Social Peace of Kindergarten Children From the point of view of mothers and kindergarten teachers

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Abstract

The present study aimed to explore the current state of social peace among kindergarten children. Employing a descriptive research methodology, the study surveyed 498 mothers and kindergarten teachers through a structured questionnaire that probed the reality of social peace among children in this age group. The findings revealed a generally high level of social peace from the perspective of the study's participants. Key dimensions such as empathy, freedom of expression, and cooperation were highly evident among the children. However, dimensions like tolerance, acceptance of others, problem-solving, patriotism, and belonging were observed to be less pronounced. Moreover, statistically significant differences at (0.01) level were found between the participants responses based on role (mother/teacher), age group, and educational level variables. Through these results, the study came up with a future vision for the development of social peace for kindergarten children through digital media.
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Introduction

Contemporary Arab societies are witnessing comprehensive transformations across political, social, economic, and cultural domains, which, in turn, influence the knowledge, attitudes, and values shaping our youth and children. These rapid changes pose latent dangers, obstructing efforts toward development and growth. Consequently, many countries have observed a decline in human development indices, particularly in terms of inequality, contributing to escalating violence worldwide. In response, UNESCO launched the "Culture of Peace" program in 1999 through the General Assembly of the United Nations.

Theoretical framework of the study:

In Islamic teachings, peace is considered the natural order, while violence is an aberration, deviating from this fundamental principle and disrupting the essence of life. The concept of "peace" transcends the mere absence of conflict; it encompasses a broader spectrum of well-being, security, and harmony. It entails the absence of threats to life, social deterioration, discrimination, repression, exploitation, poverty, and injustice, while embodying safety, security, and reconciliation. Peace is a divine attribute, as reflected in the Quran: *"He is Allah—there is no god except Him: the King, the Most Holy, the All-Perfect, the Source of Serenity, the Watcher ˹of all˺, the*

Almighty, the Supreme in Might,[1] the Majestic. Glorified is Allah far above what they associate with Him ˹in worship˺!" (Surah Al-Hashr: 23).

It is challenging to define peace, as it is akin to concepts like happiness, harmony, justice, and freedom—elements that are often recognized by their absence. Peace can be classified into "positive" and "negative" forms. **Positive peace** refers to the presence of desirable mental and societal conditions such as harmony, justice, and fairness, while **negative peace** merely signifies the absence of war. In its narrow sense, peace does not simply mean the absence of conflict; it undoubtedly encompasses much more. True peace implies not only the absence of war but also the absence of violence in all its forms, such as conflict, threats to life, social degradation, discrimination, oppression, exploitation, poverty, and injustice. Peace, in its fuller sense, involves security, submission, and reconciliation, embodying safety, well-being, and innocence from defects, alongside many other positive connotations (Barash & Webel, 2021).

Peace can be categorized into three types (Calp, 2020):

1. **Inner peace or tranquility**: This is peace with oneself, a state of internal harmony associated with good health, the absence of inner conflicts, and feelings of kindness, compassion, serenity, bliss, happiness, satisfaction, joy, a sense of freedom, insight, and spiritual peace. It stands in contrast to feelings of tension or anxiety.

2. **Peace with nature**: This refers to the cessation of environmental violations, such as environmental degradation and exploitation, symbolizing harmony with the natural environment and the Earth.

3. **Social peace**: Often described as "learning to live together," this is peace between individuals, including peace among people, resolving and reconciling conflicts, unity, friendship, brotherhood, love, acceptance, mutual understanding, cooperation, tolerance of differences, democracy, human rights, and ethics. Humans, being social creatures, cannot exist in isolation from one another.

Types and Pillars of Social Peace

Academic literature provides various frameworks for understanding social peace, which can be summarized as follows (Moorthy *et al.*, 2021) and (Younis, 2018):

1. **Social Justice**: This refers to equal opportunities for all individuals without discrimination, representing a cornerstone of social peace.

2. **Good Governance**: Maintaining social peace necessitates good governance, which includes key principles such as tolerance, empathy, accountability, transparency, empowerment, dialogue, and active participation in combating corruption and safeguarding public resources.

3. **Freedom of Expression**: The existence of social peace in any community is contingent upon the ability of all its segments to express their concerns, opinions, and aspirations freely.

4. **Citizenship Media (Free Media):** The role of media in fostering social peace is pivotal; it should represent all societal factions without bias.

5. **National Common Ground (the common factor):** Social peace is built upon shared national values, centered on the unity of the nation and the integrity of its territories.

6. **Pluralism (diversity):** Throughout history, human societies have been characterized by religious, cultural, and linguistic diversity. Effective management of this diversity is crucial in maintaining social harmony.

7. **Rules of Law**: The application of law is vital for ensuring equality and fairness in relationships between individuals and groups, while its absence fosters nepotism and corruption, which undermines social peace.

therefore, it is clear that in order to achieve social peace in society, many manifestations must be accomplished to ensure the spread of social peace in our society, including justice, acceptance of the other, citizenship, rallying around common grounds, freedom of expression, and rules of law, as well as tolerance, empathy, accountability, transparency, empowerment, training, dialogue, and effective participation in fighting corruption, preserving public money, and democracy.

Social Peace of Kindergarten Children

Early childhood is a critical phase in human development. During these formative years, children are especially receptive to environmental influences, forming attitudes, values, and patterns of thinking that remain with them throughout life. As such, this period plays a crucial role in shaping a child's future. Nations have thus placed immense emphasis on early childhood education, recognizing its importance for the long-term advancement of society. So, nations pay great attention to childhood studies in pursuit of understanding the children's nature,

recognizing their needs and knowing their behavior (Badran, 2019).

Social peace in early childhood is fostered by meeting children's basic needs, including love, warmth, food, and care, which cultivates a sense of security and trust. Both the family and kindergarten are essential in nurturing a child's capacity for peaceful coexistence. Parents play a key role in instilling a culture of peace through teaching dialogue, refraining from unhealthy competition, and guiding children in recognizing their abilities without either excessive praise or undue criticism to teach the child how to keep friends, to train him to apologize to others when wrong and accept others' apology, to train him on the skills of empathy and initiative. When peace begins to be felt in childhood, it is reflected in various stages of life (Calp, 2020) and (Ahmed, 2020).

Thus, on November 20th, 1997, the United Nations General Assembly declared its resolution considering the year 2000 as the "International Year for the Culture of Peace". Similarly, on November 10th, 1998, it declared its resolution considering the first decade of the new century (2001-2010) as the "International Decade for a Culture of Peace and Non-Violence for the World's Children ". On October 6th, 1999, the General Assembly issued the Declaration on Peace Culture, which was considered a general guide for governments, international organizations and the international community to support and promote peace culture. The call to promote peace culture has expanded to include all countries of the world, including governments, civil society institutions, and all relevant organizations and bodies at the national, regional and global levels (Bond, 2022).

Importance of Social Peace for Kindergarten Children

Instilling the values and skills of social peace in children is of paramount importance (Abdul Tawab, 2022) particularly during their formative years. The following are some key points that summarize the significance of social peace for preschool-aged children:

1. **Coping with Challenges**: Teaching children the culture of peace equips them with the necessary tools to face life's challenges. This is primarily achieved through "peace education," which fosters an environment of tolerance, humility, justice, freedom of expression, cooperation, and respect for others.

2. **Active Participation**: Through integrating them into their communities, children are empowered to become active participants in society. They are encouraged to engage with the truth, exercise responsibility, practice solidarity, and develop respect for others.

3. **Deepening Thought on Peace**: Engaging children in activities that promote peace stimulates their critical thinking skills, encouraging them to consider peace as an essential value. This involves providing opportunities to practice these skills in real-life situations.

4. **Enhancing Analytical Thinking**: Encouraging collaboration among children enhances their ability to solve problems in an objective manner. This nurtures self-confidence, inner security, perseverance, and harmonious relationships with others.

5. **Fostering Positive Coexistence**: Imparting social peace skills enables children to avoid future conflicts by preparing them to engage in peaceful solutions.

Characteristics of Social Peace in Kindergarten Children

Based on a review of literature, the attributes of social peace in preschool-aged children can be summarized (Abdul Hamid, 2019) as:

1. **Cooperation**: Children are willing to participate in group activities with their peers and collaborate to achieve common goals.

2. **Effective Communication**: They demonstrate the ability to express their needs and feelings verbally and non-verbally, fostering clear and appropriate communication.

3. **Empathy**: Children exhibit empathy by showing concern for others and providing assistance when needed.

4. **Conflict Resolution**: Children strive to resolve disputes amicably, often through negotiation or compromise.

5. **Respect for Rules**: They understand and follow the rules of their classrooms and communities, demonstrating respect for others.

6. **Positive Social Behaviors**: Indicators of social peace include helping friends when needed, listening to others, and respecting differing opinions.

There are several strategies that can contribute to nurturing social peace among preschool children. The United Nations Children's Fund (UNICEF, 2015) recommends the following:

- **Providing a Safe and Loving Environment**: Creating an environment of care and protection allows children to feel secure, which is essential for fostering social peace.

- **Promoting Positive Attitudes**: Encouraging positive behaviors and attitudes from a young age helps build the foundation for peaceful coexistence.
- **Improving Health**: Ensuring the health and well-being of both children and their caregivers contributes to a stable and peaceful environment.
- **Minimizing Conflict**: Reducing the exposure to conflict and violence in a child's surroundings is critical in nurturing a peaceful mindset.
- **Achieving Social Justice**: Promoting equality and fairness is fundamental to ensuring a peaceful and just society.
- **Educational Institutions as Platforms**: Schools and early education centers should serve as platforms for fostering social cohesion and unity.

consequently, it is evident that kindergarten child social peace is the state of security and peace that the child lives when acquiring knowledge, skills and trends with the aim of instilling the values of peace, cooperation, respect for others, dialogue and preserving the integrity of the environment. It is an integrated educational responsibility that falls on both the family, nurseries, kindergarten and the media, because of its importance in young people's life. Social peace is an essential environment for the child's growth and development, especially in kindergarten stage. This stage constitutes a base for building the social and emotional skills that will accompany him throughout his life. The significance of social peace for the kindergarten child is to feel safe, form positive relationships, promote learning and develop problem-solving skills and prepare the child for society by creating a safe and welcoming environment that allows him to learn communication skills, resolve conflicts in a peaceful way, promote cooperation, and thus help him grow and develop into a positive individual that contributes to building a peaceful society.

Methodology of the Study

Statement of the Problem and Questions of the Study

Drawing upon the findings of the Global Status Report on Violence Prevention (2020), which highlighted gaps in progress toward achieving the Sustainable Development Goals (SDGs) related to ending violence against children, The report shows that while many participating countries have already taken action in this regard, government officials from these same countries acknowledge that their efforts are clearly not sufficient to reach the relevant SDG targets. The report concludes with recommendations aimed at strengthening efforts to develop peace in general and social peace in particular.

The researcher also conducted a survey study on a sample of (100) kindergarten mothers and teachers about the importance of social peace for a kindergarten child, and the results of the survey study showed that (90%) of kindergarten mothers and teachers see the importance of social peace for a kindergarten child

Taking this into account, the researcher identified the need to examine the reality of social peace among kindergarten children. The central question of this study is:

- **What is the current state of social peace among kindergarten children, as perceived by their mothers and teachers?**

The importance of study:

The importance of this study lies in the importance of social peace in the current era that is witnessing many acts of violence, both within society and within Egyptian schools and kindergartens, the importance of the culture of peace in general and social peace in particular is shown in the following points:

1) International organizations are interested in peace in general, as well as social peace in particular, such as United Nations organizations such as the United Nations Educational, Scientific and cultural organization (UNESCO) and the United Nations Children's fund (UNICEF), as well as non-affiliated organizations such as the International Committee of the Red Cross [CICR], the MAAT foundation for peace and Human Rights, and others (Azazi, 2016).

2) Many educational studies have recommended spreading the culture of peace and its concepts in children at an early age through various and diverse activities and programs, such as a study (Marwa El-shenawy2015), a study (Ibrahim, 2016), a study (Fayza Awad 2017), a study (Masrani, 2018), as well as a study (Ahmed, 2020), which recommended using the media to promote the concepts of peace in children at an early age in an interesting and fun way.

3) The future vision reached by the research may contribute to providing some guidelines for decision makers and educational policies in Egypt to achieve the development of social peace among kindergarten children through digital media.

4) The study may contribute to enriching the educational library as there is a scarcity ̶ as far as the researcher is aware ̶ in previous studies that dealt with social peace in kindergarten.

Methodology

The **current study** employed a descriptive methodology to investigate the reality of social peace among kindergarten children. This approach was selected due to its suitability for objectively examining and analyzing the phenomena in question. By gathering relevant data from the target population, the researcher could generate scientific conclusions to inform future practices.

Instruments of the Study

A questionnaire was designed for both mothers and kindergarten teachers to assess the state of social peace among kindergarten children. The research instrument underwent the following steps:

Sampling

A random sample of 498 mothers and kindergarten teachers was surveyed in El-Gharbia Governorate, Egypt. The sample consisted of 164 teachers (32.9%) and 334 mothers (67.1%).

Table (1) The study sample distribution of according to the variables

Research variables		Sample	Ratio
Role	Teacher	164	32.9%|
	Mum	334	67.1%|
Age Group	Below 25 years	60	12%
	25 to 35	296	59.4%|
	Over 35 years old	142	28 .5%|
Qualification	Medium	52	10 .4%|
	High	332	66.7 %|
	Postgraduate education	114	22.9%
Environment	Urban	306	61.4%
	Rural	192	38.6%|
Total			100%

Objectives of the Field Study

The field study aimed to assess the responses of the sample regarding the current state of social peace among kindergarten children, attempting to answer the following questions:

1. Are there statistically significant differences in the responses of the study sample attributed to the **role** (mother/teacher)?
2. Are there statistically significant differences in the responses attributed to **age group**?
3. Are there statistically significant differences in the responses attributed to **educational qualification**?

4. Are there statistically significant differences in the responses attributed to the **environment** (urban/rural)?

Study instruments and Preparation Steps

To achieve the objectives of the field study, a questionnaire was designed for both teachers and mothers. The development of this tool involved the following steps:

Preliminary Draft of the Questionnaire:

The study tool was developed through these steps:

- o A review of educational literature on social peace and previous studies on the subject was conducted.
- o The researcher identified the primary dimensions of social peace relevant to kindergarten children.
- o Detailed statements covering each dimension were formulated, and the items were logically organized.

Instrument Validity:

The internal validity of the questionnaire was assessed through two main approaches:

- o **Face Validity**: The questionnaire was presented to experts for review, to ensure that the items accurately measured the intended concepts. Revisions were made based on expert feedback.
- o **Internal Consistency**: The correlation between each item and its corresponding dimension was calculated. The results are summarized in Table (2) below:

Table (2): Correlation Coefficient of Each Item with Its Respective Dimension

This table would present the statistical analysis showing the degree of internal consistency for each item, demonstrating how well each question aligns with its target dimension

Item	Related Variable	Correlation Coefficient
Q.1	Environmental Conservation	0.891**
Q.2	Justice and Equality	0.687* *
Q.3	Freedom of Speech	0.795* *
Q.4	Freedom of Speech	0.856* *
Q.4	Violence Renunciation	0.828* *
Q.5	Patriotism	0.598* *
Q.6	Patriotism	0.898* *
Q.7	Patriotism	0.864* *
Q.8	Environmental Conservation	0.872* *
Q.9	Respect	0.814* *
Q.10	Empathy	0.745* *

Item	Related Variable	Correlation Coefficient
Q.11	Taking responsibility	0.797**
Q.11	Problem solving	0.869**
Q.12	Empathy	0.681**
Q.12	Taking responsibility	0.679**
Q.13	Collaboration	0.873**
Q14	Empathy	0.780**
Q.14	Collaboration	0.862**
Q.15	Problem solving	0.893**
Q.16	Promote the values of tolerance and acceptance of others.	0.759**
Q.16	Taking responsibility	0.731**
Q.17	Empathy	0.748**
Q.18	Respect	0.840**
Q.19	Respect	0.845**
Q.20	Promote the values of tolerance and acceptance of others.	0.676**
Q.21	Promote the values of tolerance and acceptance of others.	0.,808**
Q.22	Promote the values of tolerance and acceptance of others.	0.798**
Q.22	Taking responsibility	0.782**
Q.23	Violence Renunciation	0.841**
Q.24	Justice and Equality	0.840**
Q.25	Justice and equality	0.812**

* Significant at 0.05 level * * Significant at 0.01 level

Table (2) indicates a strong positive correlation at the 0.01 significance level of between each item and the variable to which it belongs in the questionnaire, which indicates that there is a great internal consistency between the questionnaire items.

1. Instruments' Reliability

The questionnaire's Reliability was calculated using the SPSS statistical software package, version 20, using the half-partition method and Cronbach's Alpha Reliability Coefficient. The questionnaire gained the same Reliability Coefficient using both methods (0.942), a high Reliability percentage, which indicates internal consistency within the questionnaire. Table (3) shows that

Table 3: The Questionnaire Reliability Cronbach's Alpha Coefficient

Number of Vocabulary	Cronbach's Alpha Coefficient
25	0.942

1. Final form of the study instruments:

Upon the completion of the previous stages, the questionnaire was finalized as is shown in table (4):

Table (4): Questionnaire Statements Distribution to Variables Pre and Post Modification

Questionnaire variables	Total before deletion	Total after deletion
Freedom of Speech	3	2
Justice and Equality	3	3
Patriotism	3	3
Promote the values of tolerance and acceptance of others.	4	4
Empathy	3	4
Respect	3	3
Collaboration	2	2
Violence Renunciation	2	2
Environmental Conservation	3	2
Taking Responsibility	3	3
Problem Solving	3	2
Total Questionnaire Dimensions	27	25

2. Procedures of the Study

The questionnaire was administered electronically, with a total of 498 responses collected from participants in EL-Gharbia Governorate.

1. Statistical Methods Used:

The data was analyzed using **SPSS version 20**, applying the following statistical techniques:

o **Correlation coefficient** to assess the internal validity of the questionnaire by measuring the correlation between each item and its corresponding dimension.

o **Cronbach's Alpha** to assess the questionnaire reliability (consistency).

o **Frequencies and percentages** to summarize the demographic characteristics of the sample.

o **Analysis of Variance (ANOVA)** to test for significant differences in means based on variables like age group and educational qualification.

o **Independent Samples T-test** to assess differences in responses based on variables such as role (mother/teacher), job, and environment (urban/rural).

o **Scheffé Test** to determine the direction of significant differences when they existed between variables.
o **Weighted Average** to rank the items within each dimension based on the responses of the sample.
2. **Field Study Results and Interpretation**:
A. **Addressing the First Research Question**:
The results regarding the first key question (on the current state of social peace among kindergarten children) indicated the following:

Table (5) Field Study Results:

NO.	Statement	Agree	To some extent	Disagree	Relative weight	Ranking
1	The child makes their bed and toys at home and in kindergarten.	316	164	18	79.92	16
2	The child feels indistinguishable from their siblings / colleagues	378	84	36	84.34	11
3	The child is fluent in their needs and feelings.	408	80	10	89.96	2
4	The child rejects manifestations of violence in the behaviors of others.	384	94	20	86	6
5	The child feels that there is familiarity between him and those around him	372	112	14	85.94	8
6	The child asks why national holidays are celebrated	324	120	54	77.11	19
7	He feels proud when he understands the reasons for national celebrations	298	156	44	75.50	20
8	The child participates in the cleanliness and decoration of his room/ house/street/kindergarten.	370	112	16	85.54	9
9	The child respects his/her siblings/colleagues	392	90	16	87.75	5
10	Child empathizes with siblings/peers when they are in trouble	416	70	12	90.56	1
11	The child tries to address their mistakes	308	174	16	79.32	17
12	The child loves and cares for his/her younger siblings/ peers .	398	94	6	89.36	3
13	The child shares their toys with their siblings/ classmates.	360	128	10	85.14	10
14	The child helps other children if they can.	390	96	12	87.95	4
15	He reconciles between his siblings / colleagues when quarreling.	324	142	32	79.32	17
16	The child adapts to the kindergarten/ school environment quickly and easily.	306	170	22	78.51	18
17	His siblings/colleagues share their grief and joy.	372	112	14	85.94	8
18	He listens well to his siblings/colleagues when they talk.	320	158	20	80.12	15
19	The child speaks gently to others.	392	90	16	87.75	5
20	The child deals in a natural way with children who are different in color/ religion/nationality / gender.	388	98	12	87.75	5
21	The child accepts an apology when his/her siblings/ classmates have wronged him/her.	370	118	10	86.14	7
22	Kid gets slapped when he's bad.	360	116	22	94	12
23	The child avoids the use of physical harm such as hitting, shoving, and hurting animals.	382	92	24	85.94	8
24	The child adheres	348	138	12	83	13

NO.	Statement	Agree	To some extent	Disagree	Relative weight	Ranking
	to the directions of the mother/ teacher.					
25	This baby's await his turn!	350	130	18	83.33	14
Average of total relative weight					**84.30**	

Table (5) indicates the **average of total relative weight** of the questionnaire items and variables is high (84.30)
On the other hand, the results indicate:

(Table 6): Average Relative Weight of the Questionnaire Variables

NO.	Topics	Phrase Number	Relative weight	Ranking
1.	Freedom of Speech	3-4	88.25	2
2.	Justice and equality	2- 24-25	83.80	6
3.	patriotism	5- 6-7	79.51	9
4.	Tolerance and acceptance of others.	16-20-21-22	64.45	11
5.	Empathy	10-12-14-17	88.45	1
6.	Respect	19-18-9	85.20	5
7.	Collaboration	13-14	86.54	3
8.	Renunciation of Violence;	4-23	86.24	4
9.	Environmental Conservation	1-8	82.73	8
10.	Taking Responsibility	11-12-16-22	82.78	7
11.	Problem solving	11-15	79.32	10

Table (6) shows the following:
- The highest relative weight of the three questionnaire items is: empathy with a relative weight (88.45), freedom of speech with a relative weight (88.25), and cooperation with a relative weight (86.54).
- The lowest relative weight for three questionnaire items is: tolerance and acceptance of the other with a relative weight (64.45), problem solving with a relative weight (79.32), and patriotism with a relative weight (79.51).

Response to the First to Fifth Questions of the Study:
In addressing the first five research questions regarding whether there are statistically significant differences between the study variables (role, age group, educational qualification, and environment) and the responses of the

study sample, **Table (9)** illustrates the statistical results for each variable.

Table (7): The significance of the differences between the responses and the study variables

Significance of variances					
T-test for two independent samples Independent Samples T-Test	T-test for two independent samples Independent Samples T-Test	One way variance analysis test ANOVA	Scheffé Test value to find out the direction of the significance of the differences	One way variance analysis test ANOVA	Scheffé test value to find out the direction of the significance of the differences
Role	Environment	Age Group		Qualification	
0.930		1.490	-	19.**56 7** * *	72.73

Statistically significant at (0.05) * * .Statistically significant at (0.01) level

Interpretation of the findings in Table (7) indicates that:
- **No statistically significant differences** were found at the **0.01** level between the responses of the study sample and the variable of **role** (mother/teacher).
- **There are statistically significant differences** at the **0.01** significance level between the sample responses and the variable of **occupation**, in favor of (do not work) in the first dimension, as it has the highest mean.
- **No statistically significant differences** were found at the **0.01** significance level between the sample responses and the **environment** variable, in favor of urban respondents.
- **No statistically significant differences** were found at the **0.01** significance level between the sample responses and the **age group** variable.
- **There are statistically significant differences** at the **0.01** significance level between the sample responses and the variable of **educational qualification**, in favor of the group with an intermediate level of education, as indicated by the results of the Scheffé test.

Discussion of the Study Results:
The results of the study can be discussed as follows:
1. The average relative weight of the questionnaire dimensions was high, measuring **84.30**. This indicates a high level of social peace among kindergarten children from the perspective of the

study sample (mothers and teachers). This finding aligns with the recommendations of Ahmed (2020) and El-Shenawy (2015), who advocate for the promotion of peace concepts in early childhood. However, it contrasts with the findings of Masarani (2018), which reported a low overall level of peace concepts among children, attributed to the unstable political climate in Homs, Syria.

2. The three highest relative weights in the questionnaire dimensions were:
   o **Empathy**: with a relative weight of **88.45**.
   o **Freedom of Expression**: with a relative weight of **88.25**.
   o **Cooperation**: with a relative weight of **86.54**.
   These findings are consistent with the studies by Al-Bishi & Al-Asmary (2023) and Ubaid (2017), which affirm a significant presence of empathy among children. Conversely, the findings do not align with those of Abd El-Rahim (2020), who indicated that preschool children lack a clear level of empathy; this disparity may be linked to the unstable conditions in Iraq, where the study was conducted. Additionally, the findings corroborate to the study by Al-Harbi (2020), which showed high levels of freedom of expression among children.

3. The three lowest relative weights in the questionnaire were:
   o **Tolerance and Acceptance of Others**: with a relative weight of **64.45**.
   o **Problem-Solving**: with a relative weight of **79.32**.
   o **Patriotism and National Belonging**: with a relative weight of **79.51**.
   These results highlight the need for greater emphasis on these dimensions in kindergarten education. This aligns with the findings of Mousa (2022), which stresses the necessity of developing peace values, tolerance, and problem-solving skills, as well as studies by Al-Shaya and Al-Shayji (2019) and Al-Shishtawi (2015), which indicate that tolerance values among children are low and require enhancement through various programs.

4. Statistically significant differences at the **0.01** level were found between the sample responses and the **occupation** variable, in favor of non-working mothers in the first dimension due to

their higher average scores. This finding suggests that non-working mothers have more time to provide activities and digital games that promote values of tolerance, responsibility, environmental stewardship, and the development of problem-solving skills in children.

5. Statistically significant differences at the **0.01** level were also found between the sample responses and the **educational qualification** variable, favoring those with intermediate qualifications, as indicated by the results of the Scheffé test. This is likely due to this group having fewer work opportunities compared to those with higher or postgraduate degrees, which affords them more time to design games, activities, and programs that help children develop capacities and acquire principles of social peace.

6. There were **no statistically significant differences** at the **0.01** level between the sample responses and the **role** variable.

7. There were **no statistically significant differences** at the **0.01** level between the sample responses and the **environment** variable, favoring urban participants.

8. There were **no statistically significant differences** at the **0.01** level between the sample responses and the **age group** variable.

9. The study came up with a future vision for the development of social peace for kindergarten children through digital media.

Future vision:

In light of the results of the study in its theoretical and field aspects, a proposed future vision can be built for the development of social peace for kindergarten children through digital media and its multiple and diverse media, it seeks to reach a set of procedural proposals for the development of social peace for kindergarten children, and this vision is based on a set of any child has access to them at any time and at any With the transformation of societies from traditional to digital, the UNESCO International Declaration on the basic principles of the contribution of the media to peace and international understanding, the promotion of human rights, the UN Convention on the rights of the child, which states that children are a particularly vulnerable group, the convention supports the rights of children, including the right to protection from all forms of exploitation, the right to privacy, freedom of expression or the right to participation, all in the context of the principle of evolving

capacities. These rights also apply to the digital environment. The International Day of human fraternity, as well as Egypt's participation in the high-level forum on the culture of peace, which was held virtually at the United Nations, on the culture of peace, which was adopted by the United Nations General Assembly on September 13, 1999, is based on the Egyptian state's interest in peace, headed by President Al-Sisi through issuing a public call for action to spread the culture of peace, uphold the values of tolerance and peaceful coexistence, and renounce all manifestations of violence and extremism.

The proposed future vision is based on the consideration that social peace is the state of peace experienced by the child when he acquires knowledge, skills and attitudes aimed at instilling the values of tolerance, freedom of expression, justice, cooperation, respect and acceptance of the other, dialogue, preserving the safety of the environment and love of the homeland, and digital media has a fundamental role in the formation of a culture of peace and be up-to-date with information and events to practice His role in society.

The field study resulted in a high degree of social peace in the kindergarten child. And that digital media has an important and vital role in the development of social peace for kindergarten children, so the future vision will be based on the dimensions of social peace for kindergarten children represented by (freedom of expression/ justice and equality /tolerance/ empathy/ respect / responsibility / dialogue / renunciation of violence/ preservation of the environment / patriotism/) and linking them with various digital media suitable for kindergarten children

The following figure shows the components of the future vision, followed by a presentation of each of these components along with the mechanisms for achieving it.

Figure (1) shows the components of the future vision for the development of social peace for kindergarten children through digital media

Some procedural proposals for the development of social peace of a kindergarten child through digital media can be illustrated as follows:

1. Use interactive stories (use applications that offer interactive comics, where the child can choose endings or add his own dialogues).

1) Design of digital educational games (games that encourage the expression of thoughts and feelings, such as acting games or interactive drawing).

2) Providing applications that allow children to draw and color their own pictures, and then share them with others.

3) Record the voices of children telling stories or expressing their opinions in an audio blog.

4) Designing electronic games that promote basic concepts of justice such as equality and fairness, as the child learns how to deal with different situations.

5) Provide patriotic songs with attractive designs and cheerful sounds suitable for children's ages.

6) Using virtual reality technology or three-dimensional videos to introduce children to the sights of the homeland, such as the pyramids or the Egyptian Museum.

7) Choose cartoon stories that focus on the values of respect, tolerance and cooperation.

8) Design educational games that focus on social communication skills and mutual respect, learn the rules of team play and respect others while playing.

9) Use animations to explain the concepts of respect in a simplified way.

10) Organize video calls with relatives and friends of the child, while encouraging the child to meet new people and say hello to them, practicing dialogue

11) Use virtual worlds in collaborative environments where children can build, interact, and learn together.

12) Create interactive illustrated stories that allow children to make decisions and influence the course of events.

13) Using popular cartoon characters to communicate with children and communicate messages more effectively about non-violence.

14) Create an electronic platform for the exchange of experiences and information between parents and teachers on how to simplify information about nonviolence to suit the child.

15) Develop role-playing games that allow the child to embody different characters and learn how to cope with different situations.

16) Using applications that allow the child to create a list of daily tasks and track their completion.

17) Listen to audio stories (podcasts) include stories about children taking on their responsibilities.

18) Encourage the child to participate in small online projects, where he learns through trial and error and solves the problems he faces during the implementation of the project.

19) Use apps that focus on teaching children problem-solving skills, such as programming apps, game design, and robotics.

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