



## The role of principals and teachers of kindergartens in the development of ethical behavior among children in the UAE

### BAE'de çocuklar arasında etik davranış geliştirilmesinde okul müdürlerinin ve anaokulu öğretmenlerinin rolü

**Mohammad Salman Alkhazaleh**, *Al-Ain University of Science and Technology, Abu Dhabi, UAE*, [mohammad.alkhazaleh@aau.ac.ae](mailto:mohammad.alkhazaleh@aau.ac.ae), [mohammad.alkhazaleh19@gmail.com](mailto:mohammad.alkhazaleh19@gmail.com), ORCID: 0000-0003-2826-9127

**Hussein Salem Al-Srehan**, *Al-Ain University of Science and Technology, Abu Dhabi, UAE*, [husein.alsrehan@aau.ac.ae](mailto:husein.alsrehan@aau.ac.ae), ORCID: 0000-0001-8290-1782

**Abstract:** This study aims at identifying the role of principals and teachers of kindergartens in the development of ethical behavior among children under the influence of some variables and impediments of their development in the UAE. The study sample consisted of 122 participants divided as follows: (29) of whom are kindergarten principal aged between 35-43 years old and their average age is (39.9) with a standard deviation of (3.6). (93) Teachers aged between (22-43) years, average age (42.8) with a standard deviation of (2.8). The average age of the total sample is (36.7) years with a standard deviation of (4.8). The researchers designed the study scale and verified the psychometric properties of this scale. The results of the study have shown that the role of principals and teachers of kindergartens in the development of ethical multidisciplinary behavior among children ranked as average where the religious domain ranked first and educational field ranked second, while the social domain ranked third and the national domain ranked last. The results also showed that there were no statistically significant differences at the significance level of (0.05) for the role of kindergarten principals and teachers in developing ethical behavior among children in different fields due to the variable of scientific qualification, years of experience and career status in all fields of study. The study also found that the obstacles to the development of ethical behavior among children in the UAE from the point of view of the principals and teachers of kindergartens are high.

**Keywords:** UAE, Children ethical behaviors, kindergartens, principals and teachers.

**Öz:** Bu çalışma, BAE'deki anaokulu müdür ve öğretmenlerinin çocuklar arasında etik davranışın geliştirilmesindeki rolünü bazı değişkenler açısından belirlemeyi ve bunun önündeki engelleri belirlemeyi amaçlamaktadır. Çalışma örneklemini 122 katılımcıdan oluşmuştur, bunlardan 29'u yaşları 35-43 yaş arasında, ortalama yaşları (39.9) standart sapma (3.6) olan anaokulu yöneticisi, 93'ü öğretmen (22-43) yaş, ortalama yaş (42.8), standart sapma (2.8)'dir. Toplam örneklemin yaş ortalaması (36.7) olup standart sapma (4.8) 'dir. Araştırmacılar çalışma ölçeğini tasarlamış ve bu ölçeğin psikometrik özelliklerini doğrulamışlardır. Çalışmanın sonuçları, okul müdürlerinin ve anaokulu öğretmenlerinin etik multidisipliner davranışın geliştirilmesindeki rolünün, çocuklar arasında dini alanın birinci, eğitim alanının ikinci, sosyal alanın üçüncü ve ulusal alanın ortalama olduğu, son sırada yer almıştır. Sonuçlar aynı zamanda, anaokulu okul müdürlerinin ve öğretmenlerin, bilimsel yeterlilik değişkeni, yılların tecrübesi ve kariyer durumu nedeniyle farklı alanlardaki çocuklar arasında etik davranış geliştirme konusundaki rolleri için (0.05) anlamlılık düzeyinde istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Çalışma aynı zamanda BAE'deki çocuklar arasında etik davranışların gelişimindeki engellerin anaokulu öğretmenleri ve anaokulları öğretmenleri açısından yüksek olduğunu ortaya koymuştur.

**Anahtar Sözcükler:** BAE, çocukların etik davranışları, anaokulları, müdürler ve öğretmenler.

## INTRODUCTION

The reinforcement of ethical behavior among children is one of the most important issues of interest to theorists in the field of education due to the increasing behavioral problems in children, the emergence of violence and low achievement (Kruzhkova et al., 2018; Nowicki et al., 2018). Psychologists and educators have focused on developing positive behavior associated

with ethical nurturing, taking advantage of the development of tremendous education to reduce these negative behaviors (Cherrington and Dalli, 2019). Moral nurturing also plays a prominent role in the lives of children and is considered one of the most important influences in the development of the child's personality (Al-ashwal, 2005). It also forms the basis of the social, religious, national and cognitive behavior of the child (Roy et al., 2015; Sabir, 2010). It helps in the development of the child psychologically and ethically, and thus behaviorally by controlling children's motives and desires and directing him towards goodness, charity and duty. Moral nurturing contributes to the preservation and survival of children's activities within the social context and accepted behavioral values, and is a fundamental motivation for the child to work and to direct his energies (Nowak-Fabrykowski, 2010).

When the educational institution succeeds in the process of moral nurturing for children, especially in the early age, the rule of education is achieved. Education that includes moral nurturing is a pre-requisite for education, that is, the positive behavior must be developed in the educational and cognitive aspects of children by helping them build positive attitudes towards knowledge, learning, school, and teacher, before planning to impart knowledge and science (Chowdhury, 2018). With the spread of globalization, the ethical development has become one of the most important roles of the educational institution to prevent children from bad behavior through the support of positive behaviors in the educational, religious, social and national aspects, so that they can deal with rapid change, and possess a good ethics that control behavior (Halea, 2012). So they do not take ideas and believes as a granted unless they analyze them in a peaceful manner according to their ethical system.

Ethical behavior can be regarded as the base of various socialization institutions; the more socializing institutions play their role in ethical education, the more children's behaviors are modified and the more positive they become (Zaher, 2011). It is necessary for social integration and the behavior is described as positive when it is consistent and compatible with the values that society believes in (Pirchio et al., 2019). Ethical behaviors are a strong base for development, social interaction and one of the most important components of a healthy psychological life for children (Shahry, 2009; Barashkova et al., 2019). According to the nature of the child and his tendency to live in the group of friends and the family, he needs to build his relationship with this group to regulate its interaction with it; this is the role of the educational institution (Dubrovina and Naboichenko, 2018). The goal that the society seeks to achieve is the formation of ethical values that affect the behavior of children directly.

As for the ethical nurturing, it can be defined as "the consolidation of cultural, educational, social, political and economic systems that transform a person into a social individual capable of interacting and integrating easily with members of society" (Rashwan, 2017, p. 156) defines it), while the development of ethical behavior was defined as "the development of positive attitudes, beliefs and convictions of children to achieve the religious, educational, social and national goals and objectives that the society seeks to achieve.

The positive behaviors associated with ethical nurturing to objectives that society seeks to achieve related to the following aspects (educational, cognitive, human, social, national and religious) are as follows:

1- The educational and cognitive aspect: the community seeks to achieve it by enhancing the child's interest in learning, education, appreciation of science and scientists, and the tendency towards achievement, progress and knowledge acquisition.

2- The humanitarian aspect: one of the most important aspects of ethical nurturing and it is concerned with the development of positive behaviors associated with the human aspect of children, namely the consolidation of cultural and social values derived from the cultural heritage of society, such as dealing with honesty and honesty, integrity and tolerance.

3- The social aspect: educators constantly seek to modify the behavior of children, especially with regard to the process of integration and social interaction (Zahran, 2004). Social behavior can be judged to be ethical in accordance with prevailing social values, which makes the development of ethical social values in the same child an essential guide to their social behavior (Krofljic and Smrtnik Vitulic, 2015). Thus, positive social behavior can grow in the child by strengthening the social and ethical values.

4- The national aspect: the positive behaviors associated with the ethical nurturing in this aspect are the consolidation of the concepts of good citizenship, tolerance, respect for the law, belonging to religion and the homeland, and its reflection in the everyday lives of children (Amiri, 2012).

5- The religious aspect: the awareness of religious values and their proper application in daily life, as well as a real direction of behavior. The behavioral values associated with ethical nurturing derived primarily from religious values, and as religious values guide behavior, the development of positive behaviors associated with ethical nurturing reinforces the religious values of students (Al-Qaimi, 2016).

The researchers define ethical behavior in this research as positive behavior resulting from the positive interaction of children with the things, attitudes, customs, traditions, law, and regulations in the UAE society according to the ethical values and Islamic Sharia. This study aims to know the role of the principals and teachers of kindergartens in the development of ethical behavior in children under the influence of some variables in Jordan and the obstacles to their development, as the subject of this study is an important subject in the field of learning and the fundamentals of education. Moreover, the psychological studies that dealt with the subjects of this study are very limited to the best of the researchers' knowledge. Therefore, there is a pressing need for such a study to shed more light on this important issue through its results and recommendations.

## LITERATURE REVIEW

The educational institutions focus on ethical nurturing tools, which aim to build the ethical values system, modify negative attitudes, develop positive behaviors in children especially those that contradict with the prevailing societal values, the growing moral, social, political and cultural problems and the emergence of new crimes in the third millennium, which resulted from the weak development of positive behavior associated with ethical nurturing. The decline of adherence to religion and Arab and Islamic cultural heritage, and the emergence of moral crises are the direct causes of the emergence of negative behaviors. Due to the growth of the educational sector in the Arabian Gulf, especially in the UAE, and the great attention at all levels of institutional, local and global to its role in the development of positive behavior related to moral nurturing. With that, many studies confirm there is a lack of some educational activities and weak roles in building the ethical values system in the UAE community (Essa 2011; Ibrahim, 2016).

The previous reasons were a strong motivation for the researchers to conduct this study. Therefore, the problem of the study was determined for answering the following main objective: The role of principals and teachers of kindergarten in the development of ethical behavior in children under the influence of some variables in the UAE and impediments to their development. Few studies dealt with the topic of the development of moral behavior and obstacles in the children of kindergarten. However, the following studies shed some light in this significant topic. N. Al-Qahtani (2009) aims to identify the effectiveness of a training program for the development of the ethical aspect of primary school teachers and the study was applied to 250 teachers. The study found that the effectiveness of the training program was average and there were no statistically significant differences due to experience or scientific qualification are the most important results. Likewise, Essa (2016) investigated the role of visual educational media in Syria in instilling ethical educational values and developing ethical behavior in children. The content of children's programs in Syrian Arab TV (Syrian satellite channel) was analyzed during the period from (1/1/2010) to (30/6 / 2010). The study found that the role of the programs was weak in the development of children's positive ethical educational behavior in addition to not including authentic Arab values such as altruism, generosity, rationalization of consumption, peace and equality, fighting injustice, helping the weak and respecting religions.

L. Jingbo and J. Elicker (2005) believe that Chinese kindergarten teachers may be more concerned with maintaining classroom control and with children's acquisition of specific content knowledge than they are with children's psychological needs, problem solving, and creativity.

The authors argue the teacher education programs ought to develop ways to give new teachers more insights into children's worlds, including their needs, feelings, thoughts, individual styles, and the meaning of their behaviors.

Pope et al. (2009) who studied teacher ethical dilemmas in classroom assessment found that almost all of the conflicts (95%) involved institutional requirements as one of the conflicting elements. Institutional requirements mentioned included requirements for standardised test administration, rules for placement in special programmes or promotion, exceptions and accommodations for students in special education, or school or district rules about grading practices. These results suggest that many teachers perceive that the institutional contexts in which they work impose constraints that may be at odds with other considerations about assessment that they view as important.

The main objective of the current study is similar to the objective of the previous ones which is the development of positive and ethical behavior in general. The current study also differs from previous studies in terms of society and sample, where it was applied to the UAE community on a sample of kindergarten principals and teachers. The researchers have benefited from previous studies in reviewing their references, designing the current study tool, and using appropriate statistical methods.

## METHODS

### Sample

The study was implemented as a first step on a survey sample of (80) Emirati kindergarten principals and teachers, average age (28.3) years, with a standard deviation of (5.2) years and their ages ranged between (24-50) year. The aim of using the sample was to prepare the study parameters in terms of their psychometric characteristics to verify their suitability in terms of honesty, consistency, duration, safety of vocabulary, etc.

The main sample of the study consisted of:

- (122) Kindergarten principals and teachers, including: (29) kindergarten principal between 35-43 years old, their average age is 39.9 with a standard deviation of (3.6).
- (93) Teachers between 22-43 years old, their average age is 42.8 with a standard deviation of (2.8).

The average age of the total sample is (36.7) years with a standard deviation of (4.8) years and they are between 22-43 years old as illustrated in the following table

**Table 1.** Distribution of the members of the study sample according to the career status, qualification and experience

The variable	The levels of the variable	The Number
<b>Career position</b>	The Principal of Kindergarten	29
	The Teacher of Kindergarten	93
<b>Qualification</b>	Bachelor / diploma	31
	Postgraduates	91
<b>The years of experience</b>	Less than 5 years	18
	From 5-10 years	59
	More than 10 years	45

(N=122)

It is noted from the table that the largest proportion of those who have a certificate of postgraduate studies.

### Study tools

The researchers designed two tools for the first study concerning the role of kindergarten principals and teachers in the development of ethical behavior in children under the influence of some variables in the UAE, and the second concerns impediments to the development of children's ethical behavior.

The first section consists of (30) items divided into four areas (religious, educational, social and national), which measure the role of kindergarten principals and teachers in developing ethical behavior among children. The second section consists of (10) items measuring the obstacles to the development of ethical behavior in children in the UAE. In order to correct the scale, five choices were made for each item. Each selection clause included a score according to the five-dimensional Likert scale giving a gradual weight of the alternatives as follows:

- Five degrees were given to answer the alternative (I agree very much)
- Four grades to answer the alternative (I strongly agree)
- Three grades to answer the alternative (I agree to a medium degree)
- Two steps to answer the alternative (I disagree)
- One degree to answer the alternative (I strongly disagree)

It was corrected by the gradient (5, 4, 3, 2, 1) for positive vocabulary and vice versa for negative ones; the high degree reflects the positive trends, and the low degree reflects negative trends. The scale was applied to a sample of 80 kindergarten principals and teachers. The reliability and validity of the scale has been verified using the content validation mechanism of the faculty members from the pedagogic faculty and the administrators and teachers of kindergartens to take their opinions about the content of the tool, the extent to which it meets the elements of the subject of the study, the adequacy and clarity of the paragraphs, and the need for modification or deletion. The judges' observations showed that the correlation of the paragraphs in their fields was high. The percentage of agreement between the judges was (96%) which is appropriate for the purposes of this study. Consequently, there was no items deletion.

The researchers adopted the ratings to three levels (high, medium and low) based on the following equation: correction value: upper value - minimum value / number of levels =  $(5-1) / 3 = 4/3 = 1.33$ . The following criterion was used for the purpose of interpreting the results: Low level is less than  $(1.33) = 2.33$  and means a negative role towards the subject of the study, and the medium level of  $(2.34) - (2.34 + 1.33) = 2.34- 3.67$ , High level (3.68) and above, and a significant role towards the subject of the study.

The reliability of the scale was verified using the test-retest method, which was applied twice to the sample of the kindergarten administrators and teachers. . The coefficient of test reliability was calculated using the Pearson correlation coefficient (0.92). The Kronbach Alpha equation was also used to verify internal homogeneity, and Table (2) shows this:

**Table 2.** *The correlation coefficients between the two applications*

The scale	The field	Pearson correlation coefficient	Kronbach Alpha
<b>The First Part</b>	religious	0.89	0.87
	pedagogic	0.90	0.86
	social	0.86	0.87
	national	0.94	0.90
	total	0.92	0.92
<b>The Second Part</b>		0.94	0.87

Table (2) shows that the correlation coefficients between the two applications for the first section of the scale ranged from 0.86 to 0.94 which are statistically significant at the mean level (0.01). The values of reliability coefficients ranged from 0.86 to 0.90, and this means that the areas of the first section of the scale have a high degree of reliability. As that the correlation coefficient between the two applications of the second part of the scale reached (0.94), which are statistically significant at the mean level (0.01). The coefficient of reliability using the Cronbach alpha formula for the second part of the scale was 0.87, which means that the second part of the scale has a high degree of reliability.

## Limitations

The study is limited the role of kindergarten principals and teachers in developing moral behavior in children under the influence of some variables in the UAE and hindering their development. The study also is limited the age group that was used by kindergarten principals and teachers in Kuwait in the first semester of the academic year 2017/2018. The study sample included (122) kindergarten principals and teachers. The study is limited to few samples from the principals and teachers of kindergartens in the UAE, in addition to the current measurements and statistical methods used in the study.

## RESULTS AND DISCUSSIONS

### First part results

1-What is the role of kindergarten principals and teachers in developing moral behavior in children under the influence of some variables in Jordan according to different fields (religious, educational, social and national)?

The means, deviations and levels of attitudes of kindergarten principals and teachers have been used towards the role of educational media in developing ethical behavior in children. Tables (3), (4), (5), (6) and (7) illustrate the results achieved.

**Table 3.** Shows the mathematical averages, deviations and levels on the scale of the role of principals and teachers of kindergartens in the developing ethical behavior among children in different fields.

No	Field	Means	SD	Rank	Level
3	religious	3.20	0.25	1	moderate
1	pedagogic	2.89	0.24	2	moderate
2	social	2.68	0.23	3	moderate
4	national	2.32	0.24	4	moderate
<b>Total</b>		2.82	0.19		moderate

(N=122)

Note: SD - standard deviations

Table (3) shows that the role of kindergarten principals and teachers in developing ethical behavior in children under the influence of some variables in the UAE was a moderate level with the mean of 2.82 and a standard deviation of 0.19. This finding indicates a lack of development of positive behavior associated with the ethical nurturing of children in the UAE; this result may be attributed to the lack of a comprehensive educational plan of the Ministry of Education aimed at developing this behavior in children. However, the concern of teachers and managers is to teach children and memorize some songs and verse of the Koran. The results of this study differed with the study of Essa (2016), which indicated that the role of programs was weak in the development of positive educational behavior and moral behavior in children, and did not include the original Arab values.

It is noted from the table that the religious field ranked first, with a mean of 3.20 and a standard deviation of (0.25), the educational field ranked second, with a mean of 2.89 and a standard deviation of (0.24). The social field ranked in the second-last position with a mean (2.68) and a standard deviation (0.23). The national field ranked last, with a mean of 2.32 and a standard deviation of (0.24).

The means, standard deviations, and ranks for the role of kindergarten principals and teachers in the development of ethical behavior in children were calculated by the effect of some variables in the UAE according to different fields (religious, educational, social and national) according to their mean as follows:

### Religious Field

The means, standard deviations, and grades for the role of kindergarten principals and teachers in the development of children's moral behavior were calculated according to the religious field. Table (4) illustrates this

**Table 4.** Shows that the role of kindergarten principals and teachers in the development of ethical behavior in children was influenced by some variables in UAE according to the religious field

No	Items	Mean	SD	Rank	Level
22	Development of behavior of submission to God	4.01	0.64	1	High
23	Building the conviction of the need the excellence in work	3.91	0.57	2	High
31	To cherish the heritage and civilization of the Islamic nation.	3.79	0.54	3	High
21	To establish the pattern of the behavior of the righteous ancestor instilling a commitment to the teachings of Islam.	3.69	0.69	4	High
26	Discard behaviors associated with deviant intellectual currents.	25.3	0.42	5	Intermediate
30	Respect the companions of the Messenger of Allah and follow their behavior.	11.3	0.52	6	Intermediate
29	Development of behavior of submission to God	2.96	0.57	7	Intermediate
25	rooting Islamic values such as honesty, honesty, tolerance, and honoring parents	2.94	0.48	8	Intermediate
27	Connection the behaviors with Islam	2.85	0.58	9	Intermediate
28	Denying behaviors associated with heresies and superstitions	2.46	0.61	10	Intermediate
24	Judging the latest developments and the associated behaviors in accordance with Islamic law	2.42	0.49	11	Low
<b>Total</b>		3.20	0.25		Intermediate

(N=122)

Note: SD - standard deviations

Table 4 shows that the role of kindergarten principals and teachers in the development of ethical behavior in children was influenced by some variables in UAE according to the religious field; the mean was 3.20 and a standard deviation of 0.25. The means for the religious domain ranged from (2.32) to ( 4.01). This result indicates a lack of development of religious behavior and may be due to a random selection of the appropriate material for the development of children's religious values and behavior and a weakness in the adoption of a comprehensive plan for all aspects of religious life.

Note that item (22), " Development of behavior of submission to God " ranked first with a mean (4.01), a standard deviation (0.64) and high level, and this result may be due to the educational trends that seek to develop reverence to God by virtue of the nature of conservative Jordanian society which made principals and teachers affected by this part and reflected on the development of this for children.

Item 24 "Judgment of recent developments and associated behavior according to Islamic law" ranked last, with a mean of 2.32 and a standard deviation of 0.49 is low level. This result indicates that there is a lack of comprehensiveness in the curriculum, which focuses on presenting some issues and instilling some values without seeking to create a modern political culture that necessarily leads to the development of the student's personality such as the student's awareness of their human rights and duties.

### Pedagogical field

The means, standard deviations and ranks of the role of kindergarten principals and teachers in the development of ethical behavior were calculated according to the field of education as illustrated below.

**Table 5.** Means, standard deviations and levels of the role of kindergarten principals and teachers in the development of ethical behavior according to the field of education

No	Items	Mean	SD	Rank	Level
5	constructing the commitment to the school system	0.62	3.79	1	High
1	Constructing positive attitudes towards respecting and appreciating the teacher	0.51	3.41	2	Intermediate
6	Establish the value of positive investment of time in learning.	0.47	3.15	3	Intermediate
2	Instill the respect of the scholars for the students.	0.38	2.61	4	Intermediate
3	Constructing positive behaviors towards the ethical use of modern technologies.	0.41	2.21	5	Low
4	Establish respect and appreciation of hand-crafts work.	0.58	2.18	6	Low
<b>Total</b>		0.24	2.19		Intermediate

(N=122)

Note: SD - standard deviations

Table (5) shows that the role of kindergarten principals and teachers in the development of children's ethical behavior according to the pedagogic field was on intermediate level; with a mean of (2.89) and standard deviation of (0.24). The means for the fields of education ranged between 2.18 and 3.79 and this result is due to the relative lack of development of positive behavior associated with the ethical nurturing of children in the field of education. This result may be attributed to the focus of the efforts of education officials to highlight some educational issues related to academic achievement and the need to adhere to the instructions without paying attention to contemporary educational issues particularly in terms of technological enlightenment, awareness of safe and responsible use of modern technologies.

It is noted that item (5), "constructing the commitment to the school system", ranked first with a mean (3.79) and a standard deviation (0.62). This result may be due to the prevailing administrative routine in the UAE, which strongly emphasizes the centralization of the administration and the need to circulate the instructions and adhere to them, which is reflected in all educational events. Item 4, "consolidation respect and appreciation of hand-crafts work" ranked last with a mean of 2.18, a standard deviation of 0.58 and a low level. This result indicates that there is a clear lack of a role in the consolidation of respect for hand-crafts work, and it may be attributed to the impact on the prevailing culture and community that do not tend to manual labor.

### **Social Field**

Means, standard deviations and ranks of the role of kindergarten principals and teachers in the development of ethical behavior were calculated according to the social field as illustrated below. Table (6) shows that the role of kindergarten principals and teachers in the development of children's ethical behavior according to the social field was on intermediate level; with a mean of 2.68 and a standard deviation of 0.23. The means for the social field ranged between 2.01 and 3.74, the result is a relative lack of role in the development of positive behavior related to the ethical nurturing of children in the social sphere. This result may be attributed to the emphasis on highlighting social issues such as unemployment and the dangers of smoking without properly addressing contemporary social issues such as network risks Social communication, fighting superstitious thinking, and spreading rumors in society. In addition to not targeting the construction of a social personality characterized by universality and openness and perhaps the awareness of the sample of the study of this reality reflected in the level of their responses.



**Table 6.** Means, standard deviations and levels of the role of kindergarten administrators and teachers in the development of ethical behavior according to the social sphere

No	Items	Mean	SD	Rank	Level
11	Construct positive behaviors towards accepting others.	3.74	0.38	1	High
7	Construct positive behaviors towards solidarity.	3.21	0.39	2	Intermediate
8	Highlight the importance of collaborative work and helping others.	2.61	0.42	3	Intermediate
9	Construct positive behaviors towards modern etiquette.	2.55	0.52	4	Intermediate
12	Construct positive attitudes towards openness.	2.32	0.41	5	Low
13	Construct positive attitudes towards volunteering.	2.31	0.35	6	Low
10	Consolidation of social integration.	2.01	0.41	7	Low
<b>Total</b>		2.68	0.23		Intermediate

(N=12), Note: SD - standard deviations

It is noted that item (11), "Construct positive behaviors towards accepting others", ranked first with a mean of 3.74, a standard deviation of 0.38 and a high level. This result may be due to the nature of UAE society which focuses on good morals that is recognized by teachers and managers as a need to develop, dialogue and acceptance of others.

Item 10 "Consolidation of social integration", ranked last with a mean of 2.01, standard deviation of 0.41 and with a low level. The result shows a clear lack of social integration due to lack of interest in activating social communication, especially with regard to communication with parents of children, urging them to participate socially and integrate into the school environment. These results differ from the results of the A. Jreisat (2011) study, which showed a significant role for educational media in the development of ethical values on the social side.

### **National Field**

The means, standard deviations and ranks of the role of kindergarten principals and teachers in the development of ethical behavior were calculated according to the national field as illustrated below

**Table 7.** Means, standard deviations and levels of the role of kindergarten principals and teachers in developing moral behavior in children according to the national field

No	Items	Mean	SD	Rank	Level
20	Enhance the value of belonging to the homeland.	2.51	0.43	1	Intermediate
19	Enhance the value of belonging to the Arab Islamic nation.	2.44	0.46	2	Intermediate
14	Develop positive attitudes towards national events and their importance.	2.41	0.52	3	Intermediate
18	Consolidate of human rights values.	2.39	0.52	4	Intermediate
17	Consolidate democracy as an ethical value.	2.37	0.39	5	Intermediate
16	Consolidate citizenship as an ethical value.	2.11	0.32	6	Low
15	Construct positive behaviors towards the preservation of public property.	2.01	0.41	7	Low
<b>Total</b>		2.32	0.24		Low

Note: SD - standard deviations

Table (7) shows that the role of kindergarten principals and teachers in the development of children's ethical behavior according to the national field was low; with a mean of 2.32 and a standard deviation of 0.24. The means for the national field ranged between 2.01 and 2.51, the result indicates the lack of representing the role of developing children's national values and it may be attributed to the lack of understanding of the concept of educational role by many employees of educational departments at different administrative positions, and lack of awareness of the purpose of it.

It is noted that item (20), "enhancing the value of belonging to the homeland", ranked first with a mean of 2.51, a standard deviation of 0.43 and an intermediate level. Despite the fact that this item ranked first, it ranked moderate level, stressing the weakness of the role in the promotion of the values of belonging in the kindergarten stage. Perhaps this may be due to the weakness of programs and educational plans, and the adoption of a comprehensive plan set goals beginning each academic year to address the problems and social and national issues.

Item 1 "Construct positive behaviors towards the preservation of public property", ranked last with a mean of 2.01, standard deviation of 0.43 and with an intermediate level. This result means that there is a clear lack of role in constructing positive behaviors towards the preservation of public property and due to random selection and implementation of media material, and failure to keep pace with educational plans aimed at social and national needs.

## Second part results

Are there significant differences in the level of significance ( $0.05\alpha \leq$ ) in the estimates of the role of principals and teachers of kindergartens in the development of moral behavior in children under the influence of some variables in the UAE according to different fields (religious, educational, social and national), due to the following variables: Career status, scientific qualification, and years of experience?

To answer this question, the analysis of the three-fold variance was used to examine the impact of career status, qualification and years of experience on the role of kindergarten principals and teachers in the development of ethical behavior in children

Tables 9 and 10 illustrate the findings:

**Table 9.** Means and deviations of the role of principals and teachers of kindergartens in the development of moral behavior in children according to different fields (religious, educational, social) due to the following variables: career status, qualification and years of experience.

The variable	Categories	Statistics	Religious	Pedagogical	Social
Career status	Principal	Mean	2.87	2.85	2.86
		Standard deviation	0.28	0.30	0.25
	Teacher	Mean	2.90	2.84	2.87
		Standard deviation	0.31	0.30	0.27
Years of experience	Less than 5	Mean	2.89	2.82	2.83
		Standard deviation	0.31	0.24	0.25
	From 5 to 10	Mean	2.91	2.83	2.90
		Standard deviation	0.28	0.37	0.33
	More than 10	Mean	2.88	2.85	2.86
		Standard deviation	0.32	0.30	0.26
Qualification	Bachelor/ Diploma	Mean	2.87	2.85	2.86
		Standard deviation	0.28	0.30	0.25
	Postgraduates	Mean	2.88	2.86	2.87
		Standard deviation	0.31	0.30	0.27

**Table 10.** Shows the analysis of the three-year variance of the effect of years of experience, qualifications and career status on the role of kindergartens female principals and teachers in developing children's ethical behavior according to their different fields.

Source of variance	Fields	Sum of Squares	Degree of freedom	Average of the squares	F values	Significance
<b>Qualification</b>	Pedagogical Field	0.251	1	0.251	1.073	0.73
	Social Field	0.328	1	0.328	1.350	0.094
	Religious Field	0.541	1	0.541	2.470	0.352
	National Field	0.362	1	0.362	1.398	0.091
<b>Career status</b>	Pedagogic Field	0.311	1	0.311	1.329	0.145
	Social Field	0.332	1	0.332	1.329	0.161
	Religious Field	1.879	1	1.879	2.580	0.112
	National Field	1.832	1	1.832	2.74	0.705
<b>Years of experience</b>	Pedagogic Field	0.614	2	0.307	1.312	0.74
	Social Field	0.173	2	0.0865	0.356	0.063
	Religious Field	0.967	2	0.4895	2.208	0.361
	National Field	0.954	2	0.477	1.842	0.081
<b>The Error</b>	Pedagogic Field	25.067	107	0.234		
	Social Field	25.954	107	0.243		
	Religious Field	23.348	107	0.291		
	National Field	27.748	107	0.259		

Tables (9) and (10) show the absence of statistically significant differences at the level of significance (0.05) attributed to the impact of scientific qualification in all areas of the study tool. This result means that although the qualifications of the scientific sample differ, they are very similar in their attitudes towards the educational role in the development of ethical behavior in Children, so there were no statistically significant differences between their responses.

This finding may be due to the fact that despite the differences in the qualifications of the study sample members, they deal with "the same children" and with the Ministry of Education plans and programs themselves, subject to the same instructions and regulations; this may have reduced the differences between the responses of the sample members of the study with their different scientific qualifications, so that there were no significant differences.

Further, there are no statistically significant differences at the level of significance (0.05) due to the variable of career status in all areas of the study tool. This result may be attributed to the fact that teachers and principals of kindergartens are directly involved with children's programs and are the group that adopts awareness activities and implements the ministry's plans and activities in kindergartens. Perhaps this similarity in the implementation of information tasks within the school reduced the differences in their attitudes towards the role of educational media and its obstacles in the development of ethical behavior in children.

Moreover, there are no statistically significant differences due to the effect of years of experience in all areas of the study tool. This result is similar to the attitudes toward the role and its obstacles in developing ethical behavior in children regardless of length of experience. This result may be attributed to the fact that all kindergarten principals and teachers have at least the first degree, and in direct contact with the children and the programs and activities they are subject to, which reduced the differences in their attitudes regardless of the different experience.

**Table 8.** Means, standard deviations and levels of attitudes kindergarten principals and teachers towards the obstacles of educational media in developing moral behavior in children

Items	Mean	SD	Rank	Level
Lack of a comprehensive educational plan characterized by harmony and consistency	4.38	0.61	1	High
Limited powers granted to the schools	4.17	0.84	2	High
Failure to provide specialists capable of dealing with children.	4.11	0.64	3	High
Lack of defining the goals and tasks of the curriculum systematically.	4.01	0.51	4	High
Random selection and implementation of content.	3.97	0.63	5	High
Lack of adoption of educational leaders in activating kindergartens, enhancing strengths and addressing weaknesses	3.87	0.48	6	High
Lack of appropriate communication tools and techniques to activate the role of kindergartens	3.54	0.57	8	Intermediate
Focusing on un needed school stuff more than the technical side.	3.21	0.34	10	Intermediate
Lack of understanding of the needs and abilities of children by many employees of educational departments.	3.19	0.87	11	Intermediate
The lack of professional development of teachers and managers by the Ministry of Education.	3.15	0.29	12	Intermediate
<b>Total</b>	<b>3.76</b>	<b>0.22</b>		<b>High</b>

Note: SD - standard deviations

### Third part results

What are the obstacles to the development of ethical behavior among children in the UAE from the point of view of the principals and teachers of kindergarten? To answer this question, the means, the standard deviations and the levels of attitudes of kindergarten principals and teachers were calculated towards the obstacles of educational media in the development of ethical behavior in children as shown in Table 8.

Table (8) shows that the obstacles to the development of ethical behavior among children in the UAE from the point of view of the principals and teachers of kindergartens were high. The mean was 3.47 and the standard deviation was 0.22. The means ranged from 3.15 to 4.38) which implies that there are obstacles to the development of children's ethical behavior. This result may be attributed to the lack of clarity of the concept of role and content of many education officials who did not construct educational plans compatible with the UAE environment for the purpose of developing positive behavior in children according to the requirements of the times and its variables.

### CONCLUSION

The study involved 122 participants in order to identify the role of principals and teachers of kindergartens in the development of ethical behavior among children. The results obtained have shown that the role of principals and teachers of kindergarten in the development of ethical multidisciplinary behavior among children ranked as average where the religious domain ranked first and educational field ranked second, while the social domain ranked third and the national domain ranked last. There were no statistically significant differences at the

significance level of (0.05) for the role of kindergarten principals and teachers in developing ethical behavior among children in different fields due to the variable of scientific qualification, years of experience and career status in all fields of study.

To sum up, the special educational plans should be adopted aimed at the developing ethical behavior and positive behaviors for students and students at all levels of education; activating school broadcasting to construct positive attitudes towards openness and positive attitudes towards the importance of volunteering, consolidating social integration, belonging to the homeland and strengthening the ethical values of students. There is a need to hold workshops to raise awareness of the obstacles of the role of teachers and managers and activate its role and objectives. The educational administrations should develop a comprehensive plans characterized by harmony and consistency, providing specialized staff to help students and reduce immoral and anti-social behavior. Further studies can be focused on the role of teachers and managers in the development of ethical behavior, and study the obstacles that prevent the activation of this role.

## REFERENCES

- Al- Qaimi, M. (2016). Raising the child religiously and morally. Bahrain: Fakhrawi Library.
- Al-Ashwal, A. (2005). Social Psychology. Cairo: The Anglo - Egyptian Library.
- Al-Qahtani, N. (2009). The educational media and its role in activating areas of school work in the Kingdom of Saudi Arabia. King Saud University in Saudi Arabia.
- Amiri, M. (2012). The role of suspense, alarm and punishment in moral education. *Journal of the Academy of Humanities and Cultural Studies* 1(2), 43-66.
- Barashkova, E.V., Drobysheva-Razumovskaya, L.I., & Dorfman, L.Y. (2019). Integrative musical psychology. *The Education and science journal*, 21(2): 96-112.
- Cherrington, S., & Dalli, C. (2019). What troubles early childhood educators in New Zealand: a 20-year cross-sectional study of ethical difficulties in early childhood practice. *Early Years*, 39(2), 205-221.
- Chowdhury, M. (2018). Emphasizing morals, values, ethics, and character education in science education and science teaching. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(2), 1-16.
- Dubrovina, N.A., & Naboichenko, E.S. (2018). The optimisation of parenting personal potential as an aspect of support for families of children with movement disorders. *The Education and science journal*, 20(8): 129-147.
- Essa, N. (2011). The role of visual educational media in Syria in instilling educational values in children. Damascus University in Damascus.
- Halea, A.S. (2012). The role of educational media in instilling moral values from the point of view of secondary school teachers. Islamic University in Saudi Arabia.
- Ibrahim, A. (2016). Teachers' Perceptions towards the Content of Secondary School Islamic Studies Curriculum in relation to Vocational Islamic Education Values in UAE (Doctoral dissertation, The British University in Dubai (BUiD)).
- Jingbo, L., & Elicker, J. (2005). Teacher-child interaction in Chinese kindergartens: An observational analysis. *International Journal of Early Years Education*, 13(2), 129-143.
- Jreisat, A. (2011). Effectiveness of educational media programs and their relation to behavioral discipline. University of Jordan in Amman.
- Krofljic, R., & Smrtnik Vitulic, H. (2015). The effects of the comprehensive inductive educational approach on the social behaviour of preschool children in kindergarten. *CEPS journal*, 5(1), 53-69.
- Kruzhkova, O.V., Vorobyeva, I.V., Porozov, R.Y., & Zarbova B. (2018). Functions of vandalism in youth behaviour: from personality to society. *The Education and science journal*, 20(10):95-120.
- Nowak-Fabrykowski, K. (2010). Moving from ethical awareness to deeper understanding and practice: kindergarten teachers' experience with developing caring dispositions in children. *Early Child Development and Care*, 180(4), 441-452.
- Nowicki, S., Gregory, S., Ellis, G. L., Iles-Caven, Y., & Golding, J. G. (2018). The pattern of stability and change in parental locus of control over 6 years and teacher ratings of child behavior. *Frontiers in Psychology*, 9, 1427.
- Pirchio, S., Passiatore, Y., Carrus, G., & Taeschner, T. (2019). Children's interethnic relationships in multiethnic primary school: results of an inclusive language learning intervention on children

- with native and immigrant background in Italy. *European Journal of Psychology of Education*, 34(1), 225-238.
- Pope, N., Green, S. K., Johnson, R. L., & Mitchell, M. (2009). Examining teacher ethical dilemmas in classroom assessment. *Teaching and Teacher Education*, 25(5), 778-782.
- Rashwan, H. (2017). *Social change and political development in developing societies*. 3rd ed. Alexandria: Publishing House.
- Roy, A. K., Singh, P., & Roy, U. N. (2015). Impact of rural-urban labour migration on education of children: A case study of left behind and accompanied migrant children in India. *Space and Culture, India*, 2(4), 17-34.
- Sabir, A. (2010). The role of intellectual security in achieving social peace. *Journal of the Law of Education and Politics* 2(6): 454-550.
- Shahry, M.A. (2009). Emotional education for the child and its educational applications in the primary stage. Umm al-Qura University in Saudi Arabia.
- Zaher, D. (2011). *Values in the educational process*. 3rd ed. Cairo: Arab Gulf Foundation.
- Zahran, H. (2004). *Social Psychology*. 5th ed. Cairo: Dar Alam Alkutub.