



The Effectiveness of Children's Theater in Developing the Child's Personal Skills

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Abstract

This research investigates the **effectiveness of children's theater in developing personal skills** among primary school children. Using an **experimental methodology**, the study focused on a sample of 15 students aged 7–9 years. The researchers employed a multi-tool approach for data collection, including a cognitive objectives list, a behavioral skills list, an observation card, and a pre/post-achievement test to measure growth across several dimensions: self-confidence, effective elocution, teamwork, cultural awareness, linguistic fluency, and social communication.

Statistical analysis of the results revealed significant improvements in the experimental group's performance. High success rates were recorded in areas such as information acquisition (**95%**), creative thinking/title innovation (**83.25%**), and verbal expression of ideas (**100%**). Furthermore, the comparison between pre-test and post-test scores showed statistically significant differences, confirming that theatrical engagement serves as a potent educational and developmental catalyst. The study concludes that children's theater is not merely an artistic activity but a vital instructional strategy for enhancing the psychological, social, and cognitive outcomes of children in their early developmental stages.

Keywords -Children's Theater, Personal Skills, Experimental Method, Social Communication, Creative Thinking, Self-Confidence, Primary Education, Educational Drama.

Received: 11/04/2023

Accepted: 17/06/2023

Published: 22/07/2023

Introduction

Childhood is the early period of human life and one of its most vital stages. It is a significant phase of existence in its own right not merely a period of preparation for the future, but a path toward mental, psychological, and social maturity. Childhood is often described as "the hopeful planting for building a nation's future." During this stage, a child acquires habits that stay with them throughout their lives, and their social identity is formed. They gain the skills that help define their personality and shape their future, as this period establishes the primary foundations for human behavior across various fields.

Children require guidance, education, and mentorship, and the direction they receive in childhood leaves a profound impact. It is during this time that abilities grow, talents bloom, and the child is most receptive to shaping. As the saying goes, "Childhood is fertile ground for cultivation"; whatever noble morals and fine qualities are planted will bear fruit in the child's future. Therefore, we must choose the best methods for guidance, avoiding direct, repetitive instructional methods that children often find tedious. Instead, we should utilize children's literature and its various mediums to instill principles and values.

Consequently, children's literature has gained a prominent position in the modern era due to its contribution to the intellectual, social, psychological, and moral upbringing of the child. It has become a key

tool for socialization, contributing to personality building and developing a child's awareness and understanding of life within the limits of their mental growth. Furthermore, it plays a vital role in rooting religious and social values in children's hearts. Thus, children's literature serves as a cornerstone in facing the changes children encounter during their development and in forming their identities.

Children's theater, particularly in the middle childhood stage (ages 7–9), is considered one of the most important tools of modern education. It develops skills and abilities that are difficult to achieve through other means, such as linguistic capabilities, fostering initiative, enhancing self-confidence, and developing sensory and motor skills.

Given the necessity of theater in developing personal skills, our research aims to identify "The Effectiveness of Children's Theater in Developing the Child's Personal Skills." This study utilizes an experimental methodology, employing observation cards and achievement tests with a study sample of 15 children aged 7–9 years. The results are analyzed using means and percentages. This chapter will address the study's problem, questions, importance, objectives, hypotheses, scope, procedures, methodology, tools, and terminology.

Research Problem and Questions

Children's theater is a medium for transferring culture and literature. Like other forms of children's literature, it moves the child's emotions and mind. It holds a mirror up to children so they may see their reality, realize their role in changing it, and encourages them to respect noble ideals.

Based on our observations of the scarcity of children's theater in the Arab world generally, and in Saudi society specifically, this research seeks to demonstrate its importance in personal development. The core problem is encapsulated in the primary question: **"What is the effectiveness of children's theater in developing the child's personal skills?"**

Sub-questions:

1. What is the impact of school theater on improving public speaking/recitation skills?
2. What is the relationship between school theater and the development of self-confidence?
3. How does school theater enhance social communication skills?
4. What is the correlation between school theater and increased vocabulary/linguistic wealth?
5. How does school theater promote teamwork?

Importance of the Study

- Personal skill acquisition is the foundation for a child's future.
- Theater is a modern educational tool contributing to diverse personal skills.
- It enhances linguistic, social, and cultural competencies.
- It directs educators' attention toward utilizing school-based theater.

Study Objectives

1. Identify the importance of school theater.
2. Identify key personal skills provided by theater.
3. Determine how theater affects public speaking skills.
4. Measure the impact of theater on fostering teamwork.
5. Identify the ability of theater to increase a child's linguistic wealth.

Study Hypotheses

1. There are statistically significant differences between theater participation and the development of recitation skills.
2. There is a relationship between theater and increased self-confidence.
3. There are statistically significant differences between theater and social communication skills.
4. There is a relationship between school theater and higher linguistic output.
5. There is a statistically significant relationship between theatrical acting and the reinforcement of teamwork.

Scope of the Study

- **Subject Scope:** Focuses on two variables: School Theater and Personal Skills (Self-confidence, Social Communication, Recitation, Vocabulary, Teamwork, and Cultural Aspect).
- **Time Scope:** The second semester of the 2024 academic year.
- **Spatial Scope:** Al-Nasiriyah Preparatory School in Zagazig.

Study Procedures

- **Methodology:** The experimental method was used to measure personal skills through direct scientific observation.
- **Population:** Children aged 7–9 in the city of Zagazig.
- **Sample:** Children aged 7–9 in primary education.
- **Tools:** An observation card (designed by the researcher) to monitor behaviors related to the phenomenon in a natural setting.
- **Statistical Methods:** Means and percentages.

Study Terminology

Children's Theater:

- A theater that develops a child's motivation for self-learning. it triggers emotions such as admiration and empathy, nourishes linguistic stock, and helps resolve some psychological issues.
- A dramatic performance presented by children for children, adults for children, or children for adults, centered on ethics, educational values, and integrity.

School Theater:

- An educational theater aimed at refining and entertaining the learner. It targets pupils within the school environment (private or public) to address their mental and emotional faculties.
- A dramatic activity using characterization and acting to facilitate learning and development within the school walls, elevating artistic taste and national values. [4]

Personal Skills:

- A set of skills enabling an individual to adapt positively to their environment and deal effectively with daily challenges.
- Skills used to interact with others, including communication, teamwork, and interpersonal traits.

The Concept of Children's Theater: Scholars have defined it as a professional theatrical experience specifically for children and youth, aimed at education and building future generations. It is a prepared

space for performances where the actors may be children, adults, or a mix of both. It aims to develop aesthetic, moral, and artistic senses to build a balanced human personality.

The History and Evolution of Children's Theater

A. Ancient Origins of Children's Theater

The earliest beginnings of children's theater date back to ancient civilizations. Puppet theater appeared among the **Ancient Egyptians (Pharaohs)**, as well as the Chinese, Japanese, and the peoples of Mesopotamia. Puppetry was a natural extension of human imagination and spread between nations through trade, travel, and war. It was known to the Phoenicians, Assyrians, Indians, and Ancient Greeks.

- **Ancient Greece and Rome:** In Greece, children played a major role in religious processions performed with a dramatic character. The audience for these early plays consisted largely of children alongside adults. In Rome, the focus shifted toward beautiful scenery, dance, and singing—elements that children naturally gravitated toward.
- **China and Japan:** In China, puppetry began within the family, where fathers would move dolls to entertain their children, eventually evolving into a professional art. In Japan, puppet theater (such as early forms of *Bunraku*) was used for entertainment accompanied by musical melodies.
- **The Islamic World and the Middle East:** In Iraq, the "Shadow Play" (*Khayal al-Zill*) appeared as a primitive form of drama. This later paved the way for "Karagoz" (traditional puppet theater), which served as the early precursor to Arab children's theater.
- **Ancient Egypt:** Archaeological evidence shows that the Pharaohs practiced kinetic storytelling and puppet shows during temple festivals and along the banks of the Nile nearly 4,000 years ago. They categorized dolls based on age groups and used diverse materials such as wood, ivory, clay, and leather.

B. Modern Development of Children's Theater

While its roots are ancient, modern children's theater as a structured, non-improvised art form emerged much later.

- **Europe and the West:** True organized growth began in the 18th century, but the 19th and 20th centuries saw a global boom. New York established a dedicated children's theater in 1903. In **Russia (1918)** and **London (1918)**, theater became closely linked to the school system.
- **Germany (1946):** After World War II, the "Artistic World Theater" was opened in Leipzig with the specific goal of erasing the painful memories of war from children's hearts.

The Arab Context:

- **Egypt:** The pioneer **Zaki Tulaimat** submitted a historic memorandum in 1936 to establish school acting troupes. Official state-sponsored puppet theater began in 1958 with help from Romanian and Czechoslovakian experts.
- **The Levant (Syria, Lebanon, Jordan):** Syria established a puppet theater in Damascus in the 1970s. In Lebanon, theater was used to deepen national and religious sentiments. Jordan utilized it primarily within teacher training for kindergartens.
- **Saudi Arabia:** Interest grew significantly in the late 20th century. The **Saudi Association for Culture and Arts (Dammam branch)** organized training cycles to establish a scientific foundation for children's theatrical arts.

C. The Importance and Functions of Children's Theater

1. **Personality Growth:** It shapes a child's values, tendencies, and social identity.
2. **Moral Education:** It is a powerful teacher of ethics, showing rather than telling.
3. **Educational Tool:** It simplifies complex scientific and historical concepts through "learning by doing."

4. **Psychological Release:** It provides "catharsis," helping children process emotions and reducing aggressive behavior.
5. **Aesthetic Appreciation:** It introduces children to fine arts like music, poetry, and dance.

D. Essential Elements of a Children's Play

- **The Event (The Action):** Must be unified and simple, avoiding complex subplots so children can remain focused.
- **The Idea (The Theme):** Must be clear, emphasizing positive values through simple sequences and beautiful aesthetics.
- **Characters:**
 - *Primary (Protagonist):* The engine of the story.
 - *Secondary:* Helps illuminate the hero's traits.
 - *Note:* Characters should be well-defined. For younger children, animal characters that speak like humans are highly effective.
- **Dialogue:** The "backbone" of the play. It must be written in simple, correct Arabic, avoiding long speeches or "preaching" which can lead to boredom.
- **Spectacle (Scenery, Costumes, Lighting):** These are the child's first introduction to the story. The decor must define the time and place simply and logically.

Standards for Choosing a School Play

- **Ethical Considerations:** The play must align with the moral standards of the environment. If it tackles a "bad" behavior, it must clearly show the negative consequences and provide a desirable alternative.
- **Production Capability:** The roles must challenge the students' abilities without overwhelming them.
- **Educational Suitability:** The play should achieve specific learning goals that other methods (like textbooks) cannot reach as effectively.

Aesthetic Tools and Technical Elements

• A - Costumes:

Clothing holds great importance within the theatrical performance as one of the most vital expressive tools. Costumes convey information and various values indirectly. In children's theater specifically, there should be an abundance of colors and garments—especially cheerful, patterned, and brightly colored outfits—without excessive or distracting exaggeration.

• B - Lighting:

Lighting plays a harmonious triple role alongside decor and costumes. It is used to suggest the meanings of different colors and their aesthetics. By nature, children are inclined toward everything colorful and moving. With the massive progress in electricity and electronics, lighting contributes to creating a magical world that emphasizes scenery, decor, costumes, and makeup. It also highlights the actor's movement and the aesthetic values embedded in the performance.

• C - Music:

Music is one of the most essential aesthetic tools in children's theater, contributing to the education and development of a child's taste and emotions. Since music is a powerful emotional stimulant, sound can evoke mental images that reflect various situations. In the context of a child's play, songs are an integral part of the dramatic fabric. They represent a dramatic necessity that helps the child understand and enjoy the play's theme, rather than being just a form of entertainment.

Requirements for songs and music in children's theater:

1. The music should be characterized by vitality, engaging rhythm, and simple melodic phrases without complex leaps.
2. Songs should be simple, overflowing with joy and optimism, using easy language derived from the child's world to increase their interaction with the performance.

2-6 Characteristics of Children's Drama

When receiving literary works, children tend toward an **integrative state**, meaning they immerse themselves in the situation and experience real emotional engagement with the art. Theater, through its dramatic characteristics, facilitates this by blending "theatrical illusion" with the child's imagination and dramatic empathy.

Because drama is one of the literary forms closest to a child's psyche, the following must be considered when using it as an educational medium to develop behaviors and values:

1. **Medium Characteristics:** This includes all theatrical possibilities, whether human theater, puppet theater, or a hybrid. One must choose ideas and texts that fit the nature of theater, dominated by illusion and the ability to present imagination in attractive forms.
2. **Audience Characteristics:** Children are not a single uniform audience; they belong to different developmental stages with varying traits. As **Winifred Ward** points out, what a five-year-old child accepts may be boring to an eleven-year-old, and what moves the latter might terrify the former.

Developmental Stages and Theatrical Traits:

Stage	Traits & Requirements
Early Childhood (3-5 years)	Focuses on birds, animals, and familiar human figures. Uses puppets to present simple, tangible ideas. Features a fast-paced, rising rhythm and avoids themes of terror or fear.
Middle Childhood (6-8 years)	Transition toward "fairy" worlds and the beginning of realism. Events should stem from the child's social environment. Uses simple, rhythmic dialogue and avoids direct preaching.
Late Childhood (12+ years)	Increased realism and admiration for heroism. Includes scientific and cultural knowledge. Needs "just" endings and highlights positive heroism while avoiding aggressive content.

Types of Theater

- **Tragedy:** Serious plays where the hero faces conflicts ending in catastrophe; derived from life's realities.
- **Comedy:** Humorous plays with happy endings that address societal issues in a lighthearted manner.
- **Melodrama:** A mix of tragedy and comedy where good triumphs over evil. It relies on events more than character depth and features music and simple dialogue.
- **Musical (Operetta):** Dialogue is sung rather than spoken, accompanied by a small musical ensemble.
- **Sociodrama:** Focuses on social problems, encouraging the audience to empathize with others' roles and vent emotions through the issues presented.

- **Psychodrama:** A group therapy method (innovated by Moreno) where the individual acts out suppressed emotions to achieve psychological healing and self-discovery.

School Theater and Its Objectives

School Theater is conducted within educational institutions under the supervision of teachers. It serves as an educational, reformatory, and therapeutic tool.

Key Conditions for School Theater:

- Participation should involve all children, including those who are struggling academically.
- Avoid rote memorization; allow children to express what is in their minds.
- Roles should be rotated so that negative characters (e.g., the villain) are not permanently associated with one child.
- Failure in a role should not be rebuked, and success should not be excessively praised to the point of vanity.

Educational and Psychological Benefits:

1. **Psychological:** Reduces tension and treats shyness and social withdrawal.
2. **Economic:** Teaches resourcefulness by using old furniture/materials for sets, discouraging waste.
3. **Collaborative:** Fosters teamwork as students with different hobbies (acting, drawing, music) must work together.
4. **Language:** Enhances clear pronunciation and enriches vocabulary.

General Objectives of Children's Theater

- **Cognitive:** Developing curiosity, memory, and problem-solving skills at an early age.
- **Linguistics:** Enhancing the four basic skills: Listening, Speaking, Reading, and Writing.
- **Cultural:** Linking the child to their heritage and introducing them to the customs of other nations.
- **Social/Moral:** Transforming abstract virtues into real-world behaviors and fostering a sense of national belonging.
- **Physical:** Promoting healthy habits and hygiene through dramatic scenarios.

The Educational Value of Children's Theater

Children's theater is a sophisticated educational medium because it addresses multiple senses simultaneously. It surpasses other mediums due to its **directness** and ability to provide concrete role models. Whether the child is a performer or a spectator, theater liberates them from boring school routines and provides a "simulated life" where they can practice decision-making and creative thinking.

Previous Literature: Arab Studies

1. Political Values in Children's Theater

Study: (Yousef, Zeinab Ali. 2005) – Cairo University.

- **Title:** Political Values Contained in Some Theatrical Texts Presented to Basic Education Children.
- **Objectives:** Identify appropriate political values for children (ages 6–12) and propose a theatrical text addressing these values.
- **Sample:** Theatrical texts by authors Al-Sayyid Hafez and Samir Abdel Baqi.
- **Key Results:**

- Political values were present but at very low percentages compared to the number of texts analyzed.
- **Justice** ranked first, followed by belonging, freedom, and peace. **Democracy** ranked last (8th).
- Values were conveyed primarily through dialogue, then explicit expression, and finally through narrative events.
- Conflicts were mostly external (between individuals or individual vs. society), and solutions leaned toward collective cooperation.

2. Creative Thinking and Puppet Theater

Study: (Al-Majouli, Hanan Shawqi. 2003) – Cairo.

- **Title:** The Impact of Child Participation in Producing a Puppet Play on the Development of Creative Thinking.
- **Sample:** 40 children (ages 5–6) in Benha, divided into experimental and control groups.
- **Key Results:**
 - A statistically significant difference was found in favor of the experimental group regarding creative thinking.
 - No significant differences were found between males and females in creative thinking scores.

3. Theater and Autism Treatment

Study: (Abdel Karim, Shawkat. 2015) – University of Kufa, Iraq.

- **Title:** The Effectiveness of Children's Theater Texts in Treating Autism Patients.
- **Objectives:** Explore the role of theater in treating autistic children by involving them in acting roles.
- **Sample:** Autistic children (ages 6–10) performing the play *The Daisy* by Saadoun Al-Obaidi.
- **Key Results:**
 - Theatrical texts act as a genuine tool for modifying the behavior of autistic children.
 - Engaging the child in a theatrical environment helps break their isolation.
 - Happy endings serve as positive reinforcement for new behaviors.

4. Emotional Refinement in Kindergarten

Study: (Mohamed, Iman Al-Said. 2009) – Ain Shams University.

- **Title:** The Effectiveness of Children's Theater in Refining Kindergarten's Emotions.
- **Objectives:** Identify emotions (joy, sadness, fear, anger) and test a theatrical program's ability to refine them.
- **Sample:** 60 male and female children (ages 5–6).
- **Key Results:**
 - The proposed theatrical program was highly effective in refining the emotions of the experimental group compared to the control group.

5. Academic Achievement and School Theater

Study: (Milad, Mahmoud Mohamed. 2011) – Damascus University (Sultanate of Oman & Syria).

- **Title:** School Theater and Raising the Achievement Level of Basic Education Students.
- **Sample:** 420 male and female students.

- **Key Results:**

- School theater significantly raises academic achievement and the ability to organize thoughts.
- There is a deficiency in teacher training programs regarding theatrical requirements.
- A significant link exists between theatrical activity and increased awareness of heritage and environment.

6. Artistic Taste and Folk Puppets

Study: (Ahmed, Hassan Hamdi. 2012) – South Valley University.

- **Title:** The Effectiveness of Producing Folk Puppets Through Children's Theater to Develop Artistic and Aesthetic Taste.
- **Sample:** 30 female students specializing in Early Childhood.
- **Key Results:**
 - Significant improvement in artistic and aesthetic taste after producing folk puppets.
 - Improvement in color sensitivity and theatrical management skills.

7. Altruistic Behavior in Special Needs Children

Study: (Arandas, Nuha Mohamed. 2013) – Ain Shams University.

- **Title:** The Effectiveness of Using Children's Theater in Developing Altruistic Behavior in Disabled Children.
- **Sample:** 11 deaf children (ages 6–9).
- **Key Results:**
 - A clear improvement in altruistic behavior among the deaf children post-program.
 - No statistically significant difference between males and females regarding altruism scores.

8. Reducing Anxiety and Discovering Talent

Study: (Khadr, Iman Ahmed. 2013) – Mansoura University.

- **Title:** The Effectiveness of Children's Theater in Reducing Anxiety and Discovering Talent in Saudi Kindergarteners.
- **Sample:** 47 children in Taif, Saudi Arabia.
- **Key Results:**
 - The program successfully reduced high anxiety to moderate levels.
 - Females showed a greater reduction in anxiety than males.
 - The program helped discover talents in drawing and coloring, which absorbed the children's fears.

9. Language Skills Improvement

Study: (Al-Samhan, Fatima Yaqoub. 2015) – Amman Arab University.

- **Title:** The Role of Theater in Improving Language Skills of Kindergarten Children from the Perspective of Teachers in Jordan and Kuwait.
- **Sample:** 189 kindergarten teachers (70 from Jordan, 119 from Kuwait).
- **Key Results:**
 - Teachers in both countries highly valued theater's role in language development.

- Kuwaiti teachers noted higher impacts on **listening and speaking**, while Jordanian teachers noted higher impacts on **reading and writing**.

10. Aggressive Behavior and Mime Theater

Study: (Raqada, Masouda. 2015) – Kasdi Merbah University, Algeria.

- **Title:** Proposal for a Program Based on Directed Mime Theater to Modify Aggressive Behavior in Deaf Children.
- **Sample:** Deaf children (ages 9–12).
- **Key Results:**
 - Mime theater significantly reduced aggressive behavior in the experimental group.
 - The effect was sustained during the follow-up period.

11. Religious Concepts

Study: (Kadwani, Lamia Ahmed. 2015) – Assiut University.

- **Title:** The Effectiveness of Children's Theater in Developing Religious Concepts in Pre-schoolers.
- **Sample:** 60 children (ages 4–6).
- **Key Results:**
 - Theatrical programs are effective tools for teaching Islamic concepts to young children, showing significant gains in the experimental group.

12. Cognitive Structure and National Standards

Study: (Khadr, Iman Abdel Aziz. 2016) – Ain Shams University.

- **Title:** Children's Theater as an Approach to Developing the Cognitive Structure of Kindergarteners Based on National Standards.
- **Sample:** 15 children (Level 2 Kindergarten).
- **Key Results:**
 - 93% achievement on the development scale, confirming theater as a vital tool for building cognitive structures across various life domains.

13. Social Adjustment for Orphans

Study: (Al-Qadah, Hamid Abdullah. 2017) – University of Babylon, Iraq.

- **Title:** The Impact of Children's Theater on Developing Social Adjustment in Family-Deprived Children.
- **Sample:** 34 children (ages 7–15) in Babylon.
- **Key Results:**
 - Theater is an effective means to break isolation and self-centeredness in orphans, fostering social empathy and joy.

14. Health Culture

Study: (Taha and Sherin. 2019) – King Khalid University.

- **Title:** The Effectiveness of a Puppet Theater Program in Developing Health Culture Concepts for Kindergarteners.
- **Sample:** 60 children divided into control and experimental groups.

- **Key Results:**

- Children exposed to the puppet program showed significantly higher growth in health awareness (hygiene, nutrition, etc.).

15. Comedy as an Educational Tool

Study: (Hamdan, Ali Hussein. 2018) – Baghdad, Iraq.

- **Title:** The Educational and Artistic Employment of Comedy in Children's Theater.

- **Key Results:**

- Comedy effectively stimulates the senses, simplifies scientific facts, and helps overcome psychological barriers like shyness and social withdrawal.

16. Character Building and Psychology

Study: (Alwan, Rania Hamdi. 2018) – Port Said University.

- **Title:** Character Constructs in Theatrical Texts Provided for Children and Their Psychological Significance.

- **Key Results:**

- Authors must understand the psychological and physical development stages of children.
- Identification with stage characters plays a major role in forming a child's psychological and social attitudes.

17. Educational Function of Songs

Study: (Al-Rassam, Karim Mohamed. 2019) – University of Baghdad.

- **Title:** The Artistic and Educational Employment of Directed Songs in Children's Theater Performances.

- **Key Results:**

- Songs simplify complex values and maintain excitement throughout the show.
- Children memorize and repeat educational songs quickly, leading to rapid learning.

18. Attention Deficit Disorder (ADHD)

Study: (Maabi, Makki Mohamed. 2018) – Qassim, Saudi Arabia.

- **Title:** Effectiveness of a Training Program Using Educational Puppet Theater in Improving ADHD among Educable Mentally Disabled Students.

- **Sample:** 14 students (ages 9–12).

- **Key Results:**

- Puppet theater significantly improved attention spans and reduced hyperactivity in students with intellectual disabilities.

19. Environmental Awareness

Study: (Na'issa, Raghda Ali. 2015) – Damascus, Syria.

- **Title:** The Impact of an Educational Theater Program on Developing Environmental Awareness in Kindergarteners (4–5 years).

- **Key Results:**

- Significant improvement in both immediate and delayed environmental awareness tests for children who participated in the theater program.

English Studies

Study by Gao and Gray (2012)

- **Title:** Exploring the Impact of a Reading Tutor and Summer Reading Program in the Library on the Personal Skill Development of Adolescents.
- **Results:** Team interest and higher education had a significant positive impact on **Self-Awareness of Time** and **Self-Management of Time**.

Study: (Kestere, Iveta. 2017)

- **Title:** The Contribution of Theatre to the Cultural Development and Economic Growth of the City of Târgu Jiu.
- **Key Results:**
 - Through participation in theatrical activities, students gained knowledge of cultural heritage, performance abilities, and skills in other scientific fields.
 - Cultural learning through theater was evident as students transferred their knowledge and skills to new contexts, such as their workplaces and cultural activities.
 - The study reveals the specific role of school theater in cultural learning and highlights the relationship between formal knowledge-oriented environments and the informal creativity of school theater. [1]

Personal and Soft Skills

1. Concept of "Skill"

- **Salah Sadiq:** Performing a task that requires mental activity with accuracy and speed.
- **Goldens:** A high acquired ability to perform complex activities with ease and efficiency.
- **Ahmed Zaki Saleh:** Ease and precision in performing a task with speed and mastery, while economizing effort and time through understanding. [2]
- **General Definition:** An organized, goal-oriented behavior acquired through practice and performed with minimal effort. [3]

2. Concept of "Personal Skills" (Soft Skills)

Personal skills refer to sociological traits related to a person's **Emotional Intelligence (EQ)**. They encompass a set of personality traits, social graces, communication abilities, language, personal habits, friendliness, and optimism that characterize our relationships with others.

Key Distinction: Personal skills complement **Hard Skills** (technical skills). While hard skills are the technical requirements of a job, personal skills are the individual contribution to the success of an organization.

In the modern workplace, employers increasingly prioritize these skills—such as confidence and diligence—because they yield a high return on investment (ROI). Employees with strong personal skills work better with clients and colleagues, creating a more motivated and successful work environment. [4][5]

Importance of Personal Skills

1. **Hard Skills are ineffective without them:** Skills like listening, teamwork, and presenting ideas are vital. Even the most skilled programmer is limited if they cannot collaborate within a team.
2. **Customer Service Foundation:** In a competitive market, customer service often determines a consumer's choice. Efficient communication with clients is a vital factor in an organization's success.

3. **Difficulty of Learning:** While technical skills can be mastered through study, personal skills are more challenging to develop as they are closely linked to personality. They require conscious effort, constant practice, and a commitment to self-development.
4. **The Future of Work:** As **Automation and AI** take over technical tasks, the value of jobs relying on personal and social skills will increase, making them the primary differentiator for employees.

Characteristics of Soft (Personal) Skills

To be classified as a "Soft Skill," the ability must possess three characteristics:

1. **Fluid Rules of Mastery:** Unlike math, the rules of soft skills change based on the individual's psychological state, external circumstances, and the type of people they are interacting with.
2. **Universal Value:** These skills are valuable in any profession or life situation.
3. **Continuous Journey:** Mastery is never "finished." One constantly encounters new situations that test these skills and push for further learning. [10]

Key Personal Skills Categories

Category	Key Skills
Self-Management	Self-awareness, emotional control, self-confidence, stress management, flexibility, and perseverance.
People Skills	Communication, teamwork, presentation skills, conflict resolution, and leadership.
Cognitive Skills	Critical thinking, creative problem-solving, and decision-making.
Professionalism	Adaptability, work ethic, time management, and the ability to work under pressure.

Highlighted Soft Skills:

- **Effective Communication:** Fluent speaking, active listening, providing feedback, and building social relationships.
- **Planning & Organization:** Prioritizing tasks, time management, and commitment to deadlines.
- **Negotiation & Persuasion:** The ability to market ideas and projects convincingly.
- **Crisis Management:** Resourcefulness in finding solutions to difficult or unexpected situations.

Development and Enhancement of Soft Skills

Key Methods for Developing Soft Skills

1. **Self-Assessment:** Identifying which skills are currently lacking.
2. **Focused Improvement:** Concentrating efforts on those specific gaps.
3. **Reading and Research:** Gaining theoretical knowledge about target skills.
4. **Training Programs:** Enrolling in courses and workshops dedicated to skill development.
5. **Mentorship & Networking:** Interacting with individuals who possess these skills and learning from them.
6. **Active Practice:** Training on and applying new skills in real-world scenarios.
7. **Knowledge Sharing:** Teaching these skills to others to reinforce one's own mastery. [1]

Strategies for Personal and Social Growth

- **Reading Diverse Books:** Expands horizons and provides new perspectives on the world.

- **Learning New Hobbies:** Engaging in a new sport or hobby fosters openness to different social groups.
- **Physical Exercise:** Helps break daily routines and boosts mental clarity.
- **Language Acquisition:** Enhances cultural awareness and communication capacity.
- **Healthy Habits:** Early sleep and wake cycles provide the energy needed to acquire new skills.
- **Constructive Criticism:** Avoiding hurtful criticism and focusing on feedback that encourages growth.
- **Social Intelligence:** Observing and learning from individuals who navigate social situations effectively.
- **Adaptability:** Learning to adjust to various social and environmental circumstances.
- **Maintaining a Positive Demeanor:** Keeping a smile and separating personal moods from professional interactions.
- **Persistence:** Developing the commitment to push through difficult times. [2]

Self-Confidence: Definition and Foundation

Self-confidence is a vital trait that determines an individual's harmony with themselves and society. It involves accepting one's God-given abilities, being satisfied with them, and facing daily life effectively.

Definition:

It is a form of systematic "internal security" based on an individual's trust in their preparations, potential, and skills. It is the realization of one's qualifications and the ability to employ them to overcome obstacles constructively. [3]

Strengthening Self-Confidence

- **Appearance & Hygiene:** Maintaining a clean, elegant, and appropriate appearance boosts social acceptance.
- **Facing Fears:** Allowing oneself to experience new things and expand knowledge boundaries.
- **Social Integration:** Actively participating in social events and community gatherings.
- **Positive Thinking:** Cultivating optimism and the belief that difficult situations are temporary.
- **Self-Love & Development:** Accepting current skills while constantly striving to improve them.
- **Effective Communication:** Participating in discussions, conquering the fear of public speaking, and leading conversations.
- **Avoiding Comparisons:** Not comparing oneself to others or waiting for external praise; acknowledging that everyone has strengths and weaknesses. [3]

Pillars of Self-Confidence

- **Physical Pillars:** Good health, fitness, and an attractive personal appearance contribute to a sense of physical competence.
- **Mental Pillars:** Sound cognitive growth, the ability to gain new experiences, and the use of imagination and memory to respond to life's stimuli.
- **Emotional (Affective) Pillars:** Psychological health, freedom from anxiety or excessive doubt, and the ability to control moods and self-evaluate without arrogance or self-deprecation.
- **Social Pillars:** The family and community serve as the foundation. Acceptance from birth and healthy upbringing produce a confident, responsible individual.
- **Economic Pillars:** While there is often a correlation between financial level and confidence, it is not a direct requirement; history is full of effective leaders from humble backgrounds.

Importance of Self-Development and Confidence

1. **Efficiency:** Saves time, effort, and money.
2. **Success:** Increases the likelihood of success in work and academic life.
3. **Resilience:** Expands the mind's ability to solve problems and manage life's pressures.
4. **Social Appeal:** Makes the individual more likable and respected by peers.
5. **Adaptability:** Enables a person to live in harmony with their environment. [5]

Barriers and Causes of Low Self-Confidence

Obstacles	Root Causes
Illusions and fear of failure	Miserable Childhood: Overbearing or authoritarian upbringing.
Negligence and blaming others	Focus on Others: Depending on others for validation erases independence.
Lack of self-awareness	Inferiority Complex: Deep-seated feelings of being "less" than others.
Low self-esteem	Over-Perfectionism: Frustration when results are not perfect.
Uncertainty and lack of faith	Negative Self-Image: Believing one is destined to fail.

Actionable Strategies for Daily Growth

- **Resolve Unfinished Business:** Address health, professional, or organizational problems before they grow.
- **Face Reality:** Avoid escapism or living in denial.
- **Direct Confrontation:** Tackle problems immediately; they are often smaller than they appear.
- **Conquer Fears:** Do not let fears grow into a sense of helplessness.
- **Decisiveness:** Avoid the hesitation that leads to frustration and stagnation.
- **Self-Belief:** This is the "leap" between where you are and where you want to be.

2-8 Culture

Culture is a social behavior and a standard found in human societies. The concept is closely related to the German term ***Bildung***, which implies that culture aims for perfection by identifying the best that has been thought and said regarding matters of fundamental importance on a global scale.

In practical terms, culture refers to the ideal or that which is agreed upon by the elite. It is closely linked to aesthetics and refinement, such as painting, sculpture, classical music, fine dining, high fashion, and noble character. Contemporary definitions of culture generally fall into three categories (or a blend of them):

- A process of intellectual, spiritual, and aesthetic development.
- A specific way of life characteristic of a people, period, or group.
- The works and practices of intellectual and artistic activity in particular.

Etymological and Idiomatic Definitions

- **Linguistically (Arabic):** Derived from the root (*tha-qa-fa*). Traditionally, it referred to "straightening a spear" (removing its crookedness). It is also used to describe the "refining of the mind." Its meanings

include skill, sagacity, and intelligence. A "cultured" person (*thaqif*) is one who is clever, quick to understand, and skilled.

- **Idiomatically:** A set of beliefs, values, and rules accepted by society. It is also the knowledge and meanings understood by a group, linking them through shared systems. [3]

Language and Culture

The relationship between culture and language dates back to the Classical era. The Ancient Greeks distinguished between "civilized" peoples and *Barbaros*—those who "babble" in incomprehensible languages. Different languages were seen as the most tangible evidence of cultural differences.

Key Perspectives:

- **German Romanticism (19th Century):** Thinkers like Herder, Wundt, and Humboldt viewed language not just as a cultural trait, but as the direct expression of a nation's character. Herder famously noted: "*Denn jedes Volk ist Volk; es hat seine National Bildung wie seine Sprache*" (Since every people is a people, they have their national culture expressed through their own language).
- **Franz Boas:** The founder of American Anthropology argued that a shared language is the primary vehicle of general culture. He believed it was impossible to study a foreign culture without learning its language, as language creates, shares, and maintains a people's intellectual culture.
- **Evolutionary Link:** Theory suggests that the origin of language (complex symbolic communication) and the origin of complex culture share the same evolutionary root in early humans. Both are symbolic systems used to construct social identity and maintain cohesion in large groups.

Characteristics and Sources of Culture

Characteristics	Sources
Acquired: Learned from the intellectual environment.	Language: The primary vessel for transmitting culture.
Social: Thrives through interaction and mutual communication.	Human Thought: The knowledge that forms a people's unique identity.
Integrated: Combines traits like shared language and social customs.	History: The accumulation of experiences over time.

Types of Culture

1. **Material Culture:** Refers to tangible, physical objects that represent a culture, such as industries, architecture, and inventions (e.g., the global car industry and luxury brands that reflect modernity).
2. **Non-Material Culture:** Refers to intangible aspects like beliefs, customs, traditions, and social roles that dictate how individuals interact within a society.

Sources of Cultural Acquisition (Acculturation)

- **Reading:** The most vital source of human knowledge and intellectual formation.
- **Self-Expression:** Converting thoughts and feelings into written or artistic works to engage with other intellectuals.
- **Cinema & Film:** Modern technology allows individuals to experience the heritage and social issues of other civilizations.
- **Music:** A reflection of a people's unique dialects, vocabulary, and emotions.

- **The Internet:** A massive knowledge revolution that facilitates instant access to diverse civilizations.
- **Travel:** Direct exposure to different languages, lifestyles, and holidays, which shapes the traveler's perception of the world.

Cultural Impact and Culture Shock

The Impact on Human Life: Culture dictates life patterns, ranging from religious dietary laws (e.g., the prohibition of alcohol) to professional attire and health awareness (e.g., the prevalence of vegetarianism in certain cultures).

Culture Shock: A state of anxiety or confusion experienced when an individual encounters a cultural pattern significantly different from their own. This occurs due to the disparity in social, ethical, and cultural standards. What is acceptable in one society may be rejected in another. This most commonly affects those moving for work or seeking a new life in a different environment.

Concept of Teamwork

Linguistically: "Work" refers to an occupation, job, or effort exerted by a human to gain a benefit. "Teamwork" (linguistically) is the collaborative effort of a group or team to achieve a common goal.

Idiomatically: Various definitions have emerged in modern dictionaries and encyclopedias:

- **American Heritage Dictionary:** The cooperative effort of team members to achieve a goal.
- **Business Dictionary:** The process where work is performed collaboratively by a group of people to reach an achievement.
- **International Encyclopedia of Social & Behavioral Sciences:** The ability of team members to work together, communicate effectively, anticipate and meet each other's needs, and exchange trust, leading to organized collective action.
- **Scarnati's Definition:** "A collaborative process that allows ordinary people to achieve extraordinary goals."

General Definition: Teamwork is the unification of a vision among individuals who desire to collaborate to achieve a goal (or set of goals) that no single individual could achieve alone. It combines individual strengths and skills, requiring all members to commit to tasks and share responsibilities.

Elements of Effective Teamwork

1. **Communication:** The exchange of ideas through active listening, which fosters respect and mutual trust.
2. **Delegation:** Identifying individual strengths and weaknesses to put "the right person in the right place."
3. **Efficiency:** Distributing workloads based on team capacities to complete tasks on time.
4. **Ideas:** A climate of trust encourages members to produce creative and innovative thoughts.
5. **Support:** Helping one another overcome challenges and improving collective performance.
6. **New Opportunities:** Encouraging creativity and adapting roles to meet the professional growth needs of employees.
7. **Positive Culture:** Providing a climate for interaction and empowerment rather than using reprimand or punishment.
8. **Positive Feedback:** Providing regular, constructive guidance—both formal and informal—to avoid confusion and disillusionment.

The Laws of Teamwork

To ensure success, teamwork is often framed by several governing principles:

- **Law of Significance:** Great results are achieved through the collective importance of every person's contribution.
- **Law of the Big Picture:** Members subordinate their personal agendas to serve the overall vision of the team.
- **Law of Specialization:** Placing members where their specific skills provide the maximum benefit.
- **Law of Mt. Everest:** Continuous challenge and determination are required to reach high-level goals.
- **Law of the Chain:** Strong members must help the weakest link to ensure the team's overall strength remains intact.
- **Law of the Catalyst:** Talented and creative members take on the role of motivating others.
- **Law of the Rotten Apple:** Negative attitudes (jealousy, ego) can ruin the productivity of an otherwise good team.
- **Law of the Compass:** A leader's clear vision provides the team with confidence and direction.
- **Law of Reliability:** Members must be able to depend on each other, especially in difficult circumstances.
- **Law of the Bench:** Success comes from having depth—great primary members and prepared "alternatives" for the future.
- **Law of the Price:** Success requires a cost; everyone must pay through sacrifice, time, and altruism.
- **Law of the Scoreboard:** The team must be able to evaluate its performance and adjust its plan accordingly.
- **Law of Identity:** Shared values and goals give the team a distinct and powerful identity.
- **Law of Communication:** Effective connection between the leader, the members, and the public is the fuel for achievement.
- **Law of the Edge:** Different situations require different leadership; leadership should shift to whoever has the best strengths for the specific moment.
- **Law of High Morale:** Maintaining a positive spirit allows the team to handle any circumstance.
- **Law of Dividends:** Investing in a team (training, empowerment, and authority) inevitably leads to success. [1]

Team Roles and Objectives

Team Roles and their Functions:

To understand how a team operates, member roles can be categorized as follows:

- **The Shaper:** Focuses on forming the team structure. Their influence draws the group toward consensus, decision-making, and facing challenges.
- **The Implementer:** Converts abstract ideas into actionable activities. Usually organized and experienced, they are the driving force in task completion.
- **The Completer:** Manages the "final touch" and ensures deadlines are met. They pay close attention to minute details and help in delegating final tasks.
- **The Chairman (Coordinator):** Characterized by calmness and positivity. They clarify objectives and distribute roles and responsibilities across the team.
- **The Team Worker (Supporter):** Provides encouragement and manages interpersonal dynamics to ensure harmony and collective interest.

- **The Resource Investigator:** Connects the team with the outside world to find creative ideas and resources needed for success.
- **The Plant (Innovator):** The source of creative, out-of-the-box ideas. While some ideas may be impractical, they are essential for intellectual innovation.
- **The Monitor Evaluator:** Observes the team's progress, identifies strengths and weaknesses, and provides constructive criticism on proposed ideas.
- **The Specialist:** Provides specific technical skills and deep knowledge in a particular field, ensuring the success of technical project components.

Objectives of Teamwork:

- Clarifying decisions for better understanding.
- Engaging all members in creating executive plans.
- Enhancing problem-solving through collective decision-making.
- Ensuring "ownership" of decisions and processes by the team.
- Continuous performance evaluation and improvement.

Importance and Benefits of Teamwork

Teamwork is the engine for achieving goals that are too complex for a single individual. Its benefits include:

- **Strengthening Social Bonds:** Creates a supportive environment where employees communicate openly without embarrassment.
- **Diversity of Thought:** Combines various experiences to solve problems more creatively.
- **Efficiency and Productivity:** Distributing the workload reduces individual stress and speeds up completion.
- **Skill Acquisition:** Members learn from each other's mistakes and gain new professional prospects.
- **High Morale:** Achieving a collective goal fosters a sense of belonging, appreciation, and self-esteem.
- **Conflict Resolution:** Working together teaches employees how to navigate disagreements to serve a common purpose.
- **Career Development:** Builds professional networks and merges various expertise, leading to better future opportunities.

Advantages versus Barriers

Advantages	Barriers (Obstacles)
Active Participation: Every individual feels they are an essential part of the whole.	Poor Leadership: Lack of clear policy leads to a loss of trust and accountability.
Collective Wisdom: Results are deeper and more diverse than individual efforts.	Poor Planning: Unclear short-term or long-term goals lead to improper skill utilization.
Emotional Security: Reduces feelings of isolation and provides a safety net for responsibility.	Weak Communication: Leads to incorrect information sharing and loss of cohesion.
Handling Complexity: Diverse skills allow the group to tackle deep, multifaceted problems.	Personal Clashes: Prioritizing personal interests over the team breaks the structure.

Advantages	Barriers (Obstacles)
Rapid Decision-Making: Multiple minds generate solutions faster than one.	Lack of Incentives: Absence of rewards (moral or material) reduces productivity.

Research Methodology

The **Experimental Method** was employed in this research because it aligns with the study's nature, which requires measuring the effectiveness of theater in developing a child's personal skills. The experimental method is considered one of the best scientific research approaches as it relies primarily on scientific experimentation, allowing for the discovery of facts and laws. It has a clear impact on the advancement of natural sciences, enabling the researcher to determine the effectiveness of the **cause** (children's theater) on the **result** (personal skills).

Research Population

The research population was selected from primary school children aged **7–9 years**. This age group was chosen as it fits the research objectives. The sample was selected based on specific mental, physical, and social characteristics:

Mental Characteristics:

1. General mental development continues at a rapid pace.
2. Children find joy in the learning process.
3. The child's capacity for memorization and recall grows and increases.
4. A sense of curiosity and inquisitiveness develops.
5. Maturity in understanding the meanings of vocabulary.

Social Characteristics:

1. Social relationships increase, and play becomes **collective** (group-oriented).
2. Imitation of influential figures begins; children become attached to others and famous personalities.
3. They become less dependent on parents and may show more resistance toward adults, especially after age 7.
4. Emotional intensity decreases, and the child becomes more adaptable to circumstances.
5. The ability to distinguish between right and wrong begins to emerge.

Physical and Motor Characteristics:

1. Physical growth is slow but continuous.
2. Development of the senses of hearing and sight; children prefer picture books and tend to raise their voices when speaking.
3. High activity levels: climbing, running, jumping, and frequent play.
4. Coordination between muscles and senses.
5. Increased growth of both gross and fine motor muscles, leading to greater control over all muscles.

Research Sample and Selection Method

The study sample consisted of **15 children** registered at [-----] Primary School, representing the age group between 7 and 9 years.

Study Tools

1. Skills List:

A. Objective of the Skills List: To measure the **personal skills** intended to be instilled in the child through the use of theater. These skills include:

- Self-confidence
- Effective public speaking (Elocution)
- Teamwork
- Cultural aspect
- Linguistic fluency
- Social communication

B. Construction of the Initial Draft of the Skills List: The researchers constructed the skills list to measure the aforementioned personal skills (self-confidence, effective public speaking, teamwork, cultural aspect, linguistic fluency, and social communication).

Table (1): The Final Skills List

C. Final Version of the Skills List:

Following the procedures followed by the researchers to construct the skills list, the final version is presented as follows:

No.	Behavioral Performance	Agree	Disagree
1	The child creates a new title for the play.		
2	The child participates with peers in role-playing.		
3	The child provides examples for the ending of the play.		
4	The child varies vocal tones according to the play's context.		
5	The child interacts with peers in preparing the play.		
6	The child employs body language in performing the theatrical role.		
7	The child discusses the scenes of the play.		
8	The child distinguishes between right and wrong through play events.		
9	The child acquires information in an interesting and enjoyable way.		
10	The child listens to and respects peers' opinions.		
11	The child shows excitement for the theatrical text.		
12	The child deduces the main ideas of the play.		
13	The child speaks in Modern Standard Arabic during the performance.		
14	The child enumerates the solar planets.		
15	The child deduces the components of outer space.		

No.	Behavioral Performance	Agree	Disagree
16	The child can analyze the theatrical characters.		
17	The child discusses the scenes of the play.		
18	The child expresses opinions and ideas clearly and understandably.		
19	The child arranges the events of the play correctly.		
20	The child distinguishes between and respects different cultures.		

2. Objectives List

A. Goal of the Objectives List:

To measure the cognitive aspects related to personal skills in children.

B. Initial Draft of the Objectives List:

The researchers constructed the objectives list to measure cognitive aspects associated with personal skills (self-confidence, effective public speaking, teamwork, cultural aspect, linguistic fluency, and social communication).

C. Final Version of the Objectives List:

Table (2): Final Version of the Objectives List

No.	Objectives	Agree	Disagree
1	The child knows how to vary vocal tones well according to the speech content.		
2	The child shows respect for their peers' roles.		
3	The child learns to listen to their peers' opinions.		
4	The child learns to speak Modern Standard Arabic proficiently.		
5	The child deduces a new title for the play.		
6	The child correctly identifies right and wrong through what is presented.		
7	The child perceives the main ideas of the play.		
8	The child remembers the solar planets with an 80% accuracy rate.		
9	The child knows the components of outer space.		
10	The child predicts the play's end in a single sentence.		
11	The child understands the theatrical characters with a 60% accuracy rate.		
12	The child knows how to discuss play scenes well.		
13	The child focuses their body movements well in performing the role.		
14	The child expresses ideas and opinions clearly for others to understand.		

No.	Objectives	Agree	Disagree
15	The child remembers the play's events correctly.		
16	The child understands the cultures of different peoples.		
17	The child cooperates with peers in role-playing.		
18	The child learns to participate in the acting process.		
19	The child listens attentively to the theatrical text.		

3. Observation Card

A. Goal of the Observation Card:

It contributes to obtaining a large volume of information and data, allowing the researcher to study behaviors and trends related to personal skills (self-confidence, effective public speaking, teamwork, cultural aspect, linguistic fluency, and social communication) in a natural setting without artificiality from the subjects.

B. Initial Draft of the Observation Card:

Based on the skills list, the researchers constructed the personal skills observation card. The following criteria were taken into account:

1. Phrases must be accurate and clear.
2. Each phrase must measure a specific and clear behavior.
3. Phrases should begin with a behavioral verb in the present tense.
4. It must include the levels of performance to be observed.

C. Reliability of the Observation Card

The reliability of the observation card was calculated by the researchers by determining the performance percentage for each student individually. This was achieved by calculating the student's average score, multiplying it by 100, and dividing the result by the total number of questions.

D. Final Version of the Observation Card

Following the aforementioned procedures to build the observation card for personal skills (Self-confidence, Effective Elocution, Teamwork, Cultural Aspect, Linguistic Fluency, and Social Communication), the card reached its final form. It consists of 20 items valid for application, as shown below:

Table (3): Final Version of the Observation Card

No.	Behavioral Performance	Excellent	Very Good	Good	Acceptable
1	The child creates a new title for the play.				
2	The child participates with peers in role-playing.				
3	The child provides examples for the ending of the play.				
4	The child is able to vary vocal tones according to the play.				

No.	Behavioral Performance	Excellent	Very Good	Good	Acceptable
5	The child interacts with peers in preparing the play.				
6	The child employs body language in performing the theatrical role.				
7	The child discusses the scenes of the play.				
8	The child distinguishes between right and wrong through play events.				
9	The child acquires information in an interesting and enjoyable way.				
10	The child listens to and respects peers' opinions.				
11	The child shows excitement for the theatrical text.				
12	The child deduces the main ideas of the play.				
13	The child speaks in Modern Standard Arabic during the performance.				
14	The child enumerates the solar planets.				
15	The child deduces the components of outer space.				
16	The child is able to analyze the theatrical characters.				
17	The child discusses the scenes of the play.				
18	The child expresses opinions and ideas clearly and understandably.				
19	The child arranges the events of the play correctly.				
20	The child distinguishes between and respects different cultures.				

4. Achievement Test

A. Goal of the Achievement Test:

To identify the strengths and weaknesses of the students and to measure their academic achievement and progress.

B. Initial Draft of the Achievement Test:

In light of the educational objectives and content, the researchers constructed an achievement test to measure personal skills (Self-confidence, Effective Elocution, Teamwork, Cultural Aspect, Linguistic Fluency, and Social Communication), taking into account:

1. Precise and clear phrasing.
2. Simple and understandable question formulation.

3. Objectivity of the questions (i.e., each has only one correct answer).

C. Reliability of the Achievement Test:

The reliability coefficient will be calculated using the experimental sample. The achievement test will be administered as a pre-test and post-test, and the results will be recorded and monitored.

D. Final Version of the Achievement Test:

Table (8): Final Version of the Achievement Test

Saudi Arabia							
Turkey							
India							
Palestine							
Japan							
Egypt							

						
						
						
						
						
						

5. Scenario

Table (9): Scenario Draft/Final Version

Play number	Play images	Play contents	Its objective
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First		Presenting a theatrical performance that includes a crime story and its consequences.	The child listens to the theatrical text. •The child suggests a new title for the play. •The child demonstrates good viewing and observation of the play.
Second		•Hand puppets presenting images of space and the planets.	•The child identifies the components of outer space. •The child remembers the solar planets. •The child learns how to vary voice tone according to the meaning of speech appropriately.
Third		•Introducing the flags of countries and their traditional costumes.	•The child demonstrates good viewing •The child understands the cultures of different peoples. •The child expresses their ideas and opinions clearly in a way others can understand.
Fourth		•Teaching and presenting geometric shapes.	•The child distinguishes between geometric shapes. •The child participates in drawing geometric shapes. •The child identifies geometric shapes in their surroundings.
Fifth		•Three children representing a group of friends.	•The child recognizes right and wrong through what is presented before them correctly. •The child learns to speak fluently in Standard Arabic. •The child cooperates with classmates in role-playing activities.

Validity and Reliability

- **Validity:** After presenting the observation card to a panel of jurors and professors specializing in media, mass communication, and child culture, adjustments were made. Following these modifications, the research tool demonstrated a high degree of accuracy in measuring the specific purpose for which it was designed.
- **Reliability:** Holsti's Equation was used to determine the reliability of the results.
- **Data Analysis Mechanism:** The contents of the observation card will be tabulated, followed by statistical analysis to extract and finalize the findings.

Presentation and Analysis of Results

In this section, we present the findings from the observation card and the achievement test regarding the research topic: "**The Effectiveness of Children's Theater in Developing a Child's Personal Skills.**"

Research Findings

The research aims to identify the impact of children's theater on personal skill development using an experimental methodology. The observation card and achievement tests were completed through interviews with a study sample consisting of **15 children aged 7–9 years**. Below are the primary results.

1. Analysis of Observation Card Data

The observation card was applied to an experimental group of 15 male and female students to measure the effectiveness of children's theater across various skills:

Skill	Mean	Percentage
The child creates a new title for the play.	3.33	83.25%

- **Analysis:** The results show a skill mean of **3.33** with a score percentage of **83.25%**. This proves the effectiveness of children's theater in developing the skill of creating new titles.

Skill	Mean	Percentage
The child participates with peers in role-playing.	3.73	93.25%

- **Analysis:** The results show a skill mean of **3.73** and a score percentage of **93.25%**, proving its effectiveness in developing peer participation in role-play.

Skill	Mean	Percentage
The child provides examples for the ending of the play.	3.066	76.65%

- **Analysis:** With a mean of **3.066** and a percentage of **76.65%**, the effectiveness in developing the ability to suggest play endings is established.

Skill	Mean	Percentage
The child varies vocal tones according to the play.	3.2	80%

- **Analysis:** A mean of **3.2** and a score of **80%** prove the effectiveness in developing vocal tone modulation.

Skill	Mean	Percentage
The child interacts with peers in play preparation.	3.33	83.25%

- **Analysis:** A mean of **3.33** and a percentage of **83.25%** confirm the effectiveness in fostering interaction during preparation.

Skill	Mean	Percentage
The child employs their body in performing the role.	3.066	76.65%

- **Analysis:** A mean of **3.066** and a score of **76.65%** prove the effectiveness in developing physical expression and body language.

Skill	Mean	Percentage
The child discusses the scenes of the play.	3.6	90%

- **Analysis:** A high mean of **3.6** and a score of **90%** prove the effectiveness in developing scene discussion skills.

Skill	Mean	Percentage
The child distinguishes right from wrong through the events.	3.46	86.5%

- **Analysis:** A mean of **3.46** and a score of **86.5%** prove the effectiveness in developing moral discernment through theatrical events.

Skill	Mean	Percentage
The child acquires information in an interesting and fun way.	3.8	95%

- **Analysis:** An impressive mean of **3.8** and a score of **95%** prove the effectiveness of theater as an engaging educational tool.

Skill	Mean	Percentage
The child listens to and respects peers' opinions.	3.26	81.5%

- **Analysis:** A mean of **3.26** and a score of **81.5%** prove the effectiveness in developing active listening and mutual respect.

Skill	Mean	Percentage
The child shows excitement for the theatrical text.	3.8	95%

- **Analysis:** A high mean of **3.8** and a score of **95%** prove the theater's effectiveness in generating passion for literature and scripts.

Skill	Mean	Percentage
The child deduces the main ideas of the play.	3.2	80%

- **Analysis:** A mean of **3.2** and a score of **80%** prove the effectiveness in developing critical deduction of main themes.

Skill	Mean	Percentage
The child speaks in Modern Standard Arabic during the performance.	2.8	70%

- **Analysis:** A mean of **2.8** and a score of **70%** prove the effectiveness in encouraging the use of Standard Arabic during performances.

Skill	Mean	Percentage
The child enumerates the solar planets.	3.4	85%

- **Analysis:** Results show a skill mean of **3.4** and a score percentage of **85%**, proving the effectiveness of children's theater in developing the skill of enumerating the solar planets.

Skill	Mean	Percentage
The child deduces the components of outer space.	3.26	81.5%

- **Analysis:** Results show a skill mean of **3.26** and a percentage of **81.5%**, proving its effectiveness in developing the child's ability to deduce the components of outer space.

Skill	Mean	Percentage
The child is able to analyze theatrical characters.	2.86	71.5%

- **Analysis:** Results show a mean of **2.86** and a percentage of **71.5%**, proving the effectiveness of theater in developing character analysis skills.

Skill	Mean	Percentage
The child discusses theatrical scenes.	3.33	83.25%

- **Analysis:** Results show a mean of **3.33** and a score of **83.25%**, proving effectiveness in developing the skill of discussing theatrical scenes.

Skill	Mean	Percentage
Expresses opinions and ideas clearly and understandably.	4	100%

- **Analysis:** Results show a perfect mean of **4** and a percentage of **100%**, proving the definitive effectiveness of children's theater in developing the ability to express opinions and ideas clearly.

Skill	Mean	Percentage
Arranges the events of the play correctly.	3.06	76.5%

- **Analysis:** Results show a mean of **3.06** and a score of **76.5%**, proving its effectiveness in developing the skill of correctly sequencing theatrical events.

Skill	Mean	Percentage
Distinguishes between and respects different cultures.	3.5	87.5%

- **Analysis:** Results show a mean of **3.5** and a score of **87.5%**, proving the effectiveness of theater in teaching cultural discernment and respect.

2. Achievement Test Analysis

The pre-test and post-test were applied to the experimental group (15 students) to measure the effectiveness of children's theater in developing personal skills.

Table (10): Pre-test and Post-test Achievement Scores

No.	Name	Pre-test Score	Post-test Score
1	Issa	11	18
2	Ali	14	18
3	Fares	13	17
4	Rahaf	10	15
5	Sultan	13	17
6	Imad	14	18
7	Abdul-Malik	14	18
8	Abdullah	14	18
9	Al-Hassan	15	18
10	Lina	16	18
11	Jumana	14	17
12	Alyaa	9	14
13	Taraf	9	14
14	Ghazal	15	18
15	Rose	11	17

Interpretation: The data reveals a clear increase in scores between the pre-test and post-test for the experimental group. These differences are **statistically significant**, indicating the success of the intervention.

Key Findings

- **Innovative Thinking:** The child's ability to create a new title for the play reached **83.25%**. This proves the effectiveness of theater in developing creative thinking, aligning with the study of **Al-Majouli (2003)**, which found significant differences in creative thinking favoring the experimental group.
- **Engaging Learning:** The rate of acquiring information in an interesting and fun way was **95%**. This is consistent with **Al-Rassam's study (2019)**, which highlighted how music and song in theater maintain suspense and emotional engagement.
- **Linguistic Skills:** The rate of speaking in Standard Arabic during the performance was **70%**. This supports the findings of **Al-Samhan (2015)** regarding the high impact of theater on improving children's linguistic skills.
- **Cultural Awareness:** The ability to distinguish between cultures reached **87.5%**. This aligns with **Kister's study (2017)**, which showed that theatrical participation helps students gain knowledge of cultural heritage.

- **Moral Discernment:** The rate of distinguishing right from wrong through events was **86.5%**. This is consistent with **Al-Qadah (2017)**, whose results showed that theater develops emotional maturity and empathy with the plot's events.

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