

Detecting Social Habits Among Students Of Kindergarten Department

¹Maryam Muhammad Hussain Al-Shaibani ,²Asst. Prof.Dr. Raghad Shakib Rashid

Mariam.Mohammed1208a@coeduw.uobaghdad.edu.iq¹

Sci@coeduw.uobaghdad.edu.iq²

University of Baghdad, college of education for women, department of kindergarten

Abstract

Social customs are part of our daily life and are a necessary thing for members of society, so social habits are actions and actions that individuals practice on a daily and recurring basis. Where culture includes all aspects of social customs and the actions and behavior of individuals, as well as all activities and practices carried out by individuals in society. . Therefore, the researcher dealt with the study of revealing the social habits of the students of the kindergarten department, which aimed to:

-Identifying the social habits of kindergarten students.

To achieve the objectives of the research, the researcher built a scale, (Social Habits), after following the scientific steps in building it.

The items of the Social Habits Scale amounted to (25) items, while it was applied to a sample of (250) female students in the Kindergarten Department. After collecting the data and processing it statistically by means of the statistical package (SPSS), the researcher reached the following results:

The kindergarten students have social habits.

In light of the results of the research, the researcher put some recommendations, the most important of which are:

- 1.Guiding the students to practice the social customs that support their culture and achieve social harmony for them.
- 2.Providing an awareness program for female students that provides guidelines that will work to educate female students about good habits.

A set of suggestions:

- 1-Conducting studies aimed at measuring the social habits of social groups other than that of the kindergarten students, which were covered by the research, and introducing other variables.
- 2-Conducting a similar study in other universities and applying it to both sexes.

Chapter One

The problem of research

Some social customs represent a social heritage that is not based on logic, but is taken as postulates surrounded by a similarity of sanctification. On the behavior of individuals, if adults believe in customs and values, they must be preserved by instilling them in children and trying to make them adhere to them by directing

their behavior in the direction that adults want and practicing these habits. (Abdul Hadi, 2009: 14).

The importance of the research

Social habits are part of our daily life, and a strength of the society's forces and a link that unites us with it. Every behavior or behavior that an individual performs in certain situations and the repetition of this behavior or action leads to the emergence

of habits, and when these actions are repeated over time, they soon become social habits and become Thus, a behavior adhered to by members of society, and these habits arise in a random way through observation and participation in daily life, and socialization is the means to maintain these habits. (Rashwan, 2005: 174).

The aims of the research

The current research aims to identify: I-identifying the social habits of kindergarten students.

The limited of the research

The current research is limited to the female students of the Kindergarten Department at the College of Education for Girls / University of Baghdad for the academic year 2021/2022.

Search terms (The definition of terms).

The following is a definition of the main terms used in the research:

First: Social habits

-Sumner, (1906)

It is the behavior that appears gradually and unconsciously on the individual, and this is subjected to a strict selection process that results in the habits that quickly crystallize and become constraining the behavior of individuals and groups. (Sumner, 1940: 66).

-Badawi, (2011)

Patterns of behavior that are transmitted from generation to generation and continue for a long period until they are established and stabilized and reach the point of recognition by successive generations. (Badawi, 2011: 38).

Second: Kindergarten students

-Mushar, (2021): They are the female students who graduated from middle school in its scientific and literary branches and were accepted into the Kindergarten Department, one of the departments of the College of Education for Girls, which has a special acceptance in the Student's Guide to be prepared as teachers and aware of all aspects of childhood. (Mushar, 2021).

First: Social habits:

Social customs are the first pillar upon which the cultural heritage is based in every social environment. Social customs represent one of the types of behavior learned through socialization. The explicit and implicit laws that determine what behaviors are acceptable within the community, and can be known as the rules that the group uses in relation to what is appropriate and what is not appropriate in relation to the values, behavior and customs of society, that social customs have great value for the group, because they determine acceptable behavior and unacceptable behavior in society, work to regulate people's behavior, give importance to social life, and maintain On Social Cohesion (The Age, 1992: 118).

Theories that explain social habits

1-Sumner's automatic control theory

Sumner traces the emergence of social habits to the vital, necessary needs that require satisfaction and the satisfaction of the necessary needs. People, individually and collectively, must perform different actions, methods, or modes of activity that are overcome by random attempt. These methods must be repeated time after time, day after day, and year after year. During this repetition, people discover, through trial and error, that there are successful, correct and beneficial ways, and failed, incorrect and harmful ways.

Thus, they choose what suits them, redeems them, and clings to it with the passage of time. Thus, it crystallizes and becomes a social habit, people get to know and work to consolidate and root in the souls of individuals as they work on He transmitted it horizontally in one generation and vertically to successive generations in the form of knowledge and traditions that the community is keen on and respected. (Al-Rashdan, 2008: 141).

2-Vygotsky's Social Constructivism Theory (Vygotsky, 1962).

It is clear from reading about sociocultural theory that Vygotsky has a special idea of how an individual acquires and learns social customs and concepts, as well as how children learn to acquire and

Chapter II

develop habits and concepts. (Vygotsky, 1987:134,135).

This theory pays attention to students' social interaction through their senses that help link their previous knowledge with current knowledge that includes habits, and beliefs, ideas, and images because it is not possible to separate between the thoughts of the individual and the social components surrounding him, and that all the habits of the individual, activities, and attitudes that he practices are the result of the interaction between the individual and the whole society, culture, history and institutions with which the individual deals (Al-Adwan et al., 2016: 58).

Previous Studies:

The researcher did not find any local or Arab studies that dealt with social customs that benefit the current research.

Chapter III

First: Research Methodology:

The researcher followed the descriptive approach as it suits the objectives of the current research and because it depends on the study of the reality or phenomenon as it exists in reality, and is concerned as an accurate description through the qualitative expression that describes the phenomenon (Abbas and others, 2007: 74).

Second: The research community:

The current research community consists of the students of the Kindergarten Department at the University of Baghdad for the academic year (2021/2022) as shown in Table (1).

Table (1) The research community of kindergarten students for the academic stages

No.	Preparing the students of the kindergarten department	Seq.
96	The first stage	1
103	The Second Stage	2
68	The Third Stage	3
84	The fourth stage	4
351	the total	

Third: The research sample: The research sample was selected from the community of students of the kindergarten department for the stages (second, third, fourth) and

was intentionally chosen by (250) students. For joining the official working hours after applying the two scales, as shown in Table (2).

Table (2) Sample Size

Students No.	Stages	Department	College	University
103	Second stage	Department of Kindergarten	College of Education for Women	Baghdad University
68	Third Stage			
86	Fourth Stage			
250	Total			

Fourth: Tool of Research

For the purpose of achieving the objectives of the research, the researcher built two scales (social habits), due to the lack of ready measures of the study problem that fit the research sample to be measured and suit the research community as well.

Fifth: The validity of the paragraphs (apparent honesty)

In order to identify the apparent honesty, the researcher presented the paragraphs of the scale in their initial form to a group of arbitrators in kindergarten, and their number reached (10) appendix (2) to

examine them and estimate their validity in measuring what they were developed for, and their apparent relationship to the measured characteristic, as the researcher takes the provisions that agreed On it (80%) or more, their opinions agree, in order to ensure the validity of the paragraph and its connection to the measured feature, to amend the paragraphs that need to be modified, and to delete the paragraphs that need to be deleted.

More than they agreed with the exception of (3) items that were modified in the social habits scale, as shown in Table (3).

Table (3) Apparent honesty (the opinions of the arbitrators in the paragraphs of the social habits scale)

%	Non- agrees	Agrees	No. of Experts	Parag. No.
%95	1	10	11	1.2.10.12.19.20 24.25.26.17.33
%95	1	9	11	3.4.5.9.14.15 18.21.29.30.31
%100	/	11	11	6.7.8.11.13.16 22.23.27.28.32

Table (4)

The items of the scale, social habits that have been modified and deleted by experts

after Amendment	amendment	Parag. number	Paragraph
E-shisha part of my routine	E-shisha part of my routine	18	social habits
I give care and attention to my family	I give care and attention to my family	26	
I give gifts to my friends On personal occasions	I give gifts to my friends On personal occasions	28	

Sixth: Statistical analysis of the scale items:

For the purpose of conducting the statistical analysis, the researcher randomly selected 150 students from the Kindergarten Department in stages (second, third, and fourth), and the following is a detail of that:
A. Extracting the discriminative power of paragraphs:

The researcher applied the scale to the sample of (150) female students, thus

showing us the best discrimination of the paragraphs (Anastasi, 1976: 209).

The researcher arranged the total scores in descending order, and chose higher than (27%) of the group of scores to be the upper group, and less than (27%) of the total scores to be the lowest group. For two extreme samples to test the significance of the difference between the average scores of each of the upper and lower groups, the calculated T-value represents the

discriminatory power of the paragraph, and it became clear that the paragraphs (1,2,3,11,22,31) are not distinct and not statistically significant compared to the

tabular value of (2.000) at a significance level of 0.05) and a degree of freedom (2-40+40) for the social habits scale, as shown in Table (5).

Table (5) The power to discriminate against the social habits scale

Sig. level at (0.05)	Calculated T- value	Lower group		Higher group		Parag.
		Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	
Non-sig.	1.870	1.19293	2.7500	1.64161	3.3500	1
Non-sig.	.880	1.20655	3.9250	1.07537	4.1500	2
Non-sig.	1.881	1.44093	2.2250	1.41217	2.8250	3
sig.	4.886	.74421	1.4000	1.58114	2.7500	4
sig.	3.980	.74248	1.2500	1.44980	2.2750	5
sig.	4.190	.94868	1.6500	1.45355	2.8000	6
sig.	4.367	1.38467	2.0750	1.43133	3.4500	7
sig.	4.504	.84694	1.7250	1.45686	2.9250	8
sig.	6.581	.87560	1.4500	1.43581	3.2000	9
sig.	6.639	1.21924	2.4750	.99195	4.1250	10
Non-sig.	1.470	1.34712	2.6750	1.23621	3.1000	11
sig.	6.091	1.19722	1.5500	1.56811	3.4500	12
sig.	4.667	.91672	1.9250	1.34331	3.1250	13
sig.	3.751	1.00989	2.4250	1.29694	3.4000	14
sig.	6.442	1.03497	1.8250	1.52248	3.7000	15
sig.	3.078	1.19293	3.2500	1.13114	4.0500	16
sig.	6.665	1.03497	1.8250	1.29867	3.5750	17
sig.	6.676	1.15359	1.9500	1.25576	3.7500	18
sig.	3.377	1.15913	2.3000	1.47109	3.3000	19
sig.	5.387	.87669	1.2750	1.52732	2.7750	20
sig.	5.335	1.36907	2.3500	1.18078	3.8750	21
Non-sig.	1.109	1.14102	3.3250	1.27475	3.6250	22
sig.	3.278	1.17233	2.6000	1.28103	3.5000	23
sig.	5.099	1.37165	2.3750	1.34712	3.9250	24
sig.	5.063	1.50192	2.5250	1.12061	4.0250	25
sig.	3.911	1.07537	2.3500	1.46738	3.4750	26
sig.	4.456	1.20655	2.6750	1.20229	3.8750	27
sig.	2.054	1.28002	3.5500	1.22344	4.1250	28
sig.	4.082	1.21291	2.3750	1.35779	3.5500	29
sig.	3.236	1.16548	2.7750	1.25167	3.6500	30
Non-sig.	.600	1.10824	3.9500	1.12774	4.1000	31
sig.	6.994	.83166	1.9750	1.37281	3.7500	32
sig.	5.983	1.33757	2.5750	1.03497	4.1750	33

Paragraphs (1,2,3,11,22,31)) were deleted because the calculated T value is less than the tabular value of (2,000) at a degree of freedom (40 + 40 -2) and a significance level of (0.05).

a. Relationship of the degree of paragraphs to the total degree:

To calculate the correlation of the paragraph with the total score of the two scales, the researcher used the Pearson correlation coefficient, and after obtaining

the results and balancing the correlation coefficient calculated with the tabular value, which amounted to (2,000) at the level of significance (0.05) and the degree

of freedom (40 + 40-2), it was found that the paragraphs (2.6) are not A function of the social habits scale, as shown in Table (6)

Table (6) Statistical analysis of the social habits scale items
Using the method of the paragraph degree relationship to the total degree

Result	Correlation coefficient	Parag. No.
Sig.	3.31	1
Non- sig.	1.34	2*
Sig.	4.05	3
Sig.	2.35	4
Sig.	4.79	5
Non-sig.	0.86	6*
Sig.	3.69	7
Sig.	5.25	8
Sig.	4.65	9
Sig.	5.72	10
Sig.	4.78	11
Sig.	3.81	12
Sig.	3.67	13
Sig.	4.19	14
Sig.	4.73	15
Sig.	3.19	16
Sig.	5.93	17
Sig.	4.61	18
Sig.	4.82	19
Sig.	4.74	20
Sig.	5.34	21
Sig.	4.79	22
Sig.	3.90	23
Sig.	6.23	24
Sig.	5.38	25
Sig.	4.87	26
Sig.	4.49	27

*Paragraphs (2.6) have been deleted because the calculated correlation coefficient value is less than the tabular value of (0.161).

persistence:

The stability of the two measures of social habits was estimated in two ways:

a. Test and retest method: To calculate the constant, the researcher adopted the method of re-applying the two scales on a sample of (20) students, and after two weeks passed, the application was repeated using (the Pearson correlation coefficient.) and a degree of freedom (40+40 -2).

B. By the Cronach alfa coefficient method:

This method is used to calculate the internal consistency (consistency), or the coefficients of correlations between the measured variables in order to estimate the internal consistency, for the factors to be extracted, as the coefficient that gets the highest value of the alpha coefficient is extracted before other factors and this actually indicates the stability of the test (Ghazeh, 2014: 44). In order to extract the stability of a scale in this way, the Alpha Crow-Nbach equation was applied and it

was found that the stability coefficient is equal to (0.909) as shown in Table (7).

Table (7) is the stability of the social habits scale

Tabulated Value	Correlation of Alpha.	Person Correlation Coefficient	Sample
2.000	0.909	0.838	20

Descriptive statistical characteristics of the scale:

After applying the scale, the researcher found descriptive statistical characteristics that indicate the adoption of appropriate statistical methods and research objectives as shown in the two tables (8).

Table (8) Descriptive statistical characteristics of the social habits scale

Value	Indicator
150	Sample
95.8933	Arithmetic mean
94.0000	Median
93.00	Mode
13.61658	Standard deviation
185.411	discrimination
.141	skewness
.207	flatness
80.00	extent
60.00	minimum
140.00	maximum

When observing the statistical indicators, we find that the skewness and flatness are less than (1), and this means that the distribution is moderate, which provides evidence that the research sample is representative of the research community, and the graph in Figure (1) illustrates this.

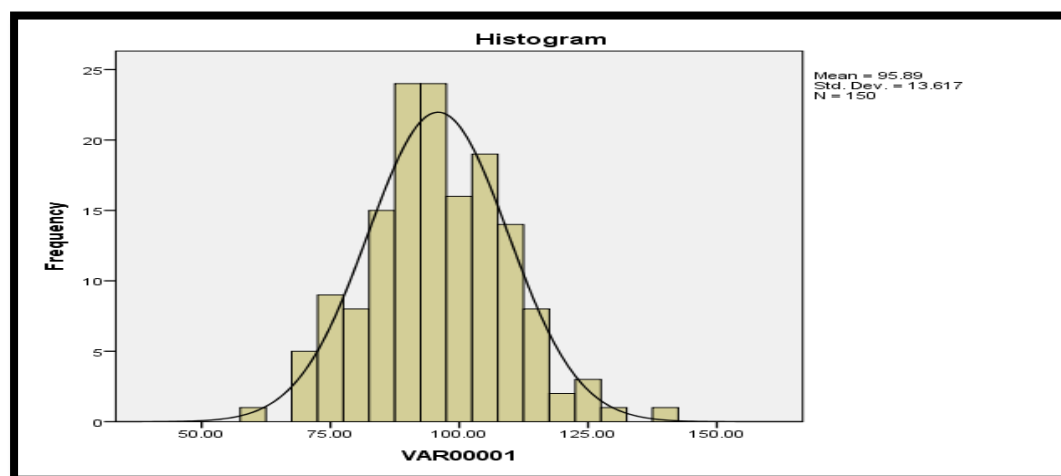


Figure (1) The graph of the statistical characteristics of the social habits scale

The final image of the search size

Fourth Chapter

Social Habits:

The social habits scale in its final form consists of (25) items, with five alternatives that apply to me (very high, high, moderately, not applicable) and with weights (1,2,3,4,5), and (the highest score for the scale reached 125), and the lowest score for the scale is (25)), and a hypothetical mean is (75).

Statistical means:

In order to achieve the objectives of the research, the researcher used in the current research the statistical program SPSS) as follows:

- 1-T-test One Sample.
- 2-T-test for two independent samples.
- 3-The Pearson Correlation Coefficient.
- 4-Alpha Cronbac Coefficient.
- 5-T-test Syntactic

The first objective: To know the level of social habits among the students of the Kindergarten Department.

The null hypothesis: There is no statistically significant difference between the arithmetic mean of the research sample on the scale of social habits and the hypothetical average of the scale at the level of significance (0.05). 89.1) and the standard deviation (14,387), and by using the t-test for one sample and a population, it was found that the calculated t-value was (15.401), which is (greater) than the tabular t-value at the significance level (0.05) and the degree of freedom (249), which is (1.96), which means that there is a statistically significant difference in favor of the arithmetic mean of the sample, and table (9) shows this:

Table (9) The value of the t-test for the research sample on the scale (social habits)

Sig.	Calculated T-value	T-value	Hypothesis mean	Standard deviation	Arithmetic mean	Sample
Sig.	1.96	15,401	75	14.387	89.1	250

Conclusions:

In light of the research results, the researcher can conclude the following:

- 1-The kindergarten students have social habits.
- 2-Female students have social habits according to the academic levels.

Recommendations:

- 1-Training female students to practice social customs that support their culture and achieve social harmony for them.
- 2-Providing an awareness program for female students, presented through the academic courses, that will work to educate female students about good habits.

Suggestions:

- 1-Conducting a similar study in other universities and applying it to both sexes.
- 2-Conducting studies aimed at measuring the social habits of social groups other than that of the kindergarten students, which were covered by the research, and introducing other variables.

References

- Badawi, Ahmed Zaki (2011): A Dictionary of Social Sciences Terms, Library of Lebanon.
- Tagheza, Muhammad Bouziane (2012): Exploratory Factor Analysis and Emphasis, 1st Edition, Dar Al-Maysara for Publishing and Distribution, Amman.
- Rashdan, Abdullah (2008): Educational Sociology, Edition 1, Dar Al-Shorouk Publishing, Amman.
- Abbas, Muhammad Khalil and Nofal, Muhammad Bakr and Al-Absi, Muhammad Mustafa (2007): Introduction to Research Methods in Education and Psychology, 4th Edition, Dar Al-Maysara for Publishing and Distribution, Amman.
- Abd al-Hadi, Nabil (2009): Introduction to Educational Sociology, 1st Edition, Al-Yazuri Scientific Publishing and Distribution House, Amman.
- Daoud, Aziz, and Abdul Rahman (1990): Educational Research Methods, Ministry of

Higher Research and Practical Research,
University of Baghdad, Iraq.

-Al-Adwan, Zaid Suleiman and Ahmed
Issa Daoud (2016): Social Constructivist
Theory, Debono Center for Teaching
Thinking for Publishing and Distribution,
Amman.

-Al-Omar, Maan Khalil (1992):
Introduction to Sociology, 1st Edition, Dar
Al-Shorouk, Amman. Rashwan, Hussein
Abdel Hamid (2005): City problems, a
study in urban sociology, University Youth
House, Alexandria.

-Mutashar, Anba Majid (2021): Academic
Aid and its Relationship to College and
Stage Variables for Female Students of the
Kindergarten Department, Quarterly
Reviewed Scientific Journal for
Humanities and Social Sciences, Volume
32, Number 4, University of Baghdad -
Iraq .

-Anastasi, A (1976): psychological testing
New York, 4, Millan company.

-Vygotsky, L. S, (1987), The generic roots
of thought and speed, R. W, Rieber & A.S.
Carton, Vol Collected works pp 101-120
New York, plenum.

-William Graham Sumner, folkways
(1940). a study of the sociological
importance of usages customs, mores and
morals, ginn and company, Boston, 1940,
P. 8-12.