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BY FEMALE KINDERGARTEN TEACHERS
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Mustafa Hassan Filimban

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**THE IMPORTANCE AND USE OF KINDERGARTEN EDUCATIONAL
PRINCIPLES IN SAUDI ARABIA, AS PERCEIVED
BY FEMALE KINDERGARTEN TEACHERS**

By

Mustafa Hassan Filimban

**AN ABSTRACT OF
A DISSERTATION**

**Submitted to
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ABSTRACT

THE IMPORTANCE AND USE OF KINDERGARTEN EDUCATIONAL PRINCIPLES IN SAUDI ARABIA, AS PERCEIVED BY FEMALE KINDERGARTEN TEACHERS

By

Mustafa Hassan Filimban

This descriptive study was designed to assess the level of importance and frequency of use of Froebelian, Lockean, and Rousseauian educational principles as perceived by Saudi female kindergarten teachers and to determine whether teachers' educational level, age, and personal income were significantly related to their perceptions. Two hundred forty-one female kindergarten teachers from the western region of Saudi Arabia responded to a questionnaire developed by the researcher. Respondents indicated their perceptions of the importance and frequency of use of statements intended to express Froebelian, Lockean, and Rousseauian educational principles.

Descriptive statistics (means, standard deviations, frequencies, percentages, and ranks) were used in analyzing the data. Chi-square and paired t-test were used to analyze data for some research questions. Major conclusions were as follows:

1. The kindergarten educational principles that teachers perceived to be more important were also perceived to be used more frequently. Also, perceived level of importance was significantly higher than perceived frequency of use. These relationships, however, may arise from "halo effects" of "importance" responses upon "use" responses.

2. The principles rated most important were: The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active; Answer all questions children ask and explain the matters they desire to know, so as to make them knowledgeable; and Directing children's attention to the phenomena of nature will awaken their curiosity. The most frequently used principles were: Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching; and Children should be taught to be obedient and reasonable when they are still compliant and impressionable.

Less formally educated (nondegree) respondents perceived certain principles to be less important than did more formally educated (with degree) respondents. Younger respondents (under 30 years) perceived some principles to be less important than did older respondents (30 years or older). High-income respondents (5,000 riyals or more) perceived certain principles to be more important than did low-income respondents (less than 5,000 riyals).

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This dissertation is dedicated to my mother, Rugaiah; my sisters; my brothers-in-law; my nieces; my wife, Zain; my sons, Ihsan, Ihab, Ahmad, and Osamah; and my daughter, Inas.

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CHAPTER I

INTRODUCTION TO THE STUDY

Background

Education is presumed to be essential in building successful societies. Supposedly, it contributes to the development of humankind and provides society with a means to help construct its own patterns of life. Education is a major concern for developing countries. The main functions of education are to integrate the different sectors of society, to transmit traditional values, and to develop a sense of national identity, all of which are transmitted through the teaching process.

In the Arabian Peninsula, education has developed through various stages. For centuries, education in the area that is now Saudi Arabia was offered by the Quranic schools or kuttabs. These schools were modest indeed and were located either in or near the mosques (Jammaz, 1973). Soon after Saudi Arabia was unified under the leadership of King Abdul Aziz Ibn Saud in 1926, the government undertook to organize the educational facilities into a new system for boys only. Modern elementary schools were introduced in several major urban areas.

Organization of the Educational System in Saudi Arabia

Today, general education in Saudi Arabia is a formal system, completely under the control of the central government. The two major organizations that supervise public education are the Ministry of Education for Boys' Schools (MEBS) and the General Presidency for Girls' Education (GPGE). Both are public educational systems and are almost identical except that one supervises male education and the other supervises female education. Preschool through postgraduate education is provided free to all individuals in Saudi Arabia. The aim is to provide students with proper educational and religious guidance to help develop their character and to furnish knowledge that will be useful in their daily lives.

Statement of the Problem

The government of Saudi Arabia, through the Ministry of Education (the MEBS and the GPGE), has continuously endeavored to develop all levels of education in the Kingdom. Considerable positive strides have been made in terms of rearranging the public school curriculum, training local teachers, and providing free educational facilities. However, according to Ministry officials, the school curriculum in general, and early childhood education in particular, still need much improvement if they are to help Saudi youngsters cope with the vast social, political, economic, and industrial changes that are taking place within Saudi society.

All teachers at the kindergarten stage in Saudi Arabia are women (Al-Khodair, 1988). These teachers have not been trained to

teach youngsters at this crucial stage of development. Most of them are not aware of recent teaching methodologies (Al-Khodair, 1988; Bardisy, 1982). These teachers may be concerned about children, and some of them may have had useful experience in teaching. However, neither sentimental concern for children nor practical teaching experience in itself would seem to equip one to conduct a fully professional kindergarten. In addition to having a concern for children and experience in teaching them, the teacher would also benefit presumably from possessing a thorough knowledge of teaching principles (Ross, 1976).

Investigators in the area of child growth and development have contended that the preschool years, from birth to age four or five, have a dramatic influence on the child's personality and attitudes and are very influential in his/her later development. It has been highly recommended in several research papers and at conferences of educators that universities in Saudi Arabia should adopt programs to train female teachers to instruct more effectively at the kindergarten stage of education (Al-Khodair, 1988).

Purpose

The researcher's primary purpose in this study was to examine the importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten teaching principles, as perceived by female kindergarten teachers in the western region of Saudi Arabia. A secondary purpose was to determine how Saudi female kindergarten teachers evaluated themselves in terms of their effectiveness in

teaching. In addition, the writer sought respondents' recommendations regarding the way kindergarten educational programs in Saudi Arabia might be handled or improved.

Need for the Study

As a developing nation, Saudi Arabia presumably could benefit from a more well-designed kindergarten program to aid in the continuation of its progress and development. To implement such a program, an investigation of the current status of kindergarten education in the Kingdom is deemed valuable. Current kindergarten teachers' knowledge and understanding of the Froebelian, Lockean, and Rousseauian educational principles need to be investigated. Knowing the extent to which Saudi kindergarten teachers value these principles might help program implementers in designing better kindergarten teacher training programs. The study was specifically designed to ascertain the level of importance and extent of use of Froebelian, Lockean, and Rousseauian educational principles as perceived by current Saudi female kindergarten teachers in the western region of the Kingdom.

Research Questions

The following research questions were posed to guide the collection of data for the study:

1. What is the relative level of importance of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

2. What is the relative frequency of use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

3. To what extent do Saudi female teachers perceive Froebelian educational principles to be important in kindergarten teaching?

4. To what extent do Saudi female teachers perceive that they actually use Froebelian educational principles in kindergarten teaching?

5. To what extent do Saudi female teachers perceive Lockean educational principles to be important in kindergarten teaching?

6. To what extent do Saudi female teachers perceive that they actually use Lockean educational principles in kindergarten teaching?

7. To what extent do Saudi female teachers perceive Rousseauian educational principles to be important in kindergarten teaching?

8. To what extent do Saudi female teachers perceive that they actually use Rousseauian educational principles in kindergarten teaching?

9. Is there a significant difference between the importance and actual use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

10. Is the perceived level of importance of Froebelian, Lockean, and Rousseauian educational principles related to the perceived actual use of those principles?

11. Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their perceptions of the importance of Froebelian, Lockean, and Rousseauian educational principles?

12. Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their actual use of Froebelian, Lockean, and Rousseauian educational principles?

Assumptions

In undertaking this investigation, the researcher assumed that:

1. There is a need to investigate the current status of kindergarten education in Saudi Arabia.

2. The results of this study might provide valuable information to help plan more well-designed programs for Saudi female kindergarten teachers.

3. The female teachers who participated in this study were able to identify and accurately describe their needs and perceptions.

Limitations and Delimitations

1. This research was delimited to Saudi female kindergarten teachers in schools in the western region of Saudi Arabia.

2. In carrying out this study, the researcher had to use findings of studies conducted in other countries because of the scarcity

of research undertaken in Saudi Arabia on training programs for Saudi female kindergarten teachers.

3. The findings of this study cannot be generalized to other societies because of cultural differences and because all of the data employed are data arising from self-perceptions of the respondents.

4. A particular limitation is that the principles rated for "importance" are stated in very general abstract language, so much so that an effort to then rate them in terms of "frequency of use" raises serious questions of interpretation as to the meanings of the "use" data. Cautions about interpreting this study's "use" data are included in the discussions of Chapters III, IV, and V below.

Definitions of Terms

The following terms are defined in the manner in which they are used throughout the dissertation.

Day-care center. Traditionally, day-care programs provide at least full-day supervision and emphasize custodial care for preschoolers. At one extreme, day care may be limited to "child-keeping," in which attention is focused solely on meeting a child's basic physical needs. The opposite extreme may involve a comprehensive program that includes an educational component, diagnostic services, medical and social services, and a nutritional program--often referred to as developmental day care (Feeney, 1973). Swift (1964) elaborated the basic differences between day-care centers and nursery schools as follows:

The day nursery serves the function of substituting for maternal care of the child during a major part of the day. It puts its emphasis upon meeting the basic developmental needs of the child--physical, emotional, social and intellectual--during that period. The nursery school serves as a supplement to the home experience of the child, covers a relatively shorter period of time, and places its primary emphasis upon selective educational experiences. (pp. 250-51)

Head Start. Created by the Economic Opportunity Act of 1964, Operation Head Start was designed to help communities finance child-development centers at the prekindergarten level for low-income children. Broad goals of the program include improving children's health, confidence, self-respect, dignity, and peer relations; strengthening family ties; providing opportunities to meet various community helpers; broadening horizons; and increasing language competency through varied social experiences (Office of Economic Opportunity, 1965). The essential distinction between Head Start and most other preschool programs is that it is preventive in orientation and has been undertaken specifically to enhance the development of children from poor environments. Head Start's record of achievement and experience makes it an ideal program to address the challenges of rising poverty and the increasing changes in the family, to provide critical comprehensive services to children and support for families, and to serve as a model for the entire early childhood field (Lombardi, 1990).

Kindergarten. An educational center designed to help the child in his/her initial adjustment to organized schooling. The activities are provided for the purpose of induction and orientation of the child into public elementary school. The kindergarten provides

experiences that help the child become familiar with other children, educational materials, and primary learning activities. Kindergarten is the part of the elementary school program that provides for children about five years of age (Smith, Krouse, & Atkinson, 1961). Kindergartens today very much reflect their roots. Concern is expressed that young children should participate in activities that are developmentally appropriate and mesh with their interests, abilities, and maturity levels (Morado, 1990). Also, kindergarten should be supportive of children who are considered to be entering school at a disadvantage because of backgrounds and life experiences that are different from the mainstream. Today there is a growing concern that kindergarten emphasize school readiness, to provide adequate preparation for a formal academic program and facilitate mastery of knowledge (Morado, 1990).

Kindergarten educational principles. The kindergarten educational principles considered in this study were divided into three categories. References to "educational principles," to "kindergarten educational principles," and to "kindergarten teaching principles" are used interchangeably in this study.

First are the principles that emphasize the affective and social development of children through dramatic play and creative activities. Under such principles, a child is free to explore many social roles and to express himself/herself in various modes of activity (Peters, Neisworth, & Yawkey, 1985). This stream of thought has its philosophical roots in the writings of Jean Jacques Rousseau (1712-1778). Peters et al. indicated that this view, which

is commonly referred to as the Maturationist-Socialization Stream, is currently implemented in traditional child-centered nursery schools in the United States, the British infant schools, the Danish bornehaven, and many other preschool programs. In the present study, these principles are referred to as Rousseauian educational principles.

The second category of principles of kindergarten education is the one that was advanced by and based on the philosophy of John Locke (1632-1704) and later by such psychologists as Thorndike, Skinner, and Bandura. This view, termed the Cultural-Training or Behaviorist Stream, recognizes the early obligation of educators to teach skills, academic subject matter, moral knowledge, and the roles of culture in the most effective way (Peters et al., 1985). These principles emphasize the need to manipulate the environment by carefully specifying the behaviors deemed desirable and by implementing systematic teaching strategies based on positive reinforcement. The principles related to this stream of thinking are referred to in this study as Lockean educational principles.

The third category of principles considered in this study is based on the oldest and yet the most widely established formal early childhood education movement in the United States (Peters et al., 1985). Although their origin dates back to the 1860s, the principles are still implemented by modern early childhood educationists. These principles emphasize adoption of the child-centered approach articulated by Friedrich Froebel (1782-1852) of

Germany. In this study they are referred to as Froebelian educational principles.

Montessori nursery. The Montessori program consists of three broad phases: exercises for practical life, sensory education, and language activities. The purpose of this method is to develop proficiency with the basic-tool subjects and concepts earlier than is customary in conventional American schools. The fundamental concept of the Montessori method is that mental development is related to and dependent on physical movement. The major goal is to provide "freedom within limits" for the child to develop his/her mental, physical, and psychological abilities. Montessori preschool education differs from conventional nursery school practices in that less emphasis is placed on group activity, less attention is given to fantasy play, and greater focus is given to preacademic and early academic skill development (Evans, 1975).

Preschool. All organized prekindergarten programs were considered in this study, regardless of their sponsorship, specific objectives, or the professional credentials of their teachers. These programs may range from "custodial"-type day-care services to ones with highly structured, cognitively oriented curricula. For purposes of this study, the terms "preschool" and "nursery school" are used interchangeably.

Structure. One means of classifying program models is according to how structured their curriculum methods are. Weikart (1967) and Karnes (1969) conceptualized differences in curriculum methods by positing a spectrum of "structuredness." Programs are

placed on this continuum according to the degree to which teachers plan or prescribe program activities and sequence presentations relative to a specific developmental theory. For purposes of this research, Montessori, Head Start, and private nursery school programs are considered to have a structured format.

(Note: The terms "day-care center," "Head Start," "Montessori nursery," "preschool," and "structure" are not terms that are employed in the data analyses for this study, but they are included here under key terms because of their uses in Chapter II's review of literature and in Chapter V's conclusions and recommendations.)

Overview

Chapter I contained background information, a statement of the problem and purposes of the study, need for the study, research questions, assumptions, limitations and delimitations of the study, and definitions of key terms.

Related literature is reviewed in Chapter II. Topics considered include Froebelian, Lockean, and Rousseauian principles of kindergarten education; models of early childhood education; the development of kindergartens in the United States; research on kindergartens in various cultures; kindergarten education in the Arab World; and major problems facing preschool education in Saudi Arabia.

The methodology and procedures used in this study are described in Chapter III. The population is described, and the data-collection procedures are explained. Construction and translation

of the research questionnaire are described. Also included is a discussion of the pilot study, validity and reliability of the questionnaire, and data-analysis procedures.

The results of the data analyses conducted for this study are reported in Chapter IV. Finally, a summary of the major findings, conclusions, and recommendations for practice and for further research are presented in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter contains a review of literature related to the subject under investigation. The topics that are considered include Froebelian, Lockean, and Rousseauian principles of kindergarten education; models of early childhood education; the development of kindergartens in the United States; research on kindergartens in various cultures; kindergarten education in the Arab World; and problems facing preschool education in Saudi Arabia.

Principles of Kindergarten Education

Froebelian Principles

Toward the end of the nineteenth century, many studies and research programs were undertaken which resulted in the development of children's early education. During that period, the early education of children became recognized as very important, and interest in kindergartens increased. One leader was the German educator, Friedrich Froebel (1782-1852), father of the kindergarten. It was Froebel who first formulated a comprehensive theory of early childhood education and a detailed method for carrying it out.

Froebel worked with and taught older boys and found that the early years of a child's life are the most important ones. He strongly believed that children should receive very careful attention during those years. He established a private school in which play, music, and child-centered activity were the main features of the curriculum. Although this first attempt failed, Froebel did not abandon his conviction that educational reforms were most needed in the early years of childhood.

Froebel pursued his ambition several years later by starting another school for young children in which play, games, songs, and other activities were the dominant characteristics. This second school was a success, and in 1840 Froebel laid an important foundation for what would be a later conception: the child-centered school (Read & Patterson, 1980). At the heart of Froebel's system was

his faith in the active nature of learning, the concept of learning through play. He insisted on the natural unfolding of each child's capabilities within a community of mutual love and democracy where each individual was helped to gain self-realization from positive interaction with others. (Hewes, 1982, p. 345)

By the end of the nineteenth century, Froebel reported that kindergartens in Germany had become well-known. The major goals of these kindergartens was to help children develop their capabilities and talents.

Lockean Principles

The role of early education is to prepare children for later education and for integration into the mainstream of life (Peters et

al., 1985). According to this line of thinking, early educators have the responsibility to teach preacademic skills, academic subject matter, moral knowledge, and cultural rules. This stream of thought is based on the philosophy of John Locke (1632-1704) and has been endorsed by such American psychologists as Thorndike, Skinner, and Bandura. In programs based on this Cultural-Training or Behaviorist Stream, an attempt is made to arrange instructional materials and the environment according to desired behaviors. Locke's advice to parents says it all: "You must do nothing before [the child] which you would not have him imitate" (cited in Peters et al., 1985, p. 43).

Advocates of Locke's theories emphasize the importance of employing structured, sequential, and highly interesting materials and using systematic teaching strategies based on such learning principles as positive reinforcement and extinction (Peters et al., 1985). Reward and punishment are used to keep children in order. Locke showed how he valued the use of reward and punishment by indicating that adults should engender in children a love of credit and an apprehension of shame. Children will thus have the true principle, which will constantly incline them to do right. Currently, this stream of thought is found in teacher-centered kindergartens and day-care programs.

Rousseaunian Principles

Rousseaunian kindergarten principles can be viewed as the opposite of the Cultural-Training or Behaviorist Stream; that is, they are child centered rather than teacher centered. According to these principles, the educator needs only to establish a positive social-emotional play environment in the classroom. Because virtually inevitable maturational processes are at work in the child, he/she should be allowed to express him/herself in many different modes of activity. This line of thinking, which has its philosophical roots in the writings of Jean Jacques Rousseau (1712-1778), may be referred to as the Maturationist-Socialization Stream.

According to the Maturationist-Socialization Stream, children should be left to enjoy their liberty and exercise their natural abilities. They should be left in full possession of those abilities, unrestrained by artificial habits (Peters et al., 1985). Today these principles are implemented in child-centered nursery schools in the United States, the British infant schools, and the Danish bornehaven (Peters et al., 1985).

Models of Early Childhood Education

Modern early childhood education has evolved from the work of Comenius, Rousseau, Pestalozzi, and Froebel. Each of these scholars drew upon the work of those who preceded him, shaping his ideas and

practices in light of his own beliefs and in the context of his own times. Their work was modified and amplified by Dewey, Montessori, and the American kindergarten movement, but it remains the foundation upon which early childhood education has been built (Maksym, 1985).

During the late nineteenth and early twentieth centuries, there were two distinct points of view about how kindergarten education should be conducted. One group continued to follow Froebel and argued against revising his ideas. The other group was influenced by G. Stanley Hall and John Dewey. Hall was president of Clark University and chairman of the psychology department. He believed that children's interests, feelings, and play were important factors in planning a curriculum. He also believed that educational theory and practice could advance only when the nature of childhood and the stages of development were clearly understood (Read & Patterson, 1980).

John Dewey established an elementary school at the University of Chicago in 1896. He believed that the child learned as he/she used real objects for actual purposes, coped with real situations, managed and understood his/her own experience, and judged his/her own work. Dewey also believed that genuine objects and real situations within the child's own social setting could be used for problem solving and learning (Maksym, 1985).

The influence of Hall's and Dewey's ideas on their own students, as well as on teacher education, accounts in part for the

development of the unique character of kindergarten education in the United States.

About 1912, excitement arose in educational circles over a new system of education that had been developed by Maria Montessori in Italy. A number of people visited Milan to observe her system. In general, they concluded that the Montessori method did not allow a child to be spontaneous, that the goals of the program were too narrow, and that it was a formal, mechanical system incompatible with current knowledge about learning. Some private Montessori schools were established in the United States in the mid-1920s, but most of them were discontinued or changed their form in the 1930s and 1940s. However, Montessori schools were revived in the 1960s. Some have closely followed the original Montessori ideas, whereas others are variations of the system (Maksym, 1985).

Modern authorities in early childhood education have developed several innovative programs for educating children. Hubner and Cresci (1975) described four main approaches or models for early childhood education: the Engelman-Becker Model, the Responsive Model, the Behavior Analysis Model, and the Open Education Model.

The Engelman-Becker Model is designed to develop children's skills in reading, language, and arithmetic. In this model, skills are broken down into small learning steps, graded from easy to difficult tasks. The teacher or teacher aide instructs a group of five or six children, who are grouped according to ability.

The Responsive Model is based on the belief that the development of intellectual abilities and a positive self-image is

necessary in preparing children for success in school and later life. According to this model, activities are undertaken for their own reward. Children are free to explore activities, work at their own pace, and make discoveries under the guidance of teaching staff. The classroom is equipped with a variety of "responsive" toys and materials.

The Behavior Analysis Model is based on the belief that failure in later grades can be avoided by teaching children at an early age the skills and behaviors that are required to succeed in school, i.e., reading, arithmetic, spelling, penmanship, and desirable classroom behavior, such as completing tasks, paying attention, and working independently. The program measures each child's level of functioning (where he/she is), determines the terminal objectives (where he/she should be), and proceeds to bring the child from where he/she is to where he/she should be.

The Open Education Model is concerned with realizing the potential of the "whole child," namely, his/her social-affective development as well as his/her academic/cognitive growth. The child begins activities according to his/her own interest and may explore them as deeply as he/she wishes and for as long as he/she wishes. This model has no prescribed curriculum; the success of the program depends largely on teacher competency and creativity.

The four models discussed above vary greatly in terms of the tightness of structure and scope of activities. For example, the Engelman-Becker Model is more tightly structured than the others and

has a narrower scope, whereas the Open Education Model has a loose structure and a much wider scope. Each of these models has its own utility and may be more appropriate than others for certain objectives. For example, in areas where students' academic failure is a persistent problem, a model with a tight structure applied for a short duration may provide quick and valuable results. Conversely, in high-socioeconomic areas, models like the Open Education one may be more appropriate (Hubner & Cresci, 1975).

For a country like Saudi Arabia, where education is constantly gaining popularity and communities and families are attempting to outperform one another in the education of children, no one model can be recommended. Rather, it may be advisable for school authorities to be more eclectic and to draw on the strengths of each of these models as the situation may dictate. In general, it would seem that a midway position between the extremes of the models might be most appropriate (Presidency of Girls, 1984).

The Development of Kindergartens in the United States

The Froebelian kindergarten, with its special organization, materials, and teacher training, won favor and influence among liberal elements in Germany. It was transplanted to the United States in 1856 by Mrs. Carl Schurz, a student of Froebel, who started a private kindergarten in her Wisconsin home for her own young children and those of relatives and friends. This first kindergarten in the United States was conducted in German (Cohen, 1977).

In time, a New England educator, Elizabeth Peabody, became enchanted with the kindergarten idea and opened the first English-speaking kindergarten in Boston in 1860. She widely publicized the movement and helped organize the first training center for kindergarten teachers (Weber, 1969). The original German name, kindergarten (children's garden) was maintained. It was a good name, with a focus on children, implications of growth, and a suggestion of idealism--all in one word!

As time passed, the carefully formulated Froebelian teaching methods and materials gathered adherents throughout the United States. The first public school kindergarten in the United States was established in 1873 in St. Louis, Missouri. The success of this first class is evidenced by the fact that, by 1879, there were 53 kindergartens in the St. Louis public schools (Allen, 1988).

By the beginning of the twentieth century, kindergartens had been established in 30 states; two-thirds of the 4,500 kindergarten programs were sponsored by private, humanitarian organizations, such as churches, missions, and philanthropic agencies (Butts, cited in Maksym, 1985). This growth of kindergartens in the private sector accompanied two views that were popular in society at the end of the nineteenth century: (a) that children needed and deserved loving nurturance and (b) that poor children should be prepared for vocations. Kindergarten was seen as a program that could implement these ideas (Maksym, 1985).

From 1900 to 1925, kindergarten education was characterized by debate, experimentation, and curriculum development. Across the

United States, people were deeply involved in planning and revising kindergarten programs in light of new knowledge (Maksym, 1985).

The diversity of school systems and the large number of institutions providing teacher education make it virtually impossible to give a single, precise description of early or contemporary kindergartens. Throughout the twentieth century, kindergarten curricula and their rationales have been influenced by political, economic, and social events, as well as the accumulation of information from studies in psychology, sociology, anthropology, and child development. For example, in the 1920s, programs were likely to reflect "habit training" based on Thorndike's and Watson's ideas (Maksym, 1985).

Expansion of kindergarten programs was curtailed during the Depression. In the 1930s, the findings of Gesell's studies, based on his views of maturation, were interpreted as "age norms" for many kindergarten children. In the 1940s and 1950s, the influence of the mental health movement appeared in programs that emphasized social-emotional adjustment. The emphasis on intellectual and language development in the 1960s may be seen as a response to the need for sophisticated competencies in adults in an industrial, technological society (Maksym, 1985).

Research on Kindergartens in Various Cultures

Avi-Itzhak (1988) studied the effects of needs, organizational factors, and teacher characteristics on job satisfaction in female kindergarten teachers in one school district in a major city in

Israel. He found that five factors collectively accounted for 62.4% of the variance between "satisfied" teachers and "dissatisfied" teachers. These factors were esteem, autonomy, self-actualization, security, and social interaction. These factors also correspond to Maslow's hierarchy of needs. Avi-Itzhak also found that age, teaching experience, and organizational complexity played a significant role in female kindergarten teachers' satisfaction.

Tobin, Wu, and Davidson (1989) discussed major differences and similarities among preschools in Japan, China, and the United States. They presented "outsiders'" and "insiders'" assessments of Japanese, Chinese, and American preschools. The authors compared the ways people from each of the three countries conceptualized the major goals and benefits of preschools, quoting preschool teachers, administrators, and child-development specialists as authorities on preschools in their countries.

Tobin et al. used questionnaire responses to answer the following questions: "What are the three most important reasons for a society to have preschools?" "What are the most important things for children to learn in preschool?" and "What are the most important characteristics of a good preschool teacher?" The responses facilitated comparisons of how three cultures prioritize the function of preschool. Their findings are discussed below.

Among the issues Tobin et al. addressed were the differences in curricula and academics between preschools in Japan and the United States. Whereas Americans are maintaining preschool and kindergarten curricula, the Japanese are spending little time

reading, writing, and counting in their preschools. The deemphasis on narrowly defined academic subjects in Japanese preschools does not reflect a lack of interest in academic readiness, but rather is part of a long-range strategy for promoting children's educational success (Tobin et al., 1989).

Another interesting finding was that Japanese, American, and Chinese parents' overindulgence of their children needs to be corrected. Children in all three cultures need to become more independent and self-reliant. The authors pointed out that cultures make all sorts of differences in parents' investment in their children, in part because of the differing environmental, ecological, and geopolitical pressures they face.

Tobin et al. referred to the dominance of female teachers and administrators in kindergarten and preschool. Although the kindergarten is a relatively new institution in the three cultures, kindergarten practices reflect long-standing values and traditions of sexual inequality and gender-based distribution of labor. Finally, the authors emphasized that preschools are more a force of cultural continuity than of cultural change. With the dramatic changes that have taken place in the Japanese, Chinese, and American societies in the last 20 years, people look to preschools to play a major role in minimizing the undesirable effects of these changes on the lives and attitudes of young children.

In a recent master's thesis, Maddah (1989) investigated the importance of the kindergarten as a stage of the educational system in Saudi Arabia. The researcher focused on the effect of the

mathematics curriculum at the kindergarten level in forming some of the mathematical concepts of first graders. The research hypothesis was: "There are no significant differences in forming some of the mathematic concepts of first grade elementary school children who joined kindergarten versus those who did not." Maddah found that there were statistically significant differences (at the .05 level) in the formation of mathematical concepts between first-graders who had had the opportunity to attend kindergarten and those who had not had such an opportunity. The kindergartners did better.

Kindergarten Education in the Arab World

The need to establish kindergartens in the Arabic countries, particularly in Saudi Arabia, was emphasized at a meeting of the Arabic Council for Childhood and Development, which was held in Cairo, Egypt, in July 1989. The main objective of the meeting was to develop and promote kindergarten curricula in Arabic countries, including Saudi Arabia, and to offer training for females who teach at that educational level. During the meeting it was also recommended that the training of female teachers should be based on the most current strategies and criteria for contemporary kindergarten programs. Conference participants referred to the importance of establishing ideal training centers for female teachers in different regions of Saudi Arabia. One important aspect of the development of kindergartens, as stated in the meeting on early childhood education, was to increase public awareness, which is of crucial importance for this stage of learning (Nadwa Daily News, 1989).

Major Problems Facing Preschool Education in Saudi Arabia

Bardiesi (1982) conducted a study to determine the status of kindergarten education in Saudi Arabia. She investigated problems that face kindergarten education in relation to teacher training, objectives, kindergarten programs, educational games and media, daily problems of children, and family cooperation. The major problems she discovered were as follows:

1. There is a shortage of educational media for kindergartens.
2. Teachers are asked to produce educational materials although they have not been trained to do so.
3. Training workshops do not teach teachers how to produce educational materials.
4. The kindergarten buildings are not suitable.
5. Most of the videotapes used in kindergartens are not suitable for children of this age, or they are in English.

Summary

A review of literature related to this study was presented in this chapter. Froebelian, Lockean, and Rousseauian principles of kindergarten education were discussed, as were models of early childhood education. The development of kindergartens in the United States was described, and research on kindergartens in various cultures was presented. Kindergarten education in the Arab World and problems facing preschool education in Saudi Arabia were also considered. The methodology for the present study is described in Chapter III.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The researcher's primary purpose in this study was to examine the perceived importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten teaching principles, as perceived by female kindergarten teachers in the western region of Saudi Arabia. A secondary purpose was to determine how Saudi female kindergarten teachers evaluated themselves in terms of their effectiveness in teaching. In addition, the writer sought respondents' recommendations regarding the way kindergarten educational programs in Saudi Arabia might be handled or improved.

The methodology used in conducting the study is described in this chapter. First is a discussion of the population and sample and the number of respondents from four cities in the region that were surveyed. Development and content of the survey questionnaire are described next, followed by an explanation of the data-collection and data-analysis procedures used in the study. The research questions that guided the research are restated, along with the statistical technique(s) used in analyzing the data for each question.

Population and Sample

The population for this study comprised all female kindergarten teachers in the western region of Saudi Arabia--in the cities of Makkah (the second largest city in Saudi Arabia), Jeddah, Madinah, and Taif. An effort was made to identify all the female kindergarten teachers in these four cities (about 300 teachers). The questionnaires were distributed to teachers by administrators of the kindergarten institutions, but the administrators did not participate in the study. Two hundred forty-one teachers returned completed questionnaires, a response rate of approximately 80%. This response was deemed satisfactory for purposes of the study.

The sample consisted of volunteers who were working in this stage. Thus, selection was not random. Figure 3.1 shows the geographical area of the sample.

Table 3.1 shows the number and percentage of respondents from each city. The majority of respondents came from Jeddah (36.8%) and Makkah (33.9%). Only 29.3% came from Madinah and Taif combined. The disproportionate percentage of respondents from Makkah and Jeddah is understandable because those cities are much larger than Madinah and Taif.

There were 117 private and nonprivate kindergartens in Saudi Arabia in 1988. Those kindergartens employed 3,902 teachers (Saudi Arabia, 1988).

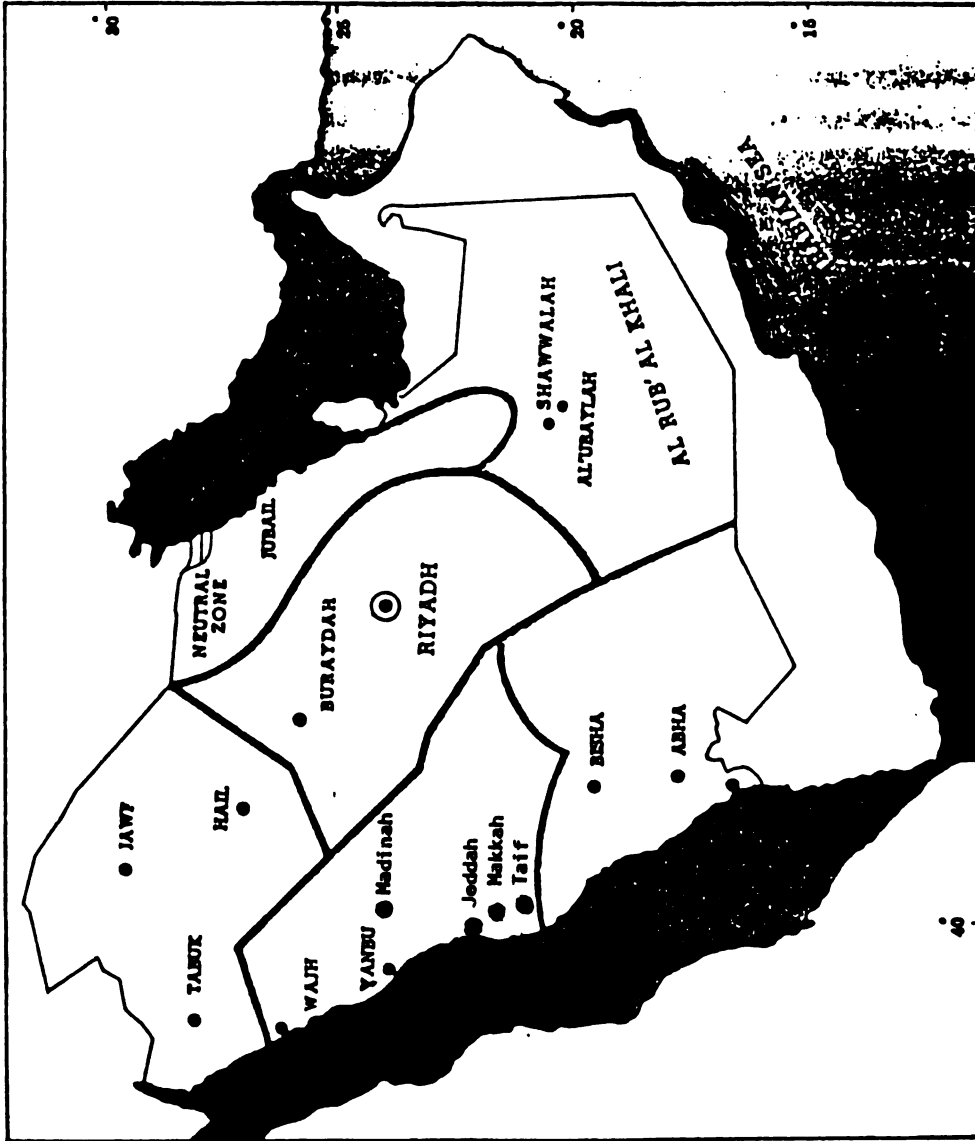


Figure 3.1: Geographical area of the sample.

Table 3.1.--Number and percentage of respondents from each city.

City	Number	Percent
Jeddah	88	36.8
Makkah	82	33.9
Madinah	53	21.9
Taif	18	7.4
Total	241	100.0

Instrumentation

The survey instrument was designed by the researcher to include kindergarten educational principles that have been articulated by various philosophers and psychologists. These principles have been categorized into three main streams of approaches: (a) the Maturationist-Socialization Stream, (b) the Cultural-Training or Behaviorist Stream, and (c) the Child-Centered Approach. These streams of thought are rooted in the early philosophical writings of Jean Jacques Rousseau (1712-1778), John Locke (1632-1704), and Friedrich Froebel (1782-1852), respectively (Peters et al., 1985).

The researcher developed a questionnaire for this study, based on a review of literature on the principles of kindergarten education. The survey instrument consisted of two parts. The first part contained 30 statements expressing kindergarten educational principles delineated in the literature (Peters et al., 1985; Ross, 1976). The statements were randomly mixed in the questionnaire to remove the pattern of items for each philosopher (see Appendix A). Respondents were asked to rate the importance of each principle

according to an ordinal four-point Likert-type scale (Not Important = 1, Somewhat Important = 2, Important = 3, and Essential = 4), as well as the frequency with which they perceived the principle was used (Seldom or Never = 1, Sometimes = 2, Frequently = 3, and Always = 4). As noted below (see p. 41), these "use" data are anomalous, making interpretation questionable.

The second part of the instrument was designed to gather demographic information on the respondents (age, educational level, income, marital status, number of children, and teaching experience). In addition, items were included to elicit the kindergarten teachers' perceptions of the need for a formal training program for kindergarten teachers in Saudi Arabia and how they evaluated their effectiveness in kindergarten teaching.

Validity of the Questionnaire

Mosher and Kalton (1972) defined validity as "the ability of the survey instrument to measure what it sets out to measure." They added, "The assessment of content validity is essentially a matter of judgement; the judgement may be by the surveyor or, better, by a team of judges engaged for the purpose." Ary, Jacobs, and Razavieh (1979) defined content validity as "the extent to which the instrument represents the content of interest" (p. 197). Regarding the importance of content validity, they stated, "Content validity is essentially and of necessity based on judgement and such judgement must be made separately for each situation" (p. 198).

The validity of this study's questionnaire is based on the review of the literature on the principles of kindergarten education. The survey instrument was constructed to incorporate some of the principles identified. These principles were derived from Froebel (1847), Ulich (1963), Ross (1976), and Peters et al. (1985). To prepare the preliminary questionnaire and to establish questionnaire validity, the instrument was initially critiqued and pilot tested by distributing it to 15 Saudi doctoral students at Michigan State University. Necessary revisions were made to clarify certain items. Then the questionnaire was presented to the chairman of the guidance committee and members of the doctoral committee. As a result, the researcher enhanced the clarity and accuracy of the questionnaire, based on their comments and valuable suggestions. (The revised copy of the English version of the questionnaire is contained in Appendix A.)

Sixteen of the statements in the questionnaire were intended to express Froebelian principles (Table 4.6), eight to express Lockean principles (Table 4.8), and six to express Rousseauian principles (Table 4.10). Although these educational principles are separated in the questionnaire, several appear to overlap and interrelate to each other. For example, Froebel (1847) indicated that "Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching," whereas Locke stated that "Children should not be taught by rules" (Ross, 1976). These principles are similar in stating that children in general should be taught through observation and reflection in order to

arouse their curiosity. These two principles share the same idea with the following Rousseauian principle: "Directing children's attention to the phenomena of nature will awaken their curiosity" (Peters et al., 1985).

Reliability of the Questionnaire

The Cronbach alpha reliability coefficient (Mehrens & Lehmann, 1984, p. 277) was used to estimate the internal consistency measure of the reliability of the questionnaire regarding the perceived importance and frequency of use of selected kindergarten educational principles. The following alpha values were obtained:

Overall importance (30 items)	0.78
Importance of Froebelian principles (16 items)	0.67
Importance of Lockean principles (8 items)	0.49
Importance of Rousseauian principles (6 items)	0.52
Overall frequency of use (30 items)	0.81
Use of Froebelian principles (16 items)	0.74
use of Lockean principles (8 items)	0.49
Use of Rousseauian principles (6 items)	0.45
Overall questionnaire (60 items)	0.88

Different researchers have considered various alpha levels to be acceptable. For example, Day (1987) used 0.6 as the minimum acceptable alpha level of internal consistency. In this study, the overall questionnaire had a reliability coefficient of 0.88, with coefficients of 0.78 for the importance items and 0.81 for frequency of use.

Reliability coefficients for the Lockean and Rousseauian items were lower than 0.6. The reliability coefficient for the Froebelian

items was near 0.70. Therefore, the items used in the study actually were mixed in their levels of reliability.

The researcher translated the instrument, which contained the 30 randomly mixed items, into Arabic (the teachers' native language) with the assistance of an Arabic-language instructor at Michigan State University (see Appendix B). The Arabic version of the questionnaire was certified by the English Department of the College of Education at Umm Al-Qura University in Makkah, Saudi Arabia, and was used to collect data in Saudi Arabia (see Appendix C). Required legal documents in Arabic are included in Appendix D.

Data-Collection Procedures

The writer presented a copy of the proposal and the questionnaire to officials at Umm Al-Qura University and asked for their permission to conduct the study and their help in facilitating the project. When that permission was obtained, the survey questionnaires were mailed to kindergarten principals for distribution in their schools to about 300 female kindergarten teachers in the western region of Saudi Arabia. Female administrators at the schools distributed the questionnaires because, according to Islamic custom, the researcher, being a male, could not have direct contact with the female teachers. The participants were asked to mail their completed questionnaires to the researcher in return envelopes included for that purpose. Two weeks after the questionnaires were distributed, the researcher sent a follow-up letter to the teachers to encourage them to complete the

instrument. Respondents were assured that their answers would be kept strictly confidential. They were asked not to put their names on the questionnaires, thus ensuring anonymity.

Research Questions

The following 12 research questions were addressed in this study:

1. What is the relative level of importance of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?
2. What is the relative frequency of use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?
3. To what extent do Saudi female teachers perceive Froebelian educational principles to be important in kindergarten teaching?
4. To what extent do Saudi female teachers perceive that they actually use Froebelian educational principles in kindergarten teaching?
5. To what extent do Saudi female teachers perceive Lockean educational principles to be important in kindergarten teaching?
6. To what extent do Saudi female teachers perceive that they actually use Lockean educational principles in kindergarten teaching?
7. To what extent do Saudi female teachers perceive Rousseauian educational principles to be important in kindergarten teaching?

8. To what extent do Saudi female teachers perceive that they actually use Rousseauian educational principles in kindergarten teaching?

9. Is there a significant difference between the importance and actual use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

10. Is the perceived level of importance of Froebelian, Lockean, and Rousseauian educational principles related to the perceived actual use of those principles?

11. Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their perceptions of the importance of Froebelian, Lockean, and Rousseauian educational principles?

12. Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their actual use of Froebelian, Lockean, and Rousseauian educational principles?

Data Analysis

The Statistical Package for the Social Sciences (SPSS-X), available on the IBM mainframe computer at Michigan State University, was used in analyzing the data for this study. Simple descriptive statistics in the form of means, standard deviations, frequencies, percentages, and ranks were computed to determine the extent to which the respondents rated the importance and frequency

of use of 30 kindergarten educational principles. The mean ratings for both importance and frequency of use ranged from a low of 1.00 to a high of 4.00. For the importance ratings, a high mean (near 4.00) indicated that respondents perceived that the principle was essential, whereas a low mean (near 1.00) indicated they perceived it as not important. Similarly, for ratings of frequency of use, a high mean (near 4.00) indicated that teachers perceived the principle was always used, whereas a low mean (near 1.00) indicated that they perceived the principle was seldom or never used. (But it must be remembered that the meanings of these "use" data are in all cases highly dubious at best; see note below on p. 41.)

In addition to the descriptive statistics, a chi-square test was used to test the statistical significance of the relationship between perceptions of importance and frequency of use, and the relationship between respondents' perceptions and selected demographic characteristics. A paired t-test was also used to determine whether there were statistically significant differences between the perceived level of importance and the frequency of use of the principles of kindergarten education.

Responses to the questionnaire items described in the previous section provided the data for the statistical analyses. The specific analysis technique was dictated by the nature of the research question and measurement scale. These techniques are elaborated in the following paragraphs.

The analysis for Research Question 1 was based on aggregate mean ratings and standard deviations of the perceived importance of

the Froebelian, Lockean, and Rousseauian kindergarten educational principles. Similarly, aggregate mean ratings and standard deviations of the perceived frequency of use of the Froebelian, Lockean, and Rousseauian kindergarten educational principles were used in addressing Research Question 2. For both Research Questions 1 and 2, the mean ratings were also tabulated according to respondents' demographic characteristics.

Research Questions 3, 5, and 7 represented a detailed analysis of the importance ratings of Froebelian, Lockean, and Rousseauian kindergarten principles, respectively. Percentage responses to level of importance (Essential, Important, Somewhat Important, and Not Important), mean ratings, and ranks were used in analyzing the relative importance of these kindergarten principles as perceived by the Saudi kindergarten teachers. These data would appear to be the most trustworthy in this study.

Similarly, Research Questions 4, 6, and 8 represented a detailed analysis of the frequency of use of Froebelian, Lockean, and Rousseauian kindergarten principles, respectively. Percentage responses to frequency of use (Seldom or Never, Sometimes, Frequently, and Always), mean ratings, and ranks were used to analyze the frequency of use of these principles, as perceived by the Saudi kindergarten teachers. But what these data may, in fact, mean must be left open to question until further research is carried out; see note, p. 41.

For Research Question 9, a paired t-test was used to test the significance of differences between the levels of importance and

frequency of use of the kindergarten principles, as indicated by responses to the 30 statements on the questionnaire.

For Research Question 10, a chi-square test was used to determine whether a statistically significant relationship existed between the level of importance and frequency of use of the Froebelian, Lockean, and Rousseauian educational principles--that is, whether the principles that were perceived as more important were also more frequently used. Results from Questions 9 and 10 must also be taken as dubious because they, too, involve "use" data.

For Research Question 11, a chi-square test was used to test whether statistically significant relationships existed between the perceived level of importance of the Froebelian, Lockean, and Rousseauian educational principles and selected demographic characteristics of the respondents.

For Research Question 12, a chi-square test was used to test whether statistically significant relationships existed between the perceived frequency of use of the Froebelian, Lockean, and Rousseauian educational principles and selected demographic characteristics of the respondents. The results for Question 11 may be taken as contributing to new knowledge. The same may not be said for Question 12 results.

The .05 alpha level was used as the criterion for statistical significance in all of the tests performed in this study. The findings of the data analyses are reported in Chapter IV.

Before the analyses are presented, however, cautionary qualifications again need to be made: The data on "frequency of use" are highly ambiguous, mainly because the generality of the statements of the principles makes it very difficult to be sure what the respondents might have been indicating when they marked their "frequency of use" responses. Therefore, the "findings" on "frequency of use" are of very doubtful meaning. For instance, is there a "halo effect" between the two sets of responses? More research is needed, and more discussion on these points is presented in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The data for this study were gathered from 241 female kindergarten teachers in the western region of Saudi Arabia. The findings presented in this chapter are based on analyses of respondents' answers to the questionnaire items. Demographic and other general information on the respondents is presented in the first section of this chapter. Included is a discussion of how respondents rated themselves as kindergarten teachers, and how they perceived other people would rate them as teachers. The second section contains results of the analyses of data pertaining to the research questions.

Demographic Characteristics of the Respondents

The distribution of respondents by city and selected demographic characteristics is shown in Table 4.1. As shown in the table, 60 (75.9%) respondents from Makkah did not have a college degree, whereas 19 (24.1%) did have a degree. The majority of the respondents had an urban family background: 80 (98.8%) from Makkah, 83 (95.4%) from Jeddah, 51 (98.1%) from Madinah, and 15 (88.2%) from Taif. The majority of the respondents were married and had children. For instance, of the respondents from Makkah, 45 (61.6%)

Table 4.1.--Distribution of respondents by city and other selected demographic characteristics.

Demographic Characteristic	Makkah (n=82)		Jeddah (n=88)		Madinah (n=53)		Taif (n=18)	
	n	%	n	%	n	%	n	%
Educational level^a								
Nondegree	60 ^b	75.9	33	39.8	32	71.1	16	94.1
Degree	19	24.1	50	60.2	13	28.9	1	5.9
Age								
< 30 years	28	51.9	40	58.0	15	35.7	5	35.7
30 or more	26	48.1	29	42.0	27	64.3	9	64.3
Family background								
Urban	80	98.8	83	95.4	51	98.1	15	88.2
Bedouin	-	-	2	2.3	-	-	-	-
Village	1	1.2	2	2.3	1	1.9	2	11.8
Marital status								
Single	26	31.7	19	21.6	8	15.1	-	-
Married	49	59.8	59	67.0	43	81.1	17	100.0
Other	7	8.5	10	11.4	2	3.8	-	-
Having children								
Children	45	61.6	59	72.0	44	86.3	16	94.1
No children	28	38.4	23	28.0	7	13.7	1	5.9
No. of children								
None	41	50.0	26	29.5	12	22.6	1	5.6
1-3	28	34.1	42	47.7	24	45.3	10	55.6
4 or more	13	15.9	20	22.7	17	32.1	7	38.9
Individual income								
< 2,000 riyals	28	36.4	4	4.5	20	39.2	-	-
2,000-4,999	13	16.9	10	11.4	6	11.8	1	5.9
5,000 or more	36	46.8	74	84.1	25	49.0	16	94.1
Total	82	34.0	88	36.5	53	22.0	18	7.5

^aNondegree = Less than B.A.
Degree = B.A. and above.

^bNumbers entered under the "n" columns for subcategories from each city may vary from the total "n" for the city because not all respondents answered all items from the demographic section of the questionnaire.

had children, whereas 28 (38.4%) had no children. Similar proportions of respondents from the other cities also had children: 59 (72%) from Jeddah, 44 (86.3%) from Madinah, and 16 (94%) from Taif. Although the majority of respondents had no more than three children, 13 (15.9%) from Makkah, 20 (22.7%) from Jeddah, 17 (32.1%) from Madinah, and 7 (38.9%) from Taif indicated they had four or more children.

The respondents' individual monthly income ranged from a little under 2,000 riyals (US \$530) to 5,000 or more riyals (US \$1,330). For analysis purposes, three income categories were created: less than 2,000 riyals, 2,000 to 4,999 riyals, and 5,000 or more riyals. It was found that 36 (46.8%) teachers from Makkah, 74 (84.1%) from Jeddah, 25 (49%) from Madinah, and 16 (94.1%) from Taif made at least 5,000 riyals a month. The higher income cutoff was perhaps too low, yielding unbalanced categories.

Table 4.2 shows the distribution of respondents by educational level (nondegree or degree) and other selected demographic characteristics. Of the 224 respondents who indicated their level of education, the majority (141 or 62.9%) did not have a college degree; in that group, 100 (71%) were married, 135 (96%) had an urban family background, 107 (76%) had children, and 88 (62%) earned at least 5,000 riyals a month.

Respondents were also asked to indicate the number of years they had spent in the teaching profession, how they rated themselves as kindergarten teachers, and how they perceived other people rated them as kindergarten teachers. In addition, they were asked to

indicate how they thought kindergarten educational programs should be handled in Saudi Arabia. Table 4.3 shows the distribution of respondents by educational level and their responses to the above-mentioned items.

Table 4.2.--Distribution of respondents with degrees and those without degrees, with selected demographic characteristics.

Demographic Characteristic	Nondegree		Degree	
	n	%	n	%
Age				
< 30 years	49	60.5	32	39.5
30 or more	58	69.0	26	31.0
Family background				
Urban	135	63.4	78	36.6
Bedouin	-	-	2	100.0
Village	3	50.0	3	50.0
Marital status				
Single	28	56.0	22	44.0
Married	100	64.5	55	35.5
Other	13	68.4	6	31.6
Having children				
Children	107	71.3	43	28.7
No children	26	45.6	31	54.4
No. of children				
None	38	48.7	40	51.3
1-3	60	65.2	32	34.8
4 or more	43	79.6	11	20.4
Individual income				
< 2,000 riyals	34	72.3	13	27.7
2,000-4,999	14	51.9	13	48.1
5,000 or more	88	61.5	55	38.5
Total	141	62.9	83	37.1

Table 4.3.--Distribution of respondents by educational level and responses to items concerning teaching experience, teachers' self-evaluations, perceived ratings by others, and recommendations for Saudi kindergarten programs.

Demographic Characteristic	Nondegree (n=141)		Degree (n=83)	
	n	%	n	%
Teaching experience				
< 1 year	40	29.2	21	25.3
1-3 years	30	21.9	23	27.7
3-5 years	29	21.2	26	31.3
5-10 years	25	18.2	9	10.8
11 or more years	13	9.5	4	4.8
Self-evaluation				
Not good	2	1.5	-	-
Good sometimes	9	6.7	4	5.0
Good most of the time	54	40.3	31	38.8
Always good	69	51.5	45	56.3
Rating by others				
Not high	4	3.1	2	2.6
Fair	21	16.2	12	15.8
Good	54	41.5	32	42.1
Excellent	51	39.2	30	39.5
Recommendations				
No formal kindergarten	13	9.8	1	1.3
Short-term training (6 months)	51	38.3	16	20.2
Long-term training (1-3 years)	41	30.8	23	29.1
University degree	28	21.1	38	48.1
Other	-	-	1	1.3

Note: Not all percentages total 100% due to rounding.

As shown in Table 4.3, most of the respondents had been in the teaching profession for fewer than five years (169 or 76.8%). One hundred ninety-nine (93%) of the teachers responding to the self-evaluation item rated themselves good always or most of the time during their kindergarten teaching. On the other hand, 167 (81.1%) of those responding to the question concerning how others would rate their work indicated they thought others would rate it as excellent or good. In terms of recommendations for the kindergarten educational program in Saudi Arabia, 14 (7%) recommended no formal kindergarten training, 67 (32%) recommended short-term training programs of about six months, 64 (30%) recommended long-term training of one to three years, and 66 (31%) recommended that kindergarten teachers in Saudi Arabia have a college degree. Thus, the majority of the kindergarten teachers in this study (about 93%) recommended some kind of formal training program for kindergarten teachers in Saudi Arabia.

Analysis of Data Regarding the Research Questions

In this section, the findings related to the 12 research questions are presented. Each question is restated, followed by the findings pertaining to that question.

Research Question 1

What is the relative level of importance of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

The questionnaire included 30 statements variously expressing Froebelian, Lockean, and Rousseauian kindergarten educational

principles. Respondents were asked to rate the level of importance of each statement, using a four-point Likert-type scale ranging from Essential (4) to Not Important (1). Table 4.4 shows the means and standard deviations for the importance of Froebelian, Lockean, and Rousseauian educational principles as perceived by the Saudi female kindergarten teachers, and broken down by selected demographic characteristics of the respondents. The overall mean importance ratings were 3.399 for Froebelian educational principles, 3.440 for Lockean principles, and 3.427 for Rousseauian principles. The findings, therefore, indicated that respondents perceived Froebelian, Lockean, and Rousseauian principles to be essential or important, regardless of demographic characteristics.

Although slight variations in the perceived level of importance of kindergarten educational principles were observed among respondents in different age groups and with different numbers of children, these variations were minimal. For instance, younger respondents (under 30 years) gave slightly lower importance ratings to Froebelian, Lockean, and Rousseauian kindergarten educational principles (3.373, 3.405, and 3.398, respectively) than did older respondents (30 years or more) (ratings of 3.485, 3.439, and 3.483, respectively).

Table 4.4.--Means and standard deviations for teachers' perceptions of the importance of Froebelian, Lockean, and Rousseauian educational principles, by selected demographic variables.

Demographic Variable	Kindergarten Educational Principles					
	Froebelian		Lockean		Rousseauian	
	Mean	SD	Mean	SD	Mean	SD
Educational level						
Nondegree	3.432	0.275	3.385	0.360	3.419	0.397
Degree	3.406	0.257	3.471	0.319	3.436	0.344
Marital status						
Single	3.404	0.279	3.429	0.350	3.415	0.351
Married	3.425	0.255	3.425	0.336	3.428	0.367
Having children						
Children	3.447	0.254	3.437	0.328	3.453	0.358
No children	3.362	0.286	3.402	0.369	3.390	0.410
Age						
< 30 years	3.373	0.270	3.405	0.350	3.398	0.378
30 years or more	3.485	0.238	3.439	0.332	3.483	0.333
Individual income						
< 2,000 riyals	3.343	0.248	3.303	0.352	3.360	0.365
2,000-4,999	3.426	0.268	3.440	0.275	3.439	0.337
5,000 or more	3.452	0.263	3.465	0.342	3.465	0.365
No. of children						
None	3.372	0.279	3.367	0.379	3.403	0.396
1-3	3.416	0.262	3.446	0.341	3.427	0.370
4 or more	3.500	0.236	3.448	0.284	3.483	0.344
Overall	3.399	0.280	3.440	0.343	3.427	0.366

Research Question 2

What is the relative frequency of use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

For each of the 30 statements expressing Froebelian, Lockean, and Rousseauian kindergarten educational principles, respondents were asked to indicate the extent to which they perceived they actually used the principle in their kindergarten teaching, using a Likert-type scale ranging from Seldom (4) to Never (1). These mean ratings, broken down by demographic characteristics of the respondents, are shown in Table 4.5. Overall, there were very minor variations among respondents in various categories regarding the extent to which they used Froebelian, Lockean, and Rousseauian kindergarten educational principles. The mean extent of use of these educational principles was 3.4 or above, indicating that respondents thought they used the principles frequently or always in their teaching.

Research Question 3

To what extent do Saudi female teachers perceive Froebelian educational principles to be important in kindergarten teaching?

Sixteen of the 30 questionnaire statements expressing kindergarten educational principles were based on Froebelian principles of teaching. The percentage of response to each level of importance (Essential, Important, Somewhat Important, Not Important) for each Froebelian principle, along with its mean importance rating, is shown in Table 4.6. Principles are listed in rank order from most to least important, as determined by the mean ratings.

Table 4.5.--Means and standard deviations for respondents' perceptions of their actual use of Froebelian, Lockean, and Rousseauian educational principles in their kindergarten teaching, by selected demographic variables.

Demographic Variable	Kindergarten Educational Principles					
	Froebelian		Lockean		Rousseauian	
	Mean	SD	Mean	SD	Mean	SD
Educational level						
Nondegree	3.407	0.291	3.400	0.362	3.430	0.387
Degree	3.378	0.265	3.494	0.310	3.428	0.333
Marital status						
Single	3.379	0.284	3.430	0.373	3.409	0.347
Married	3.402	0.268	3.450	0.327	3.428	0.359
Age						
< 30 years	3.345	0.279	3.421	0.338	3.404	0.378
30 years or more	3.469	0.246	3.461	0.337	3.467	0.327
Having children						
Children	3.423	0.267	3.460	0.322	3.453	0.355
No children	3.340	0.301	3.404	0.386	3.394	0.382
No. of children						
None	3.349	0.289	3.371	0.387	3.405	0.377
1-3	3.392	0.374	3.466	0.330	3.430	0.365
4 or more	3.478	0.248	3.484	0.278	3.470	0.339
Individual income						
< 2,000 riyals	3.311	0.261	3.321	0.362	3.378	0.359
2,000-4,999	3.406	0.276	3.448	0.272	3.425	0.332
5,000 or more	3.431	0.273	3.486	0.334	3.464	0.355
Overall	3.401	0.278	3.445	0.340	3.438	0.362

Table 4.6.--Perceived importance of Froebelian educational principles, in rank order.

Principle	Importance (%)				Mean	Rank
	E	I	SI	NI		
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	95.4	4.6	-	-	3.95	1
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	91.7	7.1	1.2	-	3.91	2
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	80.8	17.5	1.2	0.4	3.79	3
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	83.7	10.9	5.0	0.4	3.77	4
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	69.0	26.8	4.2	-	3.65	5
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	65.1	31.1	3.7	-	3.61	6
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	61.3	34.5	3.8	0.4	3.57	7
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	64.4	26.4	7.9	1.3	3.54	8

Table 4.6.--Continued.

Principle	Importance (%)				Mean	Rank
	E	I	SI	NI		
In general, a kindergarten training program should have selective admission criteria.	59.0	28.2	9.4	3.4	3.43	9
Play is the highest level of child development.	48.7	43.3	7.9	-	3.41	10
A child is creative and productive, not merely receptive.	53.1	33.5	12.6	0.8	3.39	11
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	49.6	35.3	11.8	3.4	3.31	12
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	53.3	27.9	13.3	5.4	3.29	13
Like water, which finds its own level, children can adjust to various environmental conditions.	39.6	37.9	18.7	3.8	3.13	14
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	41.4	31.0	20.1	7.5	3.06	15
The ball is one of the child's most important playthings.	12.1	28.3	55.4	4.2	2.48	16

Overall mean = 3.399

Key: E = Essential (4)
I = Important (3)

SI = Somewhat Important (2)
NI = No Important (1)

The highest-ranked statement expressing Froebelian kindergarten teaching principles was: The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active (mean = 3.95, rank = 1), followed by Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching (mean = 3.91, rank = 2) and Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses (mean = 3.79, rank = 3). The lowest-ranked statements were: The ball is one of the child's most important playthings (mean = 2.48, rank = 16); Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical (mean = 3.06, rank = 15); and Like water, which finds its own level, Children can adjust to various environmental conditions (mean = 3.13, rank = 14). The overall mean rating for the importance of statements expressing Froebelian kindergarten teaching principles was 3.399, which indicates that the principles as a group were rated between important and essential.

Research Question 4

To what extent do Saudi female teachers perceive that they actually use Froebelian educational principles in kindergarten teaching?

Respondents were also asked to rate the extent to which they used Froebelian principles, as expressed in the 16 questionnaire statements. The percentage of response to each level of frequency of use for each statement expressing a Froebelian principle, along with its mean rating of actual use, is shown in Table 4.7.

Table 4.7.--Perceived actual use of Froebelian kindergarten educational principles, in rank order.

Principle	Actual Use (%)				Mean	Rank
	A	F	S	SN		
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	90.3	5.9	3.8	-	3.87	1
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	87.9	10.5	1.7	-	3.86	2
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	71.8	21.8	4.6	1.7	3.64	3
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	69.2	23.6	7.2	-	3.62	4
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	72.7	18.5	6.7	2.1	3.61	5
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	66.4	25.1	7.7	0.9	3.57	6
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	64.8	23.7	11.4	-	3.53	7
Play is the highest level of child development.	50.6	38.8	9.7	0.8	3.39	8

Table 4.7.--Continued.

Principle	Actual Use (%)				Mean	Rank
	A	F	S	SN		
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	53.6	31.6	12.7	2.1	3.37	9
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	49.8	33.2	13.6	3.4	3.29	10
A child is creative and productive, not merely receptive.	44.3	34.2	21.1	0.4	3.22	11
In general, a kindergarten training program should have selective admission criteria.	42.7	33.9	15.0	8.4	3.11	12
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	40.6	32.2	17.6	9.6	3.04	13
Like water, which finds its own level, children can adjust to various environmental conditions.	35.3	32.8	27.3	4.6	2.99	14
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	38.0	32.1	19.0	11.0	2.97	15
The ball is one of the child's most important playthings.	12.1	35.1	48.5	4.2	2.55	16

Overall mean = 3.401

Key: A = Always (4)
F = Frequently (3)

S = Sometimes (2)
SN = Seldom or Never (1)

Principles are listed in rank order, from most frequently to least frequently used, as determined by the mean ratings.

In terms of actual use, the highest-ranked statement was: Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching (mean = 3.87, rank = 1), followed by The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active (mean = 3.86, rank = 2) and Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses (mean = 3.64, rank = 3). The lowest-ranked statements in terms of frequency of use were The ball is one of the child's most important playthings (mean = 2.55, rank = 16); Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical (mean = 2.97, rank = 15); and Like water, which finds its own level, children can adjust to various environmental conditions (mean = 2.99, rank = 14).

The overall mean rating for frequency of use of Froebelian kindergarten teaching principles was 3.401, which indicates that, on average, the Saudi female kindergarten teachers frequently or always used Froebelian principles. The mean rating for frequency of use was under 3.00 for only three statements; for the remaining 13 statements expressing Froebelian kindergarten teaching principles, the mean rating was over 3.00 (frequently).

Research Question 5

To what extent do Saudi female teachers perceive Lockean educational principles to be important in kindergarten teaching?

Eight of the 30 questionnaire statements expressing kindergarten educational principles were based on Lockean principles of teaching. The percentage of response to each level of importance (Essential, Important, Somewhat Important, Not Important) for each Lockean principle, along with its mean importance rating, is shown in Table 4.8. Principles are listed in rank order from most to least important, as determined by the mean ratings.

The highest-ranked statements were: Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable (mean = 3.77, rank = 1); Children should be taught to be obedient and reasonable when they are still compliant and impressionable (mean = 3.75, rank = 2); and Children should have playthings, but still be in the custody of their tutors (mean = 3.71, rank = 3). The lowest-ranked statements expressing Lockean kindergarten teaching principles were: Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters (mean = 2.82, rank = 8); Teaching children to love honor and abhor shame will incline them to right action (mean = 3.34, rank = 7); and Children should not be taught by rules (mean = 3.42, rank = 6).

Table 4.8.--Perceived importance of Lockean educational principles, in rank order.

Principle	Importance (%)				Mean	Rank
	E	I	SI	NI		
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	81.7	14.1	3.7	0.4	3.77	1
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	77.9	19.6	2.6	-	3.75	2
Children should have play-things, but still be in the custody of their tutors.	75.4	20.8	3.4	0.4	3.71	3
You must do nothing before the child that you would not have him/her imitate.	75.8	16.2	6.3	1.7	3.66	4
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	62.4	26.5	9.8	1.3	3.50	5
Children should not be taught by rules.	61.2	22.9	12.1	3.7	3.42	6
Teaching children to love honor and abhor shame will incline them to right action.	54.0	28.5	14.6	2.9	3.34	7
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	27.8	34.2	30.3	7.7	2.82	8

Overall mean = 3.440

Key: E = Essential (4)
I = Important (3)

SI = Somewhat Important (2)
NI = Not Important (1)

The overall mean rating for the importance of statements expressing Lockean kindergarten teaching principles was 3.440, which indicates that the principles as a group were rated between important and essential. Of the eight statements expressing Lockean principles, only one had a mean importance rating under 3.00. Thus, most of the principles were perceived to be either essential or important to the Saudi kindergarten educational system.

Research Question 6

To what extent do Saudi female teachers perceive that they actually use Lockean educational principles in kindergarten teaching?

Respondents were also asked to rate the extent to which they used Lockean principles of teaching, as expressed in the eight questionnaire statements. The percentage of response to each level of frequency of use for each statement expressing a Lockean principle, along with its mean rating of actual use, is shown in Table 4.9. Principles are listed in rank order, from most frequently to least frequently used, as determined by the mean ratings.

According to the mean ratings, the Lockean principles of kindergarten teaching most frequently used by Saudi female kindergarten teachers were: Children should be taught to be obedient and reasonable when they are still compliant and impressionable (mean = 3.70, rank = 1), followed by Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable (mean = 3.67, rank = 2) and You must do nothing before the child that you would not have him/her

Table 4.9.--Perceived actual use of Lockean kindergarten educational principles, in rank order.

Principle	Actual Use (%)				Mean	Rank
	A	F	S	SN		
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	74.1	22.2	3.8	-	3.70	1
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	74.2	18.8	6.7	0.4	3.67	2
You must do nothing before the child that you would not have him/her imitate.	70.4	17.9	8.7	2.9	3.56	3
Children should have play-things, but still be in the custody of their tutors.	65.8	25.7	6.3	2.1	3.55	4
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	57.8	28.4	11.6	2.1	3.41	5
Teaching children to love honor and abhor shame will incline them to right action.	48.3	29.0	17.2	5.5	3.20	6
Children should not be taught by rules.	49.6	21.2	22.9	6.3	3.14	7
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	28.4	28.0	34.7	8.9	2.76	8

Overall mean = 3.435

Key: A = Always (4)
F = Frequently (3)

S = Sometimes (2)
SN = Seldom or Never (1)

imitate (mean = 3.56, rank = 3). The lowest-ranked statements in terms of perceived use were: Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters (mean = 2.76, rank = 8); Children should not be taught by rules (mean = 3.14, rank = 7); and Teaching children to love honor and abhor shame will incline them to right action (mean = 3.20, rank = 6).

The overall mean rating for frequency of use of Lockean kindergarten teaching principles was 3.435, which indicates that, on average, the Saudi female kindergarten teachers frequently or always used Lockean principles. The mean rating for frequency of use was under 3.00 for only one of the eight statements expressing Lockean kindergarten teaching principles.

Research Question 7

To what extent do Saudi female teachers perceive Rousseauian educational principles to be important in kindergarten teaching?

Six of the 30 questionnaire statements expressing kindergarten educational principles were based on Rousseauian principles of teaching. The percentage of response to each level of importance (Essential, Important, Somewhat Important, Not Important) for each Rousseauian principle, along with its mean importance rating, is shown in Table 4.10. Principles are listed in rank order from most to least important, as determined by the mean ratings.

Table 4.10.--Perceived importance of Rousseauian educational principles, in rank order.

Principle	Importance (%)				Mean	Rank
	E	I	SI	NI		
Directing children's attention to the phenomena of nature will awaken their curiosity.	78.7	19.2	2.1	-	3.77	1
The content that is selected for children to learn should be geared toward arousing their curiosity.	79.1	18.4	2.1	0.4	3.76	2
Nature requires children to be children before they become adults.	70.8	20.8	6.7	1.7	3.61	3
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	59.7	26.6	10.7	3.0	3.42	4
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	57.1	27.1	14.2	1.7	3.40	5
When children are imbued with excitement to learn, any teaching method will be sufficient.	41.4	35.3	15.9	7.3	3.11	6

Overall mean = 3.51

Key: E = Essential (4)
I = Important (3)

SI = Somewhat Important (2)
NI = Not Important (1)

According to the mean ratings presented in Table 4.10, the Rousseauian principles perceived to be most important were: Directing children's attention to the phenomena of nature will awaken their curiosity (mean = 3.77, rank = 1); The content that is selected for children to learn should be geared toward arousing their curiosity (mean = 3.76, rank = 1); and Nature requires children to be children before they become adults (mean = 3.61, rank = 3). The lowest-ranked statements expressing the Rousseauian principles of teaching were: When children are imbued with excitement to learn, any teaching method will be sufficient (mean = 3.11, rank = 6); Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints (mean = 4.30, rank = 5); and Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead (mean = 3.42, rank = 4).

The overall mean rating of the importance of the statements expressing Rousseauian principles of teaching was 3.51, which indicates that the respondents perceived these principles to be important or essential to kindergarten teaching in Saudi Arabia. None of the statements expressing Rousseauian principles had a mean less than 3.00.

Research Question 8

To what extent do Saudi female teachers perceive that they actually use Rousseauian educational principles in kindergarten teaching?

Respondents were also asked to rate the extent to which they used Rousseauian principles of teaching, as expressed in the six questionnaire statements. The percentage of response to each level of frequency of use for each statement expressing a Rousseauian principle, along with its mean rating of actual use, is shown in Table 4.11. Principles are listed in rank order, from most frequently to least frequently used, as determined by the mean ratings.

According to the mean ratings shown in Table 4.11, the highest-ranked Rousseauian principles of kindergarten teaching in terms of frequency of use by respondents were: Directing children's attention to the phenomena of nature will awaken their curiosity (mean = 3.71, rank = 1); The content that is selected for children to learn should be geared toward arousing their curiosity (mean = 3.61, rank = 2); and Nature requires children to be children before they become adults (mean = 3.56, rank = 3). The lowest-ranked statements in terms of perceived frequency of use were: When children are imbued with excitement to learn, any teaching method will be sufficient (mean = 2.82, rank = 6); Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints (mean = 3.17, rank = 5); and Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead (mean = 3.55, rank = 4).

Table 4.11.--Perceived actual use of Rousseauian kindergarten educational principles, in rank order.

Principle	Actual Use (%)				Mean	Rank
	A	F	S	SN		
Directing children's attention to the phenomena of nature will awaken their curiosity.	74.8	21.4	3.8	-	3.71	1
The content that is selected for children to learn should be geared toward arousing their curiosity.	68.5	24.4	7.1	-	3.61	2
Nature requires children to be children before they become adults.	66.5	25.1	5.1	2.5	3.56	3
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	55.3	29.4	11.1	4.3	3.35	4
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	46.0	27.6	23.8	2.5	3.17	5
When children are imbued with excitement to learn, any teaching method will be sufficient.	29.5	34.2	25.2	11.1	2.82	6

Overall mean = 3.37

Key: A = Always (4) S = Sometimes (2)
 F = Frequently (3) SN = Seldom or Never (1)

The overall mean rating for frequency of use of the six Rousseauian educational principles was 3.370; only one of the

principles had a mean rating less than 3.00. Thus, on average, the respondents perceived that they frequently or always used Rousseauian principles in their kindergarten teaching.

Research Question 9

Is there a significant difference between the importance and actual use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

A paired t-test was used to determine whether a statistically significant difference existed between the perceived importance and actual use of Froebelian, Lockean, and Rousseauian kindergarten teaching principles. For each of the 30 statements expressing these principles, a t-value was computed for the difference between level of importance and frequency of use, as perceived by the respondents. The t-test results are presented separately for Froebelian, Lockean, and Rousseauian principles.

The t-test results for differences between the perceived level of importance and actual use of Froebelian kindergarten teaching principles are shown in Table 4.12. For 9 of the 16 statements expressing Froebelian principles, statistically significant differences (at the .05 level) were found between perceived level of importance and actual use. For these nine principles, the perceived level of importance was significantly greater than the perceived frequency of actual use.

Table 4.12.--T-test results for the difference between the perceived level of importance and actual use of Froebelian kindergarten teaching principles.

Principle		Mean	SD	t-Value	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	Importance	3.903	0.337	1.48	.139
	Actual Use	3.865	0.440		
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	Importance	3.616	0.560	-0.12	.903
	Actual Use	3.620	0.617		
Play is the highest level of child development.	Importance	3.411	0.636	0.57	.570
	Actual Use	3.390	0.697		
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	Importance	3.568	0.591	0.00	1.00
	Actual Use	3.568	0.673		
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	Importance	3.644	0.562	2.99	.003*
	Actual Use	3.534	0.693		
The ball is one of the child's most important playthings.	Importance	2.481	0.761	-1.85	.065
	Actual Use	2.552	0.759		
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	Importance	3.306	0.811	0.33	.740
	Actual Use	3.294	0.829		

Table 4.12.--Continued.

Principle		Mean	SD	t- Value	p- Value
A child is creative and productive, not merely receptive.	Importance	3.400	0.723	4.05	.000*
	Actual Use	3.230	0.778		
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	Importance	3.954	0.210	4.01	.000*
	Actual Use	3.862	0.391		
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	Importance	3.789	0.391	3.96	.000*
	Actual Use	3.629	0.687		
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	Importance	3.789	0.469	3.64	.000*
	Actual Use	3.639	0.653		
In general, a kindergarten training program should have selective admission criteria.	Importance	3.432	0.803	6.00	.000*
	Actual Use	3.110	0.803		
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	Importance	3.059	0.961	1.86	.065
	Actual Use	2.966	1.006		
Like weeds in the field, whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	Importance	3.289	0.896	6.02	.000*
	Actual Use	3.038	0.984		

Table 4.12.--Continued.

Principle		Mean	SD	t- Value	p- Value
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	Importance	3.542	0.698	4.13	.000*
	Actual Use	3.373	0.781		
Like water, which finds its own level, children can adjust to various environmental conditions.	Importance	3.137	0.781	3.08	.002*
	Actual Use	3.000	0.900		

*Significant at the .05 level.

The t-test results for differences between the perceived level of importance and actual use of Lockean kindergarten teaching principles are shown in Table 4.13. For seven of the eight statements expressing Lockean principles, statistically significant differences (at the .05 level) were found between perceived level of importance and actual use. For these seven principles, the perceived level of importance was significantly greater than the perceived frequency of actual use.

Table 4.13.--T-test results for the difference between the perceived level of importance and actual use of Lockean kindergarten teaching principles.

Principle		Mean	SD	t-Value	p-Value
Children should not be taught by rules.	Importance	3.417	0.844	5.45	.000*
	Actual Use	3.142	0.979		
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	Importance	3.517	0.704	2.08	.039*
	Actual Use	3.435	0.761		
Children should have play-things, but still be in the custody of their tutors.	Importance	3.721	0.521	3.91	.000*
	Actual Use	3.562	0.693		
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanders and wasters.	Importance	2.828	0.924	0.95	.344
	Actual Use	2.776	0.963		
You must do nothing before the child that you would not have him/her imitate.	Importance	3.661	0.672	2.59	.010*
	Actual Use	3.565	0.769		
Answer all of the questions children ask and explain the matters they desire to know so as to make them knowledgeable.	Importance	3.771	0.527	3.74	.000*
	Actual Use	3.667	0.618		

Table 4.13.--Continued.

Principle		Mean	SD	t- Value	p- Value
Teaching children to love honor and abhor shame will incline them to right action.	Importance	3.336	0.835	3.58	.000*
	Actual Use	3.202	0.915		
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	Importance	3.757	0.485	2.15	.135*
	Actual Use	3.703	0.534		

*Significant at the .05 level.

The t-test results for differences between the perceived level of importance and actual use of Rousseauian kindergarten teaching principles are shown in Table 4.14. For five of the six statements expressing Rousseauian principles, statistically significant differences (at the .05 level) were found between perceived level of importance and actual use. For these five principles, the perceived level of importance was significantly greater than the perceived frequency of actual use.

Table 4.14.--T-test results for the difference between the perceived level of importance and actual use of Rousseauian kindergarten teaching principles.

Principle		Mean	SD	t- Value	p- Value
Nature requires children to be children before they become adults.	Importance	3.613	0.685	1.58	.115
	Actual Use	3.562	0.710		
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	Importance	3.463	0.758	2.52	.012*
	Actual Use	3.367	0.820		
Directing children's attention to the phenomena of nature will awaken their curiosity.	Importance	3.768	0.470	1.99	.047*
	Actual Use	3.709	0.532		
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	Importance	3.403	0.788	6.29	.000*
	Actual Use	3.168	0.879		
When children are imbued with excitement to learn, any teaching method will be sufficient.	Importance	3.113	0.928	5.81	.000*
	Actual Use	2.844	0.972		
The content that is selected for children to learn should be geared to arousing their curiosity.	Importance	3.764	0.499	3.62	.000*
	Actual Use	3.612	0.619		

*Significant at the .05 level.

Research Question 10

Is the perceived level of importance of Froebelian, Lockean, and Rousseauian educational principles related to the perceived actual use of those principles?

A chi-square test was used to determine whether statistically significant relationships existed between the perceived levels of importance and frequency of use of Froebelian, Lockean, and Rousseauian educational principles as perceived by the Saudi female kindergarten teachers. The results are shown in Table 4.15 for Froebelian principles, Table 4.16 for Lockean principles, and Table 4.17 for Rousseauian principles.

Statistically significant relationships (at the .05 alpha level) were found between the perceived level of importance and frequency of use of all 30 principles included in the questionnaire. Further examination of the cell frequencies revealed that the principles that were perceived to be more important were also perceived to be more frequently used in the Saudi Arabian kindergarten system. The high chi-square values may also indicate that this trend was fairly obvious from the data.

Table 4.15.--Results of the chi-square test for the relationship between the perceived level of importance and actual use of Froebelian kindergarten educational principles.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	93.63	4	.000*
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	105.26	4	.000*
Play is the highest level of child development.	140.70	6	.000*
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	259.12	9	.000*
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	142.35	4	.000*
The ball is one of the child's most important playthings.	254.37	9	.000*
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	330.29	9	.000*
A child is creative and productive, not merely receptive.	132.31	6	.000*
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	52.90	2	.000*

Table 4.15.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	104.88	6	.000*
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	107.86	9	.000*
In general, a kindergarten training program should have selective admission criteria.	230.59	9	.000*
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	283.90	9	.000*
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	294.69	9	.000*
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	244.77	9	.000*
Like water, which finds its own level, children can adjust to various environmental conditions.	258.15	9	.000*

*Significant at the .05 level.

Table 4.16.--Results of the chi-square test for the relationship between the perceived level of importance and actual use of Lockean kindergarten educational principles.

Principle	χ^2 Value	df	p-Value
Children should not be taught by rules.	234.61	9	.000*
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	246.27	9	.000*
Children should have playthings, but still be in the custody of their tutors.	119.32	9	.000*
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	205.34	9	.000*
You must do nothing before the child that you would not have him/her imitate.	240.56	9	.000*
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	403.34	9	.000*
Teaching children to love honor and abhor shame will incline them to right action.	294.68	9	.000*
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	241.71	4	.000*

*Significant at the .05 level.

Table 4.17.--Results of the chi-square test for the relationship between the perceived level of importance and actual use of Rousseauian kindergarten educational principles.

Principle	χ^2 Value	df	p-Value
Nature requires children to be children before they become adults.	248.39	9	.000*
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	251.39	9	.000*
Directing children's attention to the phenomena of nature will awaken their curiosity.	103.00	4	.000*
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	266.73	9	.000*
When children are imbued with excitement to learn, any teaching method will be sufficient.	221.52	9	.000*
The content that is selected for children to learn should be geared toward arousing their curiosity.	45.40	6	.000*

*Significant at the .05 level.

Research Question 11

Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their perceptions of the importance of Froebelian, Lockean, and Rousseauian educational principles?

A chi-square test was used to determine whether statistically significant relationships existed between the perceived level of importance of Froebelian, Lockean, and Rousseauian educational principles and selected demographic characteristics of the respondents (educational level, age, and income). The results are presented separately for each demographic characteristic examined.

The results of the chi-square test for the relationship between the perceived level of importance of Froebelian, Lockean, and Rousseauian principles and respondents' educational level are presented in Table 4.18. Only one statistically significant relationship was found between respondents' educational level and their perceptions of the level of importance of the following principle: **Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters** ($\chi^2 = 13.37$, $p < .05$). Respondents without a college degree considered this principle to be significantly less important than did those with a degree. For all other statements expressing educational principles, no statistically significant relationships were observed between perceived level of importance and respondents' educational level.

Table 4.18.--Results of the chi-square test for the relationship between the perceived importance of kindergarten educational principles and respondents' educational level.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	1.97	4	.740
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	1.75	4	.782
Play is the highest level of child development.	7.57	4	.108
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	1.85	6	.933
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	3.59	4	.465
The ball is one of the child's most important playthings.	2.53	6	.866
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	2.75	6	.840
A child is creative and productive, not merely receptive.	6.66	6	.354
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	1.25	2	.536

Table 4.18.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	2.02	4	.731
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	3.82	6	.701
In general, a kindergarten training program should have selective admission criteria.	11.19	6	.083
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	4.86	6	.561
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	5.76	6	.451
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	4.61	6	.594
Like water, which finds its own level, children can adjust to various environmental conditions.	4.79	6	.571
Children should not be taught by rules.	7.02	6	.319
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	3.36	6	.763
Children should have playthings, but still be in the custody of their tutors.	4.88	4	.300
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	13.37	6	.038*

Table 4.18.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	5.69	6	.459
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	4.56	4	.336
Teaching children to love honor and abhor shame will incline them to right action.	8.92	6	.178
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	8.36	4	.079
Nature requires children to be children before they become adults.	5.01	6	.542
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	7.51	6	.276
Directing children's attention to the phenomena of nature will awaken their curiosity.	0.97	4	.914
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	1.76	6	.940
When children are imbued with excitement to learn, any teaching method will be sufficient.	7.62	6	.267
The content that is selected for children to learn should be geared toward arousing their curiosity.	6.49	6	.371

*Significant at the .05 level.

Table 4.19 contains the results of the chi-square test for the relationship between the perceived level of importance of Froebelian, Lockean, and Rousseauian principles and respondents' age. Statistically significant relationships were found between respondents' age and their perceptions of the level of importance of the following six principles: The kindergarten teacher should be well-educated, imaginative, refined, and truly religious ($\chi^2 = 6.07$, $p < .05$); In general, a kindergarten training program should have selective admission criteria ($\chi^2 = 11.06$, $p < .05$); Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony ($\chi^2 = 8.67$, $p < .05$); What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises ($\chi^2 = 9.31$, $p < .05$); Nature requires children to be children before they become adults ($\chi^2 = 9.16$, $p < .05$); and Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead ($\chi^2 = 13.68$, $p < .05$).

Older respondents (30 years or older) perceived all of the above statements to be significantly more important than did younger respondents (less than 30 years old). For the other 24 statements expressing kindergarten educational principles, no statistically significant relationships were found between their perceived level of importance and respondents' age.

Table 4.19.--Results of the chi-square test for the relationship between the perceived importance of kindergarten educational principles and respondents' age.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	0.63	2	.735
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	0.83	2	.660
Play is the highest level of child development.	4.44	2	.108
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	1.45	3	.694
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	1.35	2	.510
The ball is one of the child's most important playthings.	5.86	3	.119
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	5.11	3	.164
A child is creative and productive, not merely receptive.	2.32	2	.314
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	0.01	1	.948

Table 4.19.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	6.07	2	.048*
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	0.38	2	.827
In general, a kindergarten training program should have selective admission criteria.	11.16	3	.011*
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	1.39	3	.708
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	8.67	3	.034*
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	2.58	3	.462
Like water, which finds its own level, children can adjust to various environmental conditions.	3.14	3	.370
Children should not be taught by rules.	0.20	3	.977
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	9.31	3	.025*
Children should have playthings, but still be in the custody of their tutors.	0.30	2	.861
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	1.50	3	.681

Table 4.19.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	3.55	3	.314
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	3.33	3	.343
Teaching children to love honor and abhor shame will incline them to right action.	0.95	3	.812
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	0.37	2	.831
Nature requires children to be children before they become adults.	9.16	3	.027*
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	13.68	3	.003*
Directing children's attention to the phenomena of nature will awaken their curiosity.	2.77	2	.251
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	0.18	3	.981
When children are imbued with excitement to learn, any teaching method will be sufficient.	5.23	3	.155
The content that is selected for children to learn should be geared toward arousing their curiosity.	0.43	2	.806

*Significant at the .05 level.

The results of the chi-square test for the relationship between the perceived level of importance of kindergarten educational principles and respondents' income level are shown in Table 4.20. Statistically significant relationships were found between respondents' income level and their perceptions of the level of importance of the following 13 principles: During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play ($\chi^2 = 21.45$, $p < .05$); A child is creative and productive, not merely receptive ($\chi^2 = 15.68$, $p < .05$); Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses ($\chi^2 = 11.44$, $p < .05$); In general, a kindergarten training program should have selective admission criteria ($\chi^2 = 16.92$, $p < .05$); Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony ($\chi^2 = 21.03$, $p < .05$); Children should not be taught by rules ($\chi^2 = 16.30$, $p < .05$); Children should have playthings, but still be in the custody of their tutors ($\chi^2 = 9.67$, $p < .05$); Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable ($\chi^2 = 8.92$, $p < .05$); You must do nothing before the child that you would not have him/her imitate ($\chi^2 = 15.15$, $p < .05$); Children should be taught to be obedient and reasonable when they are still compliant and impressionable ($\chi^2 = 13.50$, $p < .05$); Nature requires children to be children before they become adults ($\chi^2 = 23.44$, $p < .05$); Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead ($\chi^2 =$

Table 4.20.--Results of the chi-square test for the relationship between the perceived importance of kindergarten educational principles and respondents' income level.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	3.07	4	.547
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	21.45	4	.000*
Play is the highest level of child development.	5.01	4	.287
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	8.00	6	.238
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	4.60	4	.331
The ball is one of the child's most important playthings.	3.31	6	.769
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	11.84	6	.066
A child is creative and productive, not merely receptive.	15.68	6	.016*
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	1.74	2	.418

Table 4.20.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	3.81	4	.433
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	11.44	4	.022*
In general, a kindergarten training program should have selective admission criteria.	16.92	6	.010*
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	12.32	6	.055
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	21.03	6	.002*
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	12.20	6	.058
Like water, which finds its own level, children can adjust to various environmental conditions.	4.17	6	.654
Children should not be taught by rules.	16.30	6	.012*
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	12.00	6	.062
Children should have playthings, but still be in the custody of their tutors.	9.67	4	.046*
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	9.23	6	.161

Table 4.20.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	15.17	6	.019*
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	8.92	4	.017*
Teaching children to love honor and abhor shame will incline them to right action.	5.54	6	.477
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	13.50	4	.009*
Nature requires children to be children before they become adults.	23.44	6	.001*
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	21.76	6	.001*
Directing children's attention to the phenomena of nature will awaken their curiosity.	4.75	4	.314
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	8.48	6	.205
When children are imbued with excitement to learn, any teaching method will be sufficient.	14.63	6	.023*
The content that is selected for children to learn should be geared toward arousing their curiosity.	4.75	6	.576

*Significant at the .05 level.

21.76, $p < .05$); and When children are imbued with excitement to learn, any teaching method will be sufficient ($\chi^2 = 14.63$, $p < .05$). Respondents who earned more money (5,000 riyals or more) perceived most of these principles to be significantly more important than did lower-income respondents. For all other statements, no statistically significant relationships were found between perceived level of importance and respondents' income level.

Research Question 12

Is there a statistically significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their actual use of Froebelian, Lockean, and Rousseauian educational principles?

A chi-square test was used to determine whether statistically significant relationships existed between the perceived frequency of use of the Froebelian, Lockean, and Rousseauian educational principles and selected demographic characteristics of the respondents (educational level, age, and income). The results are presented separately for each demographic characteristic examined.

The results of the chi-square test for the relationship between respondents' educational level and their perceived frequency of use of the kindergarten educational principles are shown in Table 4.21. Statistically significant relationships were found between respondents' educational level and their perceived frequency of use of the following principles: Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical ($\chi^2 = 12.82$, $p < .05$); Children

Table 4.21.--Results of the chi-square test for the relationship between the perceived frequency of use of kindergarten educational principles and respondents' educational level.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	2.88	4	.579
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	3.93	4	.416
Play is the highest level of child development.	4.21	6	.649
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	5.34	6	.502
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	5.28	6	.260
The ball is one of the child's most important playthings.	5.00	6	.544
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	4.51	6	.608
A child is creative and productive, not merely receptive.	1.84	4	.764
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	4.37	4	.358

Table 4.21.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	4.64	4	.565
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	5.76	6	.451
In general, a kindergarten training program should have selective admission criteria.	5.99	6	.424
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	12.82	6	.046*
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	8.42	6	.209
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	7.38	6	.287
Like water, which finds its own level, children can adjust to various environmental conditions.	6.27	6	.393
Children should not be taught by rules.	15.33	6	.018*
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	6.35	6	.385
Children should have playthings, but still be in the custody of their tutors.	2.75	6	.839
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	3.87	6	.694

Table 4.21.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	6.70	6	.349
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	5.66	4	.226
Teaching children to love honor and abhor shame will incline them to right action.	11.90	6	.064
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	6.44	6	.168
Nature requires children to be children before they become adults.	4.76	6	.575
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	5.40	6	.494
Directing children's attention to the phenomena of nature will awaken their curiosity.	3.72	4	.445
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	7.71	6	.260
When children are imbued with excitement to learn, any teaching method will be sufficient.	10.66	6	.100
The content that is selected for children to learn should be geared toward arousing their curiosity.	12.34	4	.015*

*Significant at the .05 level.

should not be taught by rules ($\chi^2 = 15.33$, $p < .05$); and The content that is selected for children to learn should be geared toward arousing their curiosity ($\chi^2 = 12.34$, $p < .05$). For these statements, respondents with a college degree perceived a significantly higher frequency of use than did those without a degree. No statistically significant relationships were observed between respondents' educational level and their perceptions of their frequency of use of the other kindergarten teaching principles.

The results of the chi-square test for the relationship between respondents' age and their perceived frequency of use of kindergarten teaching principles are shown in Table 4.22. Statistically significant relationships were found between respondents' age and their perceived frequency of use of the following three principles: Like water, which finds its own level, children can adjust to various environmental conditions ($\chi^2 = 8.07$, $p < .05$); Nature requires children to be children before they become adults ($\chi^2 = 9.12$, $p < .05$); and Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead ($\chi^2 = 9.12$, $p < .05$). For these three statements, older respondents perceived a significantly higher frequency of use than did younger respondents. In all other statements expressing the principles of kindergarten teaching, no statistically significant relationships were found between respondents' age and perceived frequency of use.

Table 4.22.--Results of the chi-square test for the relationship between the perceived frequency of use of kindergarten educational principles and respondents' age.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	0.84	2	.658
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	0.17	2	.919
Play is the highest level of child development.	4.18	3	.243
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	2.71	3	.438
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	0.32	3	.852
The ball is one of the child's most important playthings.	7.50	3	.058
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	1.77	3	.621
A child is creative and productive, not merely receptive.	1.15	2	.562
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	3.23	2	.199

Table 4.22.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	7.28	3	.064
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	7.00	3	.073
In general, a kindergarten training program should have selective admission criteria.	4.00	3	.262
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	1.30	3	.730
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	5.44	3	.142
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	2.46	3	.482
Like water, which finds its own level, children can adjust to various environmental conditions.	8.07	3	.045*
Children should not be taught by rules.	0.68	3	.787
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	4.37	3	.224
Children should have playthings, but still be in the custody of their tutors.	1.74	3	.629
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	2.39	3	.495

Table 4.22.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	4.46	3	.216
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	1.58	3	.663
Teaching children to love honor and abhor shame will incline them to right action.	2.91	3	.406
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	1.90	2	.386
Nature requires children to be children before they become adults.	11.80	3	.008*
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	9.12	3	.028*
Directing children's attention to the phenomena of nature will awaken their curiosity.	0.03	2	.986
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	1.58	3	.664
When children are imbued with excitement to learn, any teaching method will be sufficient.	14.49	3	.214
The content that is selected for children to learn should be geared toward arousing their curiosity.	0.66	2	.721

*Significant at the .05 level.

Table 4.23 contains the results of the chi-square test for the relationship between respondents' income level and their perceptions of the frequency of use of Froebelian, Lockean, and Rousseauian educational principles. Statistically significant relationships were found between respondents' income level and their perceptions of the frequency of use of the following five kindergarten educational principles: During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play ($\chi^2 = 10.59$, $p < .05$); The ball is one of the child's most important playthings ($\chi^2 = 13.18$, $p < .05$); A child is creative and productive, not merely receptive ($\chi^2 = 17.48$, $p < .05$); Nature requires children to be children before they become adults ($\chi^2 = 19.51$, $p < .05$); Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead ($\chi^2 = 13.22$, $p < .05$); and Directing children's attention to the phenomena of nature will awaken their curiosity ($\chi^2 = 4.46$, $p < .05$). For most of these statements, respondents who earned more money (at least 5,000 riyals) perceived the frequency of use of the principles to be significantly higher than did those who earned less money. No statistically significant relationships were found for the remaining 24 statements.

Table 4.23.--Results of the chi-square test for the relationship between the perceived frequency of use of kindergarten educational principles and respondents' income level.

Principle	χ^2 Value	df	p-Value
Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	5.88	4	.208
During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	10.59	4	.032*
Play is the highest level of child development.	7.35	6	.290
The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	7.66	6	.264
Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	5.54	4	.236
The ball is one of the child's most important playthings.	13.18	6	.040*
Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	6.68	6	.351
A child is creative and productive, not merely receptive.	17.48	4	.0002*
The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	1.70	4	.791

Table 4.23.--Continued.

Principle	χ^2 Value	df	p-Value
The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	5.89	6	.436
Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	9.88	6	.130
In general, a kindergarten training program should have selective admission criteria.	5.01	6	.542
Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	8.51	6	.203
Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	7.59	6	.269
Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	7.45	6	.282
Like water, which finds its own level, children can adjust to various environmental conditions.	6.31	4	.389
Children should not be taught by rules.	11.19	6	.083
What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	10.76	6	.096
Children should have playthings, but still be in the custody of their tutors.	8.04	6	.235
Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	4.36	6	.628

Table 4.23.--Continued.

Principle	χ^2 Value	df	p-Value
You must do nothing before the child that you would not have him/her imitate.	7.17	6	.306
Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	3.75	6	.710
Teaching children to love honor and abhor shame will incline them to right action.	3.53	6	.741
Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	4.45	6	.349
Nature requires children to be children before they become adults.	19.51	6	.003*
Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	13.22	6	.040*
Directing children's attention to the phenomena of nature will awaken their curiosity.	4.46	4	.034*
Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	8.10	6	.231
When children are imbued with excitement to learn, any teaching method will be sufficient.	6.67	6	.353
The content that is selected for children to learn should be geared toward arousing their curiosity.	4.15	4	.386

*Significant at the .05 level.

Summary

This chapter contained the findings of the data analyses conducted for this study. Demographic information on the responding Saudi female kindergarten teachers was presented in the first section. Findings pertaining to each of the research questions were discussed in the second section. Chapter V contains a summary of the findings, conclusions drawn from those findings, and recommendations for training kindergarten teachers and for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose of the Study

The researcher's major purpose in this study was to investigate the importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten educational principles as perceived by Saudi female kindergarten teachers. The objective was to identify the extent to which kindergarten educational principles are perceived to be important and the extent to which they are actually practiced in the kindergarten teaching in Saudi Arabia.

The Study Population and Sampling

The target population of the study included all female kindergarten teachers in the western region of Saudi Arabia, which includes four major cities: Makkah, Jeddah, Madinah, and Taif. The survey instrument was distributed to most of the approximately 300 female kindergarten teachers in the region by the female administrators of the kindergarten institutions. Two hundred forty-one teachers returned completed questionnaires, a response rate of 80.3%.

Methodology

A written questionnaire prepared by the investigator was used to gather data for the study. The instrument included 30 statements expressing kindergarten educational principles rooted in the early philosophical writings of Jean Jacques Rousseau (1712-1778), John Locke (1632-1704), and Friedrich Froebel (1782-1852), as well as questions designed to gather personal information about the respondents.

The data were analyzed using primarily descriptive statistics in the form of means, standard deviations, frequencies, percentages, and ranks. Although the study was mainly descriptive in nature, a chi-square test was used to determine the statistical significance of the relationship between the perceived level of importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten educational principles. A paired t-test was also used to test the significance of difference between the importance and frequency of use of Froebelian, Lockean, and Rousseauian educational principles as perceived by the Saudi female kindergarten teachers. The Statistical Package for the Social Sciences (SPSS-X), available on the IBM mainframe computer at Michigan State University, was used in analyzing the data for this study. The .05 alpha level was used as the criterion for statistical significance.

Twelve research questions were addressed. A summary of the major findings pertaining to each research question is presented below.

Summary of the Findings

Research Question 1. What is the relative level of importance of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

The perceived levels of importance of Froebelian, Lockean, and Rousseauian kindergarten educational principles were generally high (essential or important), regardless of respondents' demographic characteristics. Although slight variations in the perceived level of importance of these principles were observed according to respondents' age and number of children, these variations seemed to be minimal. Overall, the aggregate mean importance rating for Froebelian principles was 3.399, compared to 3.440 for Lockean and 3.427 for Rousseauian kindergarten educational principles. Thus, the data did not indicate any differences in the levels of importance of Froebelian, Lockean, and Rousseauian kindergarten educational principles.

Research Question 2. What is the relative frequency of use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

The perceived frequency of use of Froebelian, Lockean, and Rousseauian kindergarten educational principles was generally high (near 3.4), indicating that the respondents always or frequently used the principles in their teaching. As with the levels of importance of these principles, only minor variations were observed according to respondents' demographic characteristics. Overall, the aggregate mean rating for the frequency of use of Froebelian principles was 3.401, compared to 3.445 for Lockean and 3.438 for

Rousseaunian kindergarten educational principles. The data, therefore, did not indicate any major differences in the frequency of use of Froebelian, Lockean, and Rousseaunian kindergarten educational principles. Also, as noted in Chapter III, it is not clear how vaguely general statements of principles were translated by the respondents into concepts of "frequency of use." It is quite possible that the instrument used in this study was, in fact, simply asking the same question twice, but labeling the first response a rating of "importance" and the second a rating of "frequency."

Research Question 3. To what extent do Saudi female teachers perceive Froebelian educational principles to be important in kindergarten teaching?

The highest-ranked Froebelian principles of kindergarten teaching, in terms of perceived level of importance, were expressed by the following statements:

The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.

Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.

Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.

The Froebelian principles ranked lowest in terms of perceived level of importance were expressed by the following statements:

The ball is one of the child's most important playthings.

Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.

Like water, which finds its own level, children can adjust to various environmental conditions.

That these "use" ratings are very similar to the "importance" ratings is probably not surprising, in view of the possibility of the two responses being different versions of the same answer to one question.

Research Question 4. To what extent do Saudi female teachers perceive that they actually use Froebelian educational principles in kindergarten teaching?

The highest-ranked Froebelian principles of kindergarten teaching in terms of frequency of use were expressed by the following statements:

Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.

The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.

Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.

The Froebelian principles ranked lowest in terms of frequency of use were the same ones that were ranked lowest in perceived level of importance. They were:

The ball is one of the child's most important playthings.

Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.

Like water, which finds its own level, children can adjust to various environmental conditions.

That these "use" ratings are very similar to the "importance" ratings is probably not surprising in view of the possibility of

the two responses being different versions of the same answer to one question.

Research Question 5. To what extent do Saudi female teachers perceive Lockean educational principles to be important in kindergarten teaching?

The highest-ranked Lockean principles of kindergarten teaching in terms of perceived level of importance were expressed by the following statements:

Answer all questions children ask and explain the matters they desire to know, so as to make them knowledgeable.

Children should be taught to be obedient and reasonable when they are still compliant and impressionable.

Children should have playthings, but still be in the custody of their tutors.

The Lockean principles ranked lowest in terms of perceived level of importance were expressed by the following statements:

Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.

Teaching children to love honor and abhor shame will incline them to right action.

Children should not be taught by rules.

Research Question 6. To what extent do Saudi female teachers perceive that they actually use Lockean educational principles in kindergarten teaching?

The highest-ranked Lockean principles of kindergarten teaching in terms of frequency of use were expressed by the statements:

Children should be taught to be obedient and reasonable when they are still compliant and impressionable.

Answer all questions children ask and explain the matters they desire to know, so as to make them knowledgeable.

You must do nothing before the child that you would not have him/her imitate.

The Lockean principles ranked lowest in terms of perceived level of frequency of use were the same ones that were ranked lowest in terms of importance. They were:

Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.

Children should not be taught by rules.

Teaching children to love honor and abhor shame will incline them to right action.

Again, the patterns of responses analyzed by Question 6 are very similar to patterns analyzed by Question 5, which is not surprising, in view of the probable factor of duplication.

Research Question 7. To what extent do Saudi female teachers perceive Rousseauian educational principles to be important in kindergarten teaching?

Of the six statements expressing Rousseauian educational principles, the highest-ranked principles in terms of perceived level of importance were expressed by the following statements:

Directing children's attention to the phenomena of nature will awaken their curiosity.

The content that is selected for children to learn should be geared toward arousing their curiosity.

Nature requires children to be children before they become adults.

The Rousseauian principles ranked lowest in terms of perceived level of importance were expressed by the following statements:

When children are imbued with excitement to learn, any teaching method will be sufficient.

Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.

Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

Research Question 8. To what extent do Saudi female teachers perceive that they actually use Rousseauian educational principles in kindergarten teaching?

The highest-ranked Rousseauian principles of kindergarten teaching in terms of frequency of use were the same ones that were ranked highest in perceived level of importance. They were:

Directing children's attention to the phenomena of nature will awaken their curiosity.

The content that is selected for children to learn should be geared toward arousing their curiosity.

Nature requires children to be children before they become adults.

The Rousseauian principles ranked lowest in terms of frequency of use were expressed by the following statements:

When children are imbued with excitement to learn, any teaching method will be sufficient.

Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.

Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

These principles were also ranked lowest in perceived level of importance. The fact that the rank-order ratings of "importance" and "use" of Rousseauian principles were identical is yet another strong hint that both responses mean the same thing.

Research Question 9. Is there a significant difference between the importance and actual use of Froebelian, Lockean, and Rousseauian educational principles, as perceived by Saudi female kindergarten teachers?

Statistically significant differences were found between the perceived level of importance and frequency of use of 9 of the 16 statements expressing Froebelian educational principles. For these nine principles, the perceived level of importance was significantly greater than the perceived frequency of use.

Statistically significant differences between the perceived level of importance and frequency of use were found for seven of the eight statements expressing Lockean kindergarten educational principles. As with the Froebelian principles, the perceived level of importance for the seven Lockean principles was significantly higher than their frequency of use.

Similarly, statistically significant differences were found between the perceived level of importance and frequency of use for five of the six statements expressing Rousseauian kindergarten educational principles. On these five principles, the perceived level of importance was significantly higher than their frequency of use.

These recurring patterns of significance in the differences between so-called "importance" ratings and so-called "use" ratings can be simply explained as evidences of the "use" responses showing regression toward the mean from the "importance" responses.

Research Question 10. Is the perceived level of importance of Froebelian, Lockean, and Rousseauian educational principles related to the perceived actual use of those principles?

Statistically significant relationships were found between the perceived importance and frequency of use of all 30 statements expressing Froebelian, Lockean, and Rousseauian kindergarten educational principles. The principles that were perceived to be relatively more important were also used more often than those that were perceived to be relatively less important. The observed chi-square values were very high, indicating that a systematic relationship was observed between the importance and use of the principles was fairly obvious. These results might be expected when "importance" and "use" responses are seen as differently labeled versions on the same response.

Research Question 11. Is there a significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their perceptions of the importance of Froebelian, Lockean, and Rousseauian educational principles?

One statistically significant relationship was observed between respondents' level of education (nondegree or degree) and their perceptions of the importance of the principle expressed by the following statement:

Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.

Respondents without a college degree perceived this principle to be significantly less important than did respondents who had a degree. No statistically significant relationships were observed between

respondents with differing educational levels regarding the other 29 principles of kindergarten teaching.

More statistically significant relationships were also found between respondents' age and their perceptions of the importance of the principles expressed by the following statements:

The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.

In general, a kindergarten training program should have selective admission criteria.

Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.

What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.

Nature requires children to be children before they become adults.

Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

Older respondents (30 years or more) perceived these principles to be significantly more important than did younger respondents (under 30 years). No statistically significant relationships were found between respondents' age and the other 24 statements expressing kindergarten educational principles.

Respondents' income level was significantly related to the perceived level of importance of the kindergarten educational principles expressed by the following statements:

During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.

A child is creative and productive, not merely receptive.

Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.

In general, a kindergarten training program should have selective admission criteria.

Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.

Children should not be taught by rules.

Children should have playthings, but still be in the custody of their tutors.

Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.

You must do nothing before the child that you would not have him/her imitate.

Children should be taught to be obedient and reasonable when they are still compliant and impressionable.

Nature requires children to be children before they become adults.

Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

When children are imbued with excitement to learn, any teaching method will be sufficient.

Respondents who earned more money (5,000 riyals or more) perceived most of these principles to be significantly more important than did lower-income respondents. For the other statements expressing kindergarten educational principles, no statistically significant relationships were found between respondents' income level and perceived importance of the principle.

Research Question 12. Is there a statistically significant relationship between selected demographic characteristics of Saudi female kindergarten teachers (e.g., educational level, age, and income) and their actual use of Froebelian, Lockean, and Rousseauian educational principles?

Statistically significant relationships were found between respondents' level of education (nondegree or degree) and their perceived frequency of use of the principles expressed by the following statements:

Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.

Children should not be taught by rules.

The content that is selected for children to learn should be geared toward arousing their curiosity.

More formally educated respondents (with a degree) perceived these three principles to be significantly more important than did less formally educated (nondegree) respondents. No statistically significant relationships were found between respondents' educational level and the other principles of kindergarten teaching.

Statistically significant relationships were also found between respondents' age and their perceived frequency of use of the principles expressed by the following statements:

Like water, which finds its own level, children can adjust to various environmental conditions.

Nature requires children to be children before they become adults.

Childhood has its own way of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

Older respondents (30 years or more) perceived these principles to be used significantly more frequently than did younger respondents

(under 30 years old). No statistically significant relationships were found between respondents' age and the other 27 statements expressing kindergarten educational principles.

Respondents' income level was found to be significantly related to perceived frequency of use of the kindergarten educational principles expressed by the following statements:

During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.

The ball is one of the child's most important playthings.

A child is creative and productive, not merely receptive.

Nature requires children to be children before they become adults.

Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.

Directing children's attention to the phenomena of nature will awaken their curiosity.

Respondents who earned more money (5,000 riyals or more) perceived most of these principles to be used significantly more frequently than did lower-income respondents (under 5,000 riyals). For the other 25 statements expressing the kindergarten educational principles, no statistically significant relationship was observed between respondents' income level and perceived frequency of use.

Conclusions

The following conclusions were drawn from the foregoing findings:

1. The kindergarten educational principles that were perceived to be more important were also perceived to be used more frequently. Perhaps the simplest explanation of this relationship is that the "importance" and "use" responses were different versions of the same perceptions.

2. For both Froebelian and Lockean kindergarten educational principles, the most important principles were perceived to be those that seemed to emphasize the role of the kindergarten teacher as the main determinant of the child's development.

3. Respondents perceived the Lockean kindergarten educational principle expressed by the statement **Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters** to be both the least important and the least frequently used. Perhaps the Saudi culture, unburdened by a Puritan heritage, fails to link "access to plenty" with "squandering."

4. Of the Rousseauian kindergarten educational principles, the one that was perceived to be both the most important and the most frequently used was **Directing children's attention to the phenomena of nature will awaken their curiosity**. The findings indicated that the Saudi female kindergarten teachers recognized that nature and the environment are major sources of knowledge for the kindergarten child, and that the teacher's role is to direct the child's attention to the phenomena of nature. Fostering curiosity might well form an important basis for improving kindergarten curriculum in Saudi Arabia.

5. No statistically significant differences were found in the levels of importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten educational principles, as perceived by Saudi female kindergarten teachers. As a consequence, one cannot attribute a need for an improved training program for kindergarten teachers in Saudi Arabia to a lack of their understanding of the importance of the kindergarten educational principles. From this study, it is evident that Saudi female kindergarten teachers recognize the importance of the kindergarten educational principles.

Recommendations

Recommendations for Kindergarten Education in Saudi Arabia

1. On the basis of suggestions received from the Saudi female kindergarten teachers participating in this study, it is recommended that the General Education Presidency for Girls' Education (GPGE) and the university initiate actions for improving kindergarten educational programs in Saudi Arabia (see recommendations for training in Table 4.3, p. 46).

2. In particular, a more developed and improved formal training program for kindergarten teachers at the university level in Saudi Arabia may be deemed advisable. Such a program should introduce these teachers to the teaching principles on which most kindergarten educational systems are built. A large majority of the teachers participating in this study indicated a need for more training in advance of teaching (Table 4.3).

3. Although the researcher did not investigate the relationship between teaching experience and teachers' perceptions due to missing cases, meaningful results were found for the relationship between teachers' perceptions and age, which may be related to experience. The fact that older respondents tended to perceive the educational principles to be more important than did younger respondents may indicate that, with time, teachers tend to grow in appreciating the importance of kindergarten educational principles. A formal kindergarten teachers' training program might be well advised to incorporate some amount of advance teaching practice to give teachers more supervised field experience before they start working with kindergarten children. Consideration should be given to educating kindergarten personnel abroad as well as locally. The experience of developed nations in the field of kindergarten education could and should be adapted to the Arabic culture to benefit kindergarten programs in Saudi Arabia.

4. The Saudi government should establish a mechanism to plan and implement mandatory kindergarten education for all children. This plan should work in conjunction with the universities' colleges of education. Kindergarten teachers' training needs also need to be clearly defined and addressed in a well-designed curriculum. Once such programs have started, some kind of program evaluation should be implemented to seek ways of improving the system.

5. More research could probably contribute to reviewing and planning the care for preschool children in Saudi Arabia. More research is recommended in this area to thoroughly investigate

better ways of adapting the experiences of developed nations to the local Arabic culture.

6. Educational authorities in Saudi Arabia should plan to develop and expand the kindergarten institutions and prepare personnel for those institutions. A department for early childhood education could be established in the college of education at the university level, to train kindergarten teachers and study further development of kindergarten education in Saudi Arabia.

7. Funds should be made available to equip the kindergarten institutions with facilities and educational materials, including, especially, adequate supplies of responsive toys.

8. The Ministries of Health and Education need to work cooperatively to assign one or two members of the medical profession to each kindergarten institution for the health care of the preschool children.

9. Cooperation of parents with the kindergarten has proved to be important in other parts of the world and can be achieved by (a) inviting mothers to take part in the kindergarten activities, (b) applying the open-day system to introduce parents to the activities taking place in the kindergarten institutions, and (c) establishing a committee of mothers in each kindergarten and emphasizing the important role played by such a committee. These practices might well be adopted in Saudi Arabia.

10. Private kindergartens should be licensed by the government. These private institutions should be provided with general

guidelines on the aspects of health and educational requirements, training of personnel, and selection criteria.

11. In developing the kindergarten educational system in Saudi Arabia, the government should pay particular attention to less economically privileged areas of the kingdom. Such practices as Head Start in the United States and the Montessori schools in Milan, Italy, have given extra chances to underprivileged children.

Recommendations for Training Kindergarten Teachers

For the kindergarten teacher to play the central role in the development of the child as implied in this study, teachers will need support from teacher educators, certification boards, unions, school boards, and professional organizations. It is therefore suggested that teacher training programs should:

1. Furnish training programs regarding young children.
2. Require that teachers at the kindergarten level be certified.
3. Provide means of communication and easy contact between kindergarten/preschool and elementary school teachers.
4. Involve teachers in the process of preparing the curriculum.
5. Provide teachers with sufficient knowledge about early childhood.
6. Teach kindergarten teachers child development and provide field experience with older children (four to six years old)
7. Enlighten teachers about early childhood issues and trends.

Recommendations for Further Study

This study was undertaken to investigate the importance and frequency of use of Froebelian, Lockean, and Rousseauian kindergarten educational principles as perceived by female kindergarten teachers in the western region of Saudi Arabia. For a more comprehensive investigation, it is recommended that more refined studies be undertaken to involve all kindergarten educators in all parts of the country. In such a study, the researcher might seek to identify not only these educators' perceptions but also ways of improving kindergarten education in Saudi Arabia.

This researcher focused on kindergarten teachers' perceptions and deemphasized respondents' personal characteristics, particularly those related to their professional qualifications. Future investigators should collect more information about respondents' demographic characteristics, such as socioeconomic status and years of training, to determine how these characteristics influence teachers' implementation of kindergarten teaching principles.

APPENDICES

APPENDIX A

ENGLISH VERSION OF THE QUESTIONNAIRE

Dear kindergarten teacher:

You are asked to help in a study of how you and your fellow kindergarten teachers think about principles of kindergarten education--which principles you prefer the most and which you use the most. Your participation in the study is completely voluntary. The aim of this study is to improve kindergarten education in Saudi Arabia. The results will be presented to the General Presidency for Girls' Education.

Enclosed is a survey form for you to use, which should take no more than 15 minutes to complete. When you have finished the questionnaire, place it in the enclosed envelope and seal it without signing the form. Then mail the envelope to me at P.O. Box 715, Makkah, Saudi Arabia.

If you have any questions, please contact me by phone or ask your principal. Thank you for your cooperation.

Sincerely,

Mustafa Filimban

March 29, 1990

Dear Kindergarten Teacher:

I am writing with regard to the letter and questionnaire I sent you two weeks ago. Please take a few minutes to complete the questionnaire and send it to me by mail at P.O. Box 715, Makkah, Saudi Arabia.

Thank you for your cooperation.

Sincerely,

Mustafa Filimban

QUESTIONNAIRE

Below is a list of statements expressing some principles about kindergarten and children in general. You are requested to rate or respond to each statement in two ways:

1. HOW IMPORTANT IS THE PRINCIPLE BEING EXPRESSED to the kindergarten teaching program?

IMPORTANCE ratings are assigned as follows:

Essential (E) = 4
 Important (I) = 3
 Somewhat Important (SI) = 2
 Not Important (NI) = 1

Please circle the appropriate number in the left-hand column that corresponds to your importance rating.

2. TO WHAT EXTENT DO YOU ACTUALLY USE THE PRINCIPLE BEING EXPRESSED in your kindergarten teaching? The ACTUAL USE ratings are assigned as follows:

Always (A) = 4
 Frequently (F) = 3
 Sometimes (S) = 2
 Seldom or Never (SN) = 1

Please circle the appropriate number in the right-hand column that corresponds to your actual use rating.

There is no right or wrong response to any of these items. Just try to give your personal perception of the rating for each item. Please do not sign this form or put your name on any page--this is an anonymous survey. You indicate your voluntary agreement to participate by completing and returning this questionnaire.

IMPORTANCE					ACTUAL USE			
E	I	SI	NI		A	F	S	SN
4	3	2	1	Children need to learn to appreciate God through observation, reflection, and activity, not through dogmatic religious teaching.	4	3	2	1
4	3	2	1	Children should not be taught by rules.	4	3	2	1
4	3	2	1	Nature requires children to be children before they become adults.	4	3	2	1
4	3	2	1	During childhood, play is never trivial, but rather serious and deeply significant. Teachers should cherish and encourage play.	4	3	2	1

IMPORTANCE					ACTUAL USE			
E	I	SI	NI		A	F	S	SN
4	3	2	1	What one thinks is necessary for children to do should be settled in them by an indispensable practice, as often as the occasion arises.	4	3	2	1
4	3	2	1	Childhood has its own manner of seeing, perceiving, and thinking. It is absurd to be hasty to substitute adulthood in its stead.	4	3	2	1
4	3	2	1	Play is the highest level of child development.	4	3	2	1
4	3	2	1	Children should have playthings, but still be in the custody of their tutors.	4	3	2	1
4	3	2	1	Directing children's attention to the phenomena of nature will awaken their curiosity.	4	3	2	1
4	3	2	1	The kindergarten curriculum should be designed to help the child unfold his/her abilities by directing his/her play.	4	3	2	1
4	3	2	1	Plenty and variety, in children's own keeping, makes them wanton and careless and teaches them to be squanderers and wasters.	4	3	2	1
4	3	2	1	Children should be given a chance to enjoy their liberty and natural abilities without artificial restraints.	4	3	2	1
4	3	2	1	Kindergarten teachers should extend the joy the child feels in playing to his/her attitudes, work, and other school activities.	4	3	2	1
4	3	2	1	You must do nothing before the child that you would not have him/her imitate.	4	3	2	1
4	3	2	1	When children are imbued with excitement to learn, any teaching method will be sufficient.	4	3	2	1
4	3	2	1	The ball is one of the child's most important playthings.	4	3	2	1
4	3	2	1	Answer all of the questions children ask and explain the matters they desire to know, so as to make them knowledgeable.	4	3	2	1

IMPORTANCE					ACTUAL USE			
E	I	SI	NI		A	F	S	SN
4	3	2	1	The content that is selected for children to learn should be geared toward arousing their curiosity.	4	3	2	1
4	3	2	1	Kindergarten activities should be designed to give each child the opportunity to conceptualize relationships independently.	4	3	2	1
4	3	2	1	Teaching children to love honor and abhor shame will incline them to right action.	4	3	2	1
4	3	2	1	A child is creative and productive, not merely receptive.	4	3	2	1
4	3	2	1	Children should be taught to be obedient and reasonable when they are still compliant and impressionable.	4	3	2	1
4	3	2	1	Like water, which finds its own level, children can adjust to various environmental conditions.	4	3	2	1
4	3	2	1	The kindergarten teacher should embody the ideals of motherhood, being not only sensitive but also intellectually active.	4	3	2	1
4	3	2	1	Adequate development of the child at each stage can affect and bring about his/her appropriate development at each successive stage.	4	3	2	1
4	3	2	1	The kindergarten teacher should be well-educated, imaginative, refined, and truly religious.	4	3	2	1
4	3	2	1	Educators should seek to open a child's mind rather than fill it and should consider a child's creative impulses.	4	3	2	1
4	3	2	1	In general, a kindergarten training program should have selective admission criteria.	4	3	2	1
4	3	2	1	Kindergarten education should necessarily be passive, guarding and protecting the child but not being prescriptive or categorical.	4	3	2	1
4	3	2	1	Like weeds in the field whose growth perfectly conforms to law, children unfold in beauty and develop in harmony.	4	3	2	1

In the remaining part of this questionnaire, you are asked to provide some general information about yourself. Please be assured that the information you provide will remain confidential and will be used only for research purposes.

1. What level of education do you have?

- ☐ a. High school or less
- ☐ b. Still at the college level
- ☐ c. Bachelor's degree
- ☐ d. Master's degree
- ☐ e. Doctoral degree
- ☐ f. Other (please specify) _____

2. What is your age? _____

3. Which one of the following best describes your original family background?

- ☐ a. Urban
- ☐ b. Bedouin
- ☐ c. Village

4. What is your marital status?

- ☐ a. Single (never married)
- ☐ b. Married
- ☐ c. Divorced
- ☐ d. Widowed

5. Do you have children?

- ☐ a. Yes How many? _____
- ☐ b. No

6. What is your individual monthly income in Saudi riyals?

- ☐ a. Less than 1,000 riyals
- ☐ b. 1,000 to 1,499 riyals
- ☐ c. 1,500 to 1,999 riyals
- ☐ d. 2,000 to 2,499 riyals
- ☐ e. 2,500 to 2,999 riyals
- ☐ f. 3,000 to 3,999 riyals
- ☐ g. 4,000 to 4,999 riyals
- ☐ h. 5,000 or more riyals

7. What level do you teach?

- ☐ a. Prekindergarten
- ☐ b. Kindergarten

8. How long have you been working with preschool children?
- ☐ a. Less than 1 year
 - ☐ b. 1 to 3 years
 - ☐ c. 3 to 5 years
 - ☐ d. 5 to 10 years
 - ☐ e. More than 10 years
9. How did you obtain the necessary experience for your current job of working with children?
- ☐ a. I had no previous experience
 - ☐ b. By enrolling in a training program
 - ☐ c. By reading and by participating with other people in informal programs
 - ☐ d. By teaching in a similar program
10. In your estimation, how good a job do you think you are presently doing as a kindergarten teacher?
- ☐ a. I think I do not do very well most of the time.
 - ☐ b. I think I do well some of the time.
 - ☐ c. I think I do well most of the time.
 - ☐ d. I think I always do a good job.
11. How do you think other persons (parents, other teachers, your supervisors) rate you as a kindergarten teacher?
- ☐ a. Others do not rate my work highly.
 - ☐ b. Others think I do a fair job.
 - ☐ c. Others think I regularly do a good job.
 - ☐ d. Others think I am an excellent kindergarten teacher.
12. Which of the following statements best describes how you think the kindergarten educational programs should be handled in Saudi Arabia?
- ☐ a. There should be no formal kindergarten schooling in Saudi Arabia.
 - ☐ b. Kindergarten teachers should have short-term training of approximately six months before taking the job.
 - ☐ c. All future kindergarten teachers in Saudi Arabia should receive long-term training for one to three years.
 - ☐ d. Kindergarten teachers in Saudi Arabia should have a university degree, with emphasis on kindergarten teaching methodology and practice.
 - ☐ e. Other (please specify) _____
-

APPENDIX B

ARABIC VERSION OF THE QUESTIONNAIRE

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
Umm AL-Qura University
MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION



المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية التربية

REF
DATE

الرقم
التاريخ
الموافق
المستقرحات

TO WHOM IT MAY CONCERN

This is to certify that the Arabic version of the Questionnaire of the study of Mr. Mustafa H. Fillimban a Ph.D. candidate of Michigan State University is a true and correct translation of the original document written in the English Language.

Associate Professor
Ibrahim M. Fallatah
Dr. Ibrahim M. Fallatah
Dep. Of Curriculum & Instruction
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Fouzi S. Banjar
Dean Faculty of Education
[Signature]
Dr. Hashim B. Hariri

المختصرة

أختتم محاضرة الروطنة

السلام عليك ورحمة الله وبركاته ،

أقوم حالياً بإجراء دراسة على بعض رياض الأطفال في المملكة العربية السعودية للحصول على درجة الدكتوراه وذلك بهدف العمل على تحسين وتطوير التعليم في هذه المرحلة . وتتطلب هذه الدراسة جمع المعلومات الصحيحة والمنقيدة عن هذه المرحلة من وجهة نظر المعلمات .

لذا أرجو التكرم بالإجابة على كل الأسئلة بكل صراحة وموضوعية وذلك بقراءة كل عبارة ثم وضع دائرة على الرقم المناسب في أحد الفراغات الموجودة امام كل عبارة أو فقرة ، كل ماأرجوه هو وضع دائرة في المكان الصحيح كما أود الإشارة إلى أن كل المعلومات في هذه الاستبانة سترعاها السرية التامة والاهتمام والتقدير وسوف تستخدم لغرض البحث العلمي .
ان اهتمامكن في الإجابة على هذه الاستبانة تعتبر ذات أهمية كبرى في تحقيق أهداف هذه الدراسة .

كما أشير أيضاً إلى أن الاستبانة تتكون من جزئين : -

الجزء الأول : في العمود الأيمن يوضح مدى الممارسة الواقعية وهو يوضح مدى الممارسة الفعلية لهذا المبدأ

الجزء الثاني : في العمود الأيسر عن مدى الأهمية وهو يوضح مدى الأهمية للممارسة لهذا المبدأ .

أمل الإجابة على كل من الجزئين معاً لكافة العبارات الموجودة

والمثال التالي يوضح طريقة الإجابة « مثال نمونجي »

كما يذكر الباحث مرة أخرى أن تحقيق أهداف هذه الدراسة يتوقف على تعاونك وتعاونك في الإجابة على جميع الفقرات أو العبارات في هذه الاستبانة كما أنني على استعداد تام بتزويدك بملخص واف عن هذه الدراسة في حالة رغبتك إلى ذلك . شاكرأ لك تعاونك .
مع خالص شكري وتقديري .

الباحث

مصطفى حسن عمر قلمباج

إرشادات هامة (مثال نموذجي)

- أولاً / الرجاء تعبئة جميع فقرات الاستبانة وعدم ترك أي فقرة
 ثانياً / لا تضعي أكثر من دائرة لكل عبارة في الجزء الواحد
 ثالثاً / فضلاً تأكدي من وضع الدائرة في كلا الجزئين لكل عبارة أو فقرة
 رابعاً / رقم (٤) تعني دائماً في الاستخدام الحقيقي بالجزء الأيمن ، مهم جداً في الأهمية بالجزء الأيسر
 رقم (٣) تعني عادة في الاستخدام الحقيقي بالجزء الأيمن ، مهم في الأهمية بالجزء الأيسر
 رقم (٢) تعني أحياناً في الاستعمال الحقيقي بالجزء الأيمن ، مهم نوعاً ما في الأهمية بالجزء الأيسر
 رقم (١) تعني نادراً أو أبداً ما يستعمل بالاستخدام الحقيقي بالجزء الأيمن غير مهم في الأهمية بالجزء الأيسر

الاستخدام الحقيقي	الفقرة (عبارة)	الأهمية
دائماً عادة أحياناً نادراً أو أبداً	العمل على جعل الطفل يختار	مهم جداً مهم مهم نوعاً ما غير مهم
④ ٣ ٢ ١	العبء التي تتناسب	٤ ③ ٢ ١

من المثال السابق يتضح أن وضع دائرة على الرقم المختار ٤ الاختيار المناسب تحت خانة دائماً في الجزء الأيمن {دائماً} تعني استخدامك لهذا المبدأ بشكل مستمر وكبير جداً أي بنسبة تزيد عن ٧٥٪ إلى ١٠٠٪ ، وأن وضع دائرة تحت خانة (عادة) تعني استخدامك للمبدأ بنسبة تتراوح بين ٥٠٪ إلى ٧٥٪ ، وأن وضع دائرة تحت خانة {أحياناً} تعني استخدامك للمبدأ بنسبة تتراوح بين ٢٥٪ إلى ٥٠٪ ، وأن وضع دائرة تحت خانة (نادراً أو أبداً) تعني استخدامك للمبدأ بنسبة تقل عن ٢٥٪ . وهكذا يمكن تطبيق ذلك على الجزء الأيسر .

أما بالنسبة لأهمية المبدأ في الجزء الأيسر من هذا المثال فإن وضع دائرة على الرقم المختار ٣ الاختيار المناسب {مهم} فإن ذلك تعني أهمية المبدأ ونسبته تتراوح بين ٥٠٪ إلى ٧٥٪ . وهكذا .

مع تمنياتي لك بدوام التوفيق

القسم الأول :

الأهمية مهم جداً مهم مهم نوعاً ما غير مهم	الفقرة	الاستخدام الحقيقي دائماً عادة نحياناً نادراً أو نبدأ
١ ٢ ٣ ٤	يحتاج الأطفال أن يتعلموا معرفة الله من خلال التدبير والتفكير والملاحظة	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب أن يكون تعليم الاطفال مفتوح (غير مقيد)	١ ٢ ٣ ٤
١ ٢ ٣ ٤	من طبيعة الحياة أنه يتطلب من الأطفال أن يكونوا أطفالاً قبل أن يصبحوا كباراً	١ ٢ ٣ ٤
١ ٢ ٣ ٤	في مرحلة الطفولة يعتبر اللعب ضرورياً ونو أهمية بالغة وعلى المعلمة أن تشجع وتؤكد على ذلك	١ ٢ ٣ ٤
١ ٢ ٣ ٤	مايراه أحدنا ضرورياً للطفل فعله من قبل الطفل يجب أن يفرس بواسطة الممارسة الفعلية كلما دعت الضرورة إلى ذلك	١ ٢ ٣ ٤
١ ٢ ٣ ٤	للطفولة أسلوبها في الرؤية ، الإدراك والتفكير ومن المنافاة للعقل التعجل في احلال مرحلة الكبر بدلاً منها	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يعتبر اللعب في قمة الاحتياجات بالنسبة لنمو الطفل	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب أن يوفر للأطفال مستلزمات (أدوات) اللعب بإشراف المعلمة	١ ٢ ٣ ٤

الاستخدام الحقيقي دائماً عادة أحياناً نادراً أو أبداً	الفقرة	الأهمية مهم جداً مهم مهم نوعاً ما غير مهم
١ ٢ ٣ ٤	توجيه إنتباه الأطفال إلى مظاهر الكون توقظ فيهم حب الاستطلاع	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب أن يصمم منهج الروضة لمساعدة الطفل كي يبرز قدراته عن طريق توجيه طريقة لعبه	١ ٢ ٣ ٤
١ ٢ ٣ ٤	توفير مقتنيات الأطفال المتعددة في التنوع والكثرة التي يحتفظ بها الأطفال تجعلهم يعملون إلى الإسراف والتبذير	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب أن يعطى الأطفال الفرصة للاستمتاع بحرياتهم وقدراتهم الفطرية دون قيود	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب على معلمات الروضة أن يجعلن متعة الطفل التي يشعر بها أثناء اللعب تمتد إلى اتجاهاته وعمله ونشاطاته	١ ٢ ٣ ٤
١ ٢ ٣ ٤	يجب ألا أقوم بأي عمل لا أريد الطفل أن يقلدني به	١ ٢ ٣ ٤
١ ٢ ٣ ٤	عندما يثار اهتمام الطفل للتعلم فإن أي طريقة للتدريس تحقق غرض التعلم	١ ٢ ٣ ٤

الاستخدام الحقيقي				الفقرة	الأهمية
دائماً	عادة	لحياناً	نادراً أو أبداً		مهم جداً مهم مهم نوعاً ما غير مهم
١	٢	٣	٤	تعتبر الكرة واحدة من أهم الأشياء في اللعب بالنسبة للطفل	١ ٢ ٣ ٤
١	٢	٣	٤	أجيب على جميع الأسئلة التي يطرحها الطفل وأشرح له الأمور التي يرغب معرفتها كي يكون على علم ودراية بها	١ ٢ ٣ ٤
١	٢	٣	٤	يجب أن تهدف المحتويات المختارة للمنهج إلى استثارة حب استطلاع الاطفال	١ ٢ ٣ ٤
١	٢	٣	٤	يجب أن تصمم نشاطات رياض الاطفال لاعطاء كل طفل الفرصة لفهم العلاقات باستقلاليته	١ ٢ ٣ ٤
١	٢	٣	٤	تعليم الطفل حب الفخر وترك الخجل يدفعهم إلى التصرف الصحيح	١ ٢ ٣ ٤
١	٢	٣	٤	يعتبر الطفل مبتكر ومتج وليس متلق فقط	١ ٢ ٣ ٤
١	٢	٣	٤	ينبغي تعويد الأطفال على الطاعة المبينة على المنطق المناسب لمستوى فكر الطفل	١ ٢ ٣ ٤
١	٢	٣	٤	يستطيع الأطفال أن يتكيفوا مع ظروف بيئية مختلفة كالماء الذي يتكيف حسب شكل الاناء الذي هو فيه	١ ٢ ٣ ٤

الأهمية مهم جداً مهم مهم نوعاً ما غير مهم	الفقرة	الاستجاء الحقيقى	دائماً عادة أحياناً نادراً أو أبداً
١ ٢ ٣ ٤	يجب على معلمة الروضة أن تتحلى بالصفات المثالية للأئمة ليس لكونها ضرورية فقط ولكن أيضاً لتأثيرها الفعال فكرياً	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	النمو المناسب للطفل بكل مرحلة من المحتمل أن يؤدي إلى حدوث النمو المرغوب في المرحلة اللاحقة	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	يجب على معلمة الروضة أن تكون مؤهلة تأهيلاً علمياً جيداً ذات بعد خيالي نقية السريرة ومتدينة	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	يجب على المعلمات أن يسعين إلى توسيع ذهن الطفل بدلاً من حشوه مع الأخذ في الحسبان دافعية الطفل الإبداعية	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	بشكل عام برنامج اعداد معلمة الروضة يجب أن يعتمد على معايير قبول انتقائية	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	يجب أن يكون التعليم في الروضة معتمداً بشكل أساسي على المعلمة وأن يعمل على حماية وصيانة الطفل لا أن يكون توجيبياً أو قسرياً	١ ٢ ٣ ٤	
١ ٢ ٣ ٤	مثل العشب في الحقل التي تنمو طبيعياً فإن الأطفال ينمون في جمال ويتطوون باتزان	١ ٢ ٣ ٤	

القسم الثاني :-

في الجزء المتبقي من هذه الاستبانة المطلوب منك تزويدنا ببعض المعلومات الشخصية
وثقي تماماً أن هذه المعلومات ستكون سرية وسوف تستخدم لفرض البحث العلمي فقط .

١ - المستوى التعليمي

_____ الثانوية أو أقل

_____ لا أزال في المرحلة الجامعية

_____ درجة البكالوريوس

_____ درجة الماجستير

_____ درجة الدكتوراة

_____ أخرى (حددي من فضلك)

٢ - العمر

٣ - أي من التالي تصنف خلفيتك الحائلية ؟

_____ من المدينة

_____ من البادية

_____ من القرية

٤ - الحالة الاجتماعية

_____ غير متزوجة

_____ متزوجة

_____ مطلقة

_____ أرملة

٥ - هل لديك أطفال ؟

_____ نعم

_____ كم العدد ؟ { }

_____ لا

٦ - الدخل الشهري

— أقل من ١٠٠٠ { ألف } ريال

— ١٠٠٠ - ١٤٩٩

— ١٥٠٠ - ١٩٩٩

— ٢٠٠٠ - ٢٤٩٩

— ٢٥٠٠ - ٢٩٩٩

— ٣٠٠٠ - ٣٩٩٩

— ٤٠٠٠ - ٤٩٩٩

أكثر من ٥٠٠٠

٧ - المستوى الذي تدرسينه ؟

— الحضنة

— الروضة

٨ - منذ متى وأنت تعملين في مرحلة رياض الأطفال ؟

— سنة واحدة فأكثر

— من ١ - ٣ سنوات .

— من ٤ - ٦ سنوات .

— من ٧ - ٩ سنوات

— من ١٠ سنوات فأكثر

٩ - كيف حصلت على الخبرة الضرورية لملكك الحالي مع الأطفال (في الروضة) ؟

— لم تكن لدي خبرة سابقة

— بالالتحاق في البرنامج التدريبي

— بالقراءة والمشاركة مع الأشخاص في البرامج غير الرسمية .

— بالتدريس في برنامج مماثل .

١٠ - فم تقديرك ما هو مستوؤ أدائك الحالئ كمعلمة فم رياض الأطفال .

- أعتقد أنني لا أعمل بشكل جيد أغلب الوقت .

- إعتقد أنني أعمل بشكل جيد بعض الوقت .

- أعتقد أنني أعمل بشكل جيد أغلب الوقت

- أعتقد أنني دائماً أعمل بشكل جيد .

١١ - كيف ترى تقدير الآخرين (الوالدين - المعلمات - رئيسك المباشرة) لملك

كمعلمة فم رياض الأطفال ؟

- هم لا يقدرؤن عملي بشكل عال

- هم يعتقدؤن أن عملي يتم بشكل مناسب .

- هم يعتقدؤن أنني أقوم بعملئ دائماً بشكل جيد .

- هم يعتقدؤن أنني معلمة رياض أطفال ممتازة .

١٢ - أؤ مر العبارات التالية تصفير بدقة وجهة نظرك حول الكيفية التؤ يجب أن

يتم بها تعليم رياض الأطفال فم المملكة العربية السعودية .

- يجب أن لا يكون هناك تعليم رسمي لرياض الأطفال في المملكة العربية السعودية .

- يجب على معلمات الروضة أن يحصلؤا على فترة دورات تدريبية قصيرة .

- يجب على معلمات الروضة الحصول على دورات تدريبية طويلة

- يجب على معلمات الروضة في المملكة العربية السعودية الحصول على مؤهل جامعي مع

التاكيد على التخصص في طرق التدريس في الروضة وكيفية تطبيقها .

- اقتراحات أخرى :

.....

.....

.....

شكراً لتعاونك

APPENDIX C

CORRESPONDENCE AND LEGAL DOCUMENTS IN ENGLISH

SAO
June 1983

APPROVAL OF DISSERTATION PROPOSAL

To

Graduate Student Affairs Office

(To be submitted by doctoral
student immediately following
approval by his Guidance
Committee.)

Title of the Dissertation (may be tentative but should be accurate and descriptive):

The Importance and Actual Use of Kindergarten
Educational Principles in Saudi Arabia as
Perceived by Female Kindergarten Teachers

Anticipated date of completion: September 1990

Date approved by Guidance Committee: February 27, 1990

Student's major field: Curriculum and Instruction

Student number: 900519

Student's name: MUSTAFA FILIMBAN
(please print legibly)

Student's signature: [Signature]

Guidance Committee Members (Signatures required):

Chairperson: Ben A. Bokhorst Date: February 27, 1990

Director: Ben A. Bokhorst

[Signature] [Signature]
[Signature] [Signature]

Date received in SAO

2-27-90

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
206 BERKELEY HALL
(517) 353-9738

EAST LANSING • MICHIGAN • 48824-1111

March 12, 1990

IRB# 90-099

Mustafa Filimban
807D Cherry Lane
Campus

Dear Mr. Filimban:

RE: "THE IMPORTANCE AND USE OF KINDERGARTEN EDUCATIONAL
PRINCIPALS IN SAUDI ARABIA, AS PERCEIVED BY FEMALE KINDERGARTEN
TEACHERS IRB# 90-099"

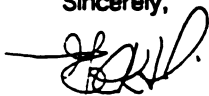
The above project is exempt from full UCRIHS review. I have reviewed the proposed research protocol and find that the rights and welfare of human subjects appear to be protected. You have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to March 12, 1991.

Any changes in procedures involving human subjects must be reviewed by UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



John K. Hudzik, Ph.D.
Chair, UCRIHS

JKH/sar
cc: B. Bohnhorst

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1834

February 28, 1990

Dr. Hamad Al-Salloom
c/o Saudi Arabia Cultural Mission
600 New Hampshire Avenue N.W. Suite 500
Washington, D.C. 20037

Dear Dr. Al-Salloom;

I have been asked to provide you with a progress report on Mr. Mustafa Filimban (st# 8819629), who is my advisee, and who is a doctoral student in our program in Curriculum Instruction. Education Technology is his minor field of study.

Mr. Mustafa Filimban has made good progress. He has completed his formal course work. He passed his comprehensive examinations. He has submitted his dissertation proposal to his Advisory Committee, and it was approved by the committee members on February 27, 1990.

It will then be necessary for him to return to Saudi Arabia starting the 10th of March of 1990 to June 19th of 1990 to gather the data needed to complete his dissertation. The title of the dissertation is "THE IMPORTANCE AND ACTUAL USE OF KINDERGARTEN EDUCATION PRINCIPLES IN SAUDI ARABIA, AS PERCEIVED BY FEMALE KINDERGARTEN TEACHERS."

Please contact me for further information if needed.

Sincerely yours,


Ben Bohnhorst
Academic Advisor

MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS
DEPARTMENT OF LINGUISTICS AND GERMANIC,
SLAVIC, ASIAN AND AFRICAN LANGUAGES
A-614 WELLS HALL

EAST LANSING • MICHIGAN • 48824-1027

14 September 1990

TO WHOM IT MAY CONCERN:

This is to certify that I have reviewed the Arabic version of the questionnaire entitled, "The perceived importance and use of kindergarten educational principles in Saudia Arabia, as pervieved by female kindergarten teachers... I found it true and correct translation of the original document written in English Language by Mustafa Hassan Filimban, Ph.D. candidate of the Department of Teacher Education, College of Education, Michigan State University.

Malik Balla
Malik Balla
Instructor of Arabic

Department of Linguistics and
Germanic, Slavic, Asian and
African Languages
Michigan State University
Wells Hall
East Lansing, MI 48824-1027

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Telex: 650-277-3140 MCI

Cable: MSUINPRO ELSG

MSU is an Affirmative Action/Equal Opportunity Institution

APPENDIX D

REQUIRED LEGAL DOCUMENTS IN ARABIC

Kingdom of Saudi Arabia
Ministry of Higher Education
Cultural Mission To The U.S.A.



المملكة العربية السعودية
وزارة التعليم العالي
المحفظة الثقافية بالولايات المتحدة الأمريكية

الرقم: ٧٤٥٤٤ التاريخ: ١٤١٢ / ٨ / ١٦
الشؤون الدراسية

— معادة وكيل جامعة ام القرى للدراسات العليا —
السلام عليكم ورحمة الله وبركاته ربيد :

نود افادة سعادتكم ان مبعث جامعتكم الموقرة السيد / مصطفى حسن
فلمبان (١٩٦٢٩ - ٨٨) قد تقدم بطلب السماح له بالقيام برحلة علمية الى
المملكة لجمع المعلومات الخاصة باطروحة الدكتوراه .

ومن الجدير بالذكر ان الملحقية قد منحت المذكور تذاكر سفر الى المملكة
حيث انه يستحق تذاكر عطلة سنوية ، بينوي المبعث القيام ببحثه العلمي في
المملكة في فترة الاجارة المستحقة .
رقد تم التنبيه على المذكور بالاتصال بكم فتر وصوله الى المملكة .
نرفق لسعادتكم طيا صورة طلب المبعث واخر تقرير دراسي عنه بصورة ملخص
مشروع بحثه للدكتوراه .

آملين المرافقة على طلبه

ولكم خالص تحياتي حفظكم الله

الملحق الثقافي بأمريكا

محمد بن ابراهيم السليم

المملكة العربية السعودية
جامعة ام القرى
رذا قو القضاة بالدراسة
٧٩٧٤
١٤١٢ / ٨ / ١٦
لعمركم

ص / د . اسامة

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى

وكيل الجامعة للدراسات العليا والبحث العلمي



الرقم : ١٢١٧٧
التاريخ : ١٤٣٩
المشروعات : ١٢٢

حفظه الله

سعادة / مدير تعليم البنات بمكة المكرمة

السلام عليكم ورحمة الله وبركاته وبعد

يقوم مبتعث الجامعة الي الولايات المتحدة الامريكية السيد / مصطفى حسن فلبان
باجراء بحث ميداني لرسالة الدكتوراه في التربية وللناجح وموضوعها (أهمية الأسس
التربوية بمرحلة رياض الأطفال واستخدامها الفعلي في المنطقة الغربية من المملكة
العربية السعودية حسب منظور معلومات الرحلة) .

نأمل التكرم بتعميد من يلزم لتسهيل مهمته . شاكرين لكم كريم تعاونكم ..

ولكم صادق تحياتي ..

وكيل الجامعة

لدراسات العليا والبحث العلمي

١٤٣٩/٩/١

د. محمد محمد علي أ.د. الله

Vice Chancellor For Higher Studies & Research
Makkah Al Mukarramah P.O. Box ١١٥٦٦
Cable Games: Umm Al-Qura Makkah
Telex 440026
Fax: 5564360
Tel - 02 - 5589922 - 5578888

مكة المكرمة ص.ب. : ٧١٥
برقيا : جامعة أم القرى مكة
تلكس عربي ٤٤٠٠٢٦ د.م
للكسبل : ٥٥٦٤٣٦٠
٥٥٨٩٩٠٠
٥٥٧٦٦١١
شيلن : ٠٢ - ٥٥٨٩٩٠٠
٠٢ - ٥٥٧٦٦١١

إدارة تعليم البنات بمنطقة جدة
التعليم المتوسط والثانوي

الموضوع

لن يهه الامر

المحترمه

المكرمه / مديرة الروضة

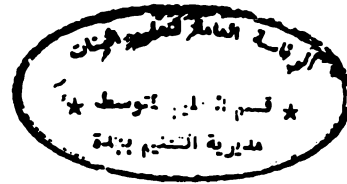
السلام عليكم ورحمة الله وبركاته ، وبعد :-

نشير الى خطاب وكيل جامعة ام القرى للدراسات العليا والبحث العلمي
رقم بدون وتاريخ ١٤١٠ / ٩ / ١ هـ المتضمن طلب تسهيل مهمة البعثت الاستاذ
مصطفى حسن فلجان الذي يقوم باجراء بحث ميداني لرسالة الدكتوراه في الترميم
والمناهج موضوعها (اهمية الاسس الترميمية بمرحلة رياض الاطفال واستخدامها
الفعلي في المنطقة الغربية من الملكة حسب منظور معلومات الرحلة) وبعد الاطلاع
على نموذج الاستفتاء .

عليه نرغب تمكنه من طرح الاستفتاء على معلومات مرحلة رياض الاطفال بمايسهل
مهمته ويمكنه من الوصول الى الاهداف التي ينشدها في بحثه . لا تخاذ اللازم .

مديرة ام تعليم البنات بمنطقة جدة

عبدالرحمن العث



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BIBLIOGRAPHY

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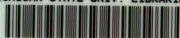
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