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A Musical Song Program to Reduce the Manifestations of Negative Emotions Resulting from Home Quarantine Due to the Coronavirus Pandemic among Preschool Children

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Abstract

Purpose of the study: The current study intended to ascertain the effectiveness of a musical song program in reducing the manifestations of negative emotions resulting from home quarantine due to the Coronavirus pandemic among preschool children. It is also to check the continued effectiveness of the influence of the musical song program on preschool children after the completion of the program.

Methodology: The one-group quasi-experimental method with pre- and post-measurement was used to determine the effectiveness of the musical song program in reducing the manifestations of negative emotions on an experimental sample consisted of 20 preschool children (4-6 years), from Othman Bin Affan Primary School Kindergarten in Port Said Governorate. The negative emotion scale and a musical song program were used with preschool children.

Main Findings: The findings of the study indicated the effectiveness of the musical song program in reducing the manifestations of negative emotions resulting from home quarantine due to the Coronavirus pandemic among preschool children (4-6 years). The findings also showed that the program would continue to be effective in reducing negative emotions among preschool children, even after the completion of the musical song program.

Applications of this study: This study may benefit kindergarten teachers to develop positive emotions among preschool children should be worked on and reduce negative emotions by developing children's motivation to enjoy musical songs contributing to strengthening social ties during the Coronavirus pandemic. It may help music education teachers to move from traditional methods to electronic learning methods coping up with the requirements of confronting the Coronavirus.

Novelty/Originality of this study: The Novelty of this study is that it addresses a set of psychological variables that are relatively recent in the Egyptian environment in particular. Using musical songs will contribute to reducing negative emotions resulting from the Coronavirus pandemic among preschool children. This study is also considered one of the few studies that have used musical songs to reduce negative emotions resulting from emergent pandemics.

Keywords: Musical song program; negative emotions; home quarantine; Coronavirus pandemic; preschool children

INTRODUCTION

Listening to meaningful musical songs is a means that helps the individual in general and the child in particular, to regain control of themselves in the light of emergency crises befalling them. It also creates a sense of belonging and sharing. It is a healing antidote to feelings of isolation or loneliness and negative emotions at a time when all countries are calling on their citizens to engage in social distancing and isolation. However, this geographical isolation must not cause social isolation. Here, the music comes with its various meaningful songs to be the lifeline and social tranquilizer that calms the feeling of loneliness, reduces the manifestations of negative emotions, and

reinforces social cohesion that has become under threat in light of the Coronavirus pandemic (Sanfilippo, Spiro, Molina-Solana, & Lamont, 2020, 1-21).

Emotions are among the psychological variables that have a major role in affecting the life of the individual in general, and the preschool child in particular, and moving their activity and behavior towards life. The Arab researchers have been interested in revealing the emotions of children individually, such as revealing fear alone, anxiety, anger or happiness and how these emotions affect other psychological variables. On the other hand, researchers in the West have been interested in revealing understanding of the nature of emotions in the Western environment on a large scale, through theories that explain them, and Factor analyses that seek to develop classifications of these emotions. These make it easier for us to understand and predict them, how to control them, and develop the characteristics that distinguish them from other affective concepts such as attitudes, feelings, affection, tendencies, and personal attitudes (Desmet, 2012; Scherer, 2005). This is what the Arab research have not paid attention to in dealing with the issue of emotions.

Fredrickson (1998) indicates in this regard that the general classification of emotions is attributed to being pleasant positive or unpleasant negative. The negative emotions are varied compared to the positive. It is found that every positive emotion is opposed by three or four negative emotions. For this reason, the study of this type of emotion is marginalized despite its importance (Saleh, 2016). This prompted the researcher to uncover and limit negative emotions and develop positive emotions.

Regulating emotions is often the main reason for the individual continuing to listen to music, because it was, is, and will remain one of the oldest methods that help the individual overcome their negative emotions, achieve relaxation and relieve stress. Music is the greatest common denominator between all individuals in all cultures. The individual possesses the innate ability to understand and respond to music, and it cannot be avoided (Rana & Neville, 2018). Music accompanies people from birth to death, and it is a meaningful way that helps the individual to get rid of the pressures of daily life. It is highly related to its ability to achieve psychological well-being to them (Upadhyay, 2014).

Music has emerged as food for the soul, and as a strong and important alternative to bringing about communication between hearts, after we missed communication with the bodies in the light of the Coronavirus pandemic. Humans have lost all forms of normal social contact between friends, family and neighbors. Nothing remains but the music tones to bring them closer and cut off isolation of social distancing imposed by the Coronavirus pandemic.

The phenomenon of listening to music is widespread in many developing and developed countries alike. The average number of times individuals listen to music is 18 hours per week. The percentage of those who listen to music ranges between 44% to 68% while practicing some activities in normal times such as travelling, having meals, exercising, working, or studying (Sanfilippo, Spiro, Molina-Solana, and Lamont, 2020, 21).

This is confirmed by Randall, Rickard & Vella-Brodrick (2014) that concludes that listening to musical songs contributes to improving affective self-regulation. It also contributes to improving the state of affective health and achieving personal well-being.

Roy, Cook and Welker (2019) investigate the effect of listening to musical songs on the strategy of emotional regulation of sentiments. Many people use a lot of music in order to regulate their emotions. The findings are a correlation between listening to music and the ability to regulate emotions, reducing negative emotions, and adjusting emotions. The rhythmic and active music is the most used musical styles in the emotional regulation of sentiments.

Baitazar and Saarikallio (2019) also seek to identify the relationship between listening to music and the ability to make emotional self-regulation, and motivation to listen to music and the regulation of emotions, and their effect on the feeling of psychological loneliness on the study sample. The findings reveal that listening to musical songs comes with the aim of cognition work, and reinforcing feelings, or what is called affective work and entertainment, or with the aim of distraction, with the aim of revival, or with the aim of increasing focus on situation. Listening to music in all its forms and

shapes helps to achieve emotional self-regulation.

In this regard, music, its songs and its various activities occupy a distinct place among the means of raising a kindergarten child, due to its rapid impact on their affection, feelings and psychological state, and for being a good tool to sharpen their mental and physical abilities. Musical activities and skills in kindergartens have two roles. The first of these works on the child's understanding of music and develops their response to it. The second supports other activities so that the child acquires experiences and skills that contribute to various aspects of personality, to make them later an effective member in the society (Hietanen & Heikki, 2016).

Ellis (2018) believes that music can be used as a form of entertainment, lifelong learning, effective social communication between humans, or as a form of emotional and affective expression, self-treatment, or spiritual expression. Music can be used as a method of developing self-identity, understanding important life events, maintaining psychological well-being, contributing to improving the quality of life, individual self-esteem, feeling competent, and feeling independent as one of the dimensions of psychological well-being, and making the individual get rid of feeling isolation or loneliness.

By reviewing the international cultural literature throughout history, it has become clear that musical songs-based programs brings about social activity. It plays an important role in establishing social ties. The effects of music on social ties increase social closeness, which is reflected in the image of social behaviors responsible for the wide spread of musical activities and their role in the development of human society (Dunbar, 2012).

Insel (2010) concludes that music and listening to its songs increase secretion of the oxytocin that increases sensory load, physical activity, strong affective arousal, confidence, visual contact, ability to empathy, motivation to listening to music and temper social behavior.

In a study conducted by Kreutz (2014), listening to music contributes to increasing levels of the salivary oxytocin as well as increasing the level of cortisol, which enhances individuals' feeling of psychological well-being. It also increases the level of biosocial interdependence among listeners. Listening to music in groups facilitates the process of forming social ties, increases social cohesion among group members, enhances cooperative pro-social behaviors, and increases the level of sympathy among individuals

The results of Van Goethem and Sloboda's study (2011) indicates that music and its songs have many functions and roles associated with its ability to achieve affective regulation. These are represented in creating happiness among listeners, accomplishing relaxation, helping listeners to think logically, helping achieve reduction of negative emotional responses and manifestations and thus achieving psychological well-being for them.

Le Davidson and Krause (2016) reveal that participation in musical activities contributes to improving the quality of life and raising their spirits, and helps them overcome the obstacles and negative emotions they face.

Schafer and Eerola (2020) also note that listening to music is one of the most important alternatives used to achieve social interaction and cohesion in times of crisis and feeling isolation or social distancing. It contributes to achieving contentment and social, affective well-being among individuals feeling loneliness or social isolation.

A study conducted in the United Kingdom confirms that listening to songs improves the children and the individuals, in general, feeling loneliness, during the Coronavirus pandemic. It also improves the methods of social communication and reduces their negative emotions (Marston, Musselwhite and Hadley, 2020).

McCaffrey (2008) also indicates that listening to musical songs improves the physiological and psychological aspects, as music and its songs work to connect individuals with their feelings and create a feeling of self-awareness in them, in addition to improving the quality of life.

A study on the effectiveness of music results in making individuals more able to form social ties with others. Moreover, musical engagement makes them feel accomplishment and honor (Joseph and Southcott, 2015).

A study by Ali (2020) results in a negative correlation between the feeling of psychological loneliness and motivation to music, and a negative correlation between the feeling of psychological loneliness and affective regulation. The degrees of influence by feeling of psychological unity vary with varying levels of motivation to listening to music and affective regulation. The high levels of motivation to listening to music and affective regulation indicate a decrease in the degrees of influence by feeling of psychological loneliness and the possibility of using motivation to listening to music and affective regulation in predicting the feeling of psychological loneliness during the Coronavirus pandemic.

Miranda and Blais-Rochette (2018) show that individuals who feel emotional instability, such as neurotics, resort to listening to musical songs as a strategy that helps them in regulating their negative emotions. There is a relationship between listening to music and its songs and the ability to carry out emotional regulation of affections. Individuals who feel more neurotic are more likely to use listening to musical songs to reduce neuroticism and help them regulate their negative emotions.

Sakka and Juslin (2018) aim to investigate the effect of music on the emotional regulation of individuals, the study sample, consisted of a group of listeners to musical songs. The findings of the study reveal the ability of listening to musical songs to regulate the emotions of the listeners. Music is also used to enhance and strengthen positive feelings and reduce the influence of negative feelings. The findings of the study recommend that individuals who feel depressed and socially isolated should be taught how to use musical songs to emotionally regulate their affections.

The findings of Gadd (2013) finds that group singing music contributes to reducing the individual's feeling of tension and increasing their feeling of well-being. In addition, it contributes to building society by improving the general health of its members. The findings of the study are consistent with the findings of neuroscience research, which show that music contributes to stimulating the right side of the brain by releasing endorphins, which reduce the individual's feeling of tension and increase their feeling of psychological well-being. It also increases their level of happiness by increasing levels of serotonin and dopamine. They both work to increase the individual's feeling of pleasure and psychological well-being.

White and Rickard (2016) also find that happy or sad music can regulate emotions in individuals. Gurgen (2016) reveals that the type of preferred music varies from one age to another and that the family plays a major role in developing the musical tastes of its children.

A study by Randall and Rickard (2017) demonstrates a relationship between personal listening to music and the desire to perform emotional regulation processes. There is also a relationship between listening to music and the desire to modify the manifestations of negative emotions or the desire to forget the problems associated with negative emotional states, or to achieve improvement in mental health and to promote emotional well-being and reassurance.

While Lonsdale (2019) indicates that listening to music may aim to relieve the pressures that the individual is exposed to during crises, such as negative emotions, decrease in his level of psychological loneliness, and an improvement in his mental health (Macintyre, Scnare and Ross, 2018), in addition to enhancing social motivations and feeling satisfaction with life (Kuntsche, LeMevel and Berson, 2016).

Hence, this study has come as an attempt to reach psychological well-being and reduce negative emotions among preschool children while they are in home quarantine during the Coronavirus pandemic. It aims to break the barrier of boredom and loneliness. Therefore, countries of the world have resorted to entertainment through music as a kind of comfort during times of pandemics and crisis.

THE PROBLEM

Since the emergence of the new Coronavirus, which the World Health Organization described as a pandemic, the start of compulsory home quarantine, and the high rates of infection and death in various countries of the world (Viswanath and Mong, 2020), children in particular have suffered from this epidemic from feelings of anxiety and fear, many psychological problems, and different types of negative emotions that need immediate psychological

support services (COVID-19 Resource Center, 2020).

The home quarantine has resulted in a set of negative repercussions on the psychological side of the child as a result of social distancing (Aylol, 2020, 118). People live in a state of panic, anxiety and tension on a large scale that humanity has not experienced before (Velavan and Meyer, 2020), in addition to a feeling of social isolation and psychological distress represented in the negative emotional manifestations (Zhai and Du, 2020). Their impacts may affect the child in particular and cause emotional disorders in many forms and types (Ali, 2016). They have an inevitable impact on the feeling of mental health and play a role in many mental disorders (March et el, 2017). Not only that, but they have found themselves forced to take strict isolation measures, fighting an unknown enemy (Dong and Bouey, 2020).

It is certain that preschool children need to express their feelings and emotions, achieve the feeling of security and enjoyment, and give meaning to their lives in light of pandemics and crises.

Some theoretical frameworks and the findings of some studies have indicated the impact of environmental factors surrounding the child, especially the home environment, on the negative emotional responses of the kindergarten child (Hassouna, 2018, 6).

The current study problem relates to the importance of music in the life of the preschool children. Songs help to reinforce the social motives and motives for confrontation, adaptation and harmony among children, and help them improve their sense of satisfaction with life, withstand pressures, and reduce negative emotions (Kuntsche, Mével, and Berson, 2016).

It also reduces feelings of loneliness and increases social ties between children and others. In addition, music has the ability to create and reinforce social ties between children such as laughing, singing and dancing (Lonsdale and North, 2011).

They help to achieve affective stability (Chew, Yu, Chua and Gan, 2016), regulate feelings, and deal with difficult situations that children face several times a day (Battazaar and Saarikallio, 2019).

Listening to music also contributes to increasing oxytocin, which increases bonding and confidence. Scientists have discovered that listening to music increases levels of oxytocin in the body, indicating the quality of the relationship between music, oxytocin and social communication. This reduces the feeling of psychological isolation (Sexton, Chrissy, 2018), and contributes to regulating positive emotions and achieving good social communication with others (El Taher, 2018).

Vasileiou, et al (2019) also indicates that listening to music can reduce feelings of psychological loneliness during crises. In addition, Gomaa, Saafan and Murad (2019) demonstrate the effectiveness of music in improving emotional compatibility.

The current study targeted the use of music to reduce the manifestations of negative emotions among preschool children resulting from the outbreak of the new coronavirus. In this way, it follows the same steps that other previous studies have taken, such as Kang et al (2020), Cao et al (2020), Qiu et al (2020), and El Feky and Omar (2020), in identifying the reality of psychological problems resulting from the Coronavirus.

Based on the effectiveness that music achieves through a musical song program, the author seeks to use it in solving the study problem. Here, the study problem has been crystallized in the main question: What is the effectiveness of a song program in reducing the manifestations of negative emotions resulting from home quarantine due to the Coronavirus pandemic among preschool children? This question is divided into sub-questions: 1) What are the dimensions of negative emotions preschool children need reduce and decrease? 2) What is the content of the song program to reduce the manifestations of negative emotions among preschool children (4-6 years)?

PURPOSE OF THE STUDY

The study aimed in general to measure the effectiveness of a musical song program in reducing the manifestations of negative emotions among preschool children, resulting

from home quarantine due to the Coronavirus pandemic. In addition, it aimed to know how the negative emotions manifestations among children are reduced after applying the song program at a later time.

THE IMPORTANCE

The importance of this study is that it addresses a set of psychological variables that are relatively recent in the Egyptian environment in particular. Using musical songs will contribute to reducing negative emotions resulting from the Coronavirus pandemic among preschool children.

METHODOLOGY

First: Sample

This study sample consisted of 20 preschool children aged 4-6 years old. The sample was randomly selected from the Kindergarten of Othman Bin Affan Primary School in Port Said Governorate.

Second: Method

The quasi-experimental method was used to find out the effectiveness of the song program in reducing the negative emotions among preschool children. It is one of the most suitable designs for the nature and sample of this study. In addition, one of the most important advantages of this design is that the experimental group itself is the control group, which leads to their equivalence.

Third: Tools

1. A Musical Song Program to reduce the negative emotions among preschool children (prepared by the author)

2. The Preschool Children's Negative Emotions Scale (prepared by the author)

1. A Musical Song Program to reduce the negative emotions among preschool children

A program based on meaningful musical songs was developed. It consisted of 20 musical song sessions for preschool children (4-6 years). The program was developed according to a set of principles:

a. Music to be associated with characteristics of preschool children.

b. Simplicity and ease to be considered in the language used in the vocabulary of songs to suit the mental, psychological and social level of preschool children, and their individual differences.

c. Nature and characteristics of preschool children to be considered.

Steps to develop the program

a. Determining the general objectives of the program

The musical song program aims to reduce negative emotions among preschool children. In this study, the objectives of the program can be divided into:

– **A preventive goal:** through which the children (experimental study sample) acquire some techniques that enable them to reduce their negative emotions. That is through the use of music that works to enlighten them of their psychological and emotional abilities.

– **A developmental goal:** represented by providing the opportunity for the children to develop positive emotions and reduce negative emotions by enhancing the children's psychological and emotional abilities.

To achieve these goals, there are several general sub-goals:

- The child sings various songs and hymns.
- The child plays percussion band instruments while singing.
- The child enjoys singing with his/her peers.
- The child participate in singing with his/her mates.
- The child responds emotionally to audible music.
- The child listens well to music with awareness and understanding.

- The child feels self-confident singing with his/her mates.
- The child feels emotional relief while singing and listening to music.
- The child feels lively and springy while listening to musical rhythm.
- The child feels happy singing with his/her peers.
- The child feel spontaneous and assertive while performing musical activities.
- The child controls his emotions by listening to different musical forms.
- The child expresses his/her views freely and without fear.
- The child expresses his positive and negative feelings in a moderate way after listening to the musical songs.
- The child perceives his/her own feelings and emotions through music.
- The child determines the type of emotion in different musical songs.
- The child feels confident in himself/herself, his/her decisions, and ability to express his/her feelings after singing musical songs.
- The child controls his emotional behavior when exposed to troubled situations.
- The child accepts negative emotions with open arms.
- The child shows positive emotions such as joy and happiness before others.
- The child determines the appropriate emotion when going through a negative emotional experience after listening to music songs.
- The child becomes aware of his/her own feelings and emotions by enjoying musical songs.

b. Developing the meaningful musical songs of the program

In light of the objectives the program seeks to meet, 20 musical songs were determined aiming at reducing negative emotions among preschool children.

c. Preparing assessment tools

The purposes of this musical song program are as follows:

a. To ensure the effectiveness of the musical song program in reducing negative emotions among preschool children.

b. To identify the difficulties that preschool children face while implementing the musical song program.

Three methods of assessment are used in the program:

a. **Pre-assessment:** It is conducted before applying the program by applying the negative emotions scale to the children of the experimental group and recording the children's scores on the scale in order to determine the manifestations of their negative emotions.

b. **Formative assessment:** The child is evaluated continuously from the beginning of the program until the end. This is conducted on a daily basis during or after the song is presented to them through cards presented to children daily as an application of the song. It can be called individual assessment to see the progress made by children after exposure to the musical song program and compare that with their scores before exposure to the program.

c. **Post-assessment:** It is used after completing the song program to see the progress he/she has achieved and compare that to their scores before exposure to the program. It is conducted by re-applying the negative emotions scale to the children again.

2. The Preschool Children's Negative Emotions Scale

The scale consists of 50 items divided into five dimensions according to the negative emotions under study. The high score on the scale indicates the high level of suffering from negative emotions among children, the experimental study sample. The scale was standardized in terms of validity and reliability as follows:

a) Reliability of scale

The Cronbach's alpha was used to test how the scale was reliable on a pilot sample consisting of 30 children. It was excluded from the main sample of the study, and the following table explains the statistical procedure:

Table 1: Coefficients of reliability of the negative emotion scale items among preschool children (n = 30)

Dimension	# of questions	Cronbach's Alpha
First: Social anxiety	10	0.910*
Second: Sadness	10	0.846*
Third: Loss of psychological security	10	0.890*
Fourth: Feeling of boredom	10	0.788*
Fifth: Hypersensitivity and susceptibility to drift	10	0.840*
Overall reliability of scale	50	0.972*

The previous table (1) shows that the general stability coefficient for the scale dimensions is high as it reached 0.972* for the total items of the scale. This indicates that the scale has a high degree of reliability and it can be relied upon in the field application of the study according to the Nunnally's scale, which was adopted 0.70 as a minimum reliability.

b) Validity of comparison of extreme groups (discriminant validity)

The scale was applied to the standardization sample (n = 30) from preschool children. They were not included in the final application of the scale in order to calculate the differences between the upper and lower quartiles 27% of children's scores. That was done by using the t-test shown in the following table:

Table 2: Results of the t-test to examine the differences between the upper and lower quartiles in the negative emotions scale among the pilot sample (n = 30)

Variable	Upper quartile			Lower quartile			t	Sig.
	n	M	SD	n	M	SD		
Negative emotion scale	8	142.12	1.80	8	79.25	6.27	27.239	Statistically Sig.

The previous table (2) indicates that there is a statistically significant difference at 0.000 between the upper and lower quartiles in the overall score of the negative emotions scale, suggesting that the scale has a high ability to discriminate between high and low negative emotions.

HYPOTHESES

H_1: There would be statistically significant differences between both mean rank scores of the experimental group's children (experimental study sample) on the negative emotions scale among preschool children before/after applying the musical song program in favor of the post-measurement.

H_2: There would be no statistically significant differences between both mean rank scores of the experimental group's children (the experimental study sample) on the negative emotions scale among preschool children in both post- and formative measurements.

FINDINGS

The hypotheses formulated with the aim of ensuring the effectiveness of the musical song program in reducing negative emotions resulting from quarantine due to the Coronavirus pandemic among preschool children, were tested.

The first hypothesis

The first hypothesis of the study states that "There would be statistically significant differences between both mean rank scores of the experimental group's children (experimental study sample) on the negative emotion scale among preschool children before/after applying the musical song program in favor of the post-measurement." To verify the validity of this hypothesis, the paired samples Wilcoxon test was used to find the significance of the differences between both mean rank scores of preschool children before applying the program and the both mean rank scores of the same group after applying the program, as shown in the following table:

Table 3: z value and its statistical significance with respect to the overall scores on the negative emotions scale of the experimental sample before / after applying the musical song program

Pre-/post-test	n	Pre-/post-test		z	Sig.
		Rank mean	Rank sum		
Negative ranks	20	10.50	210.00	-3.927	Statistically Sig.
Positive ranks	0	0.00	0.00		
Neutral ranks	0				
Total sum	20				

In the previous table (3), the results indicate the significance of the differences between the mean of the pre- and post-measurements among the children of the experimental group on the negative emotions scale. When calculating the difference between the ranks of the two measurements, the difference was 3.927, which is statistically significant value. It indicates the effectiveness of the music song program in reducing negative emotions among preschool children in favor of post-measurement. Thus, the first hypothesis was realized.

The second hypothesis

The second hypothesis of the study states that "There would be no statistically significant differences between both mean rank scores of the experimental group's children (the experimental study sample) on the negative emotions scale among preschool children in both post- and formative measurements." To verify the validity of this hypothesis, the paired samples Wilcoxon test was used to find the significance of the differences between both mean rank scores of preschool children in the post-measurement and both mean rank scores of the same group after a month of applying the negative emotions scale in the post-measurement. The results were as shown in the following table:

Table 4: z values and its statistical significance with respect to the overall scores on the on the negative emotions scale for the experimental sample in the post- and formative measurements, (n = 20)

Post-/formative measurement	n	Post-/formative measurement	z	Sig.

		Rank mean	Rank sum		
Negative ranks	2	1.50	3.00	-1.342	Not Sig.
Positive ranks	0	0.00	0.00		
Neutral ranks	18				
Total sum	20				

In the previous table (4), it is clear that there are no significant differences between both mean rank scores of the experimental group after applying the musical song program and both mean rank scores of the same group in the traceable formative measurement. z value is -1.342, which is not statistically significant. This means that the scores obtained by the children in the post- and formative measurements were close, indicating the continued effect of the musical song program for the children of the experimental group after applying the musical song program during the follow-up period. Thus, the second hypothesis was realized.

DISCUSSION AND ANALYSIS

The findings of this study shows the effectiveness of musical song programs in reducing the manifestations of negative emotions among preschool children, as was evident from the results of both study hypotheses. This reflects the tangible improvement in reducing negative emotions measured by the negative emotion scale after applying the program. This indicates the usefulness of musical songs in developing positive emotions among preschool children.

Perhaps the program relying on music because of its psychological and emotional features may have increased the effectiveness of the program. Considering the characteristics of the sample in preparing the musical song program has also increased its effectiveness in achieving its desired goals. Music-based programs contribute to relieving boredom and stress. It helps children express their feelings towards others to achieve good communication with them and reduce negative emotions. This is because music is enjoyable in nature and leads the listener to a sense of psychological security and self-well-being. It is also one of the most stimulating and enjoyable activities in preschool and expressing emotions and feelings during pandemics and crises.

Musical singing programs are also considered a successful effective treatment to get rid of fears that may worry and tense the child. As it is noticed that children in general and preschool children in particular are often afraid and affected by the current events surrounding them, whether within the family or in the community surrounding them, because all of their feelings face tension, suppression and anxiety. Thus, musical songs are considered one of the most beloved types that the child responds to, and one of the most extensive and flexible channels of communication in reaching children's souls, and in treating their major problem of poor sense of security and psychological stability, inability to communicate and interact socially, and developing many negative emotions for them. This is confirmed by El Attar (2014) that treatment with musical activities such as songs and musical games develops and evolves the social skills of children and makes them come out of their closed shells to contact those around them in light of pandemics and emergency crises.

The author believes that the children's enjoyment of musical songs has contributed to reducing feeling psychological loneliness and boredom, which made them less feeling lonely and social isolation during the Coronavirus pandemic, which imposed the necessity of so-called social distancing and reduced the manifestations of negative emotions in them.

The findings of this study can also be explained by the fact that music and its meaningful, enjoyable songs are a successful effective treatment to get rid of fears that may worry and tense the children. It helps them to overcome feeling boredom, overcome hard times, reduce feeling loneliness, increase the ability to

socialize, and reduce negative emotions. These findings are consistent with those of Baitazar & Saarikallio (2019); Cook, et al. (2019); and Sakka & Juslin (2018). These emphasized the relationship of listening to musical songs with the ability to regulate emotions and express emotions.

The effectiveness of the musical song program in reducing the manifestations of negative emotions in this study is evidenced by the improvement in the manifestations of negative emotions among the children of the experimental group. This was through the negative emotions scale whose results indicated a reduction in the severity of negative emotional manifestations in children in the post-measurement. This improvement in preschool children (children of the experimental group) is attributed to the fact that they have been affected by the content of the musical song program, which aimed to reduce the negative disorders.

In view of the excitement provided by the program to the motivation of preschool children and their desire to learn musical activities that led to the development of their positive emotions, the study program would reduce the manifestations of negative emotions among preschool children depending on specific musical singing activities, which emphasizes the effectiveness of the current study program.

CONCLUSION

All the previous findings, individually and collectively, confirm that the program used has accomplished its goals set and specified by the author. The program has emphasized the effectiveness of education based on the use of music and the adaptation and employment of the songs to develop good positive emotions and reduce negative emotions among preschool children. Thus, these findings are consistent with the scientific background of the study, whether in terms of theories and theoretical explanations in the field of mental disorders or in terms of the findings of previous studies that were available to the author.

Based on the above and through accepting both hypothesis of the study, the musical song program has succeeded in reducing negative emotions among preschool children (4-6 years) during the home quarantine period resulting from the Coronavirus pandemic.

LIMITATION

The current study is subject to some of the obstacles and restrictions that the author faced when preparing it, and among these obstacles are the following:

– The author was not able to obtain a large number of children (the experimental study sample) due to the Coronavirus pandemic, and was satisfied with the group specified in the study only.

– The Arabic references and studies that combine the reduction of negative emotions and musical songs among preschool children are scarce, which led to taking a long time and effort to search for other sources to form the database.

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