

The Effect of A Counseling Program Based On The Use Of Educational Games In Developing Problem-Solving Skills And Developing Self-Esteem Among Kindergarten Students In Karak District

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ABSTRACT

This study aimed to investigate the effect of a counseling program based on the use of educational games in developing problem-solving skill and developing self-esteem among kindergarten students (kg2) in Karak district. The study sample consisted of (24) kindergarten students in Al-Marj basic Mixed School in the district of Karak. The study sample was distributed into two equal groups: an experimental group consisting of (12) students, whose members had received a counseling program for two months, with two 60- minute sessions per week, and a control group consisting of (12) students who were not exposed to any counseling program. To achieve the objectives of the study, a counseling program based on educational games was constructed, a scale for problem-solving skills was prepared, and a tool was used to measure self-esteem in terms of pre, post, and follow-up measures. To answer the study questions, a one-way analysis of variance was used, and the results indicated that there was a statistically significant difference at the level ($\alpha \leq 0.05$) in the level of self-esteem and problem-solving skill between the two groups in favor of the experimental group. The result showed that the counseling program was effective in developing self-esteem and developing problem-solving skills.

Keywords: Educational games, Self-esteem, Problem-solving, Kindergarten.

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INTRODUCTION

the importance of play has been at the vanguard of concerns about human societies' behavior since ancient times. This is due to its impact on the mental, physical, social, linguistic, and skill aspects as it contributes to reducing negative emotions and is considered an entry point for exploration and treatment of psychological diseases, and relieves tension.

Hence, the school is seen as a meeting point as it includes counselors, teachers, and learners. In addition, it is a center for concerted activity and teamwork in any society. Its mission is educational care and the development of the individual's personality through his different stages of growth. Therefore, it is a fertile environment to offer the necessary psychological and educational counseling services to the counselors (Morsi, 1976).

Play is a central concern of psychological counseling as it is an important and influential educational mediator in the child's psyche, through which it is possible to achieve social maturity and sound psychological development of the child and help him discover and interact with his environment; who does not remember his favorite games and how he imitated them in his childhood and how they were into the depths of his conscience.

Play helps develop the emotional aspect and psychological equilibrium of the child to be free of some cases of tension, anxiety, disorders, aggressiveness, suppression, and deprivation, and helps them solve their developmental problems for him to achieve normal psychological compatibility. this is what motivated those involved in psychological and educational counseling to implement play in the process and counseling to achieve the developmental, preventive, and remedial goals. During this process, Games work to satisfy the child's different needs, as it works to provide opportunities to express his needs and test his abilities (Sawalha, 2010).

counseling based on the play is an independent science and it is another facet of the play therapy science, and it is effective in many of the problems and difficulties that the child encounters. Unlike an adult, a child usually cannot speak and use verbal expressions, especially in solving the problems he encounters. So it is not easy to talk to a young child about his problems and interests. in the counseling process, he must deal with his fears in a better way and overcome the difficulties, and speak spontaneously. the absence of play in the child indicates that he is an unusual child, as play is a naturally spontaneous, and innate activity (Adawi, 2011).

Play is used as an entry point to diagnose and study the child's personality. In the play, the child naturally reveals his true self, his repressed desires, and his attitudes. Play-based counseling helps the child eliminates negative feelings, conflicts, and tension. This results in psychological compatibility and thus promotes a degree of self-esteem without the child's exposure to risk or adverse consequences (Annunziata, 2003).

Recent studies dealing with children's growth and development have found that a child's simultaneous implementation of his various senses in the education process leads to learning and development. Play is considered the best medium to offer opportunities to use both the senses and the mind; Through play, the child learns about himself, develops his language, expresses his needs, and strengthens his muscles. Play also works to enhance the child's attention and interest in learning. Group play contributes to the development of effective participation, solidarity, self-control, respect for order, cooperation in solving problems, and a sense of self-esteem and appreciation through Team play (Jaber, 1989).

Play-based counseling is an educational guiding process based on social activities which are useful in teaching the child, and diagnosing and treating his behavioral disorders. It is based on play theories, given that play is the child's profession and a psychological and social need that must be satisfied. Thus, play controls, directs, and adjusts the child's behavior to support his growth, satisfy his needs, provide an opportunity for affective expression and relief, and achieve preventive purposes (Zahran, 1995).

THE STUDY PROBLEM :

The declining level of self-esteem and the insufficient capacity to solve problems among the mental, emotional, and behavioral problems that some children suffer from in childhood up to adolescence and maturity, and has many consequences at all levels for the individual: personal, social, and academic. As the child cannot demonstrate these Problems, the study seeks to contribute to enhancing self-esteem and developing problem-solving skills in kindergarten, as this study aimed to identify the impact of a counseling program based on the use of educational games in developing problem-solving skills and developing self-esteem among kindergarten students (kg2) in Karak district.

THE STUDY PROBLEM IS SUMMARIZED IN THE FOLLOWING MAIN QUESTION: WHAT WAS THE EFFECT OF A COUNSELING PROGRAM BASED ON THE USE OF EDUCATIONAL GAMES IN DEVELOPING PROBLEM-SOLVING SKILLS AND SELF-ESTEEM AMONG KINDERGARTEN STUDENTS (KG2) IN KARAK DISTRICT?

THIS STUDY SEEKS TO ANSWER THE FOLLOWING QUESTIONS:

- 1- Were there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group and the control group, on the (post-) self-esteem scale ascribed to the counseling program?
- 2- Were there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group on the self-esteem scale (post and follow-up) attributed to the counseling program?
- 3- Were there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group and the control group, on the scale of problem-solving skill (post-) ascribed to the counseling program?
- 4- Were there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group on the problem-solving skill scale (post- and follow-up) attributed to the counseling program?

STUDY SIGNIFICANCE :

the significance of the study emanates from the vulnerability of the stage tackled by this study where it is conducted on a sample of kindergarten students (Kg2) who are going through a sensitive stage of self-development, hence, this study may provide counseling programs based on a play that enhance self-esteem, and develop problem-solving skills .

The importance of this study lies in enriching educational literature by providing a counseling program implementing educational games, which will be one of the seminars in this field. In addition to attracting the attention of officials and counselors to the necessity of early intervention and providing the required assistance to the basic educational stage, especially kindergarten students (Kg2) in Karak Directorate of Education.

STUDY OBJECTIVE:

The study aimed to investigate the effect of a counseling program based on the use of educational games in developing problem-solving skills and self-esteem among kindergarten students (kg2) in Karak district

PROCEDURAL DEFINITIONS :

- **EDUCATIONAL GAMES:** They are the activities that the student performs and may exert efforts in terms of certain laws previously explained, and relevant to the topic of the lesson. They are a tool that aims to develop a child's self and mental abilities through various constructive activities. They pose an educational situation when it enables the child to act and interact with things to reveal his intelligence, express his opinion, and experience the pleasure of learning

- **SELF-ESTEEM:** This concept substantially expresses the individual's perspective through either respect or a feeling of worthlessness; This depends on the ideas an individual bears that change throughout his life stages and is also affected by the positive or negative criticism on the part of parents, teachers or those around in general in the pre-school period until the secondary stage. However, in later age periods, the greatest impact will be as a result of the surrounding environment and peers and will affect the personal decision-making process, especially in the adolescence stage

- **PROBLEM-SOLVING:** a cognitive process through which the individual seeks to discover effective strategies and methods to deal with the everyday problems he encounters. Procedurally, the study defines it as a process in which the third-grade pupils use their previous knowledge and acquired skills to deal with an unusual situation they confront and reorganize what they previously learn to apply it to the new situation.

-**KINDERGARTEN STAGE:** It is the non-compulsory education stage in the Ministry of Education in Jordan, and the student's age is (4-6) years.

Kindergarten stage: It is the non-compulsory education stage in the Ministry of Education in Jordan, and the pupil age is (4-6) years.

-**KG2:** The stage that follows the kg1 stage to continue what was learned in the previous year. The ages of children in this stage range from 5 to 6 years. During this stage, the second kindergarten curriculum focuses on oral language and enhances listening and social skills more, alongside a curriculum that contains more academic vocabulary in preparation for first grade, where children learn all English letters in both uppercase and lowercase, basic consonant sounds, and short vowel sounds. Handwriting still includes simple words. Children at this age are encouraged to be self-reliant and independent in the classroom and start reading simple and easy material.

THEORETICAL FRAMEWORK

Educational games are an activity that students practice, and it contributes to the development of personality and its general characteristics, and it is an important educational mediator, of their education, growth, and satisfaction of their desires and needs.

Play is an essential entry point for the child's mental, physical, social, moral, and linguistic development. This is because educational games provide a fertile environment It helps students grow, provoke their motivation, and encourages active interaction with the educational material. As a result, the modern educational curricula have adopted the philosophy of the educational curricula based on educational games, which seek to achieve diverse and comprehensive goals for all aspects of the learner's growth. Majali (2016).

THE GENERAL GOALS THAT PLAY ACHIEVES FOR THE CHILD AS MENTIONED IN PROFESSOR AL-ANANI'S BOOK (HANAN 2002), P.22

- 1- Raise the child's excitement and readiness to learn and acquire new skills.
- 2- enhancing the child's self-understanding, accepting others, and exploring the environment in which he lives.
- 3-Advancing child's profound understanding of the school subjects.
- 4- Preparing the child to adapt to the future through the new responses he makes while playing.
- 5- elimination of the excess energy resulting from food and getting rid of stress and harmful emotions.
- 6- developing the child's personality and achieving integration among his social, mental, and emotional functions.
- 7- training the body and exercising its muscles and nervous system.
- 8- Satisfying child's essential needs in a socially acceptable manner.
- 9- highlighting the child's sense of joy and pleasure.

BENEFITS OF EDUCATIONAL GAMES:

Professor Al-Anani's book (Hanan 2002), p. 24:

- 1-It provides the learner with experiences that are closer to scientific reality than any other educational means.

- 2- It reveals to the learner some important aspects of life situations that he should exert more effort or specialize in in the future.
- 3- Provides safety and security for the learner.
- 4- It increases students' motivation to learn.
- 5- Students can learn cognitive, psychological and emotional learning.
- 6- It enables educators and parents to judge the learners' ability to apply the facts, concepts, principles and skills they have studied to different life situations.
- 7- It engages the learner positively in the learning process more than any other similar method can do.
- 8- The role of the teacher and the learner differs when implementing educational games. The teacher is no longer the only judge of the effectiveness of the student's behavior, nor is he the source of information, but rather the game itself.
- 9- Suitable for scientific research purposes.

ADVANTAGES OF EDUCATIONAL GAMES:

- 1- Educational games are one of the most important modern educational aids as they have several characteristics compared to other aids:
- 2- They address more than one sense of the human being, which results in more sustainable and effective.
- 3- They increase the students' learning motivation because play is an innate tendency.
- 4- They increase learner's positive participation in the learning process
- 5- They train children to cooperate, accept loss and respect others.
- 6- Games are a fun process and one of the most interesting and attractive means.
- 7- Games are the most learning aids through which individuals interact with each other, and this strengthens social relationships, enhances the individual's self-confidence, and reduces fear and introversion.
- 8- Most of the games depend on cheap materials that can be locally manufactured.
- 9- They stimulate the learner's thinking and increase his mental development, especially creative thinking, so he tries to find new ideas at play to achieve the goal.

SHORTCOMINGS OF EDUCATIONAL GAMES:

The diversity of advantages of educational games does not mean that they are without avoidable defects such as:

- 1- It is difficult to understand the instructions necessary to implement the game, especially if it is long.
- 2- It is difficult to execute the game in the overcrowded classrooms.
- 3- The high cost of educational games, especially the manufactured ones that are purchased.
- 4- Indistinct concepts that are included in the educational games, students' engagement in the game without focus on the concepts.
- 5- The possible accompanying movement and noise to this type of education. Hence, the teacher should accept that so as not to spoil students' enjoyment of the play.

EDUCATIONAL GAME STYLES:

Educational games take a variety of styles and we can divide the educational games styles into:

- 1- **COMPETITIVE PATTERN:** In this pattern, there is a winner or a loser in all cases, whether it is between two learners, or between a group of learners and another one, or between a learner and an educational device such as a computer.
- 2- **THE SCIENTIFIC EXPLORATORY STYLE:** In this style, the educational game aims to develop innovation, creativity and thinking among the participants, and the game is based on the use of smart and ingenious strategies. In order for an individual to outperform another or a team over another to master a skill or achieve specific goals. Such as: educational simulation games in the computer or in reality.

APPLICATION STEPS FOR EDUCATIONAL GAMES:

This is the design advocated by "Roberts" (Roberts, 1996), where no step is separated from the other, but rather interacts and integrates with it". Here are the steps of this model:

- 1- The first step: setting the general objectives of the educational game: the objectives may be cognitive (mental), affective (emotional), skill (psychomotor), physical, or social.
- 2- The second step: Defining the characteristics of the target group: The game designer must ask himself who is this game for? And at what academic level (grade) are they?
- 3- The third step: determining the outcomes that the students are expected to achieve (special goals).
- 4- Step Four: Determining the strategy used in play: It is necessary to take into account the size of the group and determine the number of participants in the game, as well as to determine the necessary time in light of the rules of the game.
- 5- The fifth step: making the game and testing it to receive feedback useful in modifying the game or its rules.

- 6-The sixth step: organizing the classroom environment (play place) and implementing the play process.
- 7- Step Seven: Evaluation and Follow-up: Evaluation all these steps with the aim of constant process production and development, and increase in the effectiveness of the learning process.

CRITERIA FOR CHOOSING ELECTRONIC GAMES (ZIDANE, 2007):

- 1-They should be relevant to the educational and educational objectives.
- 2- They should be free of complexity and stick to the rules.
- 3- They should not be dangerous so that they don't harm students.
- 4- Students should experience independent and free play.
- 5- The game should fit the number of students.
- 6- There should be a clear and specific criterion for winning the game.

THE IMPORTANCE OF SELF-ESTEEM:

The importance of an individual's development of his own self-esteem stems from the content of self-esteem that includes:

- 1- Self-esteem grants an individual courage and ability to try new things.
- 2- Self-esteem increases the individual's self-belief, and motivates him to do his best to achieve good things.
- 3- Low self-esteem has negative effects on the personality, especially among children, as this raises their doubts about their abilities and prevents them from pursuit of their goals.

INCREASE IN SELF-ESTEEM:

There are many ways to increase self-esteem, and some of them can be mentioned:

- 1- Developing positive self-talk, where the person must be a self-supporting friend, and accept things.
- 2- refraining from negative self-criticism, and developing an objective view, and it is possible to resort to a close person for help in this by expressing his opinion and view.
- 3- Self-acceptance, avoidance of comparisons with others, and the necessity of realizing the difference between individuals.
- 4- Living in the moment and not recalling the pain and the disappointments of the past. Realizing that the future is something that cannot be seen or changed, and therefore one must stop worrying about it.
- 5- Having fun and exercise to control depression and build self-satisfaction.

PROBLEM SOLVING

Long and Cassidy (1996) define problem solving as: a cognitive process through which an individual seeks to discover effective strategies and methods to deal with the everyday problems.

It is also defined as the situation in which the individual strives and struggles to attain a goal that he does not possess, whereby the general goal is divided into a group of secondary or sub-goals, then the secondary goals are divided into smaller sub-goals. By doing so, an individual reaches the goal and the end he seeks to solve the problem (Atkinson, Atkinson, Smith, & Bem, 1996).

It is also defined as a process in which students use their previous knowledge, in addition to a set of acquired skills to overcome unfamiliar situations they encounter. In this case, the previous and new information are reorganized and implemented in developing a plan that leads to the solution (Al Qiyam, 2008).

(Al-Mansour and Al-Mansour, 2007) define problem-solving ability as the students' competence to engage in unfamiliar tasks whose solution is not known in advance, and that solution is achieved through previous knowledge reorganization and using one or several appropriate strategies such as drawing, modeling, guessing, working backwards, solving a simpler problem in order to understand the task and devise and implement an appropriate solution plan, then verify the integrity of the solution procedures through revision, meditation and generalization to other situations if possible.

PROBLEM-SOLVING STEPS: THE PROBLEM-SOLVING PROCESS INCLUDES THE FOLLOWING STEPS (AL QAIAM, 2008):

- 1- Definition and identification of the problem.
- 2- searching for alternative solutions.
- 3- Evaluating and selecting appropriate solutions to solve the problem.
- 4- Applying the appropriate solution in reality, getting feedback and responding to it properly.

As with various flexible skills, each major skill includes a number of sub-skills. We can summarize the most important problem-solving skills as follows:

- 1-Effective listening skills where you can learn more about these skills by reading our article on listening skills and the possible way to developed them.
- 2- Creative skills, as most problems are often solved either by following an intuitive method or a specific methodology. The first method is used to find solutions to problems that do not require new external knowledge, while logic and analytical thinking are used to solve more complex problems. In this case, creative thinking skills must be possessed where you can learn more about them by reading our article on creative thinking skills.
- 3- Research skills, where it is required to define the problem and finding alternative solutions to it. The search may be simple and quick through search engines, or it may be profound and extensive, including field tours and contacts with experts in the field. In both cases, it is essential to have strong skills in research methods and strategies.
- 4- Teamwork skills, as solution to many problems required participation of a larger number of people. Teamwork is not only confined to the work environment, but also include working at home, school, and various environments and situations.
- 5- Emotional Intelligence: Problem solving is not only confined to scientific intelligence or IQ, as identifying others' emotions and the ability to interpret them and then choose the appropriate solution is one of the most important problem-solving skills. To learn more about this topic, do not hesitate to read our article on the most important emotional intelligence skills of successful people.
- 6- Risk management: Problem solving involves a certain percentage of risk that may increase or decrease according to the type and nature of the problem. Therefore, it is imperative to have a strong base of risk management skills to ensure professional procedures for unexpected consequences.
- 7- Decision-making skills, as these skills are closely related to problem-solving skills. Making the right decision and choosing the appropriate solution from among several proposed solutions is an important part of the problem-solving process.

THE IMPORTANCE OF PROBLEM-SOLVING SKILLS (AL-MANSOUR, 2007):

- 1-Turning the impossible into the possible: Knowledge and science alone are not sufficient to solve problems, but having the appropriate skills and ability to address the problem systematically and smartly is what grant access to effective solutions that satisfy all parties.
- 2- Excellence: People are often trained to do ordinary things, as they have the knowledge and skills to do these routines, but they often fail to solve unexpected problems or those beyond their knowledge. Therefore, having problem-solving skills of all kinds will undoubtedly make you distinguished among your peers and in your community, and guarantee you access to higher ranks in various fields.
- 3- Enhancing self-confidence: As having problem-solving skills makes you believe in yourself more, because deep down inside you trust in your ability to solve the problems that confront you, so do not spend your time worrying about what you are doing and how to act if you encounter any obstacle.

PREVIOUS STUDIES:

Abu Zaitoun and Banat study (2010) aimed to identify psychological adaptation and its relationship to the problem-solving skill of gifted and talented students, and to identify the differences attributed to problem-solving skill between gifted and talented students in psychological adaptation. The study sample consisted of (99) students enrolled in leading center in in Al-Basha District, who aged between (13-17) years. The study concluded that psychological adaptation in the affective aspect is the highest dimension of psychological adaptation among outstanding students, and the problem-solving skill is at high level among outstanding students.

Ghaben (2007) conducted a study that aimed to identify the effect of a counseling program based on psychodrama in reducing aggressive behavior among a sample of basic stage students in Jordan, which was conducted on seventeen students. The researcher used psychodrama, and the results showed a decrease in the aggressive behavior of the experimental group that was subjected to the counseling program.

Al-Dhaib study (2006) aimed to identify the level of self-esteem, depression and anxiety among children of alcoholic and psychopaths, and to identify the impact of the presence of an alcoholic or psychopathic father on self-esteem, depression and anxiety among children. The study sample consisted of (111) children. The study concluded a set of results, the most important of which are: that there are statistically significant differences in depression and anxiety among children of alcoholics and psychopaths, as depression and anxiety among children of alcoholics are higher than they are among psychopaths' children.

Miqdadi (2003) conducted a study aimed at identifying the effectiveness of play therapy and assertive training in reducing anxiety, decreasing exposure to abuse and improving perceived self-efficacy among abused children. It

was conducted on (45) abused children whose age group (9-14) years. The results of the study showed that there were statistically significant differences between the experimental group and the control group in reducing anxiety, improving self-efficacy, and reducing exposure to abuse in favor of the experimental group.

Reasoner (2005) conducted a study that aimed to review the research conducted in the field of self-esteem and summarized the results of the research that examined the relationship between self-esteem and academic achievement, and school dropout, and it concluded: that self-esteem is a result of academic achievement. However, he acknowledged the necessity of having a certain level of self-esteem in order for the student to achieve academic success, and when the level of self-esteem rises, the level of academic success rises.

METHODOLOGY:

The study used the quasi-experimental approach with the aim of covering the practical aspect, answering its questions, and drawing conclusions based on the measurement tools that were designed for the purposes of this study according to the recognized scientific steps.

STUDY TOOLS:

The study used the following tools:

-The self-esteem scale prepared by Bachman and Omalley (1977) and translated by (Al-Dhaib, 2006) and it consists of (10) items divided into two parts, the first section (6) items were taken from the general self-esteem scale, and the second section includes (4) items from Coob et al. scale (Coob, et al, 1966).

The scale includes (6) positive and (4) negative items, and the scale is corrected through a six-level answer scale, which are: fully express me (3), express myself (2), express myself to some extent (1), Doesn't represent me to some extent (-1), doesn't represent me (-2), doesn't represent me at all (-3).

- **PROBLEM-SOLVING SKILL SCALE:** The researcher has developed a scale for problem-solving skill through theoretical literature related to the subject and by referring to a number of problem-solving skill measures such as Hepper and Petersen scale (Hepper and Petersen, 1982), and the elaborated scale which consists of (30) items. It is divided into five fields, and the scale is corrected through the Quadruple Likert scale (1-4), where the degree (1) represents the minimum and degree (4) the maximum limit, taking into account the inversion of the answer in the case of negative items.

counseling program: The researcher constructs a program based on educational games to develop self-esteem and problem-solving skill. The program consists of (18) sessions, each session is (60) minutes. In its construction, there was reference to a number of studies that dealt with different educational games, including (Jaber, 1989) study, (Al-Qushti, 2002) study, and (Ghaben, 2007) study.

The program includes a set of play methods as follows:

Methods based on the use of toys.

Methods based on the use of patterns and shapes (kids smart).

methods based on anecdote records.

Methods based on entertainment and fun games (welcome sesame).

Other methods, such as: indoctrination, reinforcement, cancellation of instructions, feedback, environmental function.

STUDY VARIABLES:

THE INDEPENDENT VARIABLE: It is the counseling program based on educational games.

DEPENDENT VARIABLES: they are represented in the change that occurred on the score of the level of self-esteem scale, and the scale of the degree of problem-solving skill.

THE STUDY SAMPLE:

The study sample consisted of (24) male and female students. Random numbers were distributed to the study sample with members (1-24), then they were divided into two equal groups, the first group consisted of (12) students who have odd number and the second group consisted of (12) students who have even number, then the experimental and control group were also randomly selected.

STATISTICAL TREATMENT:

The researcher used a set of statistical methods using the statistical analysis program (SPSS), as follows:

- T-test to investigate the differences between the experimental and control groups.

- Arithmetic means and standard deviations to calculate the performance of the experimental and control groups.

- One way ANCOVA analysis to reveal the effect of a counseling program based on the use of educational games in developing problem-solving skill and self-esteem among kindergarten students (kg2) in Karak district.

RESULTS AND ANALYSIS:

To ensure the equivalence of the two study groups, a pre (t) test was conducted to show the performance means of the experimental and control groups, and the following table shows the results of the (t) test for the scales of self-esteem and problem-solving skill.

TABLE (1): THE RESULTS OF THE PRE-TEST (T) FOR THE PERFORMANCE MEANS OF THE CONTROL AND EXPERIMENTAL GROUPS IN SELF-ESTEEM AND PROBLEM-SOLVING SKILL VARIABLES.

VARIABLE	GROUP	N	ARITHMETIC MEAN	STANDARD DEVIATION	(T) VALUE	DEGREE OF FREEDOM	STATISTICAL SIGNIFICANCE
SELF-ESTEEM	EXPERIMENTAL	12	15.24	14.21	0.122	11	0.89
	CONTROL	12	14.37	11.3			
PROBLEM SOLVING SKILL	EXPERIMENTAL	12	60.2	7.3	0.121	11	0.92
	CONTROL	12	60.5	6.7			

It is noted from the results shown in Table (1) that there were no statistically significant differences between the performance of the experimental and control groups in the pre performance of the self-esteem scale, where the value of (t) was (0.122) and the value of the significance level (0.89) which is not statistically significant. Furthermore, there were no statistically significant differences between the performance of the experimental and control groups in the pre performance of the problem-solving skill scale, where the value of (t) was (0.121) and the value of the level of significance (0.92), which was not statistically significant, and all this confirmed that the two groups were equivalent in performance on the pretest on the scales of self-esteem and problem-solving skill.

Results related to the first question: Were there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group and the control group on the (post-) self-esteem scale ascribed to the counseling program?

To answer this question, the arithmetic means and standard deviations were calculated for the performance of the experimental and control group on the self-esteem scale, and Table No. (2) shows that.

TABLE (2): ARITHMETIC MEANS AND STANDARD DEVIATIONS ACCORDING TO METHOD (CONTROL, EXPERIMENTAL) ON THE SELF-ESTEEM SCALE (PRE AND POST MEASUREMENT).

GROUP	NO	PRE		POST	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
EXPERIMENTAL	12	15.24	14.24	36.24	14.8
CONTROL	12	14.37	11.37	13.93	5.6
TOTAL	24	14.54	13.2	13.38	19

It is evident from the above table that there were apparent differences between the mean performance of the experimental and control groups on the (post-test) scale of self-esteem, where the mean performance of the experimental group on the post-test was (36.5), while the mean performance of the control group was (-13.93), and this indicates a difference between the two means.

In order to find out whether the difference between the two means was statistically significant, a one-way analysis of covariance (ANCOVA) was conducted to reveal the effect of the counseling program on developing the students' self-esteem, where the effect of the pre-test was adjusted through statistical treatment, as Table No. (3) shows:

TABLE (3): THE RESULTS OF THE ONE-WAY COVARIANCE ANALYSIS OF THE PERFORMANCE MEANS OF THE EXPERIMENTAL AND CONTROL GROUPS ON THE (POST-) SELF-ESTEEM SCALE.

SOURCES OF VARIANCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN OF SQUARES	(F) VALUE	STATISTICAL SIGNIFICANCE	EFFECT SIZEETA SQUARE (² H)
GROUP	853.498	1	853.498	6.782	.031	.701
PRETEST	17.679	1	17.679	0.024	.702	.003
ERROR	158.196	21	36.11			
TOTAL	927	23				

It is noticed from Table (3) that there were statistically significant differences at the level ($\alpha \leq 0.05$) between the means of the experimental and control groups on the self-esteem scale, as the value of p-value was (6.78) and the significance level (0.031), this indicated the effect of the program in developing self-esteem among Kindergartens (kg2) pupils in Karak Directorate of Education, Table No. (4) shows the results:

TABLE (4): THE ADJUSTED POST MEANS AND STANDARD DEVIATIONS OF THE STUDENTS' RESPONSES ON THE SELF-ESTEEM SCALE FOR THE EXPERIMENTAL AND CONTROL GROUPS.

GROUP	ADJUSTED ARITHMETIC MEAN	STANDARD DEVIATION
EXPERIMENTAL GROUP	36.5	17.9
CONTROL GROUP	13.93	7.5
TOTAL	13.38	23.4

We note from Table (4) and through the adjusted arithmetic means that there was a difference in favor of the experimental group, and the mean of self-esteem of the experimental group was (17.9), while it was (7.5) for the control group, and this indicated the effect of the counseling program based on play in self-development.

RESULTS RELATED TO THE SECOND QUESTION: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) BETWEEN THE MEAN SCORES OF THE EXPERIMENTAL GROUP ON THE SELF-ESTEEM SCALE (POST AND FOLLOW-UP) ATTRIBUTABLE TO THE COUNSELING PROGRAM?

To answer this question, the arithmetic means and standard deviations of the performance of the experimental group were calculated on the post-test and follow-up test, and a (t) test was conducted for the interconnected samples in order to reveal the effect of the counseling program in maintaining the performance of the experimental group, and Table No. (5) shows that:

TABLE (5): RESULTS OF THE T-TEST OF THE INTERCONNECTED SAMPLES TO EXAMINE THE DIFFERENCES BETWEEN THE PERFORMANCE OF THE TWO EXPERIMENTAL GROUPS ON THE TWO TESTS (POST AND FOLLOW-UP).

VARIABLE	APPLICATION	SAMPLE SIZE	ARITHMETIC MEANS	STANDARD DEVIATION	DEGREES OF FREEDOM	(T) VALUE	SIGNIFICANCE LEVEL
SELF-ESTEEM SCORE	POST	12	36.56	17.92	23	0.121	0.907
	FOLLOW UP	12	36.78	16.03			

As note in Table (5), there were no statistically significant differences between the mean performance of the experimental group on the post- and follow-up tests, where the value of (t) was (0.121), which is not statistically significant at the level of significance, and this indicated the effectiveness of the program in maintaining its continuous effect in self-esteem development.

RESULTS RELATED TO THE THIRD QUESTION: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) BETWEEN THE MEAN

SCORES OF THE EXPERIMENTAL GROUP AND THE MEAN SCORES OF THE CONTROL GROUP, ON THE (POST-) PROBLEM-SOLVING SKILL SCALE ASCRIBED TO THE COUNSELING PROGRAM?

To answer this question, the arithmetic means and standard deviations were calculated for the performance of the experimental and control group on the problem-solving skill scale, as Table No. (6) shows

TABLE (6): ARITHMETIC MEANS AND STANDARD DEVIATIONS ACCORDING TO THE METHOD (CONTROL, EXPERIMENTAL) ON THE PROBLEM-SOLVING SKILL SCALE (BEFORE AND AFTER MEASUREMENT).

GROUP	NO	PRE		POST	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
EXPERIMENTAL	12	60.2	7.3	82.5	17.9
CONTROL	12	60.5	6.75	61.6	7.5
TOTAL	24	60.12	6.85	13.38	19

It is evident from the above table that there were apparent differences between the mean performance of the experimental and that of the control groups on the (post-test) problem-solving skill scale, where the mean performance of the experimental group on the post-test was (82.5), while the mean performance of the control group was (61.6), and this indicated a difference between the means.

In order to determine whether the difference between the two means was statistically significant, a one-way analysis of covariance (ANCOVA) was conducted to detect the effect of the program on students' problem-solving skill, where the effect of the pre-test was adjusted through statistical treatment as shown in Table (7):

TABLE (7): THE RESULTS OF THE ONE-WAY COVARIANCE ANALYSIS OF THE PERFORMANCE MEANS OF THE EXPERIMENTAL AND CONTROL GROUPS ON THE (POST) PROBLEM-SOLVING SKILL SCALE.

SOURCES OF VARIANCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN OF SQUARES	(F) VALUE	STATISTICAL SIGNIFICANCE	EFFECT SIZEETA SQUARE (² H)
GROUP	124.53	1	124.53	139.782	0.01	0.915
PRETEST	5.679	1	5.679	0.064	0.805	0.005
ERROR	11.58	13	89.092			
TOTAL	21.59	15				

It is noticed from Table (7) that there were statistically significant differences at the level ($\alpha \leq 0.05$) between the means of the experimental and control groups on the scale of problem solving skill, as the value of p-value was (139.782), the significance level (0.01), and the effect size of the treatment on the experimental group was (0.915). This indicated the effectiveness of the program in developing the problem-solving skill of kindergarten pupils (kg2) in the Karak Directorate of Education as table No. (8) shows.

TABLE (8): THE ADJUSTED POST MEANS AND STANDARD DEVIATIONS OF STUDENTS' RESPONSES ON THE PROBLEM-SOLVING SKILL SCALE FOR THE EXPERIMENTAL AND CONTROL GROUPS.

GROUP	ADJUSTED ARITHMETIC MEAN	STANDARD DEVIATION
EXPERIMENTAL GROUP	83.5	20.9
CONTROL GROUP	69.2	9.8
TOTAL	70.4	31.2

We note from Table (8) and through the adjusted arithmetic means that there was a difference in favor of the experimental group, and the mean of problem-solving skill of the experimental group was (83.5), while it was (69.2) in the control group and this indicated the effect of the counseling program based on play in the development of Problem Solving skill.

THE RESULTS RELATED TO THE FOURTH QUESTION: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) BETWEEN THE MEAN SCORES OF THE EXPERIMENTAL GROUP ON THE PROBLEM-SOLVING SKILL SCALE (POST- AND FOLLOW-UP) ASCRIBED TO THE COUNSELING PROGRAM?

To answer this question, the arithmetic means and standard deviations of the performance of the experimental group were calculated on the post-test and follow-up test, and a (t)-test was conducted for the interconnected samples in order to reveal the effectiveness of the counseling program in maintaining the performance of the experimental group, and Table No. (9) shows that.

TABLE (9): RESULTS OF THE T-TEST OF THE CORRELATED SAMPLES TO EXAMINE THE DIFFERENCES BETWEEN THE PERFORMANCE OF THE TWO EXPERIMENTAL GROUPS ON THE TWO TESTS (POST- AND FOLLOW-UP).

VARIABLE	APPLICATION	SAMPLE SIZE	ARITHMETIC MEANS	STANDARD DEVIATION	DEGREE OF FREEDOM	(T) VALUE	SIGNIFICANCE LEVEL
PROBLEM SOLVING PRACTICE SCORE	POST	12	83.5	11.91	11	0.9	0.396
	FOLLOW UP	12	82.8	10.5			

We note from Table (9) that there were no statistically significant differences between the mean performance of the experimental group on the post and follow-up tests, where the value of (t) was (0.9), which was not statistically significant at the level of significance, and this indicated the effectiveness of the program in maintaining the continuous effect in problem solving skill development.

The results of the study indicated the effectiveness of the program based on play in developing self-esteem and problem-solving skill among kindergarten pupils (kg2) in Karak Directorate of Education. This result can be interpreted as that the educational games included in the program increased self-esteem and played an effective role in forming the child's personality and modifying his behavior, allowing him to be closer to himself. Self-esteem offersexciting competition within his own group. The individual feels comfortable and happy, but he experiences pain and discomfort if his self-esteem is low.

In addition, the researcher attributes this result to the content of the counseling program, which included various types and levels of group and individual play, clay, dolls, water, art tools, drawing, etc.; as this activates students' motor, professional and psychological activity and helped develop their self-confidence and their love for cooperation and social interaction, which has positive reflection on the search results.

The duration and number of sessions also played a role in the development of affective and intellectual factors among students, despite the small sample size, which had a role in focus and activation in the process of treatment and counseling during play.

The results of the study also showed the students' need for such counseling programs in order to raise their sense of competence, self-esteem, their appreciation of self-judgment over their abilities. Furthermore, counseling programs keep them away from nervousness, lack of confidence, doubt in their abilities when engaging in life's problems, reducing school violence, and raising their expectations towards success and happiness in the future. In addition, it is necessary to activate students' problem-solving skill to achieve the maximum benefit. The individual who has trained on problem solving and practiced it be one of his mental characteristics and relevant to the reality in which he lives, will integrate problem solving into his behavior efficiently.

RECOMMENDATIONS:

- 1- supporting teachers and raising their awareness towards the implementation of educational games in teaching.
- 2- providing in - service teachers with all the knowledge and skills related to technological innovations, especially educational electronic games, and their use in the educational process.
- 3- The need for providing schools with various electronic (educational) games as far as possible; Because of its special importance in motivating students, stimulating their motivation, and increasing their active and positive interaction with educational content and applied activities.

- 4- Draw education specialists' attention to the significance of introducing educational technology into their academic programs and teaching curricula to overcome their problems.
- 5- Conducting more studies on the use of electronic educational games in teaching different materials at various levels of study, and their impact on some of the different learning outcomes.

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