failure of interpersonal relationships. Gulman, (2000) [9], and emphasized that appropriate social competence provides the individual with the basis that leads to strong relationships with peers, and academic success, and that inappropriate social competence during childhood is associated with a number of negative outcomes. And the development of models of antisocial behavior and a decrease in achievement motivation. Canada has made social competence a requirement for school entry. In order for a five-year-old child to have a successful study in the nursery, it is necessary that he reaches a certain level of maturity in five areas, which were determined according to the childhood growth scale, in which social competence was ranked second Canadian journal of behavior science [10]. Social competence represents the set of learned skills that include knowledge of social standards of acceptable behavior, the ability to solve social problems, and to recognize and understand emotions. From finding solutions to these social problems and pushing him to actively participate in various social situations. Al-Zayyat, (1998) [11]. Recent educational and psychological studies emphasize the importance of instilling this concept in the child in the early years of life [12], to exploit his active and strong energies, to keep pace with the rapid changes that are a feature of the times, through training in language skills (verbal) and social support skills [13]. Social competence is an educated response. The individual, since his

childhood, gradually develops the ability to establish effective social relationships with others. He acquires behavioral and social methods, trends, values and standards and learns social roles. He learns social interaction with fellow age and learns social responsibility [14]. Social competence has a role in preventing mental and social problems and disorders and achieving mental health [15] concluded that social competence contributes to reducing behavioral problems. indicated that enhancing social competence is one of the central aspects in aggressive prevention programs in educational institutions. Many studies have been conducted to describe and explain the relationship between social competence and behavioral problems for kindergarten children, such as the study [16], which was conducted on a sample of 203 children between the ages of 3-5 years, and its results revealed that there are statistically significant differences between the levels of Behavioral problems (High - Medium - Low) in the dimensions of social efficiency, as well as the presence of significant differences between the level of social competence (High - Low) in behavioral problems, which shows that weak social efficiency is linked to a high rate of behavioral problems. The study [17] aimed to identify the relationship between adaptive behavior problems and social emotional competence for kindergarten children from 4-6 years old. Down emotional attachment and poor communication with peers. The study [18] aimed to study the relationship between social competence among pre-school children and their mental health in adolescence and adulthood, and based on data from a research center for children in the kindergarten stage, then after a period of 13 to 19 years and after controlling some variables related to the characteristics of the family and children. The results showed that there were statistically significant correlations between social and emotional competence in the kindergarten stage and a number of outcomes in adolescence and adulthood in various fields including education, work, criminal activity, drug addiction, and mental health. Social competence is the ability to achieve social goals through social interaction within the framework of mutual positive social relationships with others in various situations, as well as the ability of a person to

interact positively with his environment. Social competence includes five elements:  
 The ability to assert oneself and self-disclosure,  
 To participate with others in social activities,  
 To show concern for others,  
 To understand the perspective of the other person.  
 The variable that surrounds it. Authors of [19-20], emphasized that the development of social competence is a major challenge for young children when they enter the social field in the pre-school stage. Children with social competence have the ability to develop and develop relationships with colleagues and with adults, which is very important for success and protects them from problems [21] indicates that competence has distinctive characteristics, the most important of which are ingenuity and experience in the individual's performance of his social activities and his various interactions with others. Psychological, social and educational studies emphasized the important role of parents in providing the child with basic social characteristics. Kawaseh and El-Sayed, (2011) [22] indicated that parents have a role in socializing the child's behavior and achieving his social development through social interaction that plays a role in determining and forming the child's personality. The primary features of an individual's social competence are due to the first stage of his life and his relationships with his family members and the attitudes and behavior patterns of these individuals, and where the first pillars of personality form in the family environment in childhood, and family relationships help the child's upbringing, normalization and acquisition of social qualities that help him in social integration has studied the effect of fathers on the emotional development of children and its relationship to their social efficiency. Peers and teachers. The study [23] aimed to investigate the effect of parenting practices on children's perception of their parents and peers, and social adaptation. From the above, the researcher believes that the subject of social competence among kindergarten children, although it is the focus of many foreign-developmental studies, needs more attention in Arab studies, and that those interested in early childhood education should pay attention to the development of social competence for children starting from the early childhood years.

## 2. Research problem

The importance of social competence, which starts from the kindergarten and pre-school years and continues through the primary stage, lies in the fact that it is the basis for successful positive interaction with peers, as the results of many studies and research confirmed the importance of training children on social competence and the need to treat any shortcomings because of the social and educational difficulties it represents. Social competence affects all aspects, including academic achievement, and psychological and social adjustment [24-25] concluded that the development of social competence in children is associated with many positive results in adulthood, such as increasing academic success and self-esteem, and that the development of social competence in children is a multifaceted process resulting from the contribution of many factors and all these factors work with The study recommended the necessity of counseling interventions for children who lack the ability or skills to acquire social competence. The study [26] aimed to evaluate the effectiveness of promoting alternative thinking strategies in developing social and emotional competence in a sample of children consisting of 95 children at the age of six. in the control group. Social competence means the ability to achieve personal and social goals, benefit from social skills, the ability to regulate emotional and social, and the ability to self-esteem [27]. Social competence is also defined as the ability to demonstrate socially appropriate behaviors with positive outcomes that allow the child to achieve his goals [28]. The study [29] found a weak level of social competence among children not enrolled in kindergarten compared to the level of social competence of children attending kindergarten. The interaction in daily life between children and each other and between children and teachers within the kindergarten has an important impact on their social efficiency and this effect is automatic [30]. The kindergarten is an educational and social institution in addition to being an educational institution, where the child goes through life situations and social interactions. He carries out class and extracurricular activities that include interactions that affect his personality and qualify him to deal with society at all stages of his life. Al-

Said, (2020) [31] stressed that all educational institutions did not represent the place where individuals only learn educational materials, but rather represented centers for practicing social activities and human interaction. Learning and development. The Corona pandemic, with the restrictions it imposed on social interaction, has had an impact on the social efficiency of children. And that the Corona pandemic, with the suspension of study, distance education and social distancing, left many social effects on students, represented in the weakness of social competence in all its dimensions for students of different academic levels in varying proportions depending on the age of the student, which requires the development of treatment plans and appropriate rehabilitation programs to treat this shortcoming. Zeab, (2021) [32] stressed the need to develop compensatory programs in cooperation with all community and family institutions to compensate for the causes of social distancing.

### 3. Main research question

What is the effectiveness of the behavioral counseling program in developing social competence among kindergarten children in Najran region?

#### 3.1. Research Sub-questions

1- Are there statistically significant differences between the mean scores of the experimental and control groups in the tribal measurement of the social competence scale for kindergarten children?

2- Are there statistically significant differences between the mean scores of the experimental and control groups in the post-measurement of the social competence scale for kindergarten children in favor of the experimental group?

3- There are statistically significant differences between the mean scores of the two applications, the pre and post applications of the experimental group for the measure of social competence for kindergarten children in favor of the post measurement?

4- Are there statistically significant differences between the mean scores of the post and follow-up applications of the experimental

group in the measure of social competence for kindergarten children in favor of the follow-up measurement?

### 4. Research Hypotheses

- There are no statistically significant differences between the mean scores of the experimental and control groups in the tribal measurement of the social competence scale for kindergarten children.

- There are statistically significant differences between the mean scores of the experimental and control groups in the post-measurement of the social competence scale for kindergarten children in favor of the experimental group.

- There are statistically significant differences between the mean scores of the pre and post applications of the experimental group for the measure of social competence for kindergarten children in favor of the post measurement.

- There are statistically significant differences between the mean scores of the post and follow-up applications of the experimental group in the measure of social competence for kindergarten children in favor of the follow-up measurement.

- The behavioral counseling program based on parental participation achieves in developing the social competence of kindergarten children in Najran region.

### 5. Research objectives

- Preparing a behavioral counseling program based on parental participation to develop social competence among kindergarten children in Najran province.

- Verifying the effectiveness of a behavioral counseling program in developing social competence among kindergarten children in Najran region after implementing the program.

- To reveal the extent of the survival of the impact of the behavioral counseling program in developing social competence among kindergarten children in Najran region after a period of applying the program in the follow-up measurement.

### 6. Research theoretical significance

- The importance of its topic, as social competence is an indicator of mental health, and it has a role in integrating the child into the social environment.

- The importance of the age stage discussed in the research and the sensitivity of early childhood stage and its role in building the child's future personality.

### **7. Research practical significance**

- The results of the research may benefit the responsible authorities in developing programs aimed at developing social competence among kindergarten children.

- Offering multiple activities in the program that provide an opportunity for teachers and parents to benefit from them in developing the social competence of kindergarten children.

### **8. Research limitations**

The present study was limited to the use of a behavioral counseling program based on parental participation in developing social competence among kindergarten children.

#### **Temporal limits**

The study was applied in the first semester of the year 1443 AH.

#### **Spatial limits**

The study was applied to children in the kindergarten stage 5-6 who are registered in kindergartens in Najran city.

### **9. Behavioral counseling program**

Procedurally defined as “a set of time-bound training, educational, and educational experiences and activities that are based on the foundations, techniques and procedures of behavioral guidance that lead to the development of social competence for kindergarten children.”

### **10. Parental Participate**

UNESCO, (2006) [33] defines parental participation as “work that includes various activities, from the exchange of information on the health of the child to the close involvement of parents in the upbringing of the child, and their contribution to decision-making regarding the use

and allocation of resources in a more comprehensive manner”. The Saudi Ministry of Education, (2017) [34] defines it as cooperation and integration between the kindergarten, the family and the community in building programs, activities and events, and following up and evaluating them to increase the effectiveness of each of them. The researcher defines it procedurally as a kind of communication between the parents and the kindergarten regarding the program and services provided to the child.

### **11. Social Competence**

Social competence is the individual's ability to communicate with others and interact with them in order to influence them to produce a response in terms of proficiency and mastery of verbal and non-verbal skills that allow the individual to establish successful social relations [35]. Social competence is “the individual's ability to flexibly coordinate adaptive responses to various personal demands, and to regulate social behavior in different social contexts in a way that is beneficial to himself, and consistent with social traditions and morals” [36-37] defined social competence as the skills that are used to respond in specific social situations, which include two or more people, during which the behavior of any of the interacting people appears in response to the behavior of any of the interacting people, and this behavior is verbal or non-verbal in a way that achieves social acceptance. It is the ability to organize and flexible control of knowledge, sentiment and behavior during the processes of social interaction aimed at forming successful social relationships without restricting the opportunities of the other in achieving his goals and in order to satisfy the personal needs sought by the child [38] sees social competence as a set of cognitive, affective and behavioral skills that facilitate the issuance of social behaviors that are consistent with social or personal standards or both, and contribute to achieving an appropriate degree of effectiveness and satisfaction, in various situations of social interaction with others, and are reflected in the manifestations of competence in all forms of social communication skills, self-assertion, solving social problems, and psychosocial adjustment of the individual. Social competence is also defined as the

ability to successfully deal with the environment, including a high degree of social responsibility and independence [39]. Ashiabi, (2007) [40] defines social competence as the ability to integrate cognitive, affective and behavioral aspects to achieve goals in a social context. Therefore, social competence may also be referred to as how children communicate side by side with their peers and adults and establish successful relationships. Children are encouraged to engage in social interaction, achieve peer acceptance, and maintain friendships [41]. The researcher defines it procedurally - it is a set of social skills and behaviors that increase the ability of kindergarten children to interact successfully with the surrounding community in a positive way towards life situations, and procedural efficiency is expressed in the degree obtained through the scale used in the current study.

## **12. Kindergarten children**

Kindergarten children are technically defined as: children enrolled in kindergarten, whose age ranges between 4-6 years, and this period is the period of flexibility and ability to learn, acquiring and developing skills, and it is the period of the greatest activity and the most growth [42]. Kindergarten children are defined procedurally: they are children enrolled in kindergartens at the second level, ranging in age from 5-6 years.

## **13. Previous studies**

The study by [15] aimed to enhance social competence and prevent aggression in early childhood, where researchers designed a program to develop and enhance social competence through a framework for applying social information processing theory, and the results indicated the success of the program in improving social competence among sample children. The study [43] aimed at evaluating the intervention to enhance social efficiency among pre-school children. The results indicated that participation in the intervention program showed a significant increase in social competence and exposure to less severe violence, and that the intervention, even if in the short term, could lead to a real change in the main aspects of children's performance. The study [44] aimed to identify the level of emotional

competence among pre-school children and its relationship to their social competence, and the sample consisted of 99 children whose ages ranged from 4-6 years. The results also showed a positive, statistically significant relationship between emotional competence and social competence among male and female preschool children. The study recommended intensifying studies in the field of emotional and social competence and its development for preschool children [45] aimed to reveal the extent of the correlation between parental treatment methods and social efficiency from the point of view of parents for a pre-school child, and the study sample consisted of 264 children. Amin's study, (2018) [46] aimed to identify the relationship between achievement motivation and social competence in a kindergarten child, and to reveal the dimensions of achievement motivation that contribute to predicting social competence in a kindergarten child. Achievement and social competence of the kindergarten child. The study [47] aimed to test the effectiveness of a training program for developing social competence among kindergarten children with learning difficulties. The sample consisted of (20) children. The results of the study concluded that there were statistically significant differences in favor of the experimental sample.

## **14. Study Approach**

In light of its objectives, the current study relied on the use of the quasi-experimental approach with a pre-post design for two groups. The study included the independent variable, which is the behavioral counseling program based on parental participation, and the dependent variable, which is performance on the scale of social efficiency. The sample was randomly distributed into two groups, one experimental and the other controlling, and the behavioral counseling program was applied on the experimental group only, and a pre- and post-measurement was conducted for the two groups.

## **15. Study community**

The study population consisted of children enrolled in kindergarten from the age of 5-6 years in the Najran region

## **16. Research sample**

The exploratory study sample consisted of 60 children of ages 5-6 registered in kindergartens in the city of Najran, who were randomly selected who showed clear shortcomings in social competence, and were distributed into two groups: an experimental group 30 children and a control group 30 child.

### 17. Study tools

First: The measure of social competence for kindergarten children (prepared by the researcher), was applied to the study sample before and after using the behavioral counseling program based on parental participation.

### 18. Socket construction steps

- Examining books, references and periodicals that dealt with the use, preparation and design of the social competence scale for kindergarten children.
- Reviewing previous studies and research related to the development of social competence for kindergarten children.
- Reviewing tests and standards that dealt with the social competence of kindergarten children.

Depending on the scientific heritage, the items of the scale were designed and printed in its initial form. The researcher conducted an exploratory experiment on a sample of 30 kindergarten children in the Najran region, and determined the validity of the scale for experimental application.

### 19. Scale description

The scale in its final form consists of 40 paragraphs, and each paragraph consists of four descriptive phrases that represent varying degrees of efficiency in relation to the measured behavior. And increase the stability of judgment on the behavior, and the test does not require the design of special situations for its application, nor does it necessarily require a psychologist to apply it.

### 20. Correction method

In order to obtain equal weights on the scale, grades 1, 2, 3, and 4 were given for a four-degree scale (Always, Often, Sometimes, Rarely) and for the scale of 40 phrases, the total score of the scale ranged between 40-160 degrees.

## 21. Psychometric properties of the social competence scale

### Honesty

#### 21.1. Apparent honesty (the sincerity of the arbitrators)

The scale was presented in its initial form to a group of specialized professors and teachers in the field of early childhood in order to express their opinion on the following elements:

- The suitability of the phrase to the dimension,
- The suitability of the linguistic formulation of the phrases,
- The presence of a modification by deletion or addition of some of the scale phrases, and 90% of the arbitrators' agreement was approved.

#### 21.2. Internal Validity

The researcher verified the validity of the test's internal consistency by calculating the correlation coefficient between the scores of each of the scale expressions and the total scores of the scale, and the results came as shown in table (1).

Table 1: Correlation coefficients between the scores of each of the scale expressions and the total scores of the scale

Items	Correlation coefficient	P-value	Items	Correlation coefficient	P-value
Item1	0.52	0.01	Item2 1	0.56	0.01
Item2	0.56	0.01	Item2 2	0.55	0.01
Item3	0.79	0.01	Item2 3	0.64	0.01
Item4	0.54	0.01	Item2 4	0.77	0.01
Item5	0.55	0.01	Item2 5	0.70	0.01
Item6	0.64	0.01	Item2 6	0.81	0.01
Item7	0.53	0.01	Item2 7	0.62	0.01
Item8	0.64	0.01	Item2 8	0.74	0.01

Item9	0.78	0.01	Item2 9	0.55	0.01
Item1 0	0.50	0.01	Item3 0	0.67	0.01
Item1 1	0.67	0.01	Item3 1	0.51	0.01
Item1 2	0.51	0.01	Item3 2	0.54	0.01
Item1 3	0.85	0.01	Item3 3	0.80	0.01
Item1 4	0.65	0.01	Item3 4	0.80	0.01
Item1 5	0.57	0.01	Item3 5	0.69	0.01
Item1 6	0.83	0.01	Item3 6	0.68	0.01
Item1 7	0.56	0.01	Item3 7	0.93	0.01
Item1 8	0.51	0.01	Item3 8	0.61	0.01
Item1 9	0.80	0.01	Item3 9	0.53	0.01
Item2 0	0.59	0.01	Item4 0	0.67	0.01

Table (1) shows the correlation coefficients between the scores of each question and the total scores of the main skill to which the question belongs, which ranged between (0.93-0.50) and all of them were statistically significant at the level of significance 0.01. Thus, the scale statements are considered valid for what they were designed to measure.

### 21.3. Scale stability

The researcher verified the stability of the scale through Cronbach's Alpha Coefficient method, and the results were as shown in table (2).

Table 2: Cronbach's alpha coefficient of the test

Scale	Items	Cronbach's Alpha
Social competence	40	0.96

Table (2) shows the stability coefficient of the scale, which was 0.96, which is a high stability value, which reassures the researcher of the results of applying the scale.

### 21.4. Discriminative ability of scale expressions

Table 3: It shows the discriminatory ability of the scale expressions

Items	Low score group N=15		High score group N=15		Mann-Whitney Test	
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	Z	P-value
Item1	22.5	337.5	8.5	127.5	5.04	0.001
Item2	22.5	337.5	8.5	127.5	5.04	0.001
Item3	21.0	315.0	10.0	150.0	4.10	0.001
Item4	20.0	300.0	11.0	165.0	3.53	0.001
Item5	22.5	337.5	8.5	127.5	5.04	0.001
Item6	22.0	330.0	9.0	135.0	4.71	0.001
Item7	22.0	330.0	9.0	135.0	4.71	0.001
Item8	21.0	315.0	10.0	150.0	4.10	0.001
Item9	22.0	330.0	9.0	135.0	4.71	0.001
Item10	22.0	330.0	9.0	135.0	4.71	0.001
Item11	22.5	337.5	8.5	127.5	5.04	0.001
Item12	23.0	345.0	8.0	120.0	5.39	0.001
Item13	21.5	322.5	9.5	142.5	4.40	0.001
Item14	23.0	345.0	8.0	120.0	5.39	0.001
Item15	23.0	345.0	8.0	120.0	5.39	0.001
Item16	20.0	300.0	11.0	165.0	3.53	0.001
Item17	20.5	307.5	10.5	157.5	3.81	0.001
Item18	23.0	345.0	8.0	120.0	5.39	0.001
Item19	21.5	322.5	9.5	142.5	4.40	0.001
Item20	22.5	337.5	8.5	127.5	5.04	0.001
Item21	22.0	330.0	9.0	135.0	4.71	0.001



Item22	22.0	330.0	9.0	135.0	4.71	0.001
Item23	22.0	330.0	9.0	135.0	4.71	0.001
Item24	21.0	315.0	10.0	150.0	4.10	0.001
Item25	20.5	307.5	10.5	157.5	3.81	0.001
Item26	21.5	322.5	9.5	142.5	4.40	0.001
Item27	20.5	307.5	10.5	157.5	3.81	0.001
Item28	23.0	345.0	8.0	120.0	5.39	0.001
Item29	22.5	337.5	8.5	127.5	5.04	0.001
Item30	22.5	337.5	8.5	127.5	5.04	0.001
Item31	21.5	322.5	9.5	142.5	4.40	0.001
Item32	22.5	337.5	8.5	127.5	5.04	0.001
Item33	21.0	315.0	10.0	150.0	4.10	0.001
Item34	21.5	322.5	9.5	142.5	4.40	0.001
Item35	21.0	315.0	10.0	150.0	4.10	0.001
Item36	22.5	337.5	8.5	127.5	5.04	0.001
Item37	20.5	307.5	10.5	157.5	3.81	0.001
Item38	23.0	345.0	8.0	120.0	5.39	0.001
Item39	22.5	337.5	8.5	127.5	5.04	0.001
Item40	23.0	345.0	8.0	120.0	5.39	0.001

Table (3) shows the results of the "Mann Whitney" test for comparison between the averages of low scores and high scores in the terms of the scale, where the "Z" values ranged between (5.39-3.53) and all of them are statistically significant at the level of significance 0.001, which indicates that there are differences Statistically significant between the low group and the high degree group, which means that the discriminatory ability of the scale expressions is appropriate.

## **22. Behavioral counseling program for developing the social competence of kindergarten children**

The behavioral counseling program based on parental participation used in the current study consists of a set of time-bound, educational and educational experiences and activities that are based on the foundations, techniques and procedures of behavioral counseling with the aim of developing the social competence of kindergarten children in Najran region

### **22.1. The general goals of the program**

The program aims to develop the social competence of kindergarten children, which helps them to face everyday situations with confidence in order to achieve psychological and social compatibility

### **22.2. The importance of the program**

- The current behavioral counseling program, after its application, helps to develop the social competence of the kindergarten child.
- Emphasizing the importance of the child's social competence to achieve psychological and social harmony inside and outside the kindergarten.
- Emphasizing the role of parents in developing social competence through their positive participation.

### **22.3. Target group**

A sample of children aged 5-6 registered in kindergartens affiliated to the Ministry of Education in Najran Region

### **22.4 Program content**

The program consists of a set of time-limited training, educational and educational experiences and activities, which are based on the foundations, techniques and procedures of behavioral guidance with the aim of developing the social competence of kindergarten children in Najran region. The researcher prepared the program to include 36 counseling sessions based on the techniques of behavioral counseling (Modeling - Reinforcement - Role Playing - Emotional Venting - Feedback).

### **22.5. program duration**

The program takes six weeks, three days out of each week, and every day offers two different activities using behavioral counseling techniques, starting from 19-2-1443 to 27-3-1443 AH.

### 22.6. Where to apply the program

The study was applied in kindergartens affiliated to the Ministry of Education in Najran region. Means and tools used in the proposed program (Stories - Picture Books - Cartoon Films - Data Cho - Theater - Sketchbooks - Colors - Clay - Cut & Thief – Puppets).

### 22.7. Evaluation methods used in the program

#### 22.7.1. Tribal assessment

This is carried out before applying the program through the scale prepared by the researcher to identify the level of social competence of kindergarten children.

#### 22.7.2. Formative evaluation

It takes place during the application of the program and is applied to each activity within the session.

#### 22.7.3. Final evaluation

It is carried out after the completion of the application of the program, where the scale is applied to the children to identify the extent of the program's effectiveness and its impact on the study sample.

### 23. Study application procedures

- Experimental design and preparation for the study experience: To achieve the objective of the study, the quasi-experimental approach was followed. The design of the pre and post measurement for the two groups.

- Practical procedures to implement the study experience, which included, after completing the pre-application of the study tool, the researcher applied the program from 19/2/1443 to 27/3/1443 by implementing the activities of the program under study on the experimental group, at a rate of 3 hours per week, and the research tool (efficiency scale) was applied social) after completing the application of the program to the study group.

### 24. Research presentation, discussion and interpretation

#### 24.1. Results of 1<sup>st</sup> statistical hypothesis test

The first hypothesis states that "there are no statistically significant differences between the mean scores of the children of the experimental and control groups in the pre-measurement of the social competence scale for kindergarten children". To test the validity of this hypothesis, the researcher used the "Independent samples T-test", and the results were as shown in table (4).

Table 4: the significance of the differences between the mean scores of the children of the experimental and control groups in the tribal measurement of the social competence scale for kindergarten children.

Study groups	Mean	SD	T-test		
			T	D F	P-value
Experimental group	67.5	12.1	0.8	58	0.428
Control group	70.2	14.0			

Table (4) shows that there are no statistically significant differences between the mean scores of the children of the experimental and control groups in the tribal measurement of the social competence scale for kindergarten children. 70.27), and the value of "t" was (0.80) and it was not statistically significant, which indicates that the children of the experimental and control groups were equal before using the proposed program.

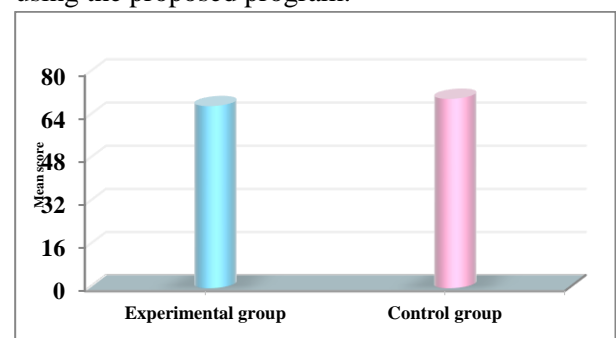


Figure 1: The mean scores of the children of the experimental and control groups in the tribal measurement of the social competence scale.

From Table (4) and its results, and Chart (1), it is clear that the first hypothesis of the study was fulfilled.

#### 24.2. Results of 2<sup>nd</sup> statistical hypothesis test

The second hypothesis states that "there are statistically significant differences between the mean scores of the children of the experimental and control groups in the post-measurement of the social competence scale for kindergarten children in favor of the children of the experimental group." To test the validity of this hypothesis, the researcher used the "Independent samples T-test", and the results were as shown in table (5).

Table 5: The significance of the differences between the mean scores of the children of the experimental and control groups in the post-measurement of the social competence scale for kindergarten children

Study groups	Mean	SD	T-test		
			T	DF	P-value
Experimental group	139.57	11.55	10.51	58	0.001
Control group	107.73	11.91			

Table (5) shows that there are statistically significant differences between the average scores of the children of the experimental and control groups in the post-measurement of the social competence scale for kindergarten children in favor of the children of the experimental group. In the dimensional measurement (107.73), the value of "t" was (10.51), and it was statistically significant at the level of significance (0.001).

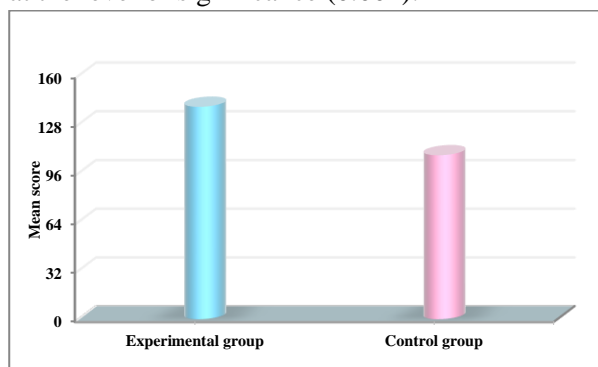


Figure (2): It shows the mean scores of the children of the experimental and control groups in the post-measurement of the social competence scale. From Table (5) and its results, and Chart (2), it is clear that the second hypothesis of the research has been fulfilled.

**24.3. Results of 3<sup>rd</sup> statistical hypothesis test**

The third hypothesis states that "there are statistically significant differences between the mean scores of the children of the experimental group in the pre and post measurements of the social competence scale for kindergarten children in favor of the post measurement", to test the validity of this hypothesis, the researcher used the "Paired samples T-test" test, and the results were as shown in table (6).

Table 6: The significance of the differences between the mean scores of the children of the experimental group in the pre and post measurements of the social competence scale

Measurement	Mean	SD	T-test		
			T	DF	P-value
Pre-Measurement	67.57	12.16	21.91	58	0.001
Post-Measurement	139.57	11.55			

Table (6) shows that there are statistically significant differences between the mean scores of the children of the experimental group in the pre and post measurements of the social competence scale for kindergarten children in favor of the post measurement. The value of "t" was (21.91), and it was statistically significant at the level of significance 0.001.

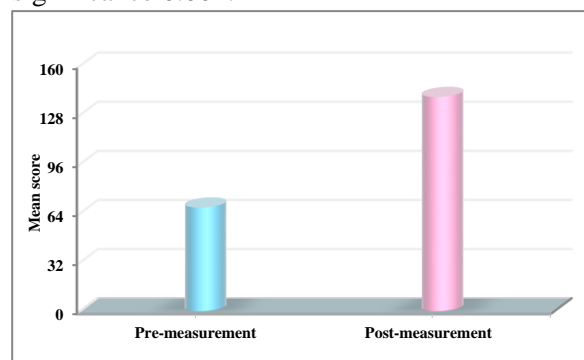


Figure 3: The average scores of the children of the experimental group in the pre and post measurements of the social competence scale. From table (6) and its results and graph (3), it is clear that the third hypothesis of the research has been fulfilled.

**24.4. Results of 4<sup>th</sup> statistical hypothesis test**

The fourth hypothesis states that "there are statistically significant differences between the mean scores of the children of the experimental group in the post and follow-up measurements of the social competence scale for kindergarten children in favor of the follow-up measurement", to test the validity of this hypothesis, the researcher used the "Paired samples T-test" test, and the results were as shown in table (7).

Table 7: The significance of the differences between the mean scores of the children of the experimental group in the two post and follow-up measures of the social competence scale

Measurement	Mean	SD	T-test		
			T	DF	P-value
Post-Measurement	139.57	11.55	3.76	58	0.001
Rep.-Measurement	144.37	10.77			

Table (7) shows that there are statistically significant differences between the mean scores of the children of the experimental group in the post and follow-up measures of the social competence scale for kindergarten children in favor of the post application. 144.37, and the value of "t" was 3.76, and it was statistically significant at the level of significance 0.001.

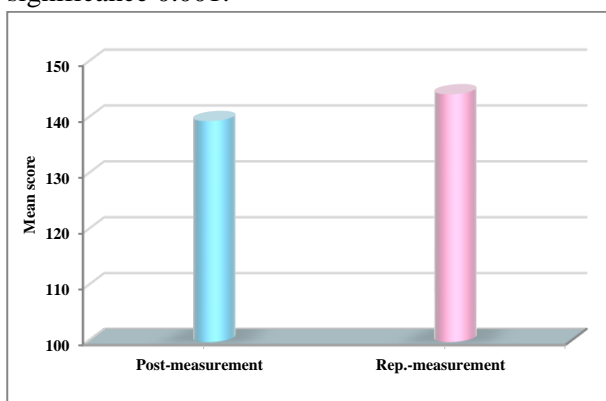


Figure 4: The mean scores of the children of the experimental group in the post and follow-up measures of the social competence scale From table (7) and its results, and graph (4), it is clear that the fourth hypothesis is fulfilled.

**24.5. Results of 5<sup>th</sup> statistical hypothesis test**

The fifth hypothesis states that: "The behavioral counseling program based on parental participation achieves an effectiveness of  $\geq 0.6$  in developing social competence in children." To test the validity of this hypothesis, the researcher used Mack Gojian's effectiveness ratio equation, which determined the ratio 0.6 to judge the effectiveness of the program, and the results came as shown in table (8).

Table 8: The effectiveness of using the behavioral counseling program based on parental participation in developing social competence among the children of the experimental group

	Test	Mean	High score	Effectiveness ratio
Social Competence	Pre-test	67.57	160	0.78
	Post-test	139.57		

Table (8) shows an effective percentage of using the behavioral counseling program based on parental participation in developing social competence among the children of the experimental group, which reached (0.78), which is higher than (0.6) set by McGujian, which indicates that the proposed program used by the researcher It was effective, and led to the development of social competence among the children of the experimental group.

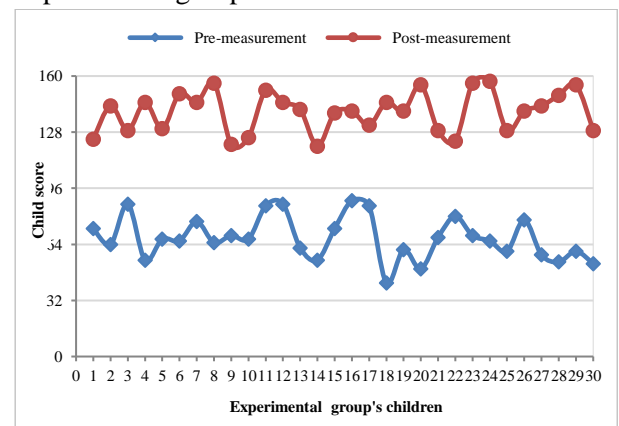


Figure (5): shows the effectiveness of the proposed program in developing social competence among the children of the experimental group From table (8) and its results and graph (5), it is clear that the fifth hypothesis of the research has been fulfilled

## 25. Discussion

The results of the study found that there were statistically significant differences between the average scores of the children of the experimental and control groups in favor of the experimental group in developing social competence. It showed the improvement of social efficiency, and the researcher attributed this result to the participation of the children of the experimental group in the sessions of the training program used, and what was included in the behavioral counseling program based on parental participation of various techniques and activities in proportion to the characteristics of the child's growth, and the use of behavioral counseling methods is effective in developing social efficiency The child. Which is consistent with what was indicated by [48] that the social interaction, i.e., the giving and taking and the mutual influence between the members of the guiding group, has an effective effect, as it makes the members integrate into the social activity. The application of behavioral techniques, including reinforcement, modeling, role-playing and feedback, contributed to the development of social competence, which was confirmed by [49-50]. The program, which was presented in the form of natural situations, in which the children practiced coexistence, which contributed to the development of social competence. This is consistent with what was confirmed by the study [51], which stated that the best way to teach competencies is through practice. It also explains the continuity of acquiring social competence after a period of time from the end of the program to the activities and techniques included in the program, which were organized, arranged and trained in an appropriate guiding framework. The organized training activities and experiences develop the children's personality and contribute to raising their social competence. The researcher also used multiple educational means that helped the participation of all the child's senses, which facilitates the child's learning and works to maintain the impact of learning, and to organize the activities of the program in proportion to the level of growth and abilities of the children, and [35] found the effectiveness of the kinetic play program in developing the social competence of kindergarten children. The results of the current

study were in agreement with the theoretical framework and previous studies

## 26. Recommendations

- Directing the attention of those responsible for preparing the kindergarten curricula to include social competence skills in the kindergarten curricula
- Directing the kindergarten teachers' attention to the diversity in the activities and means used to improve the social competence of kindergarten children, with attention to the techniques of behavioral guidance.
- Involve parents in the provided rehabilitation programs and train them in them, in order to ensure the application of these programs at home, as this has an impact on the development of social competence.

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