"Citizenship" in Curricula of Saudi Kindergartens "A Comparative Study"

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Abstract

This study tried to investigate the occurrence of the four dimensions of citizenship (national affiliation, socio-family affiliation, socio-school affiliation, and media affiliation) among three different curricula (Self – Learning, Montessori, and Bawakeer) which are taught for children enrolled in public and private kindergartens in Riyadh-Saudi Arabia. In other words, this study aims at identifying the impact of these educational curricula on instilling and developing citizenship among children. The study sample was 167 children (63 male and 104 female); 73 children were taught using the Self-Learning curriculum, 43 children were taught using a Bawakeer curriculum, and 51were taught the Montessori curriculum. Results showed statistically significant differences at (α=0.05) in Self-Learning curriculum group compared to the other two curricula. The study did not reveal gender-based differences in citizenship. In light of the results of the current study, the researcher recommended all kindergartens in Saudi Arabia to adopt Self-Learning curriculum to ensure loyalty of the future generation to their country. On the other hand, she encouraged other researchers to explore the importance of developing loyalty among children through different curricula in use. More over, she suggested conducting longitudinal studies to investigate citizenship development among gender at various age levels in order to provide deeper understanding regarding the effectiveness of kindergartens' different curricula.

Keywords: Kindergarten, children, Saudi Arabia, citizenship, curricula.
Introduction and Background.

Introduction

Childhood is considered one of the most appropriate stages to cultivate concepts and knowledge. This is especially true for citizenship as

an important component in children's personal attitudes and future behavior. Schools' curricula play a vital role in spreading the culture of citizenship and in educating children on their rights and duties. The viewpoints of educators vary regarding the goals of citizenship cultivation in preschool-aged children. Some educators agree that it leads to direct children's energies towards constructive engagement in working within community and strengthen their feelings about humanitarian concerns (Ali, 2013).

Public and private Kindergartens in Saudi Arabia use and provide varied curricula, educational activities, and opportunities for children. As stated in Article 33 of the Education Policy of Saudi Arabia, these curricula and educational experiences are intended to represent an integrated system of goals, processes, procedures, and values to produce good citizens. The General Administration of Curricula at the Saudi Ministry of Education, designs kindergarten's curricula "Self-Learning" and relevant texts based on the educational goals of the stage. These goals are derived from the educational policy of the country, such as; providing students with Islamic values and ideals, giving them knowledge and various skills, developing constructive behavior, developing society economically, socially and culturally, and preparing its children to become useful members of their community (Ministry of Education, 2006). Therefore, the state, represented by its system of education, aims to cultivate and develop the values and concepts of citizenship in children. These aims must be adopted by educational curricula, following its clear message: to raise the Saudi children as citizens and teach them how to apply the principle of citizenship in practice. Thus, the curricula have an important message: raise students and teach them the cultural heritage of the country; teach them their rights, duties and responsibilities; introduce them to state institutions and forms of governance and authority; teach them how to serve their homeland; and understand their duties.

Kindergarten's Curricula in Saudi Arabia
A- Public Kindergartens
- Self-learning Curricula

Public kindergartens in Saudi Arabia use Self-Learning curriculum. It was developed in 1994, according to an agreement between the General Authority for Girls Education and the Arabian Gulf Program. This curriculum contains central text and theoretical and educational frameworks that must be used by a female teacher during the educational process. This type also contains a guide for female kindergartens teachers regarding the Self-Learning curriculum and five detailed books for five educational units (Water, Sand, Food, Housing, and Hands). The sixth book contains five further educational units (Clothing, Family, Friends, My Health and Safety,

and My Book). Each unit contains the general objectives of the unit, special goals, basic concepts, tools and means used in the lessons, and a detailed description of the activities carried out by the female teacher during the daily program.

B-Private Kindergartens

Two types of curricula were used at private kindergartens in Saudi Arabia;Bawakeer and Montessori curricula. Following is a brief description of each:

- Bawakeer Curriculum

    The main goal of Bawakeer curriculum is developing child's growth and learning through a range of activities practiced by him/her under the guidance of the teacher. These activities are carried out to achieve various general and particular outcomes. Bawakeer has developed 10 educational foundations, such as; family integration, and its participation in the programs of child-rearing as well as the foundation of practices based on brain research. It also includes 39 educational units within six levels starting from the pre-school stage to the third grade.

- Montessori **Curriculum**

    Maria Montessori developed this curriculum. She devised her own educational environment where every aspect was accurately and systematically designed. Each tool in her environment was designed to suit the characteristics of the growth of children. The Montessori environment depends on Childs' freedom to learn and respect their individuality and abilities. Its tools are ranked from the simplest to most complicated one and from learning through the child's five senses to moving gradually to abstract logical thinking. Montessori class tools are divided into sensorial educational tools, practical educational tools, mathematics, science, geography, and history. In addition, the Montessori curricula of learning are well known for the placement of different aged children in one class, as Montessori depends on the children teaching of each other. Montessori depends on three main factors: child, learning environment, and guide or teacher.

Question of the Study

The current study tries to answer the following question:

Are there any statistical differences at (α=0.05) the occurrence of the four dimensions of citizenship (national affiliation, socio-family affiliation, socio school affiliation, and media affiliation) among three different curricula (Self –Learning, Montessori, and Bawakeer) which are taught for children enrolled in public and private kindergartens in Riyadh-Saudi Arabia?

Significance of the Study

- Theoretical Significance

This study may help in directing the attention of researchers, educators, and decision-makers to the importance of developing the concept of citizenship in different kindergarten curricula. Nowadays, the importance of cultivating citizenship emerges to preserve the identity of each community and the Saudi society in particular. It is very critical to teach kindergarten children to love and be loyal to one's country, and how to assume the responsibilities to preserve it. Furthermore, the study is significant in directing more scientific and educational research to kindergartens to contribute to their development and progression, especially in terms of the implementation of the concepts of citizenship.

- Practical Significance

The practical significance of this study lies in the fact that it may be useful for officials who are in charge of the preparation of kindergarten curricula to intensify the development of practical and theoretical applications of national kindergarten education. This research casts light on the four dimensions of citizenship, looking at three different curricula, which are used in the Saudi Kindergartens as a random sample of different curricula to find out their role in improving the concept of citizenship among the Saudi children. This paper tries to convey decision-makers and those responsible for teaching curricula to the strengths and weaknesses of each curriculum regarding the concept of citizenship. Furthermore, this research aims to strengthen the curricula in order to benefit the Saudi children.

Limitations

This study is limited to three curricula from a large number of other curricula that are used in Saudi kindergartens. More over; it is limited to compare four dimensions of citizenship. Finally, it is limited to a random sample of children who were studying at Riyadh kindergartens in their first year of study.

Theoretical Framework

Al-Habak (2010) defined citizenship as the affiliation to one's nation and homeland. Al-Ka'bi (2011) described it as a unified feeling of affiliation to a homeland involving individuals of different religions, cultures, ethnicities, and geographical location. It happens when a group of people share a common history, fate, and future, and are unified in the form of a single state.

Elewa (2005) stated that citizenship is the connection between a group of people who has similar affiliation and loyalty to one's homeland. Homeland is a specific area of land that is related to a group of people who is connected

historically, geographically, socially, economically, and politically. This homeland has a symbol, flag, and national anthem. As noted in the previous definitions, citizenship is embodied in the sense of an affiliation to a homeland that is defined in terms of history, culture, entity, and geographic location.

Eshak (2004) defined citizenship as a concept which consists belonging of the individual to the country in which he or she lives, and from which he or she takes the nationality. Eshak's definition added to previous definitions the enjoyment of rights and the absence of class differences between members of the same society. Tupper (2002) agreed with this by saying that the most important aim of citizenship is the development of loyalty and affiliation to the homeland in which the individual lives positively.

The *Global Arabic Encyclopedia* (1996) defined citizenship as, "a term referring to the affiliation to a nation or a homeland." The *Dictionary of Sociology* states that it is a status or a social relationship existing between a natural individual and a political society (state) and through this relationship the first party offers loyalty and the second party offers protection. The relationship between the individual and the state is determined by law (Ghaith, 1995).

To sum up, the concept of citizenship has been expanded to include a sense of homeland and the value and seriousness of being affiliated to it; that is, the strength of the connection that a good citizen has to his or her homeland. This is represented through belonging to homeland, its culture, history, language, traditions, duties, responsibilities, and rights as a citizen and as an individual without a distinction among others. The current study defines citizenship as the development of interactions and connections between individuals and their society in all aspects (e.g., social, economic, political, cultural, and educational), and individuals' understanding of their roles as citizens, without discrimination based on any criteria and enjoying equal rights and duties.

Dimensions of Citizenship

In this study, to measure the extent of the occurrence of the concept of citizenship among kindergarten children, citizenship is defined as having four dimensions (The Arab Center for Educational Research for the Gulf States, 2011):

1. *National Affiliation Dimension*: Includes some of the indicators to engage in voluntary work such as the ability to give, the desire to help others to integrate into the community, and awareness of problems.

2. *Socio-family Dimension*: Embraces the duties of family in educating their children, shouldering responsibility, saving the environment, introducing their children to civilization history, their culture, and political, economic, and moral systems.

3. *Socio-school Dimension*: Comprises the responsibilities of the society in preparing students to recognize their cultural heritage, preserve it, learn, follow traditions, follow and harmonize with the values encountered in the growth stage.

4. *Media Dimension:* Represents child's participation which is connected with media preferences at national level.

Fereha (2004) added a Cognitive-Cultural dimension, where "knowledge is a means made available to the citizen to build his/her skill and efficiency he/she needs, and that the national education stems from the people's culture, taking into account the cultural specificity of each community". AlKa'bi(2011) also included a Religious–Moral dimension, referring to justice, equality, tolerance, freedom, and consultation.

Literature Review

Although researchers argued about the importance of studying citizenship, there is still a lack of researches addressing citizenship among five years old children (Clough &Nubrown, 2004; Croll&Moses 2000). The current research focuses on the curricula and citizenship in early childhood education. The time children spend in preschool is an extremely an important period in their lives, and also, curricula for early childhood education vary in their objectives, evaluations, methods, and perspectives (Oberheumer, 2005; Karlsson &Pramling,2003). Hamdan (2008) and Osler &Starkey (1998) emphasized that school must work through its programs and teach children about their rights, duties, responsibilities and identity.

In addition, Rashdan & Al-Qa'oud (2011) studied the effectiveness of an educational program proposed to develop the concepts of citizenship among kindergarten children. Results showed that kindergarten children had little knowledge about citizenship concept in all its aspects. Posttest results showed statistically significant differences in the development of the concepts of citizenship among kindergarten children. Thus, the results showed the effectiveness of the proposed educational program presented by the researchers which was consistent with Hamdan (2008) recommendations.

Barahma (2008) conducted a study regarding the characteristics of good citizenship and found that current teaching curricula for the upper-basic stage in Jordan contained scant reference to the characteristics of good citizenship. Furthermore, the results showed that the group exposed to the additional teachings on citizenship had a better understanding of the concept than those who were not. The previous two studies show the importance of

amending the current educational curricula and introducing particular concepts to develop and activate citizenship among school students from an early age.

Gurkaynak (2007) critically analyzed the content of teaching curricula regarding citizenship in Turkey. The results of the study indicated that citizenship education in Turkey is a critical part of the nation's central modernization project. The existence of a separate national educational curriculum that aims to create good citizens is relatively unique. Consequently; educators must study the Turkish plan in developing the concept of citizenship and take advantage of it in our educational curricula. This agreed with research argument such as Can (2007). With reference to studies related to citizenship, it is confirmed that both formal and informal education plays a vital role in enriching the citizenship of children.

Zidan (2005) conducted a study to identify the extent to which the national education curricula for first to sixth graders takes into account the qualities of a good citizen. The study concluded that the curricula do not take into account the qualities of a good citizen. The results of Zidan were similar to those of Rashdan & Al-Qa'oud (2011) and Barahma (2008). All three studies state that greater emphasis should be placed on the concepts of citizenship in school curricula, which is verified by the Turkish curricula.

Roh's study (2004) analyzed and compared the national education curricula of Australia and South Korea. The study concluded that the citizenship values of tolerance, respect, sense of community, and responsibility were more common in the Australian curriculum than in the South Korean one. Furthermore, the results explained that teachers' lack of awareness of citizenship values was the major reason behind the failure of both countries to achieve the objectives of citizenship. The teachers' preparation and their understanding of citizenship education for students and how to deliver it were found to be the main components in the integration of curricula in students' lives and the development of citizenship among them.

Hussein (1991) conducted a study which aimed to determine the age group in which children begin to realize the concept of citizenship. The results showed that children can recognize their national identity at an early stage, and thus their awareness of the concept of citizenship and national identity increase, as they grow older. This result is important for further research on the development of the concept of citizenship among children, and should be included in kindergarten curricula.

Method
Methodology
A comparative descriptive method is used in this study to compare the extent of occurrence of the four dimensions of citizenship (national

affiliation, socio-family affiliation, socio-school affiliation, and media affiliation) among a sample of kindergarten children from Riyadh, taught through three different curricula (Self-Learning , Bawakeer , and Montessori).

Sample

A sample of 167 children was selected randomly from three kindergartens in Riyadh-Saudi-Arabia; one was public and the other two were private kindergartens. Self-Learning curriculum was implemented in the public kindergarten; however, Bawakeer and Montessori curricula were implemented in the private kindergartens. These curricula were chosen randomly since it was expected that they were improving the citizenship concept among children in kindergartens. Table 1 illustrates the division of the study sample regarding the three curricula, as well as the sample distribution according to gender.

Table 1:Description of the Study Sample According to the Gender Variable

Curricula	Gender		Total
	Male	Female	
Self-Learning curricula	24	49	73
Bawakeer curricula	21	22	43
Montessori curricula	18	33	51
Total	63	104	167

Instrument

*Citizenship Concept's Scale (**CCS**)*

The Citizenship Concept's Scale (CCS) was prepared by a team of researchers commissioned by the Arab Center for Educational Research for Gulf States. The scale was designed to identify the characteristics of the concept of citizenship in childhood (4–6 years old) in the Saudi environment. The scale consists of 30 terms and 4 dimensions: national affiliation, socio-family affiliation, socio-school affiliation, and media affiliation. Because kindergarten-aged children have difficulty in responding with verbal expressions, verbal expressions were reproduced as photo expressions with explanatory phrases under each picture. The scale was applied on an individual basis where the implementation of the scale for each child takes 20–30 minutes.

Validity and Reliability

CCS internal consistency validity was adopted since it measures the extent of cohesion between vocabulary and scale. The team calculated the degrees of the citizenship scale and the coefficient of the internal consistency of the scale in the Saudi environment. The scores of the dimensions of the citizenship photo scale were calculated for the children as well as the

correlation coefficient according to the total degree of the scale. Table 2 clarifies the correlation coefficients and levels of significance.

Table 2: Correlation Coefficients of Photo Citizenship Concept's Scale for Children

The dimension of the citizenship scale	The correlation coefficient	Level of significance
National affiliation dimension	8890	.0001
Socio-family dimension	.719	.0001
Socio-school dimension	.755	.0001
Media dimension	.794	.0001

Statistically significant at α= .01

It is clear from Table 2 that the coefficients of the photo CCS among the sample of children are consistent. This proves the scale's validity.

Reliability

The confidence coefficient of CCS was calculated using Cronbach Alpha. The confidence coefficient was 0.80 using the split-half method (.799), representing a high level of confidence.

Results

This portion of the study is dedicated to present the results of the implementation of photo CCS on the sample of the study which includes 167 child who were taught three different curricula in Riyadh public and private kindergartens. The study tries to find out if there are any statistical differences at (α=0.05) between the extent of the occurrence of the four dimensions of citizenship (national affiliation, socio-family affiliation, socio school affiliation, and media affiliation) among three different curricula (Self –Learning, Montessori, and Bawakeer) which are taught for children enrolled in public and private kindergartens in Riyadh-Saudi Arabia. Following are the results of CCS:

1-National Affiliation

Table 3 shows that the total value of F was approximately 11, which is statistically significant at (α=0.05). Thus, there is a significant variance among the three curricula under investigation in terms of national affiliation.

Table 3:National Affiliation Dimension in Self-Learning, Bawakeer and Montessori Curricula

National affiliation		Sum of squares of deviation	Degrees of Freedom	Variance average	The calculated F value	Significance level
	Between Groups	35.690	2	17.845	11.444	.000
	Within Groups	255.721	164	1.559		
	Total	291.411	166			

To identify which curricula best promoted national affiliation, the least significant digit (LSD) curricula was used and the results are shown below in Table 4.

Table 4: **Multiple Comparisons of National Affiliation Dimension**

Dependent variable Curriculum		Differences average	Degree of Freedom	Significance level	95% Confidence interval	Confidence interval
					Lower bound	Upper bound
Montessori	Bawakeer	.643*	.255	.013	.14	1.15*
	Self-learning	-.494-*	.229	033	-.95-	-.04-*
Bawakeer	Montessori	-.643-*	.255	.013	-1.15-	-.14-*
	Self-learning	-1.137-*	.238	.000	-1.61-	-.67-*
Self-Learning	Montessori	.494*	.229	.033	.04	.95*
	Bawakeer	1.137*	.238	.000	.67	1.61

* Significance level at (α=.05).

Tables 3 and 4 show that the differences between the average scores for National Affiliation of Bawakeer and Montessori are statistically significant at **(α=.05).**;however; Montessori curricula best promotes National Affiliation among the Saudi children. On the other hand, the differences between the average scores for National Affiliation of Montessori and Self-Learning are statistically significant at **(α=.05).**; Self-Learning curricula best promotes National Affiliation. Nevertheless; the differences between the average scores for National Affiliation of Bawakeer and Self-Learning curricula are statistically significant at **(α=.05).**; Self-Learning best promotes National Affiliation. Thus, the results of the statistical analysis of the National Affiliation dimension are in favor of the Self-Learning curricula, followed by the Montessori curricula and then Bawakeer.

2-Socio-Family Dimension

Table 5 shows that F value nearly reached 9, which is statistically significant at **(α=.05).** This shows that there is a significant variance among the three curricula under investigation in terms of the Socio-Family Dimension. To identify which curricula best promotes the Socio-Family dimension, the averages of the three curricula were analyzed using LSD .Results are shown in Table 6.

Table 5: Socio-Family Dimension in Self-Learning, Bawakeer and Montessori Curricula

Socio-Family Affiliation		Sum of squares of deviation	Degrees of Freedom	Variance average	The calculated F value	Significance level
	Between Groups	13.245	2	6.622	9.014	.000
	Within Groups	120.492	164	.735		
	Total	133.737	166			

Table 6: **Multiple Comparisons for the Socio-Family Dimension**

Dependent variable (Curricula)		Differences average	Degree of Freedom	Significance level	95% Confidence interval Lower bound	Confidence interval Upper bound
Montessori	Bawakeer	-.073-	.175	.677	-.42-	.27
	Self-learning	-.601-[*]	.157	.000	-.91-	-.29-[*]
Bawakeer	Montessori	.073	.175	.677	-.27-	.42
	Self-learning	-.528-[*]	163	.001	-.85-	-.21-[*]
Self-Learning	Montessori	.601[*]	.157	.000	.29	.91[*]
	Bawakeer	.528[*]	.163	.001	.21	.85[*]

- **Significance level at (α=.05).**

Tables 5 and 6 show that the comparison of the average scores for Bawakeer and Montessori in the Socio-Family dimension shows no significant differences at **(α=.05).**The differences between the average scores for National Affiliation for Self-Learning and Montessori and Bawakeer curricula are statistically significant at **(α=.05).**; Self-Learning was the best in promoting Socio-Family affiliation. In addition, the statistical analysis of the Socio-Family dimension is in favor of the Self-Learning curricula; the Montessori and Bawakeer curricula are of equal footing regarding this dimension.

3-Socio-School Dimension

 Table 7 shows that the value of alpha ratio F was close to 0.04, which is statistically non-significant at **(α=.05)**. Thus, there were no significant differences among the averages of the three groups in Socio-School dimension.

Table 7: Socio-School Dimension: Comparison of Self-Learning; Bawakeer and Montessori Curricula

Socio – School Affiliation		Sum of Squares of Deviation	Degrees of Freedom	Variance average	Calculated (F) value	Significance Level
	Between Groups	.715	2	.357	.351	.705
	Within Groups	166.971	164	1.018		
	Total	167.686	166			

Table 8 : Multiple Comparisons for the Socio-School Dimension

Dependent Variable		Average of Differences	Degree of freedom	Significance Level	95% Confidence Interval Lower Bound	95% Confidence Interval upper Bound
Montessori	Bawakeer	-.130-	.206	-.530-	-.54-	.28
	Self-learning	.026	.185	.887	-.34-	.39
Bawakeer	Montessori	.130	.206	.530	-.28-	.54
	Self-learning	.156	.192	.417	-.22-	.54
Self-learning	Montessori	-.026-	.185	.887	-.39-	.34
	Bawakeer	-.156-	.192	.417	-.54-	.22

*Significance level at **(α=.05).**

Tables 7 and 8 show the following:
- A comparison of the average scores for Bawakeer and Montessori in the socio-school dimension shows no significant differences at **(α=.05).**
- The differences between the average scores for national affiliation for self-learning and Montessori are statistically significant at**(α=.05).**
- A comparison of the average scores for Bawakeer and Self-learning in the Socio-School dimension shows no significant differences at **(α=.05).**

The results of the statistical analysis of the Socio-School dimension are in favor of Self-Learning curricula ,followed by the Montessori curricula and Bawakeer curricula.

4-Media Dimension

The F value was approximately 34, which is statically significant at **(α=.05).** This is shown in table 9. Thus, there exists significant variance among the three groups in the Media dimension.

To identify the stronger curricula, the averages of the three curricula were analyzed using LSD. Table 9 and 10 show the results

Table 9: **Media Dimension: A Comparison of Self-Learning, Bawakeer and Montessori Curriculum**

Media Affiliation		Sum of Squares of Deviation	Degrees of Freedom	Variance Average	Calculated (F) Value	Significance Level
	Between Groups	106.691	2	53.345	33.840	.000
	Within Groups	258.531	164	1.576		
	Total	365.222	166			

Table 10: Multiple Comparisons in Media Dimension

Dependent Variable		Average of differences	Degree of freedom	Significance Level	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Montessori	Bawakeer	-1.443-*	.257	.000	-1.95-	-.94-[*]
	Self-Learning	-1.857-*	.230	.000	-2.31-	-1.40-*
Bawakeer	Montessori	1.443[*]	.257	.000	.94	1.95[*]
	Self-Learning	-.414-	.239	.085	-.89-	.06
Self-Learning	Montessori	1.857[*]	.230	.000	1.40	2.31*
	Bawakeer	.414	.239	.085	-.06-	.89

*Significance level at **(α=.05).**

Tables 9 and 10 show that the differences between the average scores for National Affiliation of Bawakeer and Montessori are statistically significant at **(α=.05).**level; Bawakeer best promotes Media Affiliation. On the other hand; the differences between the average scores for National Affiliation of Self-Learning and Montessori curriculum are statistically significant at **(α=.05)**; Self-Learning best promotes the Media affiliation. In addition; a comparison of the average scores of Bawakeer and self-learning in Media dimension shows no significant differences at **(α=.05).**

Thus, the results of the statistical analysis of Media dimension were in favor of Self-learning curricula, followed by Bawakeer curricula and Montessori curricula.

Regarding the existence of a statistically significant difference between males and females under Self-learning, Bawakeer and Montessori curriculum, the T values and their level of significance were calculated for the three curricula. Table 11 and 12 and 13 present the results of T test for the three curriculum; Self-Learning, Bawakeer, and Montessori.

Table 11: **T Value and its Statistical Significance Level for Differences Between Average Scores for Male and Female Students of Self-Learning Curricula**

Dimensions	Category	Average	Standard Deviation	T Value	Significance
National Affiliation	Males	17.41	1.047	0.370	0.712
	Females	17.29	1.373		
Socio-Family	Males	13.70	0.669	1.460-	0.149
	Females	13.89	0.387		
Socio-School	Males	13.04	0.759	0.462	0.645
	Females	12.93	1.021		
Media	Males	13.15	0.770	0.917	0.362
	Females	12.93	1.065		

Table 12: T Value and its Statistical Significance Level for Differences Between Average Scores for Male and Female Students of Bawakeer Curricula

Dimensions	Category	Average	Standard Deviation	T Value	Significance
National Affiliation	Males	16.32	1.211	0.573	0.569
	Females	16.9	1.474		
Socio-Family	Males	13.23	1.232	0.404-	0.688
	Females	13.35	0.714		
Socio-School	Males	12.85	1.449	1.560-	0.126
	Females	13.39	0.783		
Media	Males	12.68	1.041	0.402	0.689
	Females	12.52	1.563		

Table 13: T Value and its Statistical Significance Level for Differences Between Average Scores for Male and Female Students of Montessori Curricula

Dimensions	Category	Average	Standard deviation	T Value	Significance
National Affiliation	Males	17.00	0.970	0.713	0.480
	Females	16.76	1.251		
Socio-Family	Males	12.94	1.211	1.331-	0.189
	Females	13.36	0.994		
Socio-School	Males	12.83	1.103	0.932-	0.356
	Females	13.09	0.879		
Media	Males	11.11	1.491	0.156-	0.876
	Females	11.18	1.570		

It is clear from tables 11,12,13, that there are no statistical significant differences between average scores for male and female children in the three curricula.

Discussion

Results showed that Self-Learning curricula surpasses Bawakeer and Montessori curriculum in developing children's understanding of citizenship in all four dimensions. Self-learning curricula has been designed to meet the requirements of Saudi society, which includes instilling children with Islamic values, recognizing the colors of the national flag, and knowledge of historical sites and national and religious events. Statements of national affiliation included saluting the national flag at morning assembly, knowing the national anthem, supporting national sport teams, knowing the colors of the national flag, and recognizing historical monuments of the Kingdom. This result is in line with the results of Gurkaynak's (2007) study about citizenship and creating a good citizen is relatively unique.

Self-learning curricula addresses these topics and experiences. Different parts of the kindergarten were motivated during different events including the Kingdom's National Day. This may not be the case with Bawakeer and Montessori curricula, as Montessori follows a universal approach in its educational elements and assistive tools. Furthermore, under Bawakeer curricula, all activities are designed for all elements and all units. Thus, it rejects any additions or initiatives from the teacher. This affects both curricula concerning national affiliation, and provides Self-learning curricula with greater flexibility, which was clear from the results. This flexibility in the educational process teaches use provides an opportunity for the teacher to teach children on the concept of national affiliation, to acquaint them with national monuments, show them how to salute the flag, and to discuss certain national issues (Al-Ameel, 2002). Hence, schools that apply Bawakeer and Montessori curricula have to include certain concepts regarding religious and national events of the Kingdom to help children relate to their homeland on a national level. This agreed with Roh's (2004) study that concluded teacher's lack of the awareness of the value of citizenship. "Family" provides the basis to achieve children's psychological stability. It contributes to producing good citizens who love their homeland and act to promote it. A family can teach its children how to be active and productive citizens and to develop an intellectual and emotional affiliation with their homeland, because family is the first institution to develop children's rights and duties (Sa'di, 2012; Ghabish, 2006).

The results of the current research for the Socio-Family affiliation dimension show statistically significant differences for Self-Learning curricula but none between Bawakeer and Montessori . These results

suggest that self-learning develops children's concepts of citizenship through nourishing the citizenship spirit by helping in the house, defending family, participation in family events, speaking Arabic, and other such concepts. There may be less emphasis on these concepts under Bawakeer and Montessori curricula.

Family represents cohesion and the development of individuals' personalities and affiliations. This comes through helping others, caring for them, and taking care of the belongings of others. Thus, family develops a symbolic indication of society and culture and tries to teach individuals basic concepts such as supporting, assistance, and protection for individuals and the nation (Sa'di, 2012).

Kindergartens join the family in formulating children's social and political concepts. Both supply each other in achieving integrated development for children's personalities at all levels. A well-integrated personality leads to active participation in society. Children's interaction with their peers at kindergarten is a way to monitor their behavior, and reveals positive and negative traits. Hence, adults can ensure early interventions to address and adjust any negative behavior once identified (Sherif, 2007). In the Socio-school dimension of citizenship, statements concerned the following topics: my relationships with my friends are strong; I keep my kindergarten clean; I help my friends. These are social topics and national concepts that are taught to children from early childhood in public communities, and in the school community in particular. This explains the equality between the three curricula in this dimension, and the lack of statistical significant differences. However, there is a significant statistical difference between Self-Learning and Montessori; this may be related to the Montessori focus on individual learning rather than a social one (Bahatheg, 2010).

Kindergarten programs make a large contribution to children's social growth, as they typically provide children with essential social and behavioral skills and knowledge. These curricula also encourage children to engage in socially accepted behaviors and avoid unacceptable ones (Sasilla, 1999). In addition, many scientific theories, such as those of Piaget, Vygotsky and Montessori, focus on the child's social development and the cognitive construction of the individual. Thus, all kindergarten curricula have to take into account the development of these concepts for children from a very young age because of their effect on the growth of children's citizenship (Tupper, 2002; Gurkaynak, 2007).

Therefore, those working according to Bawakeer and Montessori curricula, which are applied in Saudi Arabia, must take the two dimensions of socio-family and socio-school into greater account. This could come through developing a plan to enhance the concept of citizenship in both

dimensions, as well as to raise good citizens. It is essential to look closer at the British and Turkish experiences in integrating the concept of citizenship into their curricula.

The results of the present study prove that both Self-learning and Bawakeer curricula perform better in terms of national affiliation. Media affiliation takes into account increasing knowledge about the nation, visiting national monuments, commitment to keeping streets clean, and being energy conscious.

Finally, when drawing a comparison between males and females in the citizenship dimensions among the three approaches, the research results show no significant statistical differences; that is, there are no gender-based differences in citizenship among children. This result confirms findings of previous studies (Al-Bakatushi & Al-Sawi, 2005; Al-Bassal, 2012). This result may be explained by the fact that children—males and females—practice similar roles at this age that do not differ with respect to their gender. In addition, children study in similar environments in terms of daily schedules, despite having different curricula and activities. Through these curricula and activities, a child, male or female, is committed to the rules and laws of the kindergarten, thus, learns self-respect and respect for others, independence, and how to work within a group while respecting the group's rules. Al-Bakatushi & Al-Sawi (2005) stress the importance of teaching children at kindergarten, human values, national affiliation, rights and duties, and rights of the others, and respect for others without discrimination based on color or gender.

Recommendations

In light of the findings of the current study, the researcher recommends other researchers to conduct more research to explore the importance of teaching love and loyalty, and how to assume the responsibilities to preserve them through kindergarten's curricula. In addition, it is recommended to conduct different types of studies. She also advises conducting more correlative research between parental skills, citizenship, and different curricula in use.in addition to implementing longitudinal studies to investigate citizenship development among gender at various age levels.

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