

Full Length Research Paper

The effectiveness of training program in developing problem-solving skill and the feeling of happiness among kindergarten children

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Abstract

This study aimed to reveal the effectiveness of the training program in the problem-solving skill and feeling happy among kindergarten children. The study consists of 34 male and female children who are selected from Salhoob kindergarten at Ein Al Basha District. The study sample was distributed on two experimental and control groups. Besides, both study scales reliability and validity were confirmed. Consequently, after using means and bilateral variance analysis, the study concludes the following findings: There are significant differences in the skill of problem-solving, dimensions, and the feeling of happiness due to the training program, there were no statistical significant differences in the skill of problem-solving, dimensions and a feeling of happiness due to gender or the interaction between gender and the program.

Keywords: Problem-solving, feeling of happiness, training program, kindergarten children.

INTRODUCTION

Today's children are the hope of tomorrow and the future builders where their interest in the progress and prosperity is the balance of the community, therefore, it is important to satisfy their needs besides developing their abilities as well as their thinking which helps them to live happily, otherwise, if they cannot live as they wish, they will never be happy in their future.

Additionally, development of the child capabilities are a common responsibility between the family, the school and the society where such development cannot be accomplished without full efforts and cooperation between these three parties which are supported by perception and experience in how to deal with the child (Shuqayr, 2006). The child development from all its aspects is considered the most important competencies of the kindergarten female teacher who has the most capability to teach him in an organized and procedural method. (Hariri, 2014). Therefore, the kindergarten female teacher is responsible and capable to develop

many of the child's mental skills such as problem-solving skill.

Subsequently, problem-solving skill studies have a great interest in psychological and educational research in particular, by cognitive psychologists and those interested in the talent and creativity, where is the creativity kind of divergent thinking, which is associated with productive thinking that enables the individual to produce multiple solutions to problems where the creative education is the process of helping the learner to become more sensitive to the problems and gaps in the knowledge, it also helps them to identify difficult and the search for solutions and formulate hypotheses and testing them for choosing the right ones (Shuqayr, 2006).

Happiness is considered the most important positive topics in psychology; it is no longer of interest only mental illness and its symptoms, but it extended for the benefit of psychological well-being and happiness, hope and

optimism along with other positive concepts that enhance the chances of the quality of life (Seligman, 2005).

The research on the subject of happiness is not the result of recent decades, it has dealt with ancient civilizations and heavenly religions (Fangary, .2006), as was the focus of scientists and philosophers, who acknowledged that the human permanent search for happiness and pursuit of its objectives in the strength, health, money and others but it is the pursuit of ultimate goal of happiness (Mahmoud, 2007).

The greatest need of the individual in the current turbulent is an era to enrich its capabilities besides development of positive feelings that can face the problems and its contradictions.

Problem of the Study

Teacher's mission is not restricted in teaching children's concepts about educational curricula , but it also includes various skills and positive feelings development which help them to understand the reality and change for the better to achieve for them more joyful and brighter life. Therefore, it is important that teaching the child should start from early childhood because the child by virtue of his young age and lack of experience is facing serious problems in adapting to things and compatibility with others, as the researchers have noted and their interest that many of the kindergarten children are unable to solve the problems sometimes seem simple, as it appears on the a number of them feelings of anger and annoyance and discomfort due to their inability to solve problems and other reasons which may lie in the family or kindergarten. On the other hand there are no limits in science researchers, previous studies conducted on kindergarten children where the current study discussed all the dimensions and variables, but this study aimed to answer the following questions:

1. Are there any significant differences at the level of (0.05) and lower in after identifying the problem is due to the training program, gender and the interaction between them?
2. Are there any significant differences at the level of (0.05) and lower in after-generating alternatives attributed to the training program, gender and the interaction between them?
3. Are there any significant differences at the level of (0.05) and less in the curricula due to the training program, gender and the interaction between them?
4. Are there any statistical significant differences at the level of (0.05) and lower after the assessment is due to the training program, gender and the interaction between them?
5. Are there any statistically significant differences at the level of (0.05) and less skill in solving problems due to gender and training program and the interaction between them?

6. Are there any significant differences at the level of (0.05) and less in the feeling of happiness due to gender, training program and the interaction between them?

Importance of the Study

The importance of this study emerges from the following factors:

1. The importance of early childhood, children's patronage at this stage intends to achieve their demands and previous pare them for success in their future life.
2. The importance of the subject of the study concentrates on problem-solving skill of the child self-reliance and satisfaction of their needs besides concentrating the information he has, and developing teamwork in addition to continuing to participate and get a feel for scientific thinking (Alyateem.2010), but the feeling of happiness is the results of the growth of the child's demands, The manifestation of mental health (Zahran 2003), and happiness to make individuals more involved in ethics and success in interacting with others with more intimate relationship with a partner, as they recorded the highest rates of positive emotions and experiences compared to negative ones. (Otake et al. 2006)
3. The scarcity of studies on problem-solving skills and happiness together (within the limits of science researchers).
4. The potential contribution of this study even modestly, in the theoretical literature on problem-solving and feeling of happiness among children.
5. Possibility of applying the training program used in this study in the development of kindergarten children outside their environment.
6. Possibility to benefit researchers from access to the study and its findings in their theoretical studies and in the field.

Procedural Definitions

- **Problem-Solving Skill:** According to the skills that the child performed in order to remove the obstacles in front of the objectives including: problem definition and generation of alternatives, decision-making and its, and evaluation. It is defined procedurally by the total score that the child gets through his response to problems-solving developed by the researchers to achieve the objectives of this study scale.

- **Feeling of Happiness:** It is a positive feeling almost reflects the life's satisfaction , psychological comfort, and satisfaction and to enjoy life and deal with people and things efficiently, expressed by procedurally score that the child gets through his response to the feeling of happiness, developed by researchers to achieve the objectives of this study scale of class.

- **Kindergarten Children:** children are enrolled in kindergarten at Salhoob in Ain Al-Basha District aged between (5-6 years).
- **Training Program:** This refers to a group of organized activities according to the theoretical framework is being applied to children in order to develop their skills to problems-solving and a feeling of happiness.

The Theoretical Framework

Problem-solving is related to mental operations that is determined on the basis of an individual's success in dealing with everyday situations, and varied problems facing individual simplex, which is mainly based on retrieving the correct information from long-term memory mismatch, including the most complex problems that require strategies more difficult and multifaceted solution (Zayat , 2001).

There are several definitions to the problem-solving which it is an activity of mind cybernetic organization by previous experience with elements of the current situation in order to achieve the goal, this is done on the discovery of relationships between the elements of the problem leading to its solution, and it may involve solving the problem formulation of hypotheses smart solutions and guesses (Sherbini and Sadeq.2002). Jerwan thinks (2010) that the term is used to problems-solving in the sense of intellectual behaviors and processes to performance-minded knowledge requirements of the task which has to be a math problem or write a poem or search for a job, or design a scientific experiment.

Problem-solving of the individual who is be able to remove the barriers that previous vent achieving the goal can practice development and training of any kind this goal, including the skill of problem solving stages several shows in the following points:

1. **Identifying the problem:** It includes the formulation of the problem and identified accurately even proposed solutions are not new problems and the complexity of the subject crash (Wafi, 2010). It requires the identification of the problem to know its nature and size whether the related individual, values and feelings, or the environment in which the problem occurs and the extent of its kind to others affected (Malay, 2003).
2. **Generating Solutions and Alternatives:** It comprises the development of multiple possibilities for a solution, and the children are trained by encouraging them to think and provide them with information (David and Hamdi, 2004).
3. **Decision -Making:** This refers to the selection of appropriate alternatives. This occurs by sorting, classification and comparisons to get the goal and problem-solving (Habibi, 2013)
4. **Evaluation and Follow-up Phase:** This refers to the verification of the chosen alternative and implemented health (Kandil, 2006) as this is done by compiling all the information about the findings which resulted from

execution of the resolution to see matching practical results with the expected or planned in the decision results (Wafi, 2010).

Theoretical Trends in Interpretation of Skill to Problems Solving

There are numerous educational psychological theories that discuss interpretation of problems-solving as follows:

- **Behavioral Theory:** the owners of this theory believe that the solution to problems is not only an extension of learning the link between the stimulus and response, when an individual is facing the problem of what he is trying to solve responses available to him, and that have already been learned in similar circumstances (Mohammed, 2009). On the other hand, this trend explains the solution to the problem in the light of learning tasks, and it be done by fragmentation problem into small steps, the individual begins to dissolve the simplest, and moves from step to another in order to achieve success in his mission (Sayedh.2011).

- **Cognitive Theory:** Aljshitalt Scientists believe that problem- solving is through the organization of the situation and foresight, many be able to the problem-solving are those individuals who are aware of the elements of the problem and the link between their parts in such a way to be solved, and the solution here is a clairvoyance any solution appears quickly and abruptly and incomplete (Sayedh.2011), and it is believed to Sternberg (Sternberg) that the correct thinking to solve problems rather than thinking in writing, it is circular reasoning continues episodes during the solution of the problem and yet resolved, and believes that the solution to the problem could lead to the creation of a new problem, or several problems (Guilford) has proposed the so-called "model of mental training to solve problems," in which the individual memory and proceeds informatics stocks occupies a vital role in various solve the problem operations, and this stock is the one who keeps aiming to find a solution to the problem through memory operations activities as the process of evaluating the phases of solving the problem depends on creative thinking, which requires reducing alternatives in order to reach a new solution (Jerwan , 2010).

- **Theoretical Analysis:** Freud pointed out that the solution to any problem affected by the past, and the extent of an individual's ability to satisfy its needs, and that when failing to solve the problem might resort to tricks psychological defense such as reprevious sсион and regression, but at the same time I think that man in perpetual conflict because of his instincts (Miller.2005; David, 2001). (Erikson) has made it clear that every stage of human growth requirements and needs if problem-solving of every stage, it will achieve the same compatibility and proper growth (Meyer, 1992). Ericsson thinks that a child interaction with others and the process of social normalization being able to learn behaviors

check his confidence and independence, initiative and achievement and resolve crises that can hinder growth (Melhem ,2013).

- **Gardner's Theory** (Gardner) believes that intelligence is the ability to produce something new influential provides knowledge of value in culture, as it is a set of skills that enable the individual to find new solutions to problems (ATAWI ,2011) means that Gardner believes that the individual who owns multiple skills is able to find creative solutions to problems he faces.

It is clear that the solution to the problem for depends on experience and previous methods, which he learned of the individual to face a new problem which did not bother his thinking processes emphasized by it can be said that the model of behavioral fit to solve simple problems, the paradigm of knowledge, it would solve the complex problems and creatively, while the problem from the standpoint of analytic is related to their guidance in the field of growth and crises and requirements, it is believed that the model of knowledge is the best of problem- solving, but that does not mean neglecting other theoretical interpretations in this area, because the problems are numerous but they are simple to another position.

Theories of Happiness

Ancient philosophers interested in the concept of happiness and many of them link between religion, virtue and goodness. The happiness from the standpoint of psychologists were revealed by interpretations for example, perspective physiological which linked satisfy physiological needs and pleasure as described by Freud, and Adler has said that happiness membership response shows through biotechnology increased activity of the body and to health and the ability to maximum effort (Fangary , 2006) as mentioned by Argyle (1993) who thinks that there are people who tend to always be happy, despite variations in mood , events and attitudes, just as there are people who are depressed. Thus, according to this perspective joy genetic previous disposition to any individual born which has an innate ability to happiness.

Some researchers looked at happiness as a feature of personality traits, and considered it a feature or part of the after-diastolic where happiness is one of the variables (Fangary, 2006). Theorists have confirmed this trend to be linked to personal, in particular, the major factors of personality, (Veenhoven, 1994) thinks that it is better to look at happiness as a trait and it is not as emotional and variable condition.

Supporters of environmental-oriented interpretations happiness as the task of life events, whether positive or negative effectiveness on happiness, therefore, the degree of happiness in some people change and fluctuate significantly over time, as they are affected by the events of life and the ups and downs, whether good

or bad, especially those dramatic events serious (Veenhoven, 1994).

While supporters of the social comparison theory has another explanation for happiness so that individuals compare themselves with others in one culture and be happier if the conditions better than their surroundings. A feeling of happiness on objective criteria or expected and what has been achieved on the ground also depends, has to be the comparison between individuals, groups and countries surrounding, and the feeling of happiness and self-depending on the social and economic standards differ (Habibi ,2013).

Briefly, that one explanation cannot alone explains understanding happiness, it is important to put all previous interpretations in mind when studied, and many researchers realized like (Veenhoven, 1994), which explained that happiness feature and they are sensitive to both luck , wealth , sufferings and calamities (Adversity) as it is not entirely innate. As (Myers and Diener, 1995) have stated that the best information about happiness comes from knowing the individual attributes and his close relationship with work experience, culture, religion, and stressed the importance of adaptation, and cultural lines, personal goals in any theory deals with happiness. Argyle (1995) mentioned that a number of studies have found a clear factor to express happiness, a comprehensive satisfaction factor which includes specific aspects such as work, marriage, health and self-realization which has been observed that happiness is associated with mental and physical health and increase previous sense of a particular social relations and at least the loss of these relationships, and it increases the effectiveness of life events. The Bouchet (D. T.) emphasizes the importance of self-control to achieve happiness. Will's education and its strengthening in addition to seizing the golden opportunities with confidence, competence and success along with applying the Slogan "The one who has the will, he could do the mission" are the means of the individual to achieve happiness.

Happiness and Children

New baby born practices general excitement while the child in the third month shows emotion pleasure and satisfaction that come to embrace the child and shake gently (Bedier, 1995) and children in kindergarten tells good feeling, and accompanies these emotions variety of physiological changes, as the perception of emotional affect the child's sense of happiness, what has facilitated a child may grieve another (Zahran, 1999). Which associated with a feeling of happiness in children positions where they receive a reward of adults? According to the theory of self-giving that child has a chance to express itself and to do certain roles own style defines social relationships and develop self-concept and reduces stress (Bedier, 1995).

In early childhood too through the daily life of the child learns to express emotions and in spite of the emergence of negative feelings centered on the self, such as shame and guilt, but he feels self-confidence, and the love that gives him a sense of security (Melhem , 2013) of the child express in this phase delighted smile and laugh as a result of exposure to the experience of Sarah, for example, we find the child at the age of 6 years conducted jump and embrace the gift and the person who donated it. It refers in this regard that although all children exhibit innate models of responses such as shouting and laughter and kisses toward topics emitting happiness but it seems that communities put some restrictions on the form of the response to express the emotional feeling, the more chronological age of emotional response and it increased verbal response (Bedier, 1995).

Feeling happiness of the child can be development implemented through the following factors:

- Development of religious and moral values of the child.
- Strengthening his effort.
- Care of his health and nutrition.
- Satisfying his need for love and security.
- Strengthening the confidence in him and others.
- Making him to be accustomed to appreciate beauty and nature in the simple things.
- Training him on social skills, literature ,the patience and self- on the social norms and traditions, the patience, self-restraint and to work without surrendering to failure with love goodness and denotation –
- Enriching his mind by training him to employ his abilities and skill to solve problems.

Previous Studies

Ali Study (2007) aimed to reveal the effectiveness of the training program in solving problems-solving skill with the development of kindergarten children using some technological media. The study sample consisted of 50 children from Egypt, and the study findings resulted in previous sense of statistical significant differences in problem-solving skill in favor of post application of the experimental group.

Christiane, Coats and Blanchard, (2008) aimed to explain the relationship of age to the objectives and strategies for problems- solving. The study was conducted on 332 students of different ages in the United States and the results indicated that young people who are more likely to solve individual problems for those relating to the same individual aiming to solve problems relating to others, family, and members of the study in all ages, explained the importance of communication with others through talk and express their problems.

Mohammed (2009) Study aimed to detect the effectiveness of educational curricula in development of problem-solving skills among 60 children from the kindergarten children. The study concluded that there are significant differences in direction of problems-solving of the experimental group and dimensional dimension.

Alzhima (2010) Study aimed to detect the effectiveness of a training program in the ability to solve engineering problems developments. The sample consisted of 132 male and female students from primary ninth grade in Jordan After the application of the program on students study found there are statistically significant differences between the scores of the control group and the experimental in favor, of the control group with a statistical significant differences in the experimental group in the two applications previous and post in favor of the post dimensional application. The study results also indicated that there were statistical significant differences due to gender in favor of females.

Atwi (2011) Study aimed to detect the effectiveness of a training program in the skill of solving problems with the gifted students in Tabuk region's development. The study sample consists of (40) male and female students who were distributed into two groups, and after the application of the training program on the experimental group results showed that the program was effective in solving-skill problems with the gifted students development, and results showed the previous sense of statistical significant differences in the total score to solve problems (in all dimensions) due to gender in favor of females.

Otake et al, (2006) conducted two studies to determine the relationship between the power of kindness and a feeling of happiness with the effect of kindness and good manners on this feeling. The study sample in the first study consists of 175 Japanese university students, and in the second study, the sample consists of (119) Japanese women divided into the two groups, then the experimental group was applied on 71 women training program included the women remembering the promise of things that they practiced which characterized by kindness and good manners. The study concluded several findings as follows: The degree of happiness rose among women when they remembered and counted their gentle and good businesses, as such step was the happiest with high scores in motivation to perform. The researchers confirmed the importance of kindness and gentleness of ethics for increasing happiness.

Experimental study conducted by Mahmoud (2009) which aims to enrich the meaning of life with (6) of the adolescent inpatient at institutional dormitory. The results showed that there were statistical significant differences between the scores of the experimental group in the two scales prior and subsequent to the meaning of life and happiness for the benefit of dimensional scale.

Hasan Study (2009) aimed to measure the quality of life perceived at (526) members of the Aswan University students, it also intended to detect differences in the quality of life according to gender, socio-economic level, besides, identifying the effectiveness of the quality of perceived life development program. The study sample consisted of (30) female students for the experimental sample and (15) female students for confirming the study hypotheses and achieving their goals. The study findings resulted from the previous of statistical significant differences in favor of the experimental group.

Hussein Study (2009) intended to detect the quality of life in a sample of university students, along with finding out the effectiveness of counseling program in its

development. The study sample consisted of (526) male and female students from the Department of Psychology, the researcher used statistical process in this study which showed existence of lower quality of life at the level of the sample, but there are not any significant differences between males and females. The results illustrated that there is a difference function between the scores of the group in two scales previous and post on the quality of life scale in favor of dimensional scale, while, there is statistical significant differences between the scores of the experimental and control groups on the quality of life scale in favor of the experimental group, which confirms the sense of the quality of life of the female students development.

Hussein & Ahmed Study (2013) aimed to detect the effectiveness of counseling program to improve the quality of mental life among female students in the Faculty of Education at the University of Taif. The study sample consists of (33) female students, and the study findings indicated existence of significant differences between the two scales previous and post to measure the quality of life for the benefit of the dimensional scale.

Habibi (2013) Study aimed at detecting the effectiveness of a training program in the ability to problems - solving and raising children with a sense of satisfaction inpatient institutions in the development of Saudi Arabia. The study sample consisted of 18 children between the age group (3-6 years) who were selected from a nursing home at the west city of Riyadh. The study found a range of results from the most important with statistical significant differences between the scores of children in the two applications for previous and post scale of problem-solving and life satisfaction towards dimensional application, and the scores of children in the experimental group and the control group was in favor for the experimental group.

METHOD AND PROCEDURES

Method: This study adopted a quasi-experimental method with experimental design for both groups by using previous and post dimensional scales where two groups were selected for homogeneity confirmation. Then experimental group program was submitted which consists of various activities aimed to develop happiness and problems-solving skills among Kindergarten children,

The Study Community: The study community were selected members from children's preschool class of "Salhoob" Kindergarten "Salhoob" of the Directorate Ain Al-Basha, where they were distributed into two groups, one control and the other is experimental as each one consisted of (17) boys and girls, (9) males and 8 females .

The Study Instruments: It consists of the two study scales and the training program.

Two Scales of the Study

The theoretical literature, previous studies and the used scales were reviewed to measure problems- solving such

as: Atwi Scale (2011) and Habibi (2013). This included standard on four dimensions, specifically: identifying the problem, generating alternatives, decision-making, and evaluation.

The scale can be also in its final form of (24) paragraphs distributed on four dimensions, as the were found on the theoretical literature and previous scales on the subject of happiness, such as Abdel-Maksoud Scale (2006), and Minshawi Scale (2009), taken from the list of Oxford prepared by Argyle, Marten And Lu and the happiness scale for children of (27) paragraphs.

The researchers were observing children after the presentation of the positions of a problem for them and recording their scores according to their reaction

The Two Scales Validity

The two scales validity was confirmed through the following steps:

- **Apparent Validity:** The two scales were displayed on (10) arbitrators from specialists in the field of child psychology and pedagogy who have been deleted or modified some of the paragraphs based on their own observations.

- **Actual Validity:** The two scales were of this study were applied on a sample of 30 children, then Habibi scale (2013) for problems- solving, and happiness to Abdel Maksoud (2006) were applied on the same sample and the correlation coefficient between the two scales of problem-solving was (0.78), and between the two scales of happiness was (0.83), these correlation coefficients are appropriate for confirming the validity of scales for usage in this regard.

Reliability of the Two Scales

Reliability of the two scales can be computed by the following steps:

Re-Application of the Two Scales: This step is accomplished by applying the two scales on (30) children twice with (14) days interval between them. The correlation coefficient between the two applications was (0.80) to measure problem-solving and it was (0.83) to measure happiness.

"Cronbach's Alpha" Factor: This factor of problem-solving skill is: (0.91), identify the problem (0.67), the generation of alternatives (0.70), decision-making was (0.80) evaluation was (0.84) and happiness was (0.90).

The Training Program

Training program for problem-solving and happiness among the children was prepared. Find below the most important features of this program:

Definition of the Program: The program will be from group activities include parking problem urges children to think about and develop their skills to identify the problem

and generate alternatives, decision-making, evaluation, and developing their sense of happiness through enabling them to solve problems, feelings of others and work to solve their problems as well.

The Philosophy of the Program: This philosophy on the importance of kindergarten in a child's development in all respects including cognitive, emotional and social aspects, it also play this philosophy on the importance of the teacher's role in this development as well as the effectiveness of activities to attract children to learn and benefit from the development of their minds along with increasing their happiness.

Program Planning: This includes identifying the educational experience and analyzes their content to the concepts of the Chairperson and the formulation of behavioral objectives, including child can grow, and enables researchers observed, and identify evaluation instruments, then interpreting behavioral objectives to educational attitudes, and identify ways to achieve these goals. The program was later found on the theoretical literature and presented to the five arbitrators specialists prepared.

The general objectives of the program: include child skill development to solve problems by being able to identify the problem and generate alternatives and decision-making and evaluation of solution development, and the development of its ability to sense others and help them solve their problems, in addition to the notice of happiness through educational positions interesting, and his sense of competence as a result of the dissolution of the problems.

Content of the Program: The program contains 35 active relied on the educational experience and attitudes that develop the child's skill to solve problems and a feeling of happiness. These positions included anecdotal activities, and dramatic, and artistic and mobility and play prompt, also takes into account that these activities include individual and collective problems, as used in the display positions pictures and cards attached by a child, and by asking him questions and answer them again and again to grow a child's initiative and courage and ability to solve problems and a feeling of happiness as a result of it, and amounted to one activity for 30 minutes, and the implementation of the program took four months for spread of the month (9) to (12) of the year (2013).

Program Evaluation: Children were observed through activities, and after recording their progress then filling of the two scales of problems-solving and happiness.

The Study Procedures

It includes the following factors:

- Access to the theoretical literature.
- Preparation of the study two scales and the exploratory study.
- After confirming the homogeneity of the two scales were applied to them.

- The training program was applied on the experimental group for a period of 4 months.
- Post scale was applied on the control and experimental groups.
- Data processing and entry into a computer were executed and extracting the results and discussing them.

Variables of the Study

It consists the following:

Dependent Variables: Problems-solving skills and its dimensions, feeling of happiness.

Independent Variables: It includes the training program and (gender).

Statistical Process

It includes the following:

1. "T" Test to ensure the homogeneity of the two groups before experimentation.
2. Contrast duo analysis to detect differences attributable to the training program, gender and the interaction between them.
3. Pearson correlation coefficient to ensure the two instruments validity and reliability.
4. "Cronbach's alpha" factor to ensure the two instruments reliability.

The Study Determinants

This study is determined by the sample and its specifications and the study two scales which their validity and reliability were confirmed besides, the study is determined by the application of study time duration, which is the second semester of the year 2013-2014.

THE STUDY FINDINGS

The means, standard deviation and analysis of bilateral variances were used for answering the study questions. The following is an explanation for these points:

The replay of the first question which states:

Are there any significant differences at the level of (0.05) and less, after identifying the problem is due to the training program, gender and the interaction between them?

The means and standard deviation were used to answer this Question as shown in [Table 1](#).

Results shown in [Table 1](#) indicate the difference in means of the performance on the dimensional scale for both the control and experimental groups' problem identifying dimension, it is also shown that the score mean of this dimension in males are more than scores in females. To examine the significance of these differences between the means were bilateral variation analysis is used as illustrated in [Table 2](#).

Table 1: Means and standard deviations of the scores for the problem identifying dimension

Gender	Group	Mean	Standard Deviation
Male	Control	1.54	0.31
	Experimental	2.84	0.20
Female	Control	1.70	0.35
	Experimental	2.77	0.13
Total Score	Control	1.60	0.32
	Experimental	2.81	0.17

Table 2: Results of the bilateral scores analysis for the problem identifying dimension by gender, the program and the interaction between them

Source of Variance	Sum of squares	df	Total squares	F	Sig
Gender	0.17	1	0.17	0.240	0.628
Total	10.17	1	10.17	142.33	0.000
Gender* group	0.111	1	0.111	1.55	0.222
Error	2.07	29	0.072		
Total	180.12	34			

Table 3: Means and standard deviation for generating alternatives dimension

Gender	Control	Mean	Standard deviation
Male	Control	1.89	0.27
	Experimental	2.47	0.37
Female	Control	2.04	0.11
	Experimental	2.53	0.25
Total degree	Control	1.93	0.24
	Experimental	2.49	0.32

Table 4: Results of bilateral variances analysis for generating alternatives dimension scores

Source of variance	Sum of squares	df	Mean	F	Sig
Gender	0.85	1	0.085	0.984	0.329
Group	2.23	1	2.23	25.96	*0.000
Group*gender	0.018	1	0.018	0.210	0.650
Error	2.49	29	0.086		
Total	173.22	34			

*Function at the level of (0.05) and less.

Table 2 shows that there are differences of statistical significance in the scores mean for the problem identifying dimension due to the training program (142.33) with significance level (0.000) while means in Table 2 show such differences in favor of the experimental group, while statistical significant differences between the scores mean did not show the problem identifying dimension due to gender or the interaction between gender and the program.

The replay of the second question which states: Are there any significant differences at the level of (0.05) and less, in generating alternatives dimension attributed to the training program, gender and the interaction between them?

To answer this question means and standard deviations are used as shown in Table 3 below:

Table 3 indicates that the scores means of the experimental group for female students are higher than in the male students' means in the control group. To examine the significance of these differences between

the means and analysis of bilateral variances were used as shown in Table 4.

Table 4 shows the results that there are significant differences between for generating alternatives dimension scores attributed to the training program, reaching "F" (25.96) with the level of significance (0.000), while the scores in the Table 3 is clear indication that these differences in favor of the experimental group, as there were no statistical significant differences due to gender of the interaction with the group.

- The answer to the third question, which states: Are there any significant differences at the level of (0.05) and lower in decision-making dimension due to the training program, gender and the interaction between them?

To answer this question means and standard deviations were used as shown in Table 5.

Table 5 results show that the scores means of the experimental group, and female students in this group was higher than the scores means of the control group and male students in the experimental group, and to

Table 5: Means and standard deviation for decision-making dimension

Gender	Group	Mean	Standard deviation
Male	Control	1.68	0.34
	Experimental	2.50	0.31
Female	Control	1.63	0.35
	Experimental	2.64	0.15
Total score	Control	1.66	0.33
	Experimental	2.55	0.26

Table 6: Results of analysis of bilateral variances scores for decision-making dimension due to gender and program and the interaction between them

Source of variance	Sum of squares	df	Mean squares	F	Sig
Gender	0.19	1	0.019	0.193	0.664
Group	6.59	1	6.59	67.65	*0.000
Group*gender	0.071	1	0.071	0.731	0.400
Error	2.82	29	0.098		
Total	161.56	34			

*Statistical significant at the level of (0.05) and less.

Table 7: Means and standard deviations for scores of evaluation dimension

Gender	Group	Mean	Standard Deviation
Male	Control	1.62	0.29
	Experimental	2.31	0.34
Female	Control	1.63	0.30
	Experimental	2.30	0.16
Total score	Control	1.63	0.28
	Experimental	2.31	0.27

Table 8: Results of bilateral variance analysis for scores of evaluation dimension due to program, gender and interaction between them

Source of variance	Sum squares	of	df	Mean	F	Sig
gender	5.41	1		5.19	0.001	0.981
Group	3.62	1		3.62	41.53	*0.000
group*gender	0.001	29		0.001	0.006	0.940
Error	2.53	34		0.088		
Total	138.79					

*Significant at the level of (0.05) and less.

examine means differences significance as indicated in the [Table 5](#), analysis of bilateral variances were used as shown in [Table 6](#).

Results in [Table 6](#) indicated that there are statistical significant differences at decision-making scores attributable to the group with (67.65) "F" with the significance level (0.000) comparing to the scores in [Table 5](#), it is clear that these differences are in favor of the experimental group for the benefit of any training program, while there were no statistical significant differences in the decision-making dimension due to gender or the interaction between gender and the group.

The answer to the fourth question which states: Are there any significant differences at the level of (0.05) and lower in evaluation dimension due to the training program, gender and the interaction between them?

To answer this question means and standard deviations were used as illustrated in [Table 7](#).

[Table 7](#) shows that the scores means of the experimental group is higher than the scores means of the control group where the male students scores are higher than the female students scores means in the experimental group. For finding out the significance of these differences in the means, bilateral variance analysis was used as indicated in [Table 8](#).

Results in [Table 8](#) shows that there are statistical significant differences in evaluation dimension attributable to the group equals to "F" (41.53) with the significance level (0.000) and by comparing the means in the [Table 7](#), it is clear that such differences are attributable to the experimental group. There were no significant differences due to gender or interaction between gender and the evaluation program dimension.

-The answer to the fifth question, which states: Are there any significant differences at the level of (0.05) and less

Table 9: Means and Standard deviation for problems-solving skill

Gender	المجموعة	المتوسط	الانحراف
Male	Control	1.70	0.17
	Experimental	2.51	0.22
Female	Control	1.77	0.18
	Experimental	2.55	0.09
Total score	Control	1.73	0.17
	Experimental	2.53	0.18

Table 10: Results of bilateral variance analysis for the scores of problems-solving attributable to the program, gender and the interaction between them

Source of variance	Sum of squares	df	Mean	F	Sig
Gender	0.015	1	0.015	0.437	0.514
Group	5.11	1	5.11	137.22	*0.000
Group*gender	0.001	1	0.001	0.031	0.861
Error	1.01	29	0.053		
Total	160.79	34			

*Significant at the level of (0.05) and less.

Table 11: Means and standard deviations for happiness scores

Gender	Group	Mean	Standard deviation
Male	Control	1.61	0.19
	Experimental	2.59	0.16
Female	Control	1.73	0.25
	Experimental	2.60	0.18
Total score	Control	1.65	0.21
	Experimental	2.59	0.16

Table 12: Results of bilateral variance analysis for happiness scores attributable to gender and group interaction between them

Source of variance	Sum of squares	df	Mean	F	Sig
Gender	0.14	1	0.041	1.08	0.308
Group	6.70	1	6.70	1787.24	*0.000
Group*gender	0.016	1	0.016	0.415	0.525
Error	1.09	29	0.83		
Total	162.45	34			

*Significant at the level of (0.05) and less.

in problems-solving skill due to gender and training program and the interaction between them?

To answer this question means and standard deviations were used as illustrated in [Table 9](#).

[Table 9](#) shows that the scores means of the experimental group is higher than the scores means of the control group where the female students cores in the experimental group are higher than the scores means in the same group. To examine the significance of these differences means and bilateral variance analysis were used as shown in [Table 10](#).

[Table 10](#) indicates that there are statistical significant differences in scores of children on the total score for the problems-solving skills attributed to the group, and by comparing the means in the [Table 9](#), it indicates that these differences attributed to the experimental group, but there were no significant statistical significant differences scores for problems - solving skill due to gender of the interaction with the program.

- Answer the question six which states: Are there any significant differences at the level of (0.05) and less on children scores for feeling of happiness due to gender and training program and the interaction between them?

To answer this question means and standard deviations are used and the [Table 11](#) illustrates this:

[Table 11](#) results indicate that the scores means of the experimental group are higher than the scores means of the control group, and the female students in the experimental group scores are higher than the male students' scores in the same group. To examine the significance differences in the means bilateral variance analysis was used and [Table 12](#) illustrates this:

The results indicate in the [Table 12](#) that there are statistical significant differences in scores of children on the feeling of happiness attributed to the group equals to "F" (178.24) with the level of significance (0.000) and by comparing means in the [Table 12](#), it is clear that these differences attributable to the experimental group, but,

there were no significant differences in happiness scores due to gender or the interaction between gender and the program.

DISCUSSION OF RESULTS

The results of the study showed that there are significant differences in the skill of solving problems and feeling of happiness due to differences in the training program, in the sense that the program was effective in problem-solving skill and happiness to kindergarten children's development. This result is attributed to the program included a variety of activities covered by the skill of problem-solving, happiness, and included a play, stories and representation of the drama, and used several methods, such as the discussion of individual and collaborative learning and brainstorming and improvisation in motion, sound, dialogue, as used in the program is a multimedia learning such as the Registrar and the computer, photos, cards and theater brides. This result is also due to the good relationship between researchers and children where it is believed that it was the method used with children, which was based on the acceptance and show respect to them in effect giving them the pleasure and happiness and motivation development and the acquisition of skills and take advantage of the program's activities.

The study results showed that the program was effective in the development of all sub-skills to solve problems, due to the reasons that have been mentioned, which helped to develop children's skill in:

- **Definition of the problem:** Children become more capable of feeling and expressing their problems in understandable terms through the development of children in situations containing problems by encouraging them to self-expression.
- **Generating Alternatives:** Children become more skillful at finding alternatives to solve problems by encouraging them to fluency and originality, and the use of brainstorming and collaborative and individual learning, and tolerance with their mistakes and so on.
- **Decision-Making:** It means that the children of the experimental group were able to make a decision regarding the solution to the problem, has been encouraging, through the development of confidence by themselves by inductive and deductive thinking they have.
- **Evaluation:** This means that members of the experimental group were able to review, and the possibility of success and applying them on similar positions that has been done by several means, including: the development of critical thinking and children independence.

The results of this study showed that there are no differences due to gender or the interaction between gender and the program and problems- solving skill ,

dimensions, and the feeling of happiness. This result may be due to the male and female in capacity and in the economic and cultural level of similarity, and the convergence of their age, in addition to non-discrimination between them and exposing them to the activities of one during training. As for the result of non-existence of differences attributable to the interaction between gender and the program which might result back to the small number of members of the study and the lack of differences due to gender, an urgent need for further researches based on this result for gaining access to the results as supporting for these findings or disagreeing with this study conclusion.

Similarities and Differences between the Results of this Study and Previous Studies

In terms of the effectiveness of the training program in the skill of solving problems with the development of kindergarten children, this result is consistent with the findings of the studies: (Shure, 2001) Said (2005), Khalifa (2006), Muhammad (2009) and Habibi (2013). In terms of the effectiveness of the training program in the feeling of happiness at the development of kindergarten children, this result is consistent with the results of the studies conducted by the following researches: Mahmoud (2009), Hassan (2009), Ahmed Hussein (2013) and Habibi (2013).

The above results confirm the ability of training programs in the skill development of individuals, whether they are young or old, to solve problems and a feeling of happiness.

For the result of non-existence of differences attributable to gender in skill to solve problems among preschool children which agrees this result with the study conducted by (Shure, 2001), and it differs from the study conducted by Alzhima (2010) and Atwi (2011) which indicated that there are significant differences in problems -solving attributed to gender toward females as this difference is due to the variation in the demographic and cultural variables between the members of this study and the previous studies, but for the result of non-existence of differences due to gender in happiness (or similar to the concepts) with kindergartners This result is consistent with Hussein study (2009) . It is important to conduct further studies to gain access to information that enrich the knowledge in this area.

RECOMMENDATIONS AND PROPOSED RESEARCHES

- Conducting further experimental studies in the areas of problem-solving and happiness for their development in children at different ages as well as evaluating the effectiveness of gender on both in male and female students.

- Execution of training programs to educate parents and teachers of children on the importance of problem-solving skill and feeling of happiness for children and their ability to enrich development in children.
- Conducting a descriptive research to reveal the degree of happiness and its sources among young and old individuals.

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