

The Degree of Availability of Citizenship Values in Kindergarten Curricula in the Kingdom of Saudi Arabia

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Abstract

The current study aimed to determine the degree of availability of citizenship values in kindergarten curricula in the Kingdom of Saudi Arabia. To achieve the objectives of the study, the researcher developed a questionnaire that included (24) items. The researcher also designed a card to record the content of the Kindergarten National Unity Book in light of the dimensions of digital citizenship. In the results of the study, the availability of citizenship values in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia was at a very high rate, amounting to (5) values: equality, justice, loyalty to the homeland, participation, freedom, and social responsibility. The degree of availability of equality and justice came at a rate of (42.5). % of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia, the degree of availability of loyalty to the homeland came in at (11.7%). The degree of availability of participation in the content of a national curriculum came in at (12.64%). The degree of availability of freedom in the content of a national curriculum came in at (12.64%). 15.8%) The degree of availability of social responsibility in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia came at a rate of (17.38%) of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. The researcher recommended the necessity of benefiting from the list of citizenship values and their indicators in the content of the unit National kindergarten curriculum.

Keywords: *Values, Citizenship, Kindergarten Curricula.*

Introduction

Introduction and Sense of The Problem

Childhood is one of the most important stages in an individual's life, and it has a major impact on his psychological and social development. It represents the basis through which the individual's personality is formed, his trends and inclinations are determined, and his values and habits are instilled. Hence, interest in kindergarten benefits the individual and society as a whole in the long term.

The kindergarten stage is one of the most important stages in raising children, so they need upbringing that instills and develops their awareness of their present and future, while deepening good values and preserving their societal identity. Hence, it is necessary to pay attention to this stage, and provide everything that would contribute to creating good citizenship for them, which enables them to work, produce, and bear the burdens of the nation. Which prompted educators to pay attention to the values of citizenship in kindergarten curricula in the Kingdom of Saudi Arabia.

Developing citizenship values contributes to the formation of a person who has high patriotism since childhood, is able to attract new meanings and connotations that he treasures in himself and is translated by civilized actions that contribute to the development process, and qualify him for positive, balanced communication with his surroundings that is open to other cultures, contributing to attracting what is consistent with his beliefs built in light of The lofty values accepted by society. Socialization also plays a major role in consolidating the concept of citizenship, as citizenship constitutes an integrated system.

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It contributes fundamentally to shaping the child's personality and familiarizing him with his duties towards his homeland. In order for this to be achieved, there must be opportunities provided by educational curricula for interaction and support for responsibility and social participation. (Al-Attar, 2019, 281).

Then it becomes necessary to grant kindergarten children citizenship. This is because this stage is one of the most important stages for instilling desirable values and traits that help young people adapt to changes.

Citizenship values are considered one of the most important components of society, as they are a set of values that reflect the student's belonging to his homeland, awareness of national, social, economic and environmental matters, openness to other cultures, and his being characterized by good moral values and social responsibility towards himself, his community and his environment (Saad Al-Din, 2013, p. 743)

Developing and strengthening the values of citizenship has become one of the ways to confront the challenges of the twenty-first century. The real progress of societies in light of the challenges of the twenty-first century has therefore increased the interest of modern societies in citizenship education, and has begun to attract the attention of thinkers and workers in the educational field, which has been characterized by differences in values and rules of behavior and the growth of violence. And the dismantling of relationships and the entanglement of interests (Al-Khawaldeh and Al-Zoubi, 2014).

Developing citizenship is essential, and is especially important for young children. This is because the first seeds of interest in the nation's issues for many national leaders began when they were young children, when they were more aware and interested in everything going on around them in society (Shehata, Suleiman, 2010).

Citizenship is a complex historical concept, with many dimensions, including: material, legal, cultural, behavioral, social...etc. Therefore, we can define these dimensions as follows: Saif Al-Maamari (2014) Saif Al-Maamari (2014) (Ayed Al-Hamouz, et al., 2019, p. 191)

The legal dimension: Citizenship is primarily a legal status, which includes a set of rights and freedoms that the citizen must enjoy without restrictions other than those imposed by society. Legally, citizenship means the individual's relationship with the state as a geographical and political fact determined and governed by constitutional and legal texts, which determine on the basis of equality the various rights of individuals. The duties they have towards society, and the means through which rights are enjoyed and duties are fulfilled.

The social dimension: The point of identifying an individual as a citizen is belonging to a group of individuals (citizens) in a specific geographical area that is recognized internally and externally, and belonging is an attempt to form identity, and then loyalty according to the understanding of that identity and its existence.

The cultural-behavioral dimension: The practice of the principle of citizenship on the ground is closely linked to the prevailing cultural system within society. Customs, values, traditions, and social norms work unconsciously to integrate the self into social life according to special conditions determined by the group. Thus, defining rights and duties and exercising them on the ground.

The political dimension: Citizenship today seems closer to a pattern of civil behavior and to active and daily participation in the life of society than it is a legal status linked to granting citizenship. A good citizen participates in public life in all its details. This status includes the freedom to form parties, the right to demonstrate, sit-in, and participate in shaping the political system.

Citizenship education aims to provide individuals with the knowledge, skills and values that help them perform their role as active and responsible citizens in their society. The goals of citizenship education include:

Promoting civic awareness: Citizenship education aims to enhance individuals' awareness of their rights, duties and responsibilities as citizens. They learn about their country's political, legal, and economic system

and how to participate effectively in it. Besides developing social skills: Citizenship education helps individuals develop effective communication, collaboration, problem-solving and decision-making skills. They also learn how to work within a team and how to interact with others positively and promoting values and morals; citizenship education introduces individuals to the values of justice, equality, respect, tolerance and social responsibility. They also learn how to respect and appreciate different cultures and backgrounds. It also promotes civic participation; Citizenship education encourages individuals to actively participate in civic and democratic life. They learn how to participate in elections, work in non-governmental organizations, participate in dialogues, and make community decisions. Citizenship education also enhances global awareness by learning about important global issues such as: climate change, poverty, and refugees. They learn how to work to solve these issues and contribute to creating positive change globally, that is, citizenship education aims to enable individuals to become active, responsible, and participating citizens in society and the world around them (Taha, 2016, p. 361).

Both Hughes and Sears (2006, 6-10) point out that the past two decades have witnessed great interest on the part of countries around the world, educational bodies and institutions, civil society organizations and others in participating in implementing many initiatives to activate education programs for citizenship, including: In four main areas:

Developing a set of consistent, clearly defined and widely accepted goals; To develop frameworks and formulate the standards required to activate education for citizenship.

Providing or designing curricular and course materials that can support the teaching and learning processes used in citizenship education programmers.

MacKinnon (2007, 64-66) indicates that the main starting point for discussing the issue of education for citizenship is to provide an integrated explanation of the nature of the concept of civic enlightenment, which includes members of society highlighting their patterns of political knowledge, and their commitment and desire for community political participation.

Linked to defining the concept of civic enlightenment is another very important issue related to determining: What is the model or models of citizenship that we want our schools to advance practically on the ground? What are the models of citizenship that can effectively contribute to laying the foundations for citizens who have the ability to assume personal responsibility, community participation, and commitment to the values of social justice? We can say here: This current issue is not of an abstract nature at all, but it has many real consequences for democratic life. Different models of citizenship emphasize or highlight the importance of different characteristics and characteristics, at the same time that they have different practical applications for citizens' expectations and inclinations. and their general behavior.

In addition to the above, we find it important here to ask the question: How are children currently being educated? More importantly, we ask ourselves: How should we teach it in order to prepare children to face the complexities of citizenship in the twenty-first century?

Through their work in childhood, the researchers noticed a decrease in interaction and experiences related to citizenship values, and the adoption of many behaviors that are not acceptable to society, and this is what we clearly see through the behaviors, which indicate the weakness of their citizenship values. Which motivated them to undertake this research to develop a sense of loyalty to the homeland.

To confirm the research problem, the researchers conducted an exploratory study on (50) kindergarten teachers, and were asked questions about: their knowledge of the most important values of citizenship, their availability in current curricula, and how they are acquired by the child; It became clear from the results of the questionnaire that about 10% of teachers guide children and develop their citizenship values. This clearly shows the lack of information and experiences provided in the curricula, which prompted the researchers to carry out this research.

Many previous, related studies, such as Muhammad (2013), Al-Rafi'i (2015), Karsen (2016), Menzies (2016), and Mahrous (2018), also pointed out the importance of developing citizenship values among kindergarten children, and the study of Al-Jasser (2019) and Abu Al-Hamail (2019) and Magdy Al-Nahaif And others (2021 AD) highlighted the importance of kindergarten curricula in developing citizenship values, and this is what the current study seeks to achieve in an attempt to reveal the degree to which citizenship values are included in kindergarten curricula.

The results of many studies, such as: Al-Rafi'i (2015), Al-Attar (2017), confirmed that citizenship values begin in early childhood, which places the responsibility on kindergarten to develop citizenship values through the curriculum. Accordingly, the current research attempts to identify the degree of availability of citizenship values in Kindergarten curricula in the Kingdom of Saudi Arabia.

Study Questions

The study attempts to answer the following questions:

What are the appropriate citizenship values for kindergarten, which must be present in a national curriculum in the Kingdom of Saudi Arabia?

What is the degree of availability of citizenship values in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia?

Study objectives: The current research aims to achieve the following:

Preparing a list of citizenship values appropriate for the kindergarten stage, which is included in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia.

Identifying the extent to which citizenship values are present in the content of a national curriculum in kindergartens in the Kingdom of Saudi Arabia

Importance of the study: The importance of the current research study is as follows:

The current study derives its importance from the importance of the topic it addresses, which is enriching knowledge and consolidating the values of belonging and patriotism among kindergarten children in the kindergarten curricula in the Kingdom of Saudi Arabia.

Providing kindergarten children's curriculum planners with the most important topics based on developing their belonging and citizenship.

The current study is an attempt to fill the existing gap in research and studies related to the role of kindergarten curricula in the Kingdom of Saudi Arabia in consolidating the values of citizenship among kindergarten children.

Limitations of the study: The current study was limited to the following limits:

Temporal limits: National unity of kindergarten curricula in the Kingdom of Saudi Arabia (1446 AH - 2024 AD).

Objective limitations: The research was limited to analyzing the content of a national textbook course in kindergartens in the Kingdom of Saudi Arabia.

Study Terminology

Citizenship: It is affiliation and loyalty to faith, values, principles and morals. It becomes a behavior in the individual's life and conscience, which forms part of his personality and formation, and plays a role in the

person remaining a servant of his people, building their civilization, even if their oppression and backwardness make him difficult) Hi,L. Martin, et al. 2011.203-237). As he defines it (Youssef, 2010, p. 26). The characteristic of an individual who knows his rights and responsibilities towards the society in which he lives, and participates effectively in making decisions and solving problems facing society. The state guarantees the achievement of justice and equality among individuals without discrimination among them.

Likewise (Ghaith, 2017, p. 56) he defined it as: It is a status or social relationship that exists between a natural individual and a political community, a state. Through this relationship, the first party, the citizen, provides loyalty, and the second party undertakes protection. This relationship between the individual and the state is determined by the existing systems of government.

Citizenship values: These are the values that reflect an individual's belonging to his country, awareness of political, environmental, health, economic, and human rights issues, openness to other cultures, the necessity of adhering to the law, tolerance with others, and social responsibility towards himself, his family, and society (Murtja, Al-Rantisi, 2011, p. 166).

He defines it (Ali, 2001, p. 118) as a set of values that the kindergarten child acquires from his childhood from those around him in society, which make him a good citizen who loves his country, belongs to it, and is committed to its laws.

The researchers define it procedurally as: a set of values that kindergarten children acquire, through their availability in the prescribed curricula, which make them a good citizen who loves his country, belongs to it, is committed to its principles, and is an active participant in what surrounds him in his society.

Study Methodology

The current study used the descriptive (survey) method based on the content analysis method due to its suitability to the study questions and objectives.

The study community and its sample: The study community consisted of kindergarten curricula in the Kingdom of Saudi Arabia 1446 AH .The study sample was determined in a national unit for kindergarten curricula in the Kingdom of Saudi Arabia .

Study Tools

To achieve the objectives of the study, the researchers designed:

List of citizenship values: A list of citizenship values appropriate to kindergarten curricula in the Kingdom of Saudi Arabia, which should be included in the content of kindergarten curricula in the Kingdom of Saudi Arabia, and what those values include, has been prepared in light of which the content of kindergarten curricula in the Kingdom of Saudi Arabia can be analyzed.

The initial list of citizenship values consisted of (5) values and (28) indicators.

The list was presented in its initial form to the specialists to seek their opinions regarding deletion, addition, or modification. Some modifications were made to the list until it became in its final form, as shown in Table (1).

Table (1). The Final List of Citizenship Values Appropriate for A Kindergarten Child

Dimensions of citizenship	S	Indicators for inclusion in the content of kindergarten curricula
Equality and justice	1	The content presents models of equal duties and rights for all members of the nation

	2	The content focuses on equal opportunities for them regardless of their different intellectual beliefs and religious beliefs
	3	Raising awareness of the complete equality of human beings before the law, dignity and rights
	4	Providing information that everyone has a right to public facilities.
	5	Raising awareness of the necessity of equality in assuming public positions.
	6	The content explains the concept of equality and justice
	7	The content develops patriotism in children.
Loyalty to the country	8	The content shows that loyalty to the homeland is through loving it, rebuilding it, and defending it
	9	The content focuses on deepening national identity and enhancing the spirit of loyalty to the homeland.
	10	The content enhances pride in the nation's achievements, loyalty to it, and work for its progress.
	11	The content shows their introduction to the history of their homeland and the meanings of the symbols (the flag) and the national anthem.
	12	The content emphasizes appreciation of national heritage with its different cultural backgrounds
Participation	13	The content shows the child's right to education.
	14	The content encourages participation in and interaction with national events
	15	The content explains the concept of participation to children.
	16	Instills positive feelings about cooperative teamwork in children
Freedom	17	Promoting children's awareness that freedom is a right for all human beings
	18	The content includes information about the importance of freedom in human advancement
	19	Instills positive feelings of freedom in children.
	20	The content explains the types of freedom for children.
	20	The content focuses on allowing freedom to express their opinions
	21	The content explains the positives of freedom as a human right
22	The content explains the concept of social responsibility.	
Social responsibility	23	The content works to provide the child with the characteristics of active citizenship
	24	The content educates children about their duties and responsibilities towards their country.
	25	Educating the child about the nature of his relationship with others and training him to fulfill their requirements
	26	Develop participation skills and carry out positive and responsible activities
	27	The content encourages children to work together
	28	The content explains the importance of preserving other people's property

Content Analysis List

The previous citizenship values were placed on a card to record the degree of availability of these values, the content of the Kindergarten National Unity Book.

Tool Stability

The stability of the instrument was confirmed by reapplication; The two researchers analyzed the content of a national unit in the kindergarten book, and another analyst analyzed the same unit. An agreement was reached between the analysts following the same rules of analysis, and the percentage of agreement between the two analyzes was calculated using the Holsti. The agreement rate was 89.3%, which is a high value indicating the high consistency of the content analysis list.

The goal of the analysis: The analysis aims to reveal the degree of availability of citizenship values in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia.

Analysis sample: The analysis sample included a national curriculum unit for kindergartens in the Kingdom of Saudi Arabia

Table (2). National Unity Lessons

Unit	Lessons
National unit for kindergartens	The concept of homeland.
	founder.
	Governor
	Language and constitution
	.Flag and anthem
	Currency and logo.
	Nature in my country.
	Cities of the Kingdom.
	Children's City
	Holy places
	Our environment...how do we preserve it?
	Ministries
	Wealth
	Factories in our country
Protectors of the homeland	
the total	15

Unit of analysis: The paragraph was taken as the unit of analysis because it gives the complete general meaning.

Study results: To identify the degree of availability of citizenship values in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia : A content analysis of a national unit curriculum for kindergartens in the Kingdom of Saudi Arabia was conducted; To determine the extent to which citizenship values are included, then calculate the frequencies

and percentages of the indicators in each dimension. The degree of availability was determined according to the following:

Table (3). Standard for the Degree of Availability of Citizenship Values

Degree of availability	Percentage	
	From	To
Unavailable	less than 1%	
Low availability	1%	20%
Available in medium grade	21%	49%
Highly available	50%	100%

The results were as follows:

First: Equality and Justice

Table (4). Degree of Equality and Justice in the Content of a National Curriculum for Kindergartens

S	Indicator	Repetition	Percentage	Degree of availability
1	The content presents models of equal duties and rights for all members of the nation	150	55.8%	Highly available
2	The content focuses on equal opportunities for them regardless of their different intellectual beliefs and religious beliefs	14	5.2%	Low availability
3	Raising awareness of the complete equality of human beings before the law, dignity and rights	12	4.5%	Low availability
4	Providing information that everyone has a right to public facilities.	32	11.9%	Low availability
5	Raising awareness of the necessity of equality in assuming public positions.	4	1.5%	Low availability
6	The content explains the concept of equality and justice	31	11.5%	Low availability
7	The content develops patriotism in children.	22	8.2%	Low availability
the total		265	41%	

The previous table indicates that the degree of equality and justice in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia was (42.5%), out of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. The results indicate that the first indicator obtained a percentage that eliminated the number of repetitions of 150 repetitions out of the total number of repetitions that applied to the content, at a rate of 55.8% of the total repetitions that applied to this aspect only, while the rest of the indicators for this aspect received a low degree of availability, as is clear in the table.

The researchers attribute the high degree of availability of the first indicator in content to the provision of content for many systemic practices and beliefs that preserved the nature of equality and justice within different cultural contexts. This agreed with what was confirmed in the document of standards for kindergarten teachers in the Kingdom of Saudi Arabia issued by the National Center. For analogy, which emphasized the principle of justice and equality. The content also provided examples of teaching the values

of justice and equality. While the researchers attribute the low degree of availability of indicators of this aspect in the content, which ranged between 11.9% and 1.5% of the total indicators of this aspect, to the fact that the content did not provide practical applications for the positions of justice and equality and was content with providing theoretical examples of them only, without moving towards studies that simulate these Examples .

Second: Loyalty to the homeland

Table (5). Degree of Loyalty to the Nation in the Content of A National Curriculum for Kindergartens

S	Indicator	Repetition	Percentage	Degree of availability
8	The content shows that loyalty to the homeland is through loving it, rebuilding it, and defending it.	4	1.5%	Low availability
9	The content focuses on deepening national identity and enhancing the spirit of loyalty to the homeland.	51	68.9%	Highly available
10	The content enhances pride in the nation's achievements, loyalty to it, and work for its progress.	-	-	-
11	The content shows their introduction to the history of their homeland and the meanings of the symbols (the flag) and the national anthem.	-	-	-
12	The content emphasizes appreciation of national heritage with its different cultural backgrounds	23	31.1%	Available in medium grade
the total		78	11.7%	

The previous table indicates that the degree of loyalty to the homeland in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia came at a rate of (11.7%) of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. The results indicated that (the content focuses on deepening national identity and enhancing the spirit of loyalty to the homeland) to a high degree, at a rate of (68.9%), and (The content emphasizes appreciation of national heritage with its different cultural backgrounds) to a moderate degree, at a rate of (31.1%). While the degree of presence of the fourth indicator was weak in the content at a rate of 1.5% of the total paragraphs that applied to the content, and it did not apply to the content of the tenth and eleventh paragraphs. The researcher attributes this result to the fact that the content directed the children to practice some simple activities such as coloring flags and walking. Some national anthems that develop loyalty to the homeland, but the content does not provide examples of children from other environments who left their homelands and the degree of alienation in which they live. The content also did not provide examples of national symbols and did not display historical heritage places

Third: Participation

Table (6). Degree of Availability of Participation in the Content of A National Curriculum for Kindergartens

S	Indicator	Repetition	Percentage	Degree of availability
13	The content shows the child's right to participation.	43	53.8%	Highly available
14	The content encourages participation in and interaction with national events	-	-	-
15	The content explains the concept of participation to children.	27	33.8%	Available in medium grade

16	Instills positive feelings about cooperative teamwork in children	10	12.5%	Low availability
The total		80	12.64%	

The previous table indicates that the degree of availability of participation in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia came at a rate of (12.64%), out of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. These results indicate a high degree of availability of the thirteenth indicator in content, at a rate of 53.8% of the total occurrences that applied to this aspect, while the degree of fulfillment of the fifteenth indicator was moderate, at a rate of 33.8% of the total occurrences that applied to this aspect, as was the degree of availability of the indicator. The sixteenth was low by 12.5% of the total frequencies that applied to this aspect, while none of the content paragraphs applied to the fourteenth indicator.

The researchers attribute the high degree of availability of the thirteenth indicator in the content to the fact that the content provided examples of volunteer work and aspects of community participation in volunteer work activities and that everyone has the right to participate in them. While the rest of the indicators of this aspect were not included to a sufficient extent or depth. This may be due to the fact that the content was not directed towards cooperative work in serving the environment and society through workshops in the basic program for kindergartens.

Fourth: Freedom

Table (7). Degree of Freedom in the Content of A National Curriculum for Kindergartens

S	Indicator	Repetition	Percentage	Degree of availability
17	Promoting children's awareness that freedom is a right for all human beings	-	-	-
18	The content includes information about the importance of freedom in human advancement	52	52%	Highly available
19	Instills positive feelings of freedom in children.	-	-	-
20	The content explains the types of freedom for children.	-	-	-
21	The content focuses on allowing freedom to express their opinions	-	-	-
22	The content explains the positives of freedom as a human right	48%	48%	Available in medium grade
The total		100	15.8%	

The previous table indicates that the degree of freedom in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia was (15.8%) of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. The previous results indicate that the degree of availability of the eighteenth indicator increased by 52%, while the twenty-second indicator obtained an average degree of availability in content amounting to 48% of the total paragraphs of this aspect, while the rest of the indicators of the value of freedom in content were not available. The researchers attribute this to the fact that the content provided theoretical information about the importance of giving the child a space of freedom in choosing his clothes, friends, and toys. However, the content did not include topics on the concept of human security, especially the concept of freedom to express one's opinion, and the content was not directed towards the practices in which children participate. This led to their lack of understanding of the different types of freedom and the difference between them and chaos and their lack of real positions to express their opinion.

Fifth: Social Responsibility

Table (8). Degree of Social Responsibility in the Content of a National Curriculum for Kindergartens

S	Indicator	Repetition	Percentage	Degree of availability
23	The content works to provide the child with the characteristics of active citizenship	57	51.8%	Highly available
24	The content educates children about their duties and responsibilities towards their country.	21	19.1%	Low availability
25	Educating the child about the nature of his relationship with others and training him to fulfill their requirements	-	-	-
26	Develop participation skills and carry out positive and responsible activities	-	-	-
27	The content encourages children to work together	-	-	-
28	The content explains the importance of preserving other people's property	32	29.1%	Available in medium grade
The total		110	17.38%	

The previous table indicates that the degree of availability of social responsibility in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia came at a rate of (17.38%) of the total values of citizenship in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia. The previous results indicate a high degree of availability for the twenty-third indicator, as it achieved 51.8% of the total items that applied to social responsibility values, while the twenty-eighth indicator achieved an average degree of availability amounting to 29.1% of the total items that applied to social responsibility values, while the degree of availability of the twenty-fourth indicator was weak, with 19.1% of the total items that applied to the values of social responsibility. While the rest of the indicators of this aspect did not achieve any degree of availability in content.

The researchers attribute the high degree of availability of the twenty-third indicator to the fact that the content presented some behaviors that reflect social responsibility, such as the obligation to attend at specified times, teaching permission to ask permission when speaking, not interrupting the speaker, and apologizing when making a mistake. It may also be due to the low degree of availability of the rest of the indicators and the lack of verification. Others point out that the content did not direct children towards cooperative work and did not present situations that could be emulated about social responsibility towards others.

From the above, it is clear that the arrangement of citizenship values in the content of a national curriculum for kindergartens in the Kingdom of Saudi Arabia is as follows:

Table (9). Degree of Availability of Citizenship Values in the Content of a National Curriculum for Kindergartens

S	Citizenship values	Repetition	Percentage	Ranking	Degree of availability
1	Equality and justice	265	41%	1	Available in medium grade

2	Loyalty to the homeland	74	11.7%	5	Low availability
3	Participation	80	12.6%	4	Low availability
4	Freedom	100	15.8%	3	Low availability
5	Social responsibility	110	17.4%	2	Low availability

These results indicate that the values of citizenship in kindergarten curricula in the Kingdom of Saudi Arabia, and within the sample whose content was analyzed, were not available to a sufficient extent or in the appropriate depth, as the equality and justice dimension was only available at medium levels. It reached only 42.5%, while the rest of the other dimensions of citizenship values were weak in content. The researchers attribute this to the fact that kindergarten curricula have focused their content on children's life skills without the more abstract concepts associated with citizenship values.

Study Recommendations

In light of the current research findings, the following recommendations can be recommended:

Utilizing the list of citizenship values and indicators in developing kindergarten curricula in the Kingdom of Saudi Arabia

Teachers' use of appropriate educational approaches to acquire and develop citizenship values in kindergarten.

Developing appropriate citizenship values practices for kindergarten with a focus on learning efficiency.

Applying learning methods to benefit from the use of supportive technology in developing citizenship values.

Study Proposals

In light of the research results, the researchers suggest carrying out the following studies:

Developing kindergarten curricula in light of citizenship values.

A proposed program for developing citizenship values in kindergarten curricula in the Kingdom of Saudi Arabia

The extent to which citizenship values are available among kindergarten teachers in the Kingdom of Saudi Arabia.

Assessing the values of citizenship among children in early childhood.

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