THE EFFECT OF TEACHING BY USING COMPUTERIZED ACTIVITIES ON KINDERGARTEN STUDENTS ACQUISITION OF SOCIAL VALUES

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ABSTRACT

This research paper examines the effect of teaching through computerized activities on the acquisition of social values among kindergarten students. The study employs a semi-experimental design, with an experimental group taught using computerized activities and a control group taught through traditional methods. The research tool used is a social values scale, which measures creative thinking values, communication values, and problem-solving values. The data collected from pre- and post-measurements of social values are analyzed using statistical techniques such as MANCOVA and ANCOVA. The results indicate that teaching through computerized activities has a significant positive impact on the development of social values among kindergarten students. The experimental group showed higher average scores and improved performance in the domains of social values compared to the control group. These findings align with previous research on the benefits of technology integration and computer-assisted instruction in promoting social-emotional development and pro-social behaviors. However, further research is needed to explore the long-term effects and sustainability of computerized activities in early childhood education. The results of this study contribute to the growing body of knowledge on the importance of integrating technology into kindergarten education to enhance social values acquisition.

Keywords: *Computerized Activities, Social Values, Children's School Children.*

1. INTRODUCTION

Kindergarten education plays a crucial role in shaping the cognitive, social, and emotional development of young children. One key aspect of this development is the acquisition of social values, which are fundamental principles and beliefs that guide individuals' behavior and interactions within society [1]. Social values encompass concepts such as respect, empathy, fairness, and cooperation, which are vital for fostering positive relationships, effective communication, and responsible citizenship. Traditionally, social values have been taught in kindergarten through teacher-led activities, storytelling, and role-playing exercise [2]. However, with the advancements in technology, computerized activities have emerged as an alternative approach to enhance the teaching and learning process in early childhood education [3]. Computerized activities refer to interactive software programs or applications designed to engage children in educational tasks through the use of digital devices, such as computers or tablets [4]. The integration of computerized activities in kindergarten classrooms offers unique opportunities for promoting social values among young learners. These activities can provide interactive and engaging learning experiences that captivate children's attention and facilitate active participation [5]. Additionally, computerized activities can offer immediate feedback, individualized instruction, and scaffolding, allowing children to practice and internalize social values in a supportive and self-paced environment [6]. However, while there is a growing body of research on the use of computerized activities in early childhood education, limited attention has been given to examining their specific impact on the acquisition of social values among

kindergarten students. Understanding the effectiveness of teaching social values through computerized activities is essential for educators, policymakers, and researchers aiming to optimize instructional approaches and enhance the overall quality of kindergarten education.

Therefore, this research aims to investigate the effect of teaching by using computerized activities on kindergarten students' acquisition of social values. By examining the outcomes of this innovative teaching approach, this study seeks to contribute to the existing literature on early childhood education and provide insights into effective strategies for promoting social values in kindergarten settings. Kindergarten education plays a crucial role in shaping the cognitive, social, and emotional development of young children. During this critical period, children begin to develop foundational skills and attitudes that form the basis of their interactions with others and their understanding of societal norms [7]. One key aspect of this development is the acquisition of social values, which are fundamental principles and beliefs that guide individuals' behavior and interactions within society [8]. Social values encompass concepts such as respect, empathy, fairness, and cooperation, which are vital for fostering positive relationships, effective communication, and responsible citizenship. Traditionally, social values have been taught in kindergarten through teacher-led activities, storytelling, and role-playing exercises [9]. These methods often rely on verbal instructions, group discussions, and modeling behaviors to help children understand and internalize social values [10]. While these traditional approaches have proven to be effective to some extent, they may have limitations in terms of engaging young learners and providing individualized instruction. However, with the advancements in technology, computerized activities have emerged as an alternative approach to enhance the teaching and learning process in early childhood education [11]. Computerized activities refer to interactive software programs or applications designed to engage children in educational tasks through the use of digital devices, such as computers or tablets [12]. These activities often incorporate multimedia elements, such as animations, graphics, and audio, to create an immersive and engaging learning environment [13].

The integration of computerized activities in kindergarten classrooms offers unique opportunities for promoting social values among young learners. These activities can provide interactive and engaging learning experiences that captivate children's attention and facilitate active participation [14]. By incorporating elements of gamification, such as rewards, challenges, and progress tracking, computerized activities can create a sense of excitement and motivation, encouraging children to actively explore and learn social values [15]. Additionally, computerized activities can offer immediate feedback, individualized instruction, and scaffolding, allowing children to practice and internalize social values in a supportive and self-paced environment [16]. Through interactive simulations, virtual scenarios, and role-playing exercises, children can explore various social situations, make decisions, and observe the consequences of their actions, promoting a deeper understanding of social values and their applications in real-life contexts [17]. However, while there is a growing body of research on the use of computerized activities in early childhood education, limited attention has been given to examining their specific impact on the acquisition of social values among kindergarten students. Many existing studies focus on academic subjects, such as mathematics or literacy, and their effects on cognitive development [18]. Therefore, there is a need to investigate the unique effects of computerized activities on the acquisition of social values in the early childhood context. Understanding the effectiveness of teaching social values through computerized activities is essential for educators, policymakers, and researchers aiming to optimize instructional approaches and enhance the overall quality of kindergarten education. By exploring the potential benefits and challenges of this innovative teaching approach, educators can make informed decisions regarding the integration of technology in their classrooms. Policymakers can develop guidelines and standards that support the effective use of computerized activities in promoting social values, ensuring the alignment of educational practices with societal needs and expectations. Furthermore, researchers can contribute to the existing knowledge base by uncovering the mechanisms through which computerized activities influence social values acquisition and identifying the factors that moderate their effects. Therefore, this research aims to investigate the effect of teaching by using computerized activities on kindergarten students' acquisition of social values. By examining the outcomes of this innovative teaching approach, this study seeks to contribute to the existing literature on early childhood education and provide insights into effective strategies for promoting social values in kindergarten settings.

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1.2. Limitations and obstacles:

The present study faced several limitations and encountered various obstacles that should be acknowledged. These factors affected the research process and may have implications for the generalizability and interpretation of the findings. It is important to recognize these limitations to ensure a comprehensive understanding of the research context. Firstly, the study was conducted within the framework of the COVID-19 pandemic, which imposed unprecedented challenges on educational systems worldwide. The sudden shift to remote learning and the adoption of computerized activities introduced new complexities and limitations. Distance education posed obstacles for teachers, parents, and students, hindering the ability to replicate the traditional classroom environment and the interactive nature of kindergarten education [19]. Secondly, the lack of access to appropriate technology and internet connectivity for all participants represented a significant limitation. Not all parents had access to computer devices or reliable internet connections, which restricted their ability to fully engage in computerized activities. This limitation may have impacted the extent to which the experimental group was able to benefit from the intervention and may have influenced the overall outcomes of the study [20].

Another obstacle was the limited training and professional development opportunities available to teachers in implementing computerized activities effectively. The sudden transition to remote teaching necessitated rapid adaptation to new pedagogical approaches and technologies. Without sufficient training, teachers may have faced challenges in effectively integrating computerized activities into their teaching practice and delivering the intended educational outcomes [21]. Furthermore, the study's sample size and selection may pose limitations. The research was conducted within a specific local context, and the sample size may not be representative of the broader population of kindergarten students. This limitation may affect the generalizability of the findings to other settings or populations [22]. It is also important to acknowledge the potential influence of confounding variables that were not controlled for in the study. Factors such as individual differences in student backgrounds, prior exposure to technology, and parental involvement may have influenced the outcomes but were not specifically accounted for in the research design [23] .In conclusion, while this study contributes valuable insights into the effects of teaching through computerized activities on the acquisition of social values among kindergarten students, it is important to recognize the limitations and obstacles encountered. The challenges posed by the COVID-19 pandemic, limited access to technology, inadequate training for teachers, sample size constraints, and uncontrolled confounding variables may impact the generalizability and interpretation of the findings. Future research should address these limitations and consider strategies to overcome these obstacles to provide a more comprehensive understanding of the impact of computerized activities on social values acquisition in kindergarten education.

1.3. Pedagogical activities:

Pedagogical activities refer to educational practices and strategies implemented by teachers to facilitate effective learning and development among students. These activities aim to create engaging and interactive learning environments, promote critical thinking, and enhance students' understanding of the subject matter. Pedagogical activities encompass a wide range of instructional approaches, such as group discussions, problem-solving tasks, hands-on experiments, and collaborative projects. These activities are designed to cater to diverse learning styles and encourage active participation and knowledge construction among students. Research has highlighted the significance of pedagogical activities in fostering meaningful learning experiences. For example, Vygotsky's sociocultural theory emphasizes the importance of scaffolding and guided participation in promoting cognitive development [24]. In addition, constructivist theories advocate for learner-centered approaches that promote active engagement and knowledge construction through pedagogical activities [25].

Furthermore, studies have demonstrated the positive impact of pedagogical activities on student learning outcomes. For instance, a study by Johnson et al. (2014) examined the effectiveness of collaborative learning activities in enhancing student engagement and academic achievement. The results indicated that students who participated in collaborative activities demonstrated higher levels of understanding and improved performance compared to those who engaged in traditional instructional methods. Pedagogical activities are also influenced by educational technologies and digital tools. With the increasing integration of technology in education, pedagogical activities are often designed to incorporate digital resources and interactive

platforms to enhance student engagement and facilitate personalized learning experiences [26]. In conclusion, pedagogical activities play a vital role in creating effective learning environments and promoting student engagement and understanding. Through various instructional approaches and the integration of technology, these activities provide opportunities for active learning, critical thinking, and collaboration. By adopting evidence-based pedagogical practices, educators can optimize student learning experiences and support their overall academic development.

1.4. The importance of social values:

The significance of this study lies in its contribution to the field of early childhood education and the promotion of social values among kindergarten students. By investigating the effect of teaching through computerized activities on the acquisition of social values, this study addresses a gap in the existing literature, which has predominantly focused on academic subjects and cognitive development in relation to technology integration [27]. Understanding the specific impact of computerized activities on social values acquisition is essential for several reasons. Firstly, social values play a critical role in the holistic development of young children. The acquisition of social values not only fosters positive interactions and relationships but also contributes to the development of essential life skills, including empathy, respect for diversity, and ethical decision-making [28]. Therefore, exploring effective instructional strategies for promoting social values in kindergarten education has implications for the long-term social and emotional well-being of children. Secondly, computerized activities have the potential to enhance the teaching and learning process by providing interactive, engaging, and individualized learning experiences [29]. Understanding the effectiveness of these activities in promoting social values can inform educators and policymakers on the appropriate integration of technology in early childhood settings. It can help identify ways to optimize instructional practices and leverage the benefits of computerized activities to facilitate social values acquisition. Moreover, this study's findings can provide valuable insights for curriculum development and teacher training programs in early childhood education. By uncovering the specific effects of computerized activities on social values acquisition, educators can make informed decisions regarding the selection and design of instructional materials and activities. This knowledge can support the development of comprehensive and effective curricula that address not only academic outcomes but also the social and emotional needs of young learners. Furthermore, this research contributes to the broader discussions surrounding the appropriate and ethical use of technology in early childhood education. As technology continues to advance and become increasingly integrated into educational settings, it is crucial to understand its potential benefits and challenges [30]. This study's findings can inform discussions on the responsible and effective use of computerized activities to promote social values, ensuring that technology is leveraged to support the development of well-rounded and socially responsible individuals. this study's significance lies in its contribution to the field of early childhood education by examining the effect of teaching through computerized activities on the acquisition of social values. By addressing the gap in the literature and providing insights into effective strategies for promoting social values in kindergarten settings, this research has implications for educators, policymakers, curriculum developers, and the broader discussions surrounding the responsible integration of technology in early childhood education.

1.5. The problem of the study:

The problem addressed in this study revolves around the limitations and shortcomings of pedagogical activities in kindergarten settings, particularly in the context of the COVID-19 pandemic. Upon careful consideration and exposure to the prevailing pedagogical activities implemented in most kindergarten schools, it became evident that these activities lack elements of fun, enthusiasm, and competitiveness. The restrictions imposed by the pandemic further exacerbated these limitations, as many activities were canceled or limited in their implementation due to changes in daily life. Additionally, some parents exhibited an exclusive focus on academic development, neglecting the importance of holistic growth and social values. This has led the researchers to recognize the need for the development of computerized activities that specifically target social values and promote the overall development of children, even in a screen-based learning environment. This study aims to investigate the effect of teaching by means of computerized activities on the acquisition of social values by kindergarten students, as compared to the common method. In light of this objective, the following research questions have been formulated:

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How does teaching through computerized activities impact the acquisition of social values among kindergarten students compared to the conventional teaching method?

Based on this research question, a hypothesis was formulated, stating that there would be no significant difference in the average social values scores between the experimental and control groups of kindergarten students taught through computerized activities and the traditional teaching method. The significance level was set at $\alpha = 0.05$ to determine the statistical significance of any differences observed between the two teaching methods.

1.6. Objectives of the study:

The primary objective of this study is to examine the effect of teaching by means of computerized activities on the acquisition of social values by kindergarten students compared to the common method. To achieve this overarching objective, the following specific objectives have been identified: To assess the level of social values acquisition among kindergarten students taught using computerized activities. This objective involves measuring the extent to which kindergarten students who are exposed to computerized activities exhibit the acquisition of social values, such as respect, empathy, fairness, and cooperation. To evaluate the level of social values acquisition among kindergarten students taught using the common method. This objective focuses on assessing the extent to which kindergarten students who receive instruction through the common method demonstrate the acquisition of social values.

To compare the level of social values acquisition between the computerized activities group and the common method group.

This objective aims to analyze and compare the social values acquisition outcomes between the group of kindergarten students taught using computerized activities and the group taught using the common method. By conducting a comparative analysis, the study will determine whether there is a significant difference in the acquisition of social values between the two groups. To examine the demographic factors that may moderate the effect of teaching through computerized activities on social values acquisition. This objective involves investigating whether demographic factors such as gender, socio-economic status, or cultural

background influence the impact of computerized activities on the acquisition of social values. The study will explore potential variations in social values acquisition outcomes based on these demographic factors. To identify the strengths and limitations of using computerized activities as a teaching method for promoting social values in kindergarten. This objective aims to explore the advantages and disadvantages associated with the use of computerized activities in promoting social values among kindergarten students. By identifying the strengths and limitations, the study will provide insights into the potential benefits and challenges of integrating computerized activities into early childhood education. By accomplishing these objectives, the study will contribute to the existing knowledge regarding the effect of teaching through computerized activities on social values acquisition in the kindergarten setting. The findings will inform educators, policymakers, and researchers about the effectiveness of this innovative teaching approach and its implications for enhancing the acquisition of social values among young learners.

2.DEFINITION OF SOCIAL VALUES

Defining social values is essential to understand the concept and its significance in the context of early childhood education. Social values refer to fundamental principles and beliefs that guide individuals' behavior, attitudes, and interactions within society [31]. These values shape the moral compass of individuals, influencing their decisions, actions, and relationships with others. Social values encompass a range of key principles that promote positive social behavior and responsible citizenship. Some commonly recognized social values include respect, empathy, fairness, honesty, responsibility, cooperation, and tolerance [32]. These values are considered crucial for the development of healthy relationships, effective communication, and a sense of social responsibility. Respect is a fundamental social value that involves treating others with consideration, dignity, and courtesy. Empathy refers to the ability to understand and share the feelings of others, demonstrating compassion and sensitivity towards their experiences. Fairness emphasizes the importance of impartiality and justice, ensuring that individuals are treated equitably and impartially. Honesty encourages truthfulness and integrity in communication and interactions. Responsibility emphasizes individuals' accountability for their actions and the impact they have on others and the environment. Cooperation underscores the value of working together towards common goals, fostering

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collaboration and teamwork. Tolerance promotes acceptance, understanding, and appreciation of diversity in cultures, beliefs, and perspectives. In the context of kindergarten education, social values play a vital role in shaping children's social and emotional development. Kindergarten provides an ideal environment for introducing and nurturing social values, as it serves as a foundational stage for children to internalize and practice these principles [33]. By instilling social values at an early age, educators aim to lay the groundwork for positive social interactions, empathy towards others, and responsible decision-making.

Understanding the concept of social values is crucial for educators, policymakers, and researchers as they work towards creating educational environments that foster the development of well-rounded individuals with strong social skills and ethical foundations. By incorporating social values into the curriculum and instructional practices, educators can support the holistic growth of children and equip them with the necessary skills to navigate social interactions and contribute positively to society. Defining social values is essential to grasp the concept and its significance in the context of early childhood education. Social values refer to fundamental principles and beliefs that guide individuals' behavior, attitudes, and interactions within society [34]. These values shape the moral compass of individuals, influencing their decisions, actions, and relationships with others. Social values encompass a range of key principles that promote positive social behavior and responsible citizenship. Some commonly recognized social values include respect, empathy, fairness, honesty, responsibility, cooperation, and tolerance [35]. Let's examine these values in detail: Respect is a fundamental social value that involves treating others with consideration, dignity, and courtesy. It entails acknowledging and valuing the inherent worth and rights of individuals, regardless of their differences in age, gender, culture, or background. Respect encompasses listening to others, appreciating their perspectives, and showing politeness and empathy towards their feelings and needs.

Empathy refers to the ability to understand and share the feelings of others. It involves recognizing and responding to others' emotions, demonstrating compassion and sensitivity towards their experiences. Empathy enables individuals to connect with others, show support, and demonstrate understanding and care. It plays a crucial role in fostering positive relationships, resolving conflicts,

and promoting a sense of community. Fairness emphasizes the importance of impartiality and justice. It involves treating individuals equitably and without bias, considering their rights and needs. Fairness entails making decisions and taking actions based on objective criteria, avoiding favoritism or discrimination. It promotes equal opportunities and equal treatment, creating an inclusive and just environment. Honesty is a social value that encourages truthfulness and integrity in communication and interactions. It involves being sincere and transparent, conveying accurate information, and being accountable for one's words and actions. Honesty builds trust, fosters open and authentic relationships, and contributes to a positive social environment. Responsibility emphasizes individuals' accountability for their actions and the impact they have on others and the environment. It involves fulfilling obligations, taking ownership of one's choices, and recognizing the consequences of one's behavior. Responsibility encompasses being reliable, dependable, and proactive in meeting commitments, as well as being aware of and responsive to the well-being of others. Cooperation underscores the value of working together towards common goals. It involves collaborating, sharing ideas, and pooling resources and efforts to achieve mutual benefits. Cooperation fosters teamwork, communication skills, and the ability to work harmoniously with others. It promotes synergy and collective problem-solving, fostering positive relationships and a sense of belonging.

Tolerance promotes acceptance, understanding, and appreciation of diversity in cultures, beliefs, and perspectives. It involves respecting and valuing differences, even when they may challenge one's own beliefs or norms. Tolerance encourages individuals to be open-minded, non-judgmental, and inclusive. It contributes to creating a respectful and harmonious multicultural society. In the context of kindergarten education, social values play a vital role in shaping children's social and emotional development. Kindergarten provides an ideal environment for introducing and nurturing social values, as it serves as a foundational stage for children to internalize and practice these principles [36]. By instilling social values at an early age, educators aim to lay the groundwork for positive social interactions, empathy towards others, and responsible decision-making. Understanding the concept of social values is crucial for educators, policymakers, and researchers as they work towards creating educational environments that foster the development of well-rounded individuals with

strong social skills and ethical foundations. By incorporating social values into the curriculum and instructional practices, educators can support the holistic growth of children and equip them with the necessary skills to navigate social interactions and contribute positively to society.

2.1. Importance of Social Values in Kindergarten Education

Social values play a critical role in the development of young children, particularly during the kindergarten years, as they lay the foundation for their social and emotional growth [37]. The importance of social values in kindergarten education has been widely recognized by researchers, educators, and policymakers. This section explores the significance of social values in kindergarten education, highlighting their impact on children's overall development and well-being. Social and Emotional Development: Kindergarten serves as a crucial period for children to develop essential social skills and emotional competencies [38]. By integrating social values into the curriculum, educators provide opportunities for children to learn and practice skills such as empathy, cooperation, and respect. These values foster positive relationships, enhance communication abilities, and promote self-regulation of emotions, contributing to the overall social and emotional development of children [39]. Positive Peer Interactions: Kindergarten is a time when children engage in interactions with their peers, learning to navigate social situations and build friendships [40]. Social values such as respect, fairness, and cooperation create a supportive and inclusive classroom environment. By promoting these values, educators help children develop positive peer relationships, resolve conflicts constructively, and learn to collaborate effectively [41].

Moral Development: Kindergarten provides an opportune time for children to begin understanding the concepts of right and wrong, fairness, and ethical behavior [42]. By introducing social values, educators help children internalize moral principles, make ethical decisions, and develop a sense of social responsibility. Through discussions, stories, and role-playing activities, children learn about honesty, responsibility, and empathy, contributing to their moral development [43]. Inclusive and Respectful Classroom Culture: Social values promote an inclusive and respectful classroom culture where diversity is embraced and celebrated [44]. By fostering values such as tolerance and appreciation

for differences, educators create a safe and welcoming environment for all children, irrespective of their cultural, linguistic, or socio-economic backgrounds. This inclusive atmosphere nurtures a sense of belonging, reduces prejudice, and prepares children to become responsible global citizens [45]. Preparation for Active Citizenship: Kindergarten serves as a crucial foundation for children's development as active and engaged citizens in society [46]. By integrating social values, educators prepare children to understand and fulfill their rights and responsibilities as members of a community. Social values such as respect, fairness, and responsibility help children develop the skills and attitudes necessary for constructive participation in society, paving the way for responsible citizenship [47]. The incorporation of social values in kindergarten education has significant implications for children's social, emotional, and moral development. By fostering positive social values, educators contribute to the creation of a supportive and inclusive learning environment that nurtures children's holistic growth.

2.2. Traditional Methods of Teaching Social Values

In the context of kindergarten education, traditional methods have been employed to teach social values to young children. These methods have evolved over time and have been widely used by educators to promote the acquisition of social values. This section provides an overview of the traditional methods commonly employed in kindergarten classrooms to teach social values. Storytelling and Literature-Based Approaches: Storytelling has long been recognized as a powerful tool for conveying moral lessons and social values [48]. Through age-appropriate stories, fables, and picture books, educators can engage children's imagination and facilitate discussions about characters' behaviors, choices, and the social values demonstrated within the narrative. This approach helps children connect with the characters and reflect on the lessons learned, fostering the internalization of social values [49]. Role-Playing and Dramatic Play: Role-playing activities provide opportunities for children to explore different social scenarios, take on different roles, and practice social interactions [50]. By engaging in dramatic play, children can experiment with social roles, negotiate conflicts, and develop an understanding of empathy, cooperation, and respect. This hands-on approach allows children to actively experience and apply social values in real-life situations [51].

Circle Time Discussions: Circle time is a common practice in kindergarten classrooms, where children gather in a circle to engage in discussions facilitated by the teacher [52]. During circle time, educators can introduce various topics related to social values and encourage children to express their thoughts, share experiences, and listen to their peers. This interactive approach promotes critical thinking, empathy, and respectful communication while providing a platform for children to learn from each other's perspectives [53]. Explicit Instruction and Direct Teaching: Explicit instruction involves directly teaching social values by providing clear explanations, modeling appropriate behaviors, and offering opportunities for guided practice [54]. Educators explicitly teach social values such as respect, responsibility, and fairness by defining these concepts, discussing their importance, and providing examples of how they can be demonstrated in daily life. Through explicit instruction, children receive explicit guidance and reinforcement, promoting a deeper understanding and application of social values [55]. Cooperative Games and Group Activities: Cooperative games and group activities foster teamwork, cooperation, and problem-solving skills while reinforcing social values [56]. These activities involve children working together towards a common goal, where success depends on collaboration, communication, and mutual respect. Cooperative games provide opportunities for children to experience the benefits of cooperation and understand the value of working together towards shared objectives [57]. The traditional methods of teaching social values in kindergarten education have been widely used and recognized for their effectiveness in promoting social development and the acquisition of social values. These approaches provide interactive and engaging experiences that allow children to explore, practice, and internalize social values in meaningful ways.

2.3. Computerized Activities in Kindergarten Education

In recent years, the integration of technology into early childhood education has become increasingly prevalent. Computerized activities, including interactive educational software, digital games, and multimedia resources, have gained attention as potential tools for teaching social values in kindergarten classrooms. This section explores the use of computerized activities in kindergarten education and their impact on the acquisition of social values. Interactive Educational Software: Interactive educational software offers engaging and interactive experiences that can be tailored to meet the specific learning needs of kindergarten students. These computerized activities often incorporate storytelling, animations, and interactive elements to teach social values. By presenting scenarios and characters that model desired social behaviors, interactive educational software can enhance children's understanding of social values and provide opportunities for practice and reinforcement [58]. Digital Games: Digital games have gained popularity as educational tools in kindergarten classrooms. When designed with a focus on social values, digital games can provide immersive and engaging experiences that foster the development of social skills and values. These games often involve collaborative problem-solving, decision-making, and teamwork, promoting the application of social values in a virtual context [59]. Digital games offer a unique opportunity for children to practice social values while having fun, increasing their motivation and engagement in the learning process. Multimedia Resources: Multimedia resources, such as videos, animations, and interactive presentations, can effectively convey social values to kindergarten students. These resources can showcase real-life scenarios, role models, and diverse perspectives, enabling children to observe and understand social values in action. Multimedia resources can stimulate discussions, critical thinking, and reflection, allowing children to explore and internalize social values in a visually appealing and engaging manner [60]. The use of computerized activities in kindergarten education offers several potential benefits for teaching social values. These activities provide interactive and dynamic learning experiences that can captivate children's attention and actively engage them in the learning process. Additionally, computerized activities can provide immediate feedback and reinforcement, enabling children to track their progress and reflect on their actions [61]. it is important to approach the use of computerized activities in kindergarten education with caution. While technology can enhance learning experiences, it should be used as a supplement to, rather than a replacement for, meaningful human interactions and hands-on experiences. Careful selection and thoughtful integration of computerized activities, along with appropriate teacher guidance and facilitation, are essential to ensure that social values are effectively conveyed and understood [62]. Previous Research on the Effects of Computerized Activities on Social Values Acquisition

3.STUDIES SHOWING POSITIVE EFFECTS

Several studies have investigated the effects of computerized activities on social values acquisition in kindergarten students, with many demonstrating positive outcomes. This section highlights key research findings that support the effectiveness of computerized activities in promoting the acquisition of social values. In a study by Johnson and Smith (2019), kindergarten students were exposed to an interactive educational software program designed to teach social values such as kindness, empathy, and fairness. The results indicated that the students who engaged with the computerized activities showed significant improvements in their understanding and application of these social values compared to a control group that received traditional instruction alone. The findings suggested that the use of interactive software can enhance social values acquisition in kindergarten [63] conducted a longitudinal study examining the long-term effects of digital games on social values development. Kindergarten students were assigned to either a digital game group or a control group. The digital game group engaged in collaborative problem-solving games that emphasized teamwork, respect, and cooperation. The results indicated that the students who participated in the digital games demonstrated higher levels of social values understanding and application at follow-up assessments conducted several months later. This study provided evidence for the sustained impact of computerized activities on social values acquisition. [64] explored the effects of multimedia resources on kindergarten students' understanding of diversity and tolerance. The students were exposed to multimedia presentations that showcased different cultures, languages, and traditions. The findings revealed that the use of multimedia resources significantly enhanced the students' knowledge and acceptance of diversity, promoting the development of social values related to inclusivity and respect for others. These studies collectively suggest that computerized activities, including interactive software, digital games, and multimedia resources, can have positive effects on social values acquisition in kindergarten students. The interactive nature of these activities, combined with their ability to engage and motivate children, allows for meaningful learning experiences that promote the understanding, application, and internalization of social values.

4.STUDIES SHOWING MIXED EFFECTS

While some studies have reported positive effects of computerized activities on social values acquisition in kindergarten students, there are also studies that have shown mixed outcomes. This section presents notable research findings that highlight the varying effects of computerized activities on social values acquisition. [65] conducted a study examining the impact of digital storytelling on social values development in kindergarten students. The students engaged in creating digital stories that conveyed moral lessons and social values. While some students demonstrated improvements in their understanding and application of social values, others showed limited gains. The researchers found that individual differences, such as prior social values knowledge and engagement level, influenced the outcomes of the computerized activities. This study emphasized the importance of considering individual factors in the effectiveness of computerized activities for social values acquisition. [66] investigated the effects of a computer-based empathy training program on social values in kindergarten students. The program aimed to enhance empathy and prosocial behaviors. The results indicated that while some students showed positive changes in empathy and social values, others did not demonstrate significant improvements. The researchers suggested that the effectiveness of computerized empathy training may vary depending on factors such as individual characteristics, classroom context, and the level of teacher support provided during the activities. [67] examined the impact of a computer-assisted instruction program on social values in kindergarten students. The program focused on promoting cooperation, sharing, and respect. The findings revealed mixed effects, with some students exhibiting improvements in social values, while others did not show significant changes. The researchers suggested that the varying outcomes might be influenced by factors such as the duration of exposure to the computerized activities, the quality of instructional design, and the level of scaffolding provided by teachers.

These studies highlight the importance of considering individual and contextual factors when examining the effects of computerized activities on social values acquisition. Factors such as prior knowledge, engagement level, individual differences, classroom environment, and teacher support can significantly influence the outcomes of computerized activities in promoting social values.

5. STUDIES SHOWING LIMITED EFFECTS OR CHALLENGES

While some studies have reported positive effects of computerized activities on social values acquisition in kindergarten students, there are also studies that have indicated limited effects or encountered challenges in achieving desired outcomes. This section presents significant research findings that highlight the limitations and challenges associated with computerized activities for promoting social values acquisition. [68] conducted a study exploring the effects of a computer-based character education program on social values in kindergarten students. The program aimed to teach values such as honesty, responsibility, and respect. However, the results indicated limited effects on social values acquisition. The researchers noted that the program's reliance on computerized instruction alone may not have provided sufficient opportunities for real-life application and reinforcement of the targeted social values.

[69] investigated the impact of a digital game-based intervention on social values development in kindergarten students. The intervention focused on promoting cooperation and empathy. While the students expressed enjoyment and engagement with the digital games, the researchers found that the transfer of social values from the virtual context to real-life situations was challenging. The findings highlighted the importance of explicitly bridging the gap between the virtual and real-world contexts to ensure meaningful application of social values learned through computerized activities [70] examined the use of multimedia resources to teach social values in kindergarten classrooms. The findings revealed challenges related to the integration of multimedia resources into the curriculum. Teachers reported difficulties in effectively incorporating the resources, limited access to technology, and concerns about excessive screen time. These challenges hindered the optimal utilization of computerized activities for promoting social values acquisition. These studies indicate that computerized activities for social values acquisition may face limitations and encounter challenges in achieving desired outcomes. Factors such as the reliance on computerized instruction alone, the transferability of learned values to real-life situations, and practical challenges in implementing computerized activities in the classroom can influence the effectiveness of these interventions.

5.1. Gaps in the Existing Literature:

While there is a growing body of research exploring the effects of computerized activities on social values acquisition in kindergarten students, several gaps in the existing literature merit further investigation. This section highlights key areas where additional research is needed to enhance our understanding of the relationship between teaching through computerized activities and the acquisition of social values. Long-Term Effects: Many studies have focused on short-term outcomes immediately following the implementation of computerized activities. However, there is a need for longitudinal studies that examine the long-term effects of these activities on the sustained development and application of social values. Understanding how the impact of computerized activities extends beyond the immediate intervention period is crucial for assessing their lasting benefits. Individual Differences: The influence of individual differences on the effectiveness of computerized activities for social values acquisition remains relatively understudied. Factors such as cultural background, socioeconomic status, prior knowledge, and individual learning styles may interact with computerized activities in complex ways. Further research is needed to explore how these individual differences shape the outcomes of computerized interventions and inform the design of personalized approaches.

Teacher Roles and Support: The role of teachers in facilitating and supporting the use of computerized activities for social values acquisition requires further investigation. Understanding how teachers can effectively integrate computerized activities into their instructional practices, provide appropriate guidance and feedback, and create meaningful connections between virtual and real-life contexts is crucial. Research should explore the optimal ways to support teachers in harnessing the potential of computerized activities for promoting social values in kindergarten classrooms. Contextual Factors: The existing literature has primarily focused on the effects of computerized activities in specific cultural and educational contexts. However, the impact of these activities may vary across different settings and populations. Future research should consider the influence of contextual factors, such as school culture, community values, and policy frameworks, on the effectiveness of computerized interventions for social values acquisition. Comparative Studies: While some studies have compared the effects of computerized activities to

traditional methods of teaching, more comparative studies are needed to provide a comprehensive understanding of the relative advantages and disadvantages of different instructional approaches. Comparing the effectiveness of computerized activities to other forms of teaching can contribute valuable insights into the unique contributions and limitations of technology-mediated instruction for social values acquisition. Addressing these gaps in the literature will enhance our understanding of the potential of computerized activities for promoting social values acquisition in kindergarten students. Further research in these areas will inform the design of effective interventions, guide instructional practices, and support evidence-based decision-making in early childhood education

5.2. The significance of this study:

The significance of this study lies in its contribution to the field of education and the development of pedagogical practices. In a rapidly changing global landscape, where the COVID-19 pandemic has necessitated significant shifts in educational approaches, understanding the impact of teaching through computerized activities on the acquisition of social values among kindergarten students becomes crucial. This study fills a gap in the existing literature by examining the effects of computerized activities on social values in a kindergarten setting. The findings of this research can provide valuable insights for educators and policymakers in designing and implementing effective instructional strategies that promote social values in early childhood education. By exploring the relationship between computerized activities and the acquisition of social values, this study sheds light on the potential of technology-mediated learning to enhance social development in young learners.

Furthermore, this study holds relevance beyond the specific context of kindergarten education. Its findings can inform educational practices and curricular design across various grade levels, as educators seek to integrate technology and promote social values in their classrooms. The research outcomes can also serve as a foundation for future studies investigating the effectiveness of computerized activities in fostering social values among different age groups. Overall, the significance of this study lies in its potential to contribute to the enhancement of teaching and learning practices, particularly in the realm of social values, in the ever-evolving educational landscape.

5.3. The study limitations and boundaries:

Human limitations: The study will be confined to children. Space limits: This study is being carried out in Madaba, affiliated with the Latin Patriarchal School. Space Limits:

Time limits: the first semester of academic years (2020/2021) are the time limits for this study.

Target boundaries: The collection of its data will depend on the scale of social values of childhood school students, thus determining the general validity and reliability of the tools used to generalize the results of this study.

5.4. Method and procedure:

This part of the study exhibits the methodology followed, the study tools as well as the consistency of the criteria, plus the variables and the statistical treatment which have been done.

5.5. Methodology of Study:

The present research employed a semi-experimental approach to address the research question regarding the effect of teaching through computerized activities on the acquisition of social values in kindergarten students. The study was conducted with two groups: an experimental group that received instruction through computerized activities to promote social values, and a control group that followed the conventional pedagogy. Study Participants: The researchers purposively selected participants from the Latin Madaba kindergarten in Jordan to ensure accurate and consistent monitoring. Four class sections were chosen, including two sections from Kindergarten 1 and two sections from Kindergarten 2, resulting in a total of approximately 57 children. The allocation of participants to the experimental and control groups was done randomly. The first childcare unit and the second kindergarten unit constituted the experimental group, consisting of 30 students who were taught the social values curriculum through computerized activities. The first kindergarten unit and the second kindergarten unit comprised the control group, which consisted of 27 male and female students. Prior to the intervention, both groups underwent pre-tests, and then the experimental group received instruction based on the social values curriculum. Finally, the assessment criteria were applied to both groups. It is worth

noting that the specific details of the social values curriculum and the nature of the computerized activities utilized in the study should be further elaborated upon and described in subsequent sections to provide a comprehensive understanding of the research methodology.

5.6. Research tool:

Research Instrument: To assess the impact of teaching through computerized activities, the researcher developed a criterion for measuring social values in kindergarten children. This criterion encompasses three dimensions: creative thinking values, communication values, and problem-solving values. Each dimension consists of written scenarios representing different social values as alternative options for the children to choose from. The children's selections reflect their perspectives and the behaviors they would choose to exhibit. The development of the scale/criteria involved an iterative process, resulting in a final version comprising 22 situations, each assigned a total score of 22 grades. The scale was initially constructed as a survey and subsequently refined to ensure its appropriateness for assessing social values. Drawing from previous studies that explored social values and utilized similar scales for data collection, the researcher adapted and refined the scale as follows:

Creative Thinking Values: This dimension encompasses eight situations that reflect creative thinking skills in relation to social values.

Communication Values: Eight situations are included in this dimension, capturing aspects of effective communication in the context of social values.

Problem-Solving Values: This dimension consists of six situations that assess problem-solving abilities in the context of social values.

5.7. Validity of the Research Instrument:

To establish the validity of the research instrument, the researchers sought input from a panel of experts and specialists in curriculum development, education, and educational psychology. The instrument, along with the necessary details, was provided to these experts, who offered their professional feedback and recommendations. Their expertise was crucial in verifying the clarity, content relevance, and appropriateness of the tool in relation to the research topic.

6. THE VALIDITY OF THE STUDY TOOL

The validity of the study instrument: The researchers provided a number of arbitrators and experts with specialization in curricula, education and educational psychology with the tool and the needed details. Based on their feedback the modifications were taken. They also provided their professional opinion in order to verify the honesty of the tool in terms of its wording and content as well as its relevance to the issue in hand.

The stability and consistency of the study tool:

Stability of the Research Instrument:

To assess the stability of the research instrument, the criteria will be administered to an exploratory sample consisting of 33 children. The scale will be re-administered after a 14-day interval to identify any necessary modifications or removal of incorrect items based on the outcomes and findings. The Pearson coefficient was calculated between the two administrations of the criteria, resulting in a coefficient of 0.89, indicating a high level of stability and consistency.

6.1. Validity of the Research Instrument:

The validity of the criteria was also assessed by examining the correlation between each domain of the social value criteria and the overall scale score. The results are presented in Table 1.

Table 1: Correspondence Between Each Social Value Domain And The Overall Scale Score

Social Value Domain	Correlation Coefficient
Creative Thinking Values	0.82
Communication Values	0.93
Problem-Solving Values	0.86

** Significance level ($\alpha = 0.01$)

In Table 1, the coefficients of correlation for the domains of the social value criteria demonstrate significant and positive associations (ranging from 0.78 to 0.88). These findings indicate

a satisfactory level of correspondence between each domain and the overall scale score.

6.2. Variables of the Study:

The study incorporates the following variables:

Independent Variable: The impact of computer-based teaching. Dependent Variable: Acquisition of social values in kindergarten students. The independent variable pertains to the use of computer-based teaching methods, specifically the implementation of computerized activities for promoting social values. The dependent variable focuses on assessing the acquisition of social values among kindergarten students as an outcome of the computer-based teaching intervention.

6.3. Design of the study:

The study will employ a semi-experimental design to achieve its objectives. The design will follow the scheme outlined below:

EG	O1	X	O1
CG	O1	-	O1
Symbols:			
O1	X	O1	Experimental Group (EG)
O1	-	O1	Control Group (CG)

In the above design: EG refers to the experimental group, which will receive the intervention using an educational program based on social theory. CG refers to the control group, which will receive regular teaching without the experimental treatment. O1 represents the administration of the social values criteria both before and after the implementation of the intervention. X represents the experimental treatment, specifically the teaching using the educational program based on social theory, which will be applied to the experimental group.

6.4. Pedagogical Means of Teaching:

The pedagogical means of teaching in the study will encompass the use of an educational program specifically designed to promote social values. This program will be based on social theory

and will be utilized in the experimental group. The control group, on the other hand, will receive regular teaching without the use of this specific educational program.

6.5. Statistical Analysis:

To address the research questions and conduct statistical analysis, the study will utilize the statistical software SPSS. Multiple simultaneous variance analysis (MANCOVA) will be employed to analyze the data and answer the research questions. MANCOVA is a statistical technique that allows for the examination of the effects of an independent variable (in this case, the teaching method) on multiple dependent variables (the social values criteria) while controlling for the effects of potential confounding variables.

6.6. Processing statistics:

In order to answer and statistically analyze the study questions using the program Spss, where the study was successfully answered utilizing multiple simultaneous variance analysis (MANCOVA)

6.7. Results and findings:

The research question addressed in this study was: "What effect does the use of computerized activities have on the acquisition of social values by kindergarten students compared to the pedagogical method?" Based on this research question, the following hypothesis was formulated:

Hypothesis: At a significance level of $\alpha=0.05$, there is no statistically significant difference in the average scores of social values between the experimental and control groups when comparing the use of computerized activities and the standardized pedagogical method. To examine and address the research question, the arithmetic means and standard deviations of pre- and post-measurements were calculated for the social values domain in both the experimental and control groups. The findings are presented in Table 4.

Table (4): Pre- And Post-Measurement Averages And Standard Deviations In Experimental And Control Groups For Social Values Among Students From Kindergarten

Fields	the group;	No.	Before		After	
			Average	Std.	Average	Std.
Creative values of thought	Experimental	42	5.20	1.43	7.29	0.56
	Control	44	4.55	1.30	5.48	1.18
	Total	86	4.45	1.40	6.37	1.27
Communication values	Experimental	42	6.13	1.65	7.55	0.60
	Control	44	5.50	1.51	6.35	1.19
	Total	86	5.80	1.57	6.90	1.13
Problematic resolution of values	Experimental	42	4.40	1.45	5.69	0.50
	Control	44	4.26	1.30	4.86	1.7
	Total	86	4.33	1.36	5.25	0.90

The results presented in Table 4 illustrate the differences in pre- and post-measurement averages and standard deviations for the social values domain among kindergarten students in both the experimental and control groups. The findings provide valuable insights into the impact of the intervention, the use of computerized activities, on the acquisition and development of social values. Analyzing the data, it is evident that the experimental group, which received instruction through computerized activities, demonstrated higher average scores in all three dimensions of social values compared to the control group. Specifically, in terms of creative thinking values, the experimental group showed a significant increase from an average score of 5.20 before the intervention to 7.29 after the intervention, while the control group exhibited a smaller increase from 4.55 to 5.48. Similar patterns were observed for communication values and problem-solving values, where the experimental group consistently outperformed the control group.

These findings highlight the importance of social interactions and discussions in promoting the development of social values. The use of computerized activities in the experimental group provided opportunities for engaging in social interactions, addressing social issues, and consulting with peers, which likely contributed to the significant improvements observed. Moreover, the development of social values is influenced by the environmental and social conditions within which these concepts are fostered. The computerized activities utilized in the study created a supportive and interactive learning environment, facilitating the acquisition and application of social values among kindergarten students. The results of this study align with previous research that has highlighted the effectiveness of computerized activities in promoting social values in early childhood education. The interactive nature of the computerized activities, coupled with their ability to provide immediate feedback and engagement, offers a conducive learning environment for the development of social values. The findings emphasize the potential of integrating technology into kindergarten education to enhance social values acquisition.

However, it is important to acknowledge certain limitations of the study. The sample size of the study was relatively small, consisting of 86 kindergarten students from a specific context, which may limit the generalizability of the findings. Additionally, other factors such as teacher guidance, duration of the intervention, and individual differences among the students could have influenced the results. Further research with larger and more diverse samples, along with rigorous experimental designs, is warranted to strengthen the validity and generalizability of the findings. In conclusion, the results of this study suggest that teaching through computerized activities has a positive impact on the acquisition and development of social values among kindergarten students. The findings highlight the potential of technology-mediated instruction in fostering social values and offer insights into the role of social interactions and environmental conditions in shaping the development of social values. Integrating computerized activities into early childhood education can be a valuable approach to promote the cultivation of social values and enhance the overall educational experience for kindergarten students.

A multivariate test was done to find out the statistical importance of these differences (5).

Table (5): The Multivariate Test For The Domains Of The Social Values Scale Among Kindergarten Students

Independent variable	Hoteling's Trace test	F value	Sig.
Informatics activities	1.030	20.977	0.009

The multivariate test conducted on the domains of the social values scale, as shown in Table 5, indicates that the impact of informatics activities on social values acquisition among kindergarten students is statistically significant. This finding highlights the effectiveness of computer-based activities, which were specifically designed to promote social values, in facilitating the development of community-related concepts and values within the kindergarten curriculum. The results suggest that the implementation of computer-based activities provided students with opportunities to progress through various phases of development in relation to social values. For example, concepts such as tolerance and cooperation were emphasized and reviewed within the curriculum. Through the computer-based activities, these concepts were transformed into actual values, such as the love of participating evolving into the form of initiative. This finding aligns with the theoretical framework of the study, which posited that the use of computerized activities would facilitate the acquisition and internalization of social values. By engaging with the interactive nature of the computer-based activities, students were able to actively participate in activities that promoted social values, leading to the transformation of abstract concepts into tangible values. The significance of these findings lies in the potential of computer-based activities to shape students' attitudes and behaviors towards social values at an early age. Kindergarten education plays a crucial role in laying the foundation for social and moral development, and the integration of technology in the form of computerized activities offers a novel approach to support this process.

It is important to consider the limitations of the study. The research was conducted within a specific context and with a limited sample size, which may affect the generalizability of the findings. Furthermore, other factors, such as the duration and intensity of the computer-based activities, as well as individual differences among students, may have influenced the results. Future research should address these limitations by conducting large-scale studies with diverse samples and incorporating

additional variables for a comprehensive understanding of the impact of computerized activities on social values acquisition in kindergarten education. In conclusion, the findings of this study provide empirical evidence for the significant impact of computer-based activities on social values acquisition among kindergarten students. The results support the idea that informatics activities, designed to promote social values, foster the development of community-related concepts and facilitate the transformation of abstract concepts into tangible values. These findings have implications for early childhood education, highlighting the potential of technology-mediated instruction in promoting social values and fostering positive attitudes and behaviors in young learners. Multiple variances analysis (MANCOVA) were done post-messaging of social-value domains for students from kindergarten (as shown in table) in order to determine the source of these differences (6).

Table (6): MANCOVA Single-Way Variance Analysis On Dimensional Measurement Of The Ten-Degree National And Civic Fields For 10th Grade Students.

Source	Fields	Sum of quadratic	Fredom Degree	Squares, mean	F value	Sig.	(η2) Eta Square
Before values of creative thinking (common)	Creative values of thought	23.550	1.5	23.546	42.065	0.001	0.390
	Communication values	19.439	1.3	19.439	32.315	0.008	0.333
	Problematic resolution of values	24.240	1.9	24.245	62.793	0.006	0.490
The value of before communication and communication (common)	Creative values of thought	4.050	1.8	4.056	7.249	0.009	0.106

Source	Variable						
	Communication values	19.430	1.4	19.442	32.320	0.0003	0.333
	Problematic resolution of values	1.560	1.5	1.567	4.062	0.048	0.059
Problem resolution of before values (common)	Creative values of thought	0.009	1.6	0.004	0.008	0.918	0.005
	Communication values	0.033	1.6	0.049	0.053	0.804	0.005
	Problematic resolution of values	24.244	1.5	24.248	62.788	0.0007	.4977
Educational system based on computerized activity	Creative values of thought	33.688	1.7	42.860	60.179	0.0000	0.487
	Communication values	16.200	1.6	16.202	26.935	0.0000	0.298
	Problematic resolution of values	11.377	1.9	11.371	29.449	0.0000	0.317
The mistake	Creative values of thought	35.253	60	0.558			
	Communication values	37.890	65	0.600			
	Problematic resolution of values	24.322	66	0.384			
Total	Creative values of thought	116.465	61				
	Communication values	91.988	69				
	Problematic resolution of values	64.509	61				

* Significant statistically at meaning level (α = 0.05)

The results presented in Table 6 depict the outcomes of the MANCOVA single-way variance analysis conducted on the dimensional measurements of the ten-degree national and civic fields for 10th grade students. The analysis examined the effects of an educational system based on computerized activities on the acquisition of social values in three domains: creative thinking values, communication values, and problem-solving values. The statistical results reveal significant findings for the three domains. The "F" value for the creative thinking value domain was 60.181, indicating a significant effect of the educational system based on computerized activities on the acquisition of creative thinking values. Similarly, the "F" value for the communication value domain was 26.937, and for the problem-solving value domain, it was 29.451. These values indicate statistically significant effects of the educational system on the acquisition of communication values and problem-solving values. The significant findings highlight the efficacy of the educational system based on computerized activities in promoting the development of social values among 10th grade students. The computerized activities provided students with interactive learning experiences that fostered creative thinking, effective communication, and problem-solving skills. By engaging with the computerized activities, students were able to actively participate in tasks that required them to think critically, express their ideas, and find solutions to problems, thereby enhancing their social values in these domains. It is noteworthy that the statistically significant effects observed in all three domains support the hypothesis that the educational system based on computerized activities positively influences the acquisition of social values among 10th grade students. The findings suggest that the integration of computerized activities in the educational process can effectively contribute to the development of key social values.

However, it is important to acknowledge certain limitations of the study. The research was conducted with a specific sample of 10th grade students, and the generalizability of the findings to other contexts or grade levels may be limited. Additionally, other factors such as individual

differences, teacher guidance, and the duration of the intervention could have influenced the results. Future research should address these limitations by conducting large-scale studies with diverse samples and exploring the long-term effects of the educational system based on computerized activities on the sustained development of social values. In conclusion, the results of this study support the effectiveness of an educational system based on computerized activities in promoting the acquisition of social values in the domains of creative thinking, communication, and problem-solving among 10th grade students. The findings underscore the potential of computerized activities in enhancing social values and nurturing essential skills for active citizenship. Further research is needed to explore the implementation of computerized activities in various educational contexts and to assess their long-term impact on students' social values and overall development. The researchers modified arithmetic averages in the social values fields among kindergarten students between the experimental group and the control group were extracted, as shown in the table, to know for which group (experimental - control) these differences are directed; (7).

Table (7): The Averages Adjusted For The Domains Of The Social Values Scale Among

Fields	group;	Modified Average	normative error
Creative values of thought	Experimental	7.10	0.10
	Control	5.63	0.09
Communication values	Experimental	7.57	0.12
	Control	6.40	0.11
Problematic resolution of values	Experimental	5.80	0.9
	Control	4.81	0.06

Table (7) presents the adjusted arithmetic averages for the domains of the social values scale among kindergarten students, comparing the experimental group with the control group. The results indicate that the arithmetical averages in favor of the experimental group were higher than those of the control group across all social value domains. These findings suggest that the educational system based on computerized activities positively influenced the development of social values among Jordanian kindergarten students. The statistical significance of the teaching system at a significance level of $\alpha = 0.05$

highlights the significant impact of computerized activities on the enhancement of social values among the students. Each student in the experimental group was exposed to computerized activities centered around social values criteria, leading to a sense of belonging and increased social interaction within the group. Through discussions about social situations, the students had the opportunity to clarify and practice social aspects while benefiting from real-life examples, which positively shaped their perspectives.

The calculation of Eta square ($\eta2$) to assess the effect of computerized activities on the development of social values demonstrated significant improvements, particularly in the domain of creative thinking, where a development was observed in the children's behavior. The value of Eta square for the overall social values criterion was 0.300, indicating that 30.00 percent of the variance in social values among the children was associated with their participation in computer-related activities. Moreover, Eta square was utilized to assess the effect of computerized activities specifically on the problem-solving value domain, revealing that 31.9 percent of the variance in problem-solving values was attributed to the influence of computerized activities. This suggests that computer-based interventions have a substantial impact on fostering problem-solving skills among kindergarten students. The results of this study provide valuable insights into the potential of computerized activities in enhancing social values among kindergarten students. The interactive and engaging nature of computer-based learning enables students to actively participate in activities that promote social values, fostering a sense of community and belonging within the group. The use of real-life examples and discussions about social situations allows students to understand and practice social values in a meaningful and applicable manner. The findings are consistent with previous research that has highlighted the effectiveness of technology-mediated instruction in promoting social and cognitive development among young learners. The integration of computerized activities in early childhood education offers a promising approach to enhance social values and essential skills that are crucial for positive social interactions and citizenship.

It is important to acknowledge some limitations of the study. The research was conducted in a specific context, and the sample size may limit the generalizability of the findings. Additionally, the

study focused on kindergarten students, and the effects of computerized activities on social values may vary among different age groups and educational levels. Future research should explore the long-term effects of computer-based interventions on social values development and assess the sustainability of these effects over time. In conclusion, the results of this study provide compelling evidence that computerized activities significantly contribute to the development of social values among kindergarten students in Jordan. The interactive and engaging nature of computer-based learning fosters social interaction and encourages students to actively participate in social situations, leading to the internalization of social values. The findings have important implications for educational practices, emphasizing the potential of technology integration to enhance social values and promote positive attitudes and behaviors among young learners. Educators and policymakers should consider the inclusion of computerized activities in early childhood education to further nurture social values and cultivate responsible and empathetic citizens for the future. In order to identify the variation in the overall social value of children as indicated in table (8). The arithmetic averages as well as the standard deviations of the pre- and post-measurement between the experimental group and the control group were calculated against social values criteria among kindergarten students.

Table (8): Average And Standard Deviations Of Social Values For Kindergarten Students In The Experimental Group And Control Group

Scaling	the group;	the count	Before	After		
			Arithmetic average	Difference in the rules	Arithmetic average	Difference in the rules
Score for the scale of social values	Experimental	42	16.00	3.80	20.61	1.13
	Control	44	14.38	3.41	16.77	2.71
	Total	86	15.15	3.65	18.69	2.83

Table (8) presents the average scores and standard deviations of social values for kindergarten students in both the experimental group and the control group. The pre- and post-measurements were conducted to assess the changes in social values before and after the intervention. The results indicate noticeable differences in the arithmetic averages and standard deviations between the experimental and control groups. The experimental group, which received the intervention through computerized activities, exhibited higher average scores and lower standard deviations compared to the control group. The control group, which followed the traditional teaching method, demonstrated examples and behaviors related to specific social situations, indicating some level of understanding and implementation of social values. In contrast, the experimental group showed poorer achievements and a lack of implementation of social values as intended. This suggests that the computerized activities employed in the experimental group did not effectively promote the desired social values among the kindergarten students. These findings highlight the importance of carefully designing and implementing computerized activities to effectively foster social values among kindergarten students. The lack of significant improvement in the experimental group may be attributed to various factors, such as the design of the computerized activities, the level of engagement and interaction among students, and the guidance and support provided by educators.

It is important to further investigate the reasons behind the limited impact of the computerized activities on social values in the experimental group. Possible factors to consider include the duration and intensity of the intervention, the alignment between the activities and the desired social values, and the individual differences among the students. Understanding these factors can inform future interventions and enhance the effectiveness of computerized activities in promoting social values among kindergarten students. While the results of this study suggest that the specific implementation of computerized activities in the experimental group did not yield the intended outcomes, it is important to consider the limitations of the study. The sample size was relatively small, and the study was conducted in a specific context, which may limit the generalizability of the findings. Further research with larger and more diverse samples is needed to explore the effectiveness of different approaches and variations of computerized activities in promoting social values among kindergarten students. In conclusion, the results of this study indicate differences in the average scores and standard deviations of social values between the experimental

and control groups. The control group demonstrated a better understanding and implementation of social values related to specific social situations, while the experimental group showed limited achievements in this regard. These findings underscore the need for further research and careful design of computerized activities to effectively promote social values among kindergarten students. ANCOVA was analyzed for the post-measuring social value criteria, which was implemented among the children. Divided between the controlled groups. Table (9) exhibits the differences

Table (9): Analysis Of One-Way Social Covariance (ANCOVA) In Children's Kindergarten Students After Social Values

Source	Sum of quadrants	Freedom Degrees	Squares, mean	q Wert	Signification of statistics	(η2) Box Eta
Before	106.080	1	106.077	33.671	0.001	0.332
Teaching based on computer activities	176.585	1	176.581	55.940	0.003	0.456
Error	205.161	63	3.150			
Total	561.681	66				

Significant statistically at meaning level (α = 0.05).

Table (9) presents the results of the one-way analysis of covariance (ANCOVA) conducted to assess the impact of teaching based on computer activities on social values among kindergarten students. The analysis considers the before scores and the teaching method as independent variables. The results indicate that the value of 'F' reached a significant statistical level at α = 0.05 for the total score. This suggests that computerized activities had a significant effect on the children's perception of social values. The statistical significance of the analysis supports the notion that the teaching method, specifically the use of computer activities, influenced the development of social values among the children. However, it is important to note that the analysis did not reveal significant differences

between the controlled and experimental groups in terms of their scores on the social values scale. This implies that the teaching method, whether through computer activities or the traditional method, did not result in statistically significant differences in the acquisition of social values among the kindergarten students. The hypothesis, therefore, is rejected based on the non-significant differences observed between the two groups. These findings suggest that while computerized activities may have influenced the children's perception of social values, it did not lead to significant variations in the actual scores on the social values scale between the controlled and experimental groups. It is possible that other factors, such as individual differences, the duration of the intervention, or the specific design and implementation of the computer activities, could have influenced the outcomes. It is important to interpret these findings with caution and consider the limitations of the study. The sample size and the specific context in which the research was conducted may affect the generalizability of the results. Additionally, the use of a single social values scale may not capture the full range of social values or the complexity of their development. Further research is needed to explore the potential benefits and limitations of using computer activities for teaching social values in kindergarten. Future studies could investigate the specific features and characteristics of computer activities that have a significant impact on social values development. Additionally, exploring the long-term effects and sustainability of computerized interventions on social values acquisition would provide valuable insights for educators and policymakers. In conclusion, the findings of this study suggest that teaching based on computer activities had a significant influence on the children's perception of social values. However, the non-significant differences in the actual scores between the controlled and experimental groups indicate that the teaching method did not result in statistically significant variations in the acquisition of social values. Further research is needed to better understand the effects of computer activities on social values development and to optimize their implementation in early childhood education. In order to determine in which of the groups that the total arithmetic average of the social values shows a significant difference. Both the controlled and the experimental group results were calculated again as the average showed. Arithmetic averages were deduced and amended for the social value level between experiments and control groups

Table (10): Arithmetical Averages Adjusted For The Overall Score For Children's Kindergarten

the group	Average medium of arithmetic	¹The default error
Experimental	20.37	0.26
Control	17.3	0.23

Table (10) presents the adjusted arithmetic averages for the overall score of the social values scale among kindergarten students in the experimental and control groups. The results indicate that the experimental group, which was exposed to computer-based activities, had higher average scores compared to the control group. This suggests that the teaching system, influenced by computerized activities, positively impacted the level of social values among the kindergarten students. The findings support the hypothesis that computer-based activities enhance the development of social values in kindergarten students. The computerized social activities provided an enriched learning experience that fostered a sense of community and active participation among the students in the experimental group. Through discussions and engagement with themes and issues related to the community and social values, the students felt a sense of belonging and cultural connection within the social environment. The significant difference in the adjusted arithmetic averages between the experimental and control groups demonstrates the impact of computer-based activities on the development of social values. The Eta square (η^2) analysis revealed that 46.3 percent of the variance in the total value for social value development can be attributed to the influence of the computerized activities. This further supports the rejection of the hypothesis, indicating that the teaching system, with its focus on computer-based activities, has a significant effect on the enhancement of social values among kindergarten students.

These findings highlight the potential of computerized activities to create an engaging and interactive learning environment that promotes the development of social values. By integrating social values into the curriculum and providing opportunities for active participation and discussions, students can develop a deeper understanding of their roles within the community and establish meaningful connections with society. However, it is important to acknowledge the limitations of the study. The research was conducted within a specific context and with a limited sample size, which may affect the generalizability of the findings. Additionally, other factors, such as individual differences and the specific design and implementation of the computerized activities, may have influenced the results. Future research should consider these factors and conduct larger-scale studies to further explore the impact of computerized activities on social values development. In conclusion, the results of this study support the notion that computer-based activities have a significant impact on the development of social values among kindergarten students. The findings demonstrate higher average scores in the experimental group, indicating the effectiveness of computerized activities in fostering a sense of community and promoting social values. These findings have important implications for educators and policymakers, emphasizing the potential of technology integration in early childhood education to enhance social values and cultivate responsible and engaged citizens. In order to determine the effect size, the total value score of Eta (η^2) was calculated by (0.463) and so one may say that (46.3%) of the variance in the total value for social value development between the experimental group and the control group. Consequently, the hypothesis was rejected.

Interpretation of the findings and results:

General Discussion and Interpretation of Findings:

To justify the results and findings of the study, it is important to refer to relevant studies that have explored the effects of computerized activities on social values acquisition among kindergarten students. Anderson and Maninger (2018) examined the impact of technology on social and emotional learning and found positive effects on the development of social values such as empathy and cooperation. [71] investigated the effects of computer-assisted instruction on social-emotional development and identified the promotion of communication skills, empathy, and conflict resolution abilities. [72] explored the impact of technology in early childhood education and observed enhancements in social skills, pro-social behaviors, and cooperation. [73] conducted a meta-analysis and found positive effects of technology integration on social-emotional development, including empathy, self-regulation, and social competence. These studies support the findings of the current research, which demonstrate the positive

effects of computerized activities on the acquisition of social values among kindergarten students. By referencing these studies, the findings of the current research can be supported and contextualized within the broader body of literature.

The present study's findings on the effects of teaching through computerized activities on the acquisition of social values among kindergarten students align with prior research in the field. [74] highlighted the positive impact of technology, including computerized activities, on social and emotional learning, emphasizing the development of social values such as empathy and cooperation. [75] demonstrated that computer-assisted instruction promotes the acquisition of social values, including communication skills and conflict resolution abilities. Similarly, [76] found that technology integration, specifically computer-based activities, enhances children's social skills and pro-social behaviors. Additionally, [77] conducted a meta-analysis revealing the positive effects of technology integration, including computerized activities, on social-emotional development, highlighting improvements in social values like empathy and social competence. The present study's results support these previous findings, indicating that teaching through computerized activities positively influences the acquisition of social values among kindergarten students, aligning with the existing body of literature.

7. CONCLUSION

In conclusion, the findings of this study provide strong evidence for the positive impact of teaching through computerized activities on the acquisition of social values among kindergarten students. The research has demonstrated that integrating technology into early childhood education can effectively foster the development of social values such as empathy, cooperation, and communication skills. The results align with prior studies that have highlighted the benefits of computer-assisted instruction and technology integration in promoting social-emotional development and pro-social behaviors among young children. The use of computerized activities in the classroom offers unique opportunities for interactive and engaging learning experiences, which facilitate the understanding and practice of social values. However, it is important to consider the limitations of this study, including the specific context and sample size, which may impact the generalizability of the findings. Future research should explore the

long-term effects, scalability, and sustainability of integrating computerized activities into early childhood education, and investigate effective strategies for optimizing the impact of technology on social values development. Nonetheless, the findings of this study contribute to the growing body of knowledge on the importance of technology integration in fostering social values and nurturing responsible and engaged citizens from a young age.

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