THE EFFECT OF A STORY –BASED PROGRAMME ON DEVELOPING MORAL VALUES AT THE KINDERGARTEN STAGE

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Abstract
This paper focus on the effect of a story –based programme on developing moral values at the kindergarten stage. Literature from different sources in based relevant to topic. Results are also discussed and conclusions are drawn.
Keywords: EFFECT; PROGRAMME; DEVELOPING; MORAL VALUES; KINDERGARTEN STAGE

Introduction
Early childhood is recognized as a unique stage in the human life cycle. As such there is a need to ensure that children in this period are exposed to appropriate life enhancing experiences that are “educational” in the broadest possible sense. Experts and researchers refer to this period as a time of precious opportunity and vulnerability capturing a sense of both the potential and the fragility of the stage. Core values which have been associated with the early childhood profession and young children’s programmes emphasize the importance of the early years and draw attention towards highly regarded modes of operation (Duffie, 2009).

Children's first year in formal education programmes set the foundation and precedence for the years to follow (Scott, 2003). Research and theory support the use of children's literature to prepare children for social interaction. Piaget's theories of child development support the use of children's literature with very young children. From age 4 to 7, children learn to understand different perspectives from their own because they change from being self-centered to other-centered. During this time, children not only understand fantasy stories but also more realistic stories to develop their relationship with others and to satisfy their curiosity about people and the world (Russell, 1994). However, early childhood is the most sensitive period for children to feel and taste children's literature because they have a lot of imagination and creativity to interpret stories and relate them to their lives.
Meaningful story books for children can present experiences that have a connection to their lives. So, literature can help children learn about the real world in a pleasurable and fascinating way, perceive their surroundings, and understand relationships with others (Yoo, 1997). In other words, children's literature provides children with fundamental answers about who they are, how they should live in their world, and how they should live with each other. According to Weaver (cited in Brynildssen, 2002: P. 33-34).

"Literary characters have almost the same potential for influencing the reader as the real people with whom a reader might share a reading experience".

Given this, the implications for literature's role in children's education are great. Therefore, literature can be used to teach and to reinforce the values that should be transmitted to children. Accordingly, literature is an extremely useful tool in character education because literature forms mental images in children's minds that remain with them. Children learn much better from pictures than from precepts; they learn much better from examples than from teachings. Therefore, literature helps transmit proper values. According to Johnson & Johnson (1998) children need to be taught what is right, and literature does that teaching in a pleasurable way. Literature also allows for frequent repetition of values that educators try to teach. In order to be learned, moral values need to be taught over and over again. Literature allows that to happen without boring children.

However, through the second decade of the 21st century, educators should wonder if they will ever "get it right" in educating young children, as Myers (1995:P.38) stated:

“We continually seek to improve as educators; we must carefully evaluate everything we introduce for children”.

The idea that the "new man" begins with the "new child" has provided a basic and adequate rationale for massive early childhood programmes (Myers, 1995). Unfortunately, in Jordan, the attention on early childhood education and programmes has been introduced recently; the traditional curriculum and programmes of teaching young children are still applied and these are mainly focusing on teaching, letters and numbers as the main goal. However, it is misleading to think that children only learn simple language, such as colours and numbers, rhymes and songs, and talking about themselves. Children can always do more than it is thought they can;
they have huge learning potential, and the classroom does them a disservice if that potential is not exploited (Cameron, 2008).

As a matter of fact, very few educationalists in Jordan realize the importance of literature for children because they do not seem very much aware of its significance. In general children's education in Jordan is only concerned with particular techniques of imparting information and concepts, but not with educating a child as a whole. Nevertheless, her Majesty, Al Abdullah (2010) implied in "The Sandwich Swap", that children's literature may provides children with much more than just teaching literacy and numbers at kindergarten stage. In "The Sandwich Swap" Her Majesty Queen Rania raised a question; can diversity put people apart; the story teaches children invaluable lessons of friendship, understanding, sharing and also the true spirit of tolerance and acceptance. Therefore, the moral lessons the story conveys can supply children with high quality education.

To sum up, if anything has universal appeal among children, it is a good story with heroes and heroines which entertain as well as serve as role models for children (Singh & Lu, 2003) Thus, there is a need to conduct more research concerning early childhood programmes by Jordanian researchers in order to provide children with the best educational programmes.

**Statement of the problem**

The purpose of the study is to measure the effect an enriching programme based on picture storybook of children's literature on developing moral values at the kindergarten stage.

**Elements of the study**

This study aimed to answer the following question:

What is the effect of the effect of a story–based programme on developing moral values at the kindergarten stage?

**Hypothesis of the study**

This study aims at testing the following hypotheses: There is no significant difference at a level ($\alpha = 0.05$) in developing moral values due to the type of a programme; a story–based programme and the regular one).
Importance of the study

This study is significant because in Jordan the importance of children's literature may not have been really recognized therefore, applying similar programmes could be rare. Therefore, the study was intended to fill a gap in literature related to the theory and practice of applying similar programmes at kindergarten stage in Jordan done by Jordanian researchers.

Limitations of the study

The findings of the study were limited to the following:

1. The subjects of the study are restricted to a private kindergarten (College De La Salle – Frere) kindergarten, authorized by the Ministry of Education.
2. The generalization of the findings depended on the instrument of the study designed by the researcher.
3. This study was conducted during the scholastic year (2011-2012) and lasted for one semester (about 15 weeks).
4. The study was limited to a storybook of children's literature.

Operational definition of terms:

The following terms, wherever used in this study, have the following definitions:

Kindergarten: Is a school or class intended for children age four to six as a prominent part of preschool education. Kindergarten is meant to provide an educational situation less formal than that of the elementary school but through the use of songs, stories, games, simple manual materials, and group activities for which the furnishings of a kindergarten are adapted, children develop habits of cooperation and application. Kindergartens generally stress the social and emotional growth of children; encourage self-understanding through play activities and creative expression (Encyclopedia Britannica, 2008) and (Colombia Encyclopedia, 2010). This study was restricted to kindergarten grade two, and children's average age, about five years old.
Children literature: It is the entire body of printed material written specifically for children. It includes the literary genres of folktales, fantasy, realistic fiction, historical fiction. Fiction means a story or a tale. In this study children's literature is restricted to fables and some folktales of Arabian Night's folktales "Alf Layla wa Layla".

Picture storybook: A picture storybook contains three stories: the story of the words, the story told by the pictures, and the story that comes from combining the other two. In other words, it is a book that tells a story through both text and pictures. As Huck et al. (2001: P. 198) pointed out, "The picture storybook conveys its messages through two media, the art of illustrating and the art of writing."

Moral Values: in this study values are the core morals or the common morals of kindness, honesty and justice. Lickona (1991) listed trustworthiness, respect, responsibility, caring, justice, and citizenship as core values. In this study, character education meant the encouragement of these moral values in children. Operationally, this term means the score expressed by the child on the instrument that was designed by the researcher.

Literature review

Picture books of children’s literature

Picture books are often regarded as appropriate for young children, who are assumed to understand the pictures, if not the text (Marriott, 1998). Temple, et al. (1998) described three types of picture books: wordless books (where the reliance is totally on pictures to tell the story); picture storybooks (where text and illustrations combine to tell the story); and illustrated books (which rely mainly on the text, supported by illustrations to tell the story). The unique feature of a picture storybook is that combination of text and illustrations:

"amplify each other text and story do not merely reflect each other–combined, they tell a story that goes beyond what one tells alone" (Temple, et al., 1998: P. 181).
Stories are frequently claimed to bring many benefits to young learner, including language development (Wright, 1997; Garvie, 1990). The power attributed to stories, which sometimes seems to move towards the mystical and magical, is probably generated by their links into poetical and literature in one direction and to the warmth of early childhood experiences in another. Stories can serve as metaphors for society (Bettelheim, 1976). An adult-child story reading can be rich and intimate events that contrast sharply with the linear aridity of syllabuses and course books (Cameron, 2008).

A story is a narrative unit that can fix the affective meaning of the elements that compose it. That is, a story is a unit of some particular kind; it has a beginning that sets up a conflict or expectation, a middle that complicates it, and an end that resolves it. The defining feature of stories, as distinct from other kinds of narratives is that they orient one's feelings about their contents. The engaging quality of stories seems tied up with the fact that they end. Particularly for young children knowing how to feel about what is being learned is an important component in making things meaningful; what is learned within a story is "affectively meaningful" (Kieran, 1997).

A story is a short or long narration where there are characters that carry out actions in a certain place or time. Stories are told by a narrator who talks about things that happens to the characters or to him/her. Every story must have a beginning, middle and an end. A story is made up of three things: Character, setting and the plot. The Characters are the people, animals or imaginary creatures in a story. There are two types of characters in a story: The Hero and the Villain. The Hero or Protagonist is often the good character in a story. The Villain or Antagonist is often the bad character in a story. Some stories have more than one hero, and more than one villain. The Setting is when and where a story happens or takes place. It is the time, place, and even the weather in which a story occurs. The Plot is the series of events or actions in a story. It tells what happens. The plot states the problem the characters have to resolve. The problem or conflict is the most important thing that happens in a story. In most stories the problem or conflict is solved at the end of the story, this is called the climax. The Resolution is the end of the story; it tells how the conflict is resolved (Kidsinco, 2012).

In other words, the common features of stories are: Firstly, the dramatic irony, in which the reader knows more than the central character. So a sense of suspense is created by the
knowledge gap between story characters and audience which motivate listeners to want to find out what will happen next. Secondly, there is a kind of predictability built into a story, through a kind of progression in which one incident seems to lead to the next. Thirdly, this predictability is broken by the surprise event. So the pattern of a sequence of familiar and predictable events is interrupted by surprise and change (Cameron, 2008).

Campbell (1988) argued that through stories children entertain a range of plots, characters to explain why people do what they do. Stories allow children to organize and represent experiences by providing an account of events over time, express them in a sequential and diachronic order; understand behavior and, provide a way to reflect, examine, and interpret the underlying intentions behind action. As such, narrative is a powerful tool to transmit cultural knowledge, values, and beliefs. Raines and Isbell (1994) stated that a "sense of story" aids in the comprehension of many different types of stories to which a child should be exposed to. Schema theorists emphasize the importance of framework in understanding text. The words that are chosen to express particular ideas, the order imposed to create meaningful sentences and then manipulated to show relationships and contexts all combine to create meaning for children.

Teaching moral values through children's literature

Today's emphasis on using children's literature as a tool to teach language arts distracts teachers' attention from looking to children's books for their historical role in helping children navigate the intellectual, moral, and emotional terrains of childhood Cooper (2007). The notion that schooling should be used to instill goodness in children is as old as schooling itself. Plato said, "Education in virtue is the only education which deserves the name" (Cited in O'Sullivan, 2004: p.2)

However, the issue of character education has recently received much attention among educators and teachers, are all grappling with how best to instill in children not merely information but also the character traits known to promote success and happiness in life, and which will best enable young people to maximize their use of their education and knowledge. Many developmental theorists, such as Piaget, Kohlberg, and Vygotsky, stressed that children continue to develop their moral codes during their school-age years, and character development, for good or ill, will take place during these years. The word character comes from a Greek word that means "to engrave." Literally, then, character traits are those markings engraved upon
children that lead them to behave in specific ways. Ryan and Bohlin (1999: p. 9) defined character succinctly as: "the sum of our intellectual and moral habits". However, whatever marks are engraved upon a pupil will lead to intellectual and moral habits that in turn lead to behavior.

In the 1970s work of Kohlberg, character education was an enduring idea. Kohlberg, a follower of Piaget, has offered a new, more detailed stage sequence for moral development; he argued that if children are engaged in enough independent thinking, they will eventually begin to formulate conceptions of right values. He summed up that moral development is a product of mental stimulation. Accordingly Kohlberg encouraged group discussions in which children have a chance to grapple actively with moral issues. Kohlberg recommended beginning this typical discussion by telling a story (cited in Crain, 1985).

Recently, Cooper (2007) argued that early childhood educators must remain fluent in the use of literature that supports young children's moral development. Thus, in using developmentally appropriate practices, teachers should intentionally address all aspects of a child's being, the moral along with the physical and the cognitive. These aspects of development are interrelating. It is about providing an environment in which children can learn not only meaningful lessons specific to subject matter (such as letters and numbers), but also moral lessons that support broader learning goals, like caring for others, being part of a community, and working to create positive change. Like all developmentally appropriate classroom activities.

Baumgartner & Buchanan (2010) added that; educators can appropriately address the moral aspect of young children through nondirective teaching;"Through literature".

In other words, most developmental theorists would accept that literature will instill character traits in children unconsciously, so schools should intentionally shape this development toward good by consciously using literature for character education (O'Sullivan, 2005). Court & Rosental (2007) argued that societies can examine themselves and their values through examining their literature and the way they use literature in values education. Jalongo (2004) discussed how to harness the power of literature and use it to develop positive character traits in young children. He argued that stories and storytelling are fundamental ways in which human beings process and share events as well as the feelings surrounding those experiences. High-quality story picture books are the perfect teaching tool because they deal with powerful emotions, model effective coping strategies, and present complex morals in developmentally effective ways that even the youngest child can understand. As Huck, et al. (2001: p.5) stated:
"No kind of writing lodges itself so deeply in our memory, echoing there for the rest of our lives as the books that we met in our childhood."

Smith (1989) pointed out that children learn by example. They learn by imitating the persons and the behaviors that they admire; literature can supplement good examples by giving children an abundance of proper role models. Sometimes literature can make an even stronger impression on children than real people, because children readily identify with the characters in a story. Literature makes children admire the "good" and love to do it and that strengthens their conscience. Johnsen & Johnsen (1998) argued that, by reading literature, children make new heroes; they pick out the behaviors that are admirable and will eventually try to imitate them. Children have a need for role models. However, literature increases the availability of positive examples and children’s identification with characters in a story is even stronger than their identification with modern figures, because in reading a book, children are drawn into the story.

Moreover, literature can do more than transmit moral values. It can also help develop virtue, because literature allows children to rehearse moral decisions. By reading a story about someone else who makes the right choice in such a situation helps children to rehearse for themselves what they would do. Thus, Literature helps children to rehearse right moral decisions long before they ever make them (Bennett, 1993). Literature is also broadening. By identifying with the characters in the stories, children learn to develop empathy for others and are drawn out of their self-centeredness. A story opens windows into the lives of people whose situations are different from our own. It teaches children to appreciate others and not to judge people too hastily. So literature broadens the children’s view of the world and inspires children to do greater things with their lives (Johnsen& Johnsen, 1998).

Zeece (2009) argued that learning to display kindness and compassion for others is a critical and ongoing developmental process and an important part of young children's evolving moral development. Literature that highlights and supports secure attachment and positive interaction between young children and their significant adults and highlights kindness serves to build foundations of trust whereby behaviors such as sharing, helping, comforting, and caring by using story picture books. It is well known that teachers can promote important moral values if children are exposed to character-rich literature. Thus, as Johnsen& Johnsen (1998) pointed, character education can be taught, encouraged, and promoted in classrooms. Character education
can be very affective, and children's literature have such promising outcomes on affecting children’s' value development.

There are many strategies teachers can incorporate when utilizing literature that have important character building issues. Having background knowledge of the issues involved in a piece of literature with a moral dilemma, helps teachers guide class discussions. Teachers should ask questions and provide details that will have students begin thinking about the circumstances or the story's dilemma. Teachers also need to tell students what to listen for, set a purpose that underscores the story's message (Jalongo, 2004). After setting the story's purpose, teachers should read the story, paying attention to enunciation, proper inflections, correct tone, and thoughtful pacing (Lake, 2001). A picture book allows students to use visualizing assisting with the story's meaning. Teachers need to draw attention to the point of the story as they read. After reading stories that have important values embedded in them, there are a wide variety of activities that teachers can utilize to help students comprehend and get personally involved in the story's dilemma. Role-playing, using open-ended questions, identifying with characters and their feelings, provide an emotional release or catharsis. Group discussions, story expansion, and oral responses are just some of the different strategies teachers can use after reading literature to promote good character in children (Jalongo, 2004).

In fact, numerous published lists of virtues are remarkably similar in content. From the ancient Greeks, the enduring core values people live by are very similar and widely accepted. Character education is the encouragement of these virtues in children. There is some slight variation among researchers as to which specific traits constitute an ideal character education programme. For example, the Character Counts Coalition offers six "pillars" of good character: trustworthiness, respect, responsibility, fairness, caring and citizenship (O'Sullivan, 2004). C.S. Lewis (Cited in O'Sullivan, 2004) drew from many diverse cultures and religions and identified the common virtues of kindness, honesty, justice, mercy, and courage. And Lickona (1991) offered a slightly more comprehensive list, which includes responsibility, respect, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, courage, honesty, fairness, and democratic values. However, the answer to the question of which traits may be that there is no universal answer. The right mix of qualities may vary, depending on the school and the community. According to Leming (1996), many character education advocates suggested that
educators involve their local communities in identifying and defining the virtues to be woven into their educational goals.

Choosing which books to use can be an even more daunting task than choosing which traits to teach. The options are bountiful and include contemporary writings and classics. According to Otten (2002), it is best to expose students to a wide variety of literature. The Heartwood Institute, a provider of character education curricula and resources, recommends incorporating classics, folk literature, legends, and contemporary stories—all drawn from various cultures. This type of diversity allows students to discover similarities in values across geography, culture, and time.

Molenda & Bhavnagri (2009) demonstrated evidence-based practice with children's literature, in order to promote cooperation concepts (helping, turn taking, sharing, dividing labor, negotiating, coordinating, exchanging information, and perspective taking) embedded in literature. Concomitantly, children demonstrated same cooperation sub-skills during activities related to the stories. Kelley (2008) argued that multicultural children's literature is a passport to foreign cultures. Many educators use picture storybooks to introduce values and customs of other societies. Kelley (2008) also highlighted four realistic picture storybooks that depict commonly held values, beliefs, and attitudes. Specifically, he emphasized that when introducing culture to children, it is imperative to share realistic picture storybooks with chi

Studies related to the moral aspect at kindergarten stage

Nowak-Fabrykowski (2010) aimed at seeking information from the Cleveland (Ohio) and Buffalo (New York) area kindergarten teachers about their experience in the development of caring dispositions in children. Two hundred questionnaires were sent, one hundred to each city. There was a low response rate of less than 10% from both cities. A qualitative method of data analysis based on descriptive and thematic approach was applied. The results showed how the teachers model and practice caring. The study also gave examples of the programmes and these teachers were using for teaching caring. It also provided advice to new teachers on how to model, practice and teach caring by using children's literature.

Esteban et al. (2010) tested the effects of a training program intending to foster social understanding or the capacity which enables them to understand themselves and others in terms of intentions, beliefs, desires, and emotions in children at preschool age. Participants were (96)
Spanish children aged between 39 and 52 months (M = 45.63; SD = 3.79) from two schools. Two classes formed the intervention group, who listened to the story, and the other two formed the control group, where no intervention was made. In both cases, three social understanding tests were administered before and after the training by their kindergarten teachers. The results obtained by the Mann-Whitney "U" non-parametric test showed that only the children from the intervention group improved significantly their social understanding. The results indicated that it is possible to improve social understanding skills of preschool children by a picture-book reading training program and that stories could foster socio-emotional outcomes.

Howrey and Whelan-Kim (2009) described the qualities of preservice early childhood teacher response to a multicultural children's literature project, and evaluated the project as a means for developing culturally responsive teaching practices in preservice early childhood teachers. Surveys and reflection papers on the project from two reading methods education courses were analyzed, utilizing Irvine's description of culturally responsive teachers. Student written responses fell into six categories: awareness of teaching materials and culturally specific learning differences, an increase in their own personal cultural knowledge, and a commitment to foster cultural competence in children, build a classroom community and teach for social justice. The results indicated that the reading of multicultural children's books enabled the future early childhood teachers to identify more closely with people of a culture other than their own and to develop knowledge, empathy, and commitment to improving the well-being of their future students.

Hsiu-Chih (2008) investigated English as foreign language (EFL) teachers' views on the educational values of English picture story books in Taiwan. Ten teachers with experience of using the books with primary school children participated in the study. The results suggested three main educational values perceived by the teachers: (1) linguistic value, (2) the value of the story, and (3) the value of the picture. A pattern of how the teachers presented the books also emerged from the data: the majority of the teachers perceived themselves as a mediator whose job was not to transmit the meaning of the book to the students, but to encourage participation and interaction.

Oxenberg (2008) aimed to investigate the effects of using character education lessons to (a) decrease negative behaviors and (b) increase positive behaviors. Three character education lessons were taught over the period of one school week. Students completed reading, writing,
and listening activities both collaboratively and independently. The focuses of these lessons were: listening to others, understanding point of view, and controlling anger. The informants for this study included the whole class (14 students) as well as three focus students who often exhibited bullying behavior. Observations were recorded and surveys were completed both prior to the lessons and following the lessons. Interviews were additionally used for the focus group. Data was analyzed through the use of coding in which five codes emerged: aggressive behavior, refusal to cooperate, name-calling, social isolation, and helping others. The frequencies of these behaviors in the three sources of data were compared from before the implementation of the lessons to after. The results of this study showed that the use of character education lessons in a classroom during a one week period can decrease negative behavior and increase positive behavior.

Valentine (2008) implemented a study to determine if there were texts that represented Appalachia. Content analysis was used in this study to examine fifty-two children's realistic fiction picture books for evidence of authentic and accurate representation of Appalachian life and moral values. Book titles were collected from professional selection tools. The instrument used for the content analysis was adapted by the researcher from previous work to reflect the specific purpose of this research. Both the text and illustrations on each page of each book were examined for evidence of Appalachian moral values as described by Loyal Jones. Twenty-six descriptors covering the ten values were tallied and recorded as frequencies and percentages. Additional interesting information was noted and reported. The results indicated that there were books that accurately and authentically reflected Appalachian values although some values are represented more often than others.

Court & Rosental (2007) investigated the moral values embodied in children's literature used by early childhood teachers in Israeli state schools. On the basis of questionnaires completed by 14 early childhood educators, and analysis of the official list of recommended children's books published by the Israeli Ministry of Education. Results showed that the value "mutual respect and friendship" was found to be most prominent. Structural aspects of children's books were seen to emphasize the moral values the books convey.

Woolley & Cox (2007) aimed to assess children's beliefs about the reality status of storybook characters and events. In Experiment 1, (156) preschool age children heard realistic,
fantastical, or religious stories, and their understanding of the reality status of the characters and events in the stories was assessed. Results revealed that 3-year-olds were more likely to judge characters as real than were 4- and 5-year-olds, but most children judged all characters as not real for all story types. Children of all ages who heard realistic stories made more claims that the events in the stories could happen in real life than did children who heard fantastical stories. Five-year-olds made significantly more claims that events in religious stories could happen in real life than did younger children. In experiment 2, 4- and 5-year-olds heard similar stories. Results replicated those from Experiment 1, and also indicated a growing awareness of the basic nature of realistic fiction.

Al-Jafar & Buzzelli (2004) examined the use of fairytales and storytelling with young children to promote cultural understanding and peace education. The researchers were interested specifically in understanding how children in a rural school in America would understand a Kuwaiti fairytale. After hearing two versions of the Cinderella tale, a familiar version and a Kuwaiti version, the children wrote their own story. The children's stories reflected elements from both fairytales, yet showed each child's unique interpretation of major themes, thus creating a dialogical narrative. The findings indicated that children's understandings and appreciation of other cultures can be promoted by such experiences.

Leming (2000) evaluated a literature-based character education programme. The sample consisted of 965 students, first to sixth graders at two geographically remote school districts in the United States. A quasi-experimental research design was utilized. Two questionnaires were used to achieve the goal of the study. The results showed that the curriculum had a positive effect on cognitive outcomes, but more mixed results were found on affective and behavioral outcomes. The findings of the study through regression analyses on selected classroom dimensions revealed that an emphasis on matters of character throughout the curriculum contributed greatly to achieving character outcomes.

Method and procedures

This section includes the subjects of the study, the instrument and its validity and reliability and the procedures of the study and its design.
Participants of the study

The subjects of the study were chosen from a private kindergarten (College De La Salle – Frere) kindergarten, authorized by the Ministry of Education which consists of three classes (grade two). One class was assigned for the experimental group (31 students) and another class was assigned for the control group (30 students). The experimental group was taught by the regular programme plus the enriching programme based on picture storybook of children's literature, whereas the control group was taught by the regular one only.

Instruments of the study

To achieve the aims of the study, the researcher designed an observational checklist for measuring the development of moral values.

Validity of the structured observation checklist

The research instrument was sent to a panel of experts, whose participation was requested, for establishing face and content validity of the observational checklist. The jury was asked to review the phrasing, suitability, thoroughness and the ease of using of the instrument. The arbitrators have substantiated that the tools of the study were comprehensive and convenient to the purpose of the study. However, some changes were made in the wondering of some statements, some statements were deleted. Therefore, the final copy of the observational checklist was applied.

Reliability of the observational checklist

The observational checklist was designed to measure the development of moral values.

The teacher and the researcher had observed the third class (out of the participants of the study; the sample consisted of five children) and checked the items of the observational checklist. The degree of agreement was estimated according to Cooper's formula:

\[
\text{Degree of agreement} = \frac{A}{A + B} \times 100\% = X.
\]
A= (A: is the number of the statements agreed upon)

B= (B: is the number of the statements disagreed upon)

The observational checklist for measuring the development of moral values; the result was 85.

Procedures of the study

The researcher carried out the following procedures:

1. Reviewed the theoretical and literature related to the current study.
2. Designed an observational checklist to measure developing values, and examined its validity and reliability.
3. Got approval of the ministry of education to conduct the study
4. Assigned the participants to experimental and control groups. The "College De La Salle-Frere" kindergarten which contains three classes (grade 2), one class was chosen as an experimental group, another class was chosen as the control group.
5. Administered the observational checklist (as a pre–test) to both the experimental and control groups.
6. Conducted the experiment. The programme consisted of about 30 stories or about two stories per week. The programme was introduced to the experimental group by their teacher.
7. Implemented the programme for one semester or about (15 weeks; from September, 9, 2011 until January, 7, 2012).

Re-administered the observational checklist (as a post–test) to the experimental group and the control group to measure children's development of values, by the teachers of both groups.
8. Analyzed the checklist and the picture–test results by using Statistical Package for Social Studies (SPSS).
9. Presented the results, discussions and interpretations then recommendations and implications were suggested.
Design and variables

The study was a quasi-experimental study. The study had two types of variables:
1-Independent variables; these were:
   A- The enriching a story-based programme.
   B- The regular programme.
2- The Dependent variable; Moral Values.

Statistical analysis

The researcher used descriptive statistics which included the mean, and the standard deviation of three instruments. The statistical analysis employed to answer the hypothesis of the study was conducted by means of Statistical Package for Social Studies (SPSS). For the analytical statistics the (ANCOVA) was used for the dependent variable.

The Results

What is the effect of the enriching programme based on a picture storybook of children's literature on developing values of children at kindergarten stage?

Table -1: Results of the children's' mean scores and standard deviations on developing values of pre and post – tests

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre- test</th>
<th></th>
<th>Post- test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std Deviation</td>
<td>Mean</td>
<td>Std Deviation</td>
</tr>
<tr>
<td>experimental</td>
<td>1.5493</td>
<td>.64460</td>
<td>2.6774</td>
<td>.47519</td>
</tr>
<tr>
<td>control</td>
<td>1.3027</td>
<td>.45488</td>
<td>1.4018</td>
<td>.47138</td>
</tr>
</tbody>
</table>

The mean and the standard deviation scores of the pre and post-tests of both the experimental and the control groups were calculated upon the collected data and scheduled; The results displayed in (Table-1) showed that in the pre-test results for measuring values, the mean of the experimental group was (1.5493) with standard deviation of (.64460) and the mean of the
control group was (1.3027) with standard deviation of (.45488). In the post –test results; the mean of the experimental group was (2.67) and the mean of the control group was (1.40) with standard deviation of (.475) and (.471) respectively. So, evidently as can be noted from (Table-1), there were differences in the mean scores of the post- test between the experimental and the control group in favour of the experimental group regarding the development of moral values.

Table-2: ANCOVA results to verify the significance of the differences and to measure the efficiency of the enriching programme on developing moral values

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean of Sum Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral pre -test</td>
<td>.965</td>
<td>1</td>
<td>.965</td>
<td>4.570</td>
<td>.037</td>
</tr>
<tr>
<td>Between groups</td>
<td>21.581</td>
<td>1</td>
<td>21.581</td>
<td>102.157</td>
<td>.000</td>
</tr>
<tr>
<td>Within groups(Error)</td>
<td>12.253</td>
<td>58</td>
<td>.211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34.799</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To determine whether the differences were statically significant, (ANCOVA) was conducted. The results presented in (Table-2) demonstrated that there was statically significant difference between the experimental and the control group in favor of the experimental group because the calculated ( F value =102.157, Sig= .000). So, the calculated F values were statically significant at 0.05 level between the post and the pre-test and between the experimental and the control groups in the – post test for measuring moral values. These differences tended to increase in the experimental group.

Table-3: The calculated Estimated Marginal Means

<table>
<thead>
<tr>
<th>sample</th>
<th>Mean</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>exper</td>
<td>2.650a</td>
<td>.084</td>
</tr>
<tr>
<td>control</td>
<td>1.430a</td>
<td>.085</td>
</tr>
</tbody>
</table>
The calculated adjusted means, displayed in (Table -3) showed, that the adjusted mean of the experimental group was (2.65) while it was (1.43) of the control group. Accordingly the first hypothesis of the study was rejected and replaced by the alternative one that there were statistically significant differences at a level (α = 0.05) due to the implemented programme and that ultimately proved the efficiency of the programme regarding the development of moral values.

To conclude, there were significant differences (α = 0.05) in favour of the experimental group due to the implementation of the enriching programme. Consequently the results indicated the efficiency of the programme on developing moral values.

Discussion of the Results

The findings of the study were discussed in light of the hypothesis and the limitations set forth at the beginning of the study and in accordance with the most recent pedagogical theories shown in the review of literature.

By guiding children to identify the moral value in a story, they will indirectly learn the moral lesson. By applying this method the teacher would actually evoke mental stimulation which according to Kohlberg (cited in Crain, 1985) considered as an underpinning principle of moral development; Kohlberg clarified that the stages of moral development are neither a product of maturation nor a product of socialization. In other words the socializing agents (parents and teachers) do not directly teach new stages of morality or new forms of thinking Kohlberg (cited in Crain, 1985:p.8) stated that:

"The stages emerge, instead, from our own thinking about moral problems by stimulating our mental processes or (intellectual stimulation)."

Kohlberg, encouraged discussions by telling a story in which children have a chance to grapple actively with moral issues, and through role –playing activities, in which children are given opportunities to consider others' viewpoints. As children interact with others, they learn how viewpoints differ. As they discuss the problems and work out their differences, they develop their conceptions of what is fair and just.
The results are compatible with Manjari & Mei-Yu (2003) argument about the function of heroes and heroines as role models for children that many main characters are strong role models because they rise above their own negative traits or weaknesses and overcome personal challenges and problems. Discussing heroes and heroines with children presents countless opportunities for considering how character's traits are expressed in others, and how children can develop positive character traits in themselves. Children can also recognize moral and ethical dilemmas by observing the behavior the characters in a story.

It can also be concluded that the findings of the study came in agreement with, Koc, & Buzzelli (2004) suggestions that moral education is the process whereby teachers and other adults support children's growing understanding of right and wrong, their ability to think critically about how their actions affect the well-being of others, and their expression of values such as caring, respect for others, and responsibility. Therefore as previously mentioned in the review of literature, this study demonstrated that children's literature is a useful tool for moral education, such as concepts of fairness, human welfare, and human rights. Moreover, sharing children's literature, supplemented by lively classroom discussions about the moral issues in the stories, is an effective strategy for promoting children's moral development. In conclusion the researcher has reached to some new understandings: Young children can be taught moral values through when applying a programme based on a storybook of children's literature.

Recommendations

Given the exploratory nature of the study results, suggestions for practice are necessarily speculative and brief. More research is needed to determine if the results are transferable to other kindergartens, it would be helpful to have this study replicated in other pre-school institutions especially public kindergartens. Furthermore, the present study may be re-examined by using qualitative methods. Therefore further research is needed to be conducted especially that there is a dearth of local studies regarding the issue while the scope of research in children’s literature has been enlarged all over the world.
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