Building a scale to identify the extent of comprehension of pre-school children for the basic elements and requirements for the Revolution of January 25th

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Objective of this research:

The research aims at identifying the extent of absorption of pre-school children of the basic demands of the revolution (Freedom, Change, and Social Justice). this goal can be achieved through the following: Designing of pictures que scale to identify the extent of understanding of pre-school children (5-6 years) of the requirements of the Revolution 25th January. Identifying the differences between pre-school children - boys and girls - in their understanding of the requirements of the revolution.

Research Questions:

To achieve the objectives of this research the following questions should be addressed:

1. What is the level of comprehension of pre-school children for the basic demands of the January 25th Revolution (Freedom, Change, Social Justice) as behavioral values?

2. What are the differences in the level of comprehension between pre-school boys and girls of children to absorb?

Research Results:

These results are consistent with what all had been expressed in the theoretical framework to demonstrate that the children were a part with their parents in gatherings of revolution in all governorates. These gatherings have been broadcasted through different types of mass media communication. Moreover, it has been confirmed by documents of United Nations Educational, Scientific and Cultural Organization (UNESCO), which always called for human rights and considered that freedom, change, and social justice as fundamental rights the citizen should brought up on since his childhood. According to 1971 Constitution, the importance of linking the concept of justice and equality to the concept of the modern state and non-discrimination between citizens of different reasons (religion, race, wealth, poverty, science, and ignorance, etc) is crystalized. Social justice is a principal axis of ethics, philosophical and social rights.

As result, we may consider social justice, change and freedom as values for criteria of ethical and legal need to be instilled, for a lot of researches tackling Upbringing of children. These values may turn to be thought of community to rely on in planning of development for all aspects of community we desire (on the educational, social and militarily level…).

Achieving all these requirements ensures stability of various sects in society, as well as achieving equalization of opportunities for persons without any kind of discrimination.

Introduction:

The Egyptian Revolution is a popular peaceful revolution. The events started on Tuesday, 25th January 2011 (which corresponds the Egyptian National Police Day), that day was specified by the several Egyptian opposition parties and political movements, such as "Kifaya movement, the youth of Muslim Brotherhood and the April 6th Youth Movement, as well as online activist groups of social media networks (Facebook), most notableis the page "We are all Khalid Said". Egyptians marched into the streets on that day to protest the bad conditions of living standards, resentful political situation and harsh economic conditions, as well as what they considered corruption under the rule of the Mubarak's Regime.

In his book " Anatomy of Revolution", Crane Brinton defines revolution as "a dynamic process characterized by the transition from one social structure of another, beside being a violent change of the existing government exceeding the legallimit"

The term Revolution, as an expression, is used to denote the radical and abrupt changes in social and political conditions at a certain society, that herald the change of a current ruling regime, as well as the change in the social and political systems. This change may happen in a violent way. The term "Revolution" didn't limited in be used in social and legal systems only, but also the scholars used it to express radical change areas not political such as art, culture and science which refer to the essence of the term revolution is "Change".

The concept ofRevolution is used in science of politics and the field of political sociology in order to indicate the mutual influences of radical and abrupt changes in social and political conditions. The Encyclopedia

of Sociology defines Revolution as the "Radical changes in institutional structure of the community, which work on transforming the community ostensibly and fundamentally from a prevailing style to a new style to cope up with the principles, values, ideology and goals of the revolution. The Revolution may be violent, or bloody or peaceful; or may be abrupt and swift or slow and gradual (http://democracy.ahram.org.eg).

Many reasons laid behind theRevolution in Egypt. The direct reasons, on one hand, are fraud parliamentelections, killing of KhalidSaidand Sayed Bilal, the popular revolution of Tunisia, and social media sites on the internet. The indirect reasons, on the other hand, are the emergency law, police brutality, presidency of Hosni Mubarak, corruption and deterioration of economic, social and political conditions, increase in population and poverty rates, and exportation of Egyptian natural gasto Israel. Consequently, these direct and indirect causes, Revolution in Egypt raised three essential requirements "Freedom, Change and Social Justice".

Among those most affected by the events of the Revolution are children. According to the Egyptian Central Agency for Public Mobilization and Statistics (CAPMAS), the number of Egyptian children (up to 5 years old) reached (7.71892 million) boy and girl in 2011. Some of these children were among the masses that followed the events and the stages of the revolution; more over some children accompanied their families in their set-in in different demonstration sites. The researcher believes that these pre-school children - in early childhood stage - may have been affected by the events. They have absorbed the ideas and terminology of the revolution; more than children of their age years before. They sang with the adult's songs and patriotic songs. They chanted slogans which were repeated in the demonstration sites and broadcasted through the media all over Egypt. Nevertheless, they couldn't recognize the meaning of the goals and demands; they did not know that these rights are eligible for them, and should be available in the society that they will grow up within. This point defines the research problem.

Research problem

The Researcher sensed that it is important to recognize the extent of comprehension and understanding of those children to the objectives and the basic demand sadvocated by the Revolution of the Egyptian people, and their influence on the way of thinking of children in society they will be brought up.

So, the research problem is inclusive to identify the extent of absorption of children for the slogans, concepts and key demands of the revolution (Freedom, Change, Social Justice) they chanted, as seen by pre-school children (4-6 years).

The importance of research:

The importance of this research is tostems from the following:

1. Children are one of the layers of the society; they affect it and being affected by. Children feel like the rest of the society as a result of the successive events offear, anxiety, sadness, hope, sacrifice, reclusion, unityand assembly.

2. The children's ways to express their feelings are completely different from theadult's. Those ways of expression need experiences to be conveyed to children through (family, school) to calm their fears by using special methods suitable to children, suchas"simple stories and games....etc".

3. The exposure of children tothese eventsand violent volatilities resulted inadverse reactionson children that require to maximize therole of parents and educational institutions to modify and build children's personalities, and rehabilitation through instilling values of patriotism and rights to deter the fearof confrontation and listen tothe others' opinions of others to be qualified to become influential in society.

4. The involvement of children by virtue of the irpresence in the community during the revolutionary process of change, and being affected and their families may lead togenerate of acultured generation having the courage in the request what they want from their parents ortheir teachers.

Objective of this research:

The research aims at identifying the extent of absorption of pre-school children of the basic demands of the revolution (Freedom, Change, and Social Justice). this goal can be achieved through the following:

1. Designing of picturesque scale to identify the extent of understanding of pre-school children (5-6 years) of the requirements of the Revolution 25th January.

2. Identifying the differences between pre-school children - boys and girls -in their understanding of there quirements of the revolution.

The oretical Framework and Previous Studies:

Childhood is one of the most important stages of human life, the most sensitive and the most influential on his future life. Moreover, thefirst years ofa child's lifeare themost important ofhis life, it is also the basis on which future generations life will be based on, through childhood children are exposed to many experiences and acquire their's the first experience. (Laila Zahran, Asim Rashid, 2005:16).

In a study of Hefferman (Hefferman, 1996), quoting Mona Azhariand Mona Abo Hashima: about the importance of kindergarten in the development of children's readiness for education,and the development of motivation they have, that the experiences offered to childrenin those kindergartens motivates the child to solve complex problems; it also shows the growth of his intelligence and the growth of its readiness to learn more than those who did not attendt his stage.

Frances and Craig, 1990, have reached to a conclusion that enrichment of the educational environment for preschool child supports the cognitived evelopment of his knowledge and increases the child's chances of discovery and experimentation (Mona Azhariand Mona Abo Hashima, 2012: 20).

The educational institutions in which children enroll from fourth to sixth gradesaim at developingthe child's personalityin all its aspects, and the modern kindergartens achieve that througha structured program, where of tena series of operations aimed at developing children's personality in the fields of "physical, health, mental, Linguistic, social, emotional and spiritual growth" and other related aspects of changes.

The kindergarten curriculum or the educational programs should aim at the comprehensive development of the child's senses, such as his abilities, skills, orientations and trends. It should also provide child with the basic principles of health education, intellectual, moral, religious, social, physical, integrated aesthetic to prepare him to join the elementary school (Ober. k. Raaflaub, Robert. w. Josiah, 2007:65)

The researcher deem edit important to for pre-school child to acquire the basic demands of a great uprising like January 25th, 2011 Revolution

<u>**First: Freedom:**</u>

Revolution sought to break free from freedom oppression, which used to curb the movement of objects. Both freedom from fear and liberty create the dream of freedom. Political and social freedompracticed in decision-making is a second dimension which exercised through participation in determination of converts freedom from negative and positive exercise destiny, any democratic system consists primarily of civil liberties that ensures the idea "Freedom from " and secondly " Freedom in " which means political rights that guarantee the exercise of freedom through the institutions in the state. (http://democracy.ahram.org.eg)

Salih Mahdi and Azhar Majid consider freedomas pivotal and historical conceptimposed on any thinker, scholar or mentor because of its core relationship with various behavioral, social, philosophical and political problems faced byhuman societies. Freedom is a concept that stirs controversyin terms of understanding, connotations, behaviors and practices. Freedom is one of the closest concept store alityso as to humanitarian involvement of freedom with a lot of relation ships between the human his own identity, and his society.

Freedom is essential to human creativity. It is the greatest goal of human progress. It was predictable that disparity between all countries will be reduced and there will be a differentiation which will ful fill everyone's interest. The prevailing idea was to alleviate only of differentiation with no abolition of class differences. Freedom is fundamental in the history of human thought and in the vision of the future of humanity; and the most important of which is that the mind will prevail era, and that science would occupy the leadership of the community, and the natural world. (Nesbit, Robert: 1986 ,179)

Freedom is the sense of social security; where there is no restriction on the individual freedom of expression, and the fulfillment of his basic needs without fear of tomorrow. Freedom is the belief in the existence of different opinions and real freedom for development in the sense of non-compliance for the western cultural and technology (modernization). Freedom is economic independence (development from the inside) and reducing foreign aid and loans. (Piotr S. Wandycz: 2001, 29).

Andrew and Hodder (2005) identified the concept of freedom as the individual ability to make a decision or form an option from several existing possibilities without any external force or pressure.

Freedom also means liberation from the constraints that limit human energies and production whether they were physical or moral restrictions. Freedom means getting rid of slavery to someone or some group and getting rid of the pressures coercion or imposition on someone to do something. (Andrew . P. Hodder. A., 2005; 128)

John Locke (ibid.) defined complete freedom is the movement within the natural laws. It is the possibility to take personal decisions, and decisions on private property with out restriction, or asking these rights from somebody or subordination to the will of others.

Freedom is one of the most important issues. It is one of the most important cords played by politicians. Everybody aspires to the independence of his country and his people to be free to make decisions for the benefit of his people, a group and community.

Many religions, schools of thought and philosophies stated that freedom is part of human instinct. Human natural pride drives him not to undergo or yield; on the other hand, it makes him insist on taking his own decisions.

A lot of people may lose this tendency towards freedom as a result of oppression, injustice, slavery, or restricting beliefs or ideas. This may be philosophical or metaphysical or just despair and loss of hope in change.

The need for Freedom spread outwith the spread of Islamic civilization; which has resulted in aconfrontation between the spiritual facing personal rightand responsibility between qualitative discretion and commitment to the cause of society.

Freedom is man's case since the dawn of consciousness. It is part of his nature, and his struggle in life defiant and a fighting in all active attempts to his fate, alternating or manipulated by freedom without practicing it as it should be. Man may renounce from it; calling it out in the framework of its positive causes in the name of human values. History is full of contradictions in the conflict between man's individual rights and his social reality, trying to uncover the truth through understanding the existence between hisimmanence and his society.

The concept of freedomis comprehended by the man of the society, who isentirely moltenin the embodiment ofthe principles of "Truth, Goodnessand Beauty".Freedom isa heavy burdenand responsibility for

those whoare awareandinterested in everything thatobstructsthe march of life. Most of the the ories vary in identifying the concept of freedom between the views and philosophers of the West and the East. The Western theory is based on removing obstacles from the way human to do what he wants. (www.onlinephilosophyclub.com/definition-of-freedom.php)

There is another concept that calls for the commitment to what a person should do. Aristotle, Rousseau and Hegel believed that a person will be free when he achieves rightswhat he has to do. Lausand Melsay that man is free as long as he is free from restrictions.Freedom is a prerequisite forvirtue. Freedom and virtue are not separated. In the Bible the service of LORD is considered absolute freedom. According to religious expression freedom is the freedom of spirit from the shackles of the body and, more precisely, it is the freedom of man from the constraints of emotions. Aristotle and Aquinas also consider that the system is equal to freedom, and the Law with its absolute importance is the highest level that can hold the freedom accountable) Brett,Sebastian,1999;65)

Types of freedom:

Both De Sole Pool and Lthiel classified freedom to the following types:

- **NegativeandPositive Freedom:**
    - Negative Freedom (personal) : It is the liability to take a decision without restrictions; it is a natural right.
    - Positive Freedom: It is the given freedom or the possibility given to man can exercise Negative Freedom.

  i.e. If Negative Freedom is the freedom of expression, then Positive Freedom is the possibility of media to the exercise of that freedom.

- **Internal and External Freedom:**
    - External Freedomisthegeneral socialorder; it has agreat relationship with important socio-political circumstances.
    - Internal Freedom is aprivate individual case linked to thein dividual'sinterior abilities.

- **Individual FreedomandSocial Freedom:**
    - Individual Freedomis the freedomof speech, expression of private view sandvisions as well as the freedom of choosing the place living.
    - Social Freedom is the freedom of the entire community. (De Sole Pool, lthiel, 1983; 155).

How to develop thechild's freedom:

The development of freedomamong childrensince early childhood will affect himpositively in all stages of life. It makes him choose every thing by himself. Unfortunately education system in Egypt does not care about to the development of the concept of freedom neither in children nor in students in general. If Egyptian children had known the meaning of freedom when they are young, they wouldn't have waited over than thirty yearsto turn over acorrupt regime; however when they started to wake up they revolted over that regime and put an end to that regime. (www.strike-the-root.com/content/what-exactly-freedom).

By studying the previous the oretical frame work, the researcher was able to choose phrases and attitudes that in dicate how the children could understand and accommodate to the concept of freedom, and thuscan point out differents ituation that help the development of freedom for pre-school children.

Second: Change:

Change is an on going process subject to individual'sexternal and internal social environment, Change can lead to some collective and single processes; it requires individual's adaptation and flexibility, as required bythe change of innovations and accessories. Physical, spiritual and geographical progression orregression of the society is part of change; which is manifestation of the dynamic natureof the society.

Kamal al-Din Hussein (1992) believes thatchange is the transformation from one state to another in the social organization structure of jobs and values and social roles during a period of time. Change can be positive or negative. Change is a general continuous phenomen on that can take place through variations and modifications in human relations, social values, orroles of organizations and individuals.

The word "CHANGE" in Arabic language refers to the meaning of mutation, transformation and the change of something to something else.

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The term "Change" in English language refers also to the sense difference in anything that can be noticed ina certain period of time (Kamal ElDin Hussein, 1992: 45).

The concept of change:

Intellectuals and philosophers in different epochs monitored the changes that occurin the field of social life. The work of the Greek philosophers, later Arab and Muslim philosophers then came the role of the intellectuals of the Age of Enlightenment and those who came after them represented an asset for specialists in the field of social sciences. It should be noted that the term change was used for the first time and accidentally in the writing sof "Adam Smith," especially in his famous book "Nations revolution" which was published inthe 18th century.

Fadlallah Mohammed (2008) believes that the concept of change means...

1. The process of improvement or development of organizations so as to be different from its current state so that the organization can better achieve its goals. Change may also deal with the change in the structure of the organization, its policies, programs, procedures, operations, or behavioral aspects of the change.

2. Another conceptof changeis "the transition from one state to another, andthe transformation thatof theorganizationorthe social structureof functions andvalues andsocial rolesduringa specific period of time. Change may be eitherpositive or negative. Changeis a public phenomenon through which variationsand modificationsin humanitarian relations, social values, orroles of organization sand individuals. ".

3. The Greek philosopher Heraclitus said "Change is the law of existence, and the stability is death and nothingness". He represented change with running water in the river; when it runs it remains pure, but when it does not move it becomes bilgy and develops bad smell (Fadlallah Mohamed, 2008: 44).

Factors of change:

1. Demographic Factor(population): It means the implications of the demographic situation what ever the difference in size, density,

increase or decrease in birth and death rates, internal and external immigration; these factors have caused disintegration in social life it may cause social move mentin other societies.

2. Ideological Factor (intellectual): Ideology is a movement aiming at affecting behavior and relationships and patterns of human life and has a great role in the change.

3. Technological Factor (Technical): Scientific in novations have direct impact on social life and on the individual's behavior and their social relationship. The use of technology in the industry so as to increase the magnitude of the production, specialization of labor, concentration of power in the cities, increased immigrations to, the emergence of social relations and values imposed by the new life helped creation rapid social change. The technological advances in the medical field shelped in reducing mortality rates.

4. Ecological Factor (Environmental): The climatic and environmental conditions of the society require the establishment of social forms vary depending on their environment.

e.g. we see that social change for the population of the Mediterranean basin countriesdiffers from thechangeof the population ofthe equatorial regionsin terms ofhabits, values and the development of methods of living.

1. The Economic Factor: The nature of theeconomic activity of the people affects the social relationships between individuals and groups. The economic factoris the main theme of community building and development. Production method determines the general character of the social and political process. One of examples of change is women's entry strongly to the labor market in Europe, where she played important rolesat work and government jobs.

2. Political Factor: that political events; wars, revolutions and migrations affect the members of the community in all a spects of economic, cultural and social development.

3. The Cultural Factor: some cultural features spread from one area to another or from one community to another, whether they were ideas, beliefs, artsorany field of knowledge. They spread through the means of communication. Changes occurinsociety's systems, ideas and

individuals; which is known as the spread of culture. The spread of the idea of freedom and democracy in many communities helped a comprehensive change in the lives of these communities andtheir political, economicand educational systems (El DesokiAbdoIbrahim, 2004: 165).

Patterns of Change:

Patterns of change are shown in allaspects of life. Man can observe changes in thetools, technological changes in the means of transportation and communication, and in the relationsof socialroles andnorms, values, tastes and arts. There are aspects that change rapidly, while there areaspects of the change slowly. Values and traditions are almost constant, while development in the material aspects is noticeable and quick.

Change takes place at different levels:

1st:Personal Level:Everypersonpassesphysical and mental stages of growth.

2nd: Social Units, Organizations and Systems Level: Change in family forms and construction and change in the build up of the educational system and added to these levels as a result of human societies (Hussein AbdelHamid Rashwan, 2006:56).

Sources of Change:

History have seen cultural developments in tools, means of productionand regulationof human organizations. The beginning have also seenthe beginning demographic changes and emergence of first forms of organizationsthat led to theestablishment of the stateand the continuedacceleration ofdiscoveries anddevelopment andlinkupman's ability tocontrol it. Modernsociologists believethat thesources of changelie in the technological development, civility and the development and growth of official institutions. Sociologists believe that the factors of change and its advantages are a result of the interaction of internal and external factors. The importance of the external factors increases with the increase of intervention and inter dependence among communities. (www.holisticpolitics.org).

Reasons for the change:

1. Immigration: Especially those that occur because of poverty, when migration becomes compu l sory between the sources of wealth or economic activity.

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2. Change infamily building: Change, especially in the social and economic conditions leads to achange in family building, which in turn leads to the change in the size of the family or family disintegration and the risk of aging and lone lines.

3. Industrialization: Industrialization and technological progress have made a huge positive impact on human progress and social change (Hussein AbdelHamidRashwan, 2006:56).

Features of Change:

Societies change. Society seemsstable, idle and performing its function calmly throughout the successive generations; however when the society reaches a degree ofcivilized assembly, it begins tochange because there are forces working in its depths for the renewal of consistency or to establish new systems, and the most important features of change are:

1. Civilized growthandurban change associated withpopulation change.

2. Change in terms offamilysize, functions, social centersofits corner sand elements, marriage customs, means of composition and factors of stability and disintegration.

3. The change of the shapefrombig to smaller family, which is economically in dependent family the large family.

4. The woman going out of then arrow circle of home to the communityof work and production and so forth of the economic support of the family and the community.

5. The change in the socio-economic structure and the increasing complexity of social life and people views to work and the relevant change in behavior.

6. The increase in the level of interdependence of individuals and groups on each other.

7. The change in some of the traditional social values, which dominated and controlled the society and its members control (Journal of the Faculty of Arts, Cairo University, 2008: 148).

Theories of change:

1. Psychological theory ofchange: It states that societyis changing andadvancingas a result of the supreme mental energyofmankind, hismentalgrowth, the development of his capabilities and his aspire and ambition towards further progress which developedways of lifeand enabledfor technological progress. The psychological and socialneeds ofhuman beingshaped the past, present and future of the social life.

2. Circular Changetheory:Thephenomenon ofchange is moving goingininevitablecycles.Statesariseand growanddecay. Change takes placeineach of these stagesthe society'sorganization,moralsandcustoms.

3. The theory of change towards progress and perfection: The progress of society in the reality and essence change from one case to a better and more perfect case; regard less of the preference criteria and means of appreciation and measurement.

4. Self-Evolution Theory: Every social system carries the seeds of change.

5. Balance and Equilibrium Theory: It occurs between the physical and moral aspects in the compound of civilization. Change is a result of a group of inventions and scientific discoveries that are used in the fields of life and different social institutions (human rights document in the Arab world from 2009 to 2010).

Guarantees of thesuccessofthe change process:

1. Scientific planningand referralconceptualmodelfor change.

2. The comprehensive scientific study of values, attitudes and prevailing standards. The study of the affecting factors, its evaluation as a prelude to its amendment and change in the light of what is desirable through educational and media systems.

3. Adoption of the integrative frame work forchange: top revent any weakness, crack, collapse, material or moral disintegration as a result of the changes in one of the aspects a part of the other aspects.

4. The integration of the factors of culture: physical component, which includes the means of production, technology and moral element,

which includes religious and political systems and economic and moral norms and values.

5. Achievement of harmony and integration in social organization: to over come the sources of discord and into lerance in the society.

6. Achievement of Social compatibility: Individuals and groups should adapt their behavior in to cop up with the changes in the community. They should change some customs and traditions through aprocess of learning (AbdulAziz Abdullah, 1995: 25).

Obstaclestochange:

1. The nature and the source of the change: if change includes technological or economic aspects aiming at forcing the public toc hange traditional modes, the resistance will be clear and strong.

2. Advocates of Change: Change will have negative results, if the change reflects the interests of a class, the protection of the particular social advantages or imposing the change by the existing power or committing mistakes by the implementers of the change (Abdel-Raouf Dabaa, 2009 :179).

Through the study of the previous frameofchange,the researcher reached that there are two sides should draw our attention to perform the change for the preschool children to bring about understanding and comprehension, as they represent the behavioral side and the comprehending thinking side of behavior. More over understanding and comprehension affect the behavior and relationships and patterns of humans. The living environment of the child has an impact on the type of change which we want to set in his social life. The researcher has taken into account those aspects when preparing to search tools.

Third: Social Justice:

Justice is a part of human rights and of a great value. Messages of heaven have laid the necessity of justice. God Almighty commanded us with justice and equality among people. The importance of social justice is stated in many charters, declarations and international conferences, particularly those issued by the United Nations and its specialized agencies.

Documents of the United Nations Educational, Scientific and Cultural Organization (UNESCO) are full of statements that confirm the principle of justice and equality of opportunity and non-discrimination between human beings, especially in education as a fundamental human right.

Philosophers and scholars since ancient times have explained the value ofjusticeas aphilosophical orsacred principle. Ancient Egyptians called for justice as shown in "The Book of Dead" as wellas in cravings on the walls of the temples that showthe balancesintheotherworld.

In the Arab world,the concepts ofjustice and equality were linked tothe establishment ofthe modern stateand resistance toEuropean colonialism. In the Egyptian Constitution (1971)justice and equality amongcitizenswere considered a part of thecommunity building elements and the foundations ofthe state. The constitution statedthe rights and dutieswithout discrimination between citizens (Zuhair al-Araji, 2000: 163).

Ibrahim Haddad (2005) explained that social justicehas several concepts ... Including:

1. Justice is acomprehensive conception of human life and his living circumstances at various levels.

2. Justice also meansthe equal divisionofwealth amongall members of the society; regardless of the social strata, sects or attitudes.

3. Justice is ahuman value that we can'ttotallyrule out to annihilationor death. All members of society (rulers or subjects alike)agreed upon the protection of justice;and such protection should be enforced by the law which is implementation and invokedbyeveryone.The limitation of law enforcement onspecific categories ofsociety, withoutother categories (characterized by the advantages ofwealth andpower and moneyand influence)emptiesjusticeof its humanitarian, social and human rights values.

4. Justice is an essential basic social ruleimportant to the continuationof human life.It is a basic axis for ethicsand philosophicalsocial rights. It is also a base from whichresearchesto inethicaland legal standards are launched. (Ibrahim Haddad, 2005: 12).

The Supreme Council of Universities portal defined Social Justice as "An economic system designed toabolishlarge economic disparities

between classes of the society". It describes a society in which the concept of justice prevailed in all its aspects, rather than being limited to legal justice. In general, social justice should be understood as the provision of fair treatment and a share in the community's wealth (www.eupc.edu.eg).

Social Justice Procedures:

The state of rights and duties is a state that achieves justice with its sanctity and above all social justice. Fouad Al Adel (2000) indicated the most important procedures to achieve social justice as:

1. To focuson addressing pressing economic and social problems, for example, efforts should be exerted to develop the slumdweller sinterms of human and environmental development. This will result in significant physic alimprovement in living life to the Egyptian people.

2. State should adopt programto provide jobs. The right of work is part of human right, and it should also become a constitutional right. The demographic wealth must beinvested with full capacity. For corrupt regimes over-population is a burden; on the other hand, for other good governance regimes population is a great power and wealth must be invested and activated for the renaissance of the nation.

3. The establishment of a strong network ofsocial securityfor the needy and un employed. In this context, the state should also establish a number ofcare homes and training institutions for the treatment of the disaster of street children, such a disaster which has wors ened during the recent years, this phenomenon is degrading for Egypt's history and civilization. Distributive Justice should be applied whether between individuals or between the sectors of the country and the equitable distribution of wages. The application of the suitable minimum and maximum wage limits to cop up with the current economic situation. This should achieve economic feasibility of as the increasing in the minimum salaries should be provide through the reduction of the maximum salaries, so these measurements should not cause in flation orraise in prices.

4. Closure of the back door in comefors enior officials that will contribute in funding the increase in the minimum wage, as well as in financing of small projects to tackle un employment.

5. The state should provide of the right to a quality education for all citizens, which is part of human development as an important pillar of comprehensive renaissance. The state should also adopt an effective health program that ensures appropriate treatment for every patient and health care. This should be a commitment for the state through Health Insurance Authority to cover all its staff and workers. This should be one of the fundamental rights of labor. There should be enough hospitals with appropriate equipment, medicines and medical staff to cover urban slums and villages and raise the salaries of doctors.

6. Decision-making should be according to the scientific methodology and based on the study of reality and respect for the rights and the will of the people and their aspirations. This perhaps requires activation of the decentralized management of freely elected local councils directly assume supervision over the essential services that must be provided to all citizens in cities and neighborhoods and villages in Egypt.

7. The application of deterrent laws to stop corruption.

8. Rationalization of government spending, especially by senior officials.

9. Work with determination to recover money, wealth and lands, which were brutally stolen and looted be the unjust and authoritarian regime.

10. The reshaping of wage structureto adjust financial grades within each ministry, and inter-ministries, according to qualification, year of graduation and efficiency determined by the achievement perceived at work. It should alsoad just the extra pay to suit the economic situation in the first placeand secondly to actually become encouraging for efficiency at work. It is natural that there will berich and poor; however it is not natural to have a society with rich tycoons to the exten to fluxury and extra vagance with poverty to the degree deprivation. (Fouad Al Adel, 2000: 25)

From the above, we find that thereisnodoubtthat the issue of social justice is linked in one way or another with the clash of individual interests in the social system. In other words the personal rivalry over social and natural resources leads to raise the issue of social justice.

In this research the researcher believes that the issue of understanding and recognizing social justice needs to be addressed among children since early childhood.

Research Questions:

To achieve the objectives of this research the following questions should be addressed:

1. What is the level of comprehension of pre-school children for the basic demands of the January 25th Revolution (Freedom, Change, Social Justice) asbehavioralvalues?

2. What are the differences in the level of comprehension between pre-school boys and girls of children to absorb?

Research Procedures:

Research Methodology:

The researcher used the descriptive methodology in the field survey manner; she collected data from the real study society (Kindergarten children) to use that data for preparing various programs for the development of the targeted children (Gaber Abdel Hamid, Ahmad Khairy Kazem: 2002).

The Research communityandLimits:

The research community includes Kg1 childrenin "Saad Zaghloul Experimental School, Helwan". The school includes three Kg1 classes with 30 pre-school children (boys and girls) in each.

At this school, ages of Kg1 children ranging from (5-6 years), while ages of Kg2 children ranging from (6-7 years).

Research Sample:

The Researcher chose a sample research in a deliberate manner;as the number of children in school stage Kg1 number (90)boys and girls, (15) boys and girls were excluded due to the following:

1. Children with frequent absence.

2. Childrenwho have not completed the answer on the visual scale during the application.

3. Then the sample, on which was thescale was applied reached to (75) pre-school children boy and girlin Kg1.

<u>**Search Tools:**</u>

First: Questionnaireto identify the key elementsand requirements of the popular revolution that affected the children inquestion (Freedom, Change -Social Justice) (prepared by the researcher) (Annex 1) :

The Researcher has identified the three elements and requirements of the revolution through references and previous research as following:

1. Freedom: (freedom of thought and opinion and freedom of choice).

2. Change: (change of personal behavior, change of the method of treatment).

3. Social Justice: (parity, equity, law).

Then, the researcher presentedthesedemandsandelements on (5) experts and experienced arbitrators who are from the Faculty of Education, to identify their views.

The result of the arbitrationwas the consent ofallofthe arbit rators on what was presented to them (the specified elements ofeach of the basic demands of the revolution under research)(Annex 1).

The researcher identifiedthe validityandaccuracyofthe questionnaire.

Second: avisual scale to measurethe extent standing of the children of the basic elementsand requirements for the Revolution of January 25th (Freedom-Change-Social Justice) (prepared by the researcher)(Annex 2):

The researcher prepared (27) pictures que situations, for each individuals ituation a positive and negative images (the total is 54 images).

1. The researcher displayed those situations and images for (6) experiencedarbitrators who work in the Colleges of Education Staff (Annex 2).

2. The arbitrators objected to (5) of the situations addressing the demands of the revolution.

3. Five situations were excluded.

4. The number of situations of the scale became (22) situations.

5. The researcher modified a number of pictures of the scale and according to the opinions of the arbitrators.

6. The researcher introduced the scaleaga into the arbit rators to make sure it matches the situations with images (positive and negative) for each situation.

7. The arbitrat orsagreed to the scaleinits final form. Table (1) shows the statisticald escription of the standard phrases and the (22 phrases).

Table (1) : Statistical Description for measurevariables

	Basic requirements of the Revolution	Medium	Median	Standard deviation	Sprains
1	Freedom of thought and opinion	1,27	1,20	0,19	0,31
2	Freedom of Choice	1,21	1,25	0,20	0,59
3	Behavioral Change	1.19	1.25	0.19	0.74
4	changein the style of treatment	1,13	1,00	0,22	1,07
5	Parity Justice	1.12	1.00	0.23	1.55
6	Equity Justice	1.23	1.33	0.23	0.49
7	Justice of law	1.28	1.00	0.32	0.71

As shown on table (1), the following can be concluded:

1. Torsi on value varies between 0.3169 and 1.55, and these values are confined between (+0.3)– (3).

2. Moment equation (Poly) was used to extracts prain factor.

3. The researcher applied a pilot research on (20) KG1 students boy and girl (Jehan Sadat Special School) – apart from the research sample – to identify the degree of difficulty of each situation and the required timing for each situation and for the whole questionnaire.

4. The researcher estimated the positive answer for each situation (2 degrees) while the negative answer (1degree), then the maximum (44) degrees and the minimum (22) degrees.

5. The researcher used the processors to ensure statisticalvalidity and reliability ofthe scale.

Credibility:

The researcher used the credibility of hypothesis configuration (internal consistency); to ensure the credibility of link between every sentence and the sum total of sentences. The below mention table (2) clarifies this point.

Table (2) : Coefficient correlation between every sentence and the sum total of sentences, N=20

T	The Basic Requirements of the Revolution	Link Transaction	Significance
1	Freedom of Thought and Expression	0.81	*Significant
2	Freedom of choice	0.74	*Significant
3	Behavior Change	0.76	*Significant
4	Method of Treatment Change	-0.84	*Significant
5	Parity Justice	0.61	*Significant
6	Equity Justice	0.77	*Significant
7	Justice of Law	0.59	*Significant

"r" tabular value on "18" degree of freedom, and confidence level 0.5=0.256

Table (2) showed that "R" tabular value is statically significant of confidence level 95%, which means that the scale is on an acceptable degree of validity.

Stability:

The researcher used split-half method to set the stabilization correlation by Cronbach's Alpha equation. The stabilization correlation for this method is 0.56, which is statically significant on confidence level 0.01. This proves that the scale is on an acceptable degree of stability.

Based upon the previous, the researcher shows that the visual scale, which is used to detect the extent of realization for the basic requirements of the 25th Revolution (Freedom, Change, Social Justice) for children. This scale proved to be valid, sufficient and stable with an acceptable degree to be applied on children sample research.

Implementation Steps of the Scale:

1. The scale experiment is conducted on a questionnaire base (28-25/03/2012).

2. The scale was applied on SaadZaghloul kindergarten from 15-26/04/2012.

Used Statistical Method:

The researcher used the Statistical Package of Social Science (SPSS) by computer in extracting the results. In addition, she used the following statistical transactions:

1. Statistical Description: (Medium- Median- Standard deviation-skewness).

2. Correlation coeffient

Research Results:

The researcher used the previous statistical coefficients in answering the following question. The first question is: To what extent the pre-school children (4-6) shall recognize the basic requirements of the 25th Revolution (Freedom-Change-Social justice).

Second Question: What are the differences between boys and girls in recognizing the basic requirements of the revolution?

To answer the above mentioned questions, we find that:

Table (3): Averages, standard deviations, "T" values and their significances For The basic requirements of Revolution of January 25th The children of Sample research   N=75

C	Basic requirements of the Revolution	Girls		Boys		C
		M	S	M	S	
١	Freedom of thought and opinion	١٫٢٤	٠٫١٩	١٫٢٨	٠٫١٩	ـ٠٫٩٣
٢	Freedom of Choice	١٫٢٥	٠٫٢٢	١٫١٩	٠٫٢٠	١٫١٣
٣	Behavioral Change	١٫٢١	٠٫١٩	١٫١٨	٠٫١٩	٠٫٦٧
٤	changein the style of treatment	١٫١٠	٠٫٢٠	١٫١٤	٠٫٢٣	ـ٠٫٧٧
٥	Parity Justice	١٫١٦	٠٫٢٨	١٫١٠	٠٫٢٠	١٫٠١
٦	Equity Justice	*١٫١٣	*٠٫١٩	*١٫٢٨	*٠٫٢٤	* ـ٢٫٥٠
٧	Justice of law	١٫٢٥	٠٫٣٢	١٫٢٩	٠٫٣١	ـ٠٫٥٥

"T" tabular value at freedom at 73, at level = 0.5 = 2.00

From table (3), the following is clear:

"T" values are not significant at statistical level within the degrees of boys and girls except for one requirement (equity justice), which is one of the main components of social justice at confidence level 95%.

Also, it is crystal clear from table (3) that all remaining requirements had significances but on different levels related to children, and at a level below 95%. This means that all variables need to achieved within community individual, and have been called for by the people as a basic requirement of revolution (Freedom, Change, and Social justice), are all included in children responses on visual scale. The results of the above mentioned table show children understanding of variables, but with different percentages. These differences are real; which means they are not pure coincidence in all situations stated on the scale. Consequently, we have answered the research first question via the research sample on the visual scale.

Table (4) figures the matrix of correlation coefficients between the basic requirements of the revolution.

Table (4) : The matrix of correlation coefficients between basic requirements of the revolution for the responses of sample research children On scale (Girls, Boys)   N=75

C	١	٢	٣	٤	٥	٦	٧
١	١٬٠٠						
٢	-٠٬٠٤	١٬٠٠					
٣	-٠٬١٥	٠٬٠٩	١٬٠٠				
٤	٠٬٠٣	-٠٬١٧	-٠٬٣٨*	١٬٠٠			
٥	-٠٬٠٥	٠٬٠٧	٠٬٠٤	-٠٬٠٧	١٬٠٠		
٦	٠٬١٩	-٠٬١٧	٠٬٠٣	٠٬٢١	-٠٬٠٢	١٬٠٠	
٧	٠٬٠٨	٠٬٠٩	-٠٬٠٦	-٠٬٢٩*	-٠٬٠٧	-٠٬١٤	١٬٠٠

'r' tabular value at freedom degree 73 and level 0.05 = 0.232

The following is clear from Table (4):

1. Number of correlation coefficients = 6 x 7 =42/2 = (21) correlation coefficient
2. Number of negative correlation coefficients = (12) correlation coefficient
3. Number of positive correlation coefficients = (16) correlation coefficient
4. Number of correlation proved statistically = (2)correlation coefficient
5. Research Results Explanation:

These results are consistent with what all had been expressed in the theoretical framework to demonstrate that the children were a part with their parents in gatherings of revolution in all governorates. These gatherings have been broadcasted through different types of mass media communication. Moreover, it has been confirmed by documents of United Nations Educational, Scientific and Cultural Organization (UNESCO), which always called for human rights and considered that freedom, change, and social justice as fundamental rights the citizenshould brought up on since his childhood. According to 1971 Constitution, the importance of linking the concept of justice and equality to the concept of the modern state and non-discrimination between citizens of different reasons (religion, race, wealth, poverty, science, and ignorance, etc)is crystalized. Social justice is a principal axis of ethics, philosophical and social rights.

As result, we may considersocial justice, change and freedom as values for criteria of ethical and legal need to be instilled, for a lot of researches tackling Upbringing of children. These values may turn to be thought of community to rely on in planning of development for all aspects of community we desire (on the educational, social and militarilylevel…).

Achieving all these requirements ensures stability of various sects in society, as well as achieving equalization of opportunities for persons without any kind of discrimination.

Recommendations:
1. Kindergarten should seek to include in its program all the values of freedom, social justice and change, and strengthen it by using various activities for children.

2. Establishing a program for the development of freedom, change, and social justice as values to modify the behavior of children and concepts.

3. Working on increasing the numbers of resources and the scientific references and studies that deal with such topics.

4. Establishing modern educational studies on topics of social and moral values instilled in children is required to establish modern democratic societies.

5. Caring to deal with the way of interaction between teachers and children inside kindergartens in a way of clear justice for both of them, in order to lay the foundations of democratic behavior, which is characterized by fair and equal behavior between people.

6. The integration of the elements of value.

Resources:

First: Arabic Resources:

1   Ibrahim Haddad (2005): Social Justice among the Arabs, the House of Culture for printing, publishing and distribution, Cairo.

2   Hussein Abdel Hamid Rashwan (2006): Democracy, Freedom and Human Rights, Modern University Office, Cairo

3   Human Rights in the Arab World (2009-2010): Annual Report of the Arab Organization for Human Rights about the Situation of Human Rights in the Arab world.

4   DesoukyAbdo Ibrahim (2004): Social Change and Class consciousness, Al-WafaaHouse for printing and publishing, Alexandria.

5   Zuhair al-Araji (2000): Social Justice and Regulations of Distribution of Wealth in Islam, Dar El-Ketab Al-Hadith, Cairo.

6   Abdul-Raouf El-Daba (2009): Technology and Social Change in the Arab Societies, International House for Publishing and Distribution, Cairo.

7   Abdul Aziz Abdullah (1995): Planning for the Development of Society, House of University Knowledge, Cairo.

8   Fadlallah Mohammed (2008): Ideal State between Greek Thoughts and Islamic Thoughts, House of New University, Cairo.

9   Fouad Al-Adel (2000): Social Justice, House of Arabic for Printing and Publishing, Cairo, Floor 3.

10   Kamal Al-Din Hussein (1992): Theater and Social Change in Egypt, Egyptian-Lebanese House, Cairo.

11   Leila Zahran and Essam Rashid (2005): Educational Playing for

Children, the Applied and Theoretical Constituents, Dar Zahran, Cairo.

12   Journal of the Faculty of Arts, Cairo University (2008): Introduction to Social Macro Dynamics: Mathematical Modeling of the Evolution of the Global System by the seventies of the last century, Volume 68, Part II.

13   Mona Azhari and Mona Abu Hashima (2012): Kinetic Education of Preschool Child, Anglo Egyptian Bookshop, Cairo, F.1.

Foreign Resources:

14-   Andrew Puddephatt, Freedom of Expression, Theessentials of Human Rights, Hodder Arnold, 2005, pg.128

15-   Brett, Sebastian (1999):Limits to tolerance: freedom of expression and the public debatein Chile . Human Rights Watch. pp. xxv.

16-   de Sola Pool, Ithiel(1983):Technologies of freedom . Harvard UniversityPress

17-   Raaflaub, Kurt; Ober ،Josiah; Wallace, Robert (2007 .(Origins of democracy in ancient Greece. Universityof California Press. p.

18-   Nisbet, Robert(1986): History of Idea of progress & op-cit. pp.179-180.

19-   Piotr S. Wandycz (2011) : THE PRICE OF FREEDOM, A History of East Central Europe from the Middle Ages to the present,2nd Edition

- **Electronic Resources:**

20-   www.strike-the-root.com/content/what-exactly-freedom

21-   www.holisticpolitics.org/WhatIsFreedom/

22-   www. onlinephilosophyclub.com/definition-of-freedom.php

23-   http://www.ahewar.org/debat/show.art.asp?aid=101408

24-   http://www.eupc.edu.eg/

25-   http://democracy.ahram.org.eg

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