

The Role of Kindergarten in Instilling the Moral Values among Children from the Viewpoint of Female Teachers and Administrators in the State of Kuwait

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Abstract

The current study aimed at identifying the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and principals in the State of Kuwait. A randomized, proportional sample of 380 female principals and teachers in public and private kindergartens, distributed among 75 female principals and 305 female teachers, were selected. The descriptive approach was used, and the reliability of the study tool was tested by using the Cronbach alpha test. The study questions were answered by using the appropriate statistical methods, and the results of the study showed the following: The role of kindergarten in instilling the moral values among its children came in a high degree, and ranked first followed by “the role of the interactive curriculum in instilling the moral values.” The role of the teacher in instilling moral values”, has ranked second, and finally “the role of extra-curricular activities in instilling moral values” has ranked last. In light of the results, the study recommended several recommendations, the most important of which was to pay extra-curricular educational activities (such as story, play, games, and video) a great attention, as they increase the child's awareness, and focus on the role of the teacher in instilling the moral values in kindergarten.

Keywords: Role, Kindergarten, Moral Values

DOI: 10.7176/JLPG/101-13

Publication date: September 30th 2020

Introduction

Kindergartens are among the educational institutions that play a fundamental role in the educational stage and social life, and they develop social habits and opportunities to interact with others, in addition to developing desirable directions that have the greatest impact on their future, and increase their ability to communicate with their colleagues, as they instill in children positive behaviors such as respecting the rights of others, and adherence to laws through practical experience and not only through initiation or reading books (Abu Zaid, 2014).

Children need in the early years of their life to contact others and participate with them in various activities, and also they need an environment in which freedom and appropriate experiences are available to form and develop their personality in all aspects, in addition to providing and creating the appropriate atmosphere to develop their confidence in themselves and others and discover their capabilities and talents (Ahmed and El Sherbiny, 2011).

Kindergarten in the State of Kuwait is part of the large community, including its social relations between a group of children who are close in ages and ideas; they are prepared to become part of the community to serve the country and belongingness to it, respect its customs and traditions, and respect the group's ethics, as the strength and continuity of any society is not based only on what is taught in books, but on the amount of values, attitudes, and behaviors that we instill in them (Nasser, 2011).

The kindergarten stage is considered as an important stage to instill the moral values represented in cooperation, honesty, altruism and environmental preservation, because it has a profound impact on the personality of children, as children in this age group are characterized by the initiative to participate, and enjoy the pleasure of completing work, loyalty to the teacher and belonging to the group, and go out beyond “self-centered” to “group-centered” (Adas and Musleh, 1995).

The role of kindergartens, represented by its teachers, is a praise for the good behavior of children (Yalgen, 1977), as the kindergarten teacher is a nanny first and then a teacher, and her role is not limited to her mastery of scientific subjects, but her influence extends to include her personal directions and tendencies that are reflected in her behavior, as children consider her as role model and ideal for them; she is representative of the values of society, and an aid to the process of comprehensive growth for them, and a director and guide for the learning and teaching process (Al-Nashif, 2003).

The kindergarten stage is considered one of the distinct stages of child development, adaptability and psychological and environmental change, and on this basis all psychologists and education specialists described this stage as “critical stage” through its great influence in shaping the child's personality and developing abilities in order to prepare him or her for learning, as this stage is considered a stage of forming moral values and creating ethical awareness (Hawamdh and Awdwan, 2009).

Hence the important role of moral education in building individuals, preparing children for life in a safe way, and upgrading the educational process, and upgrading it to the highest levels of sophistication and development

stems. The moral values protect its members from decay and deterioration, and make them prominent people in society, and this study comes to identifying the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and principals in the State of Kuwait.

The problem of the study and its questions:

In light of the great importance of kindergarten institutions in inculcating the values of moral education, the child is enrolled at this stage while he or she does not have any knowledge of the surrounding environment in which he or she lives outside the family, and perhaps focusing on moral values by using enhanced methods contributes to raising the level of raising children in public kindergarten institutions and private children in the State of Kuwait

Kindergarten is one of the most prominent institutions that work to instill the values of moral values, as it actively contributes to helping teachers to carry out their duties to inculcate those values, by providing the environment, climate, curriculum and educational and extra-curricular activities to show their role in raising children morally, and this is achieved through the role played by kindergarten institutions, which is appropriate for children and their age groups. Extra-curricular educational activities related to the theater instill the values of moral and social education among kindergarten children from the age of 5-6 years, in addition to identifying the teachers' point of view towards the values of moral education to be instilled in children by providing a delightful environment that allows the child to acquire and apply these values. (Lababneh, 2011).

Accordingly, the role of kindergartens in establishing the moral values can be recognized from the point of view of female principals and teachers and strengthening its principles through all the enhancements it provides to its children, and based on the foregoing, the problem of the study is to answer the following main question:

- What is The role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait?

And also to answer the following sub-questions:

- What is the role of female teachers in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?
- What is the role of extra-curricular activities in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?
- What is the role of the interactive curriculum in i in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?

Objectives of the study:

This study aimed to know the role of kindergartens in inculcating the values of moral education among its children from the point of view of female principals and teachers, and to identify the role of both teachers, extra-curricular activities, and the interactive curriculum in implanting the values of moral education in the State of Kuwait.

Importance of the study

The importance of this study is that it deals with the role of kindergarten in instilling the moral values among its children from the viewpoint of female principals and teachers in the State of Kuwait, and it is hoped that the following parties will benefit from the current study.

- Researchers, by paying attention to what was mentioned in this study and conducting more studies that address other aspects such as social, religious and emotional aspects, and the role of kindergartens in instilling the moral values among their children, emphasizing the need to instilling the moral values, and the use of methods that enhance the instilling the moral values for children.
- Officials at the Ministry of Education in the State of Kuwait represented by female principals and supervisors in kindergarten, by setting the necessary regulations and directives to support and promote the practice of cultivating moral education values in children.
- Parents, where they can learn about the importance of the instilling the moral values, and what are the most important roles played by kindergarten institutions to instill those values in kindergarten children.

Terminology of study

The study adopts the following definitions:

Role: The role is defined as the set of purposeful and specific activities in the light of observable and measurable practical criteria, and it is a set of behavioral activities that are expected to be carried out by an individual who occupies a certain social position in society”(Hussam and Ma’bad, 2003, p. 288).

The role is defined procedurally in the current study as a set of practical criteria that can be determined by teachers to instill moral values among children in kindergarten institutions and that will be measured through the tool prepared for this purpose.

Kindergarten: An educational institution or part of a school system dedicated to raising young children from 4-6 years, and it is characterized by multiple activities, including organized play that aims to gain educational and

social values, providing opportunities for self-expression, and teaching how to work and live together in an environment, tools and curricula carefully selected programs which increases the growth and development of every child (Good, 1983).

Kindergarten is procedurally defined as educational institutions that the child is enrolled in to build the child morally, emotionally, intellectually, linguistically and socially, to refine and build his personality and develop his mental and spiritual abilities, as a prelude to enrollment in the primary stage.

Values: They are defined as a criterion that stems from society regarding the actions or behaviors of the individual, whether acceptable or rejected (Abdullah, 2007). Values are the beliefs that the individual holds towards different things, meanings and aspects of activity that work to direct his desires and trends towards them and determine acceptable and rejected behavior, true and false ones, and is characterized by relative stability (Value, 2007)

Values are procedurally defined as a set of ideas and instructions for a child by a teacher toward a topic to follow a specific behavior agreed upon among children.

Moral values: "Nasser" (2006, 232) defined it as the process of adapting individuals to values that are respected in the specific society, whether they are social, religious, intellectual, or professional ... etc., and the correct exercise of these values, and avoiding erroneous behaviors practiced within the rules and principles that members of the group know and accept, and those who breach them are exposed to social or legal penalties at a different degree of severity determined by the group and the specific social system.

Moral values is defined procedurally as those behaviors that the child practices with the children around him, and they are within the customs and social traditions recognized within the community, and they are also within the teachings of the religion followed for each child, and was identified through the tool prepared for this purpose.

Study limits and limitations:

The study is limited by the following:

Spatial limits: This study was limited to kindergarten institutions in the State of Kuwait.

Time limits: This study was applied in the second semester of 2020.

Human limits: This study was limited to kindergarten female principals and teachers in the State of Kuwait.

The role of kindergarten in instilling moral values

There are many institutions that contribute to acquiring the moral values, including kindergarten, from which the child learns how to deal with others, and acquires correct habits, morals and natures. The role of kindergarten in instilling some moral values is evident through the following:

Good example:

For a child, the good example is necessary to imitate, and it may be a person around him or a character who has read or seen through a story. A good example is one of the best means for instilling moral values. A child in his upbringing must set an example by which he transforms moral sayings into deeds (Al-Deeb, 2002).

A conscious educator is always keen to obtain educational methods that influence the preparation of the child mentally and morally, and to establish his scientific, psychological and social formation, which are represented by education by example, education by custom, education by sermon, education by observation and education by penalty, and the methods of education by example vary as example of worship, virtuous morals, generosity, asceticism, and modesty, which play a major role in inculcating the values of moral education (Alwan, 1996).

Song

Children's songs are an important axis of the child's culture, which has an important role in building moral values for him, as an educational cultural material that plays an active role in building moral values for the child, and in order to achieve his push to follow the right path. Therefore, it is necessary to purify children's songs from everything that offends morals, to contribute to the service of true beauty and valid moral values, given the speed of children being affected by the attitudes that attract them and the events that interest them, which appears in the interactive process. They are more responsive to songs in their formation, where the songs show them the way to the best and can form among them respect for ethical values (Bayrakdar, 2008).

Song contributes in the early childhood stage to achieving two functions; the first is educational function, where through a song, awareness grows among children and provides them with different knowledge, implanting moral values such as cooperation, patriotism, honesty, logical thinking, etc. The second one is a technical function, through which perceptual and musical taste grows, as hearing skills grow and revealing the child's willingness and talents (Al-Sharqawi, Haddad and Aziz, 2012).

Stories

Storytelling is one of the best ways to instill values in children, especially in early childhood, because of its effective influence in directing their behavior or modifying negative behaviors. There must be several conditions in the stories in order to fulfill their purpose, including the availability of a plot that aims to achieve moral values in a manner appropriate for their ages (Hanoura, 1989).

It has been proven that the story is important in providing children with moral and values, away from the style of preaching and education, especially since the stories contain amazing suggestive and artistic implications and the legendary and realistic personalities they offer that the child cannot resist their temptation, and that drive him with their behaviors and actions, which gives such stories a magical ability to attract children, Like the stories of One Thousand and One Nights, Sinbad, Ali Baba and the Forty Thieves, which motivates the child to say truth and not to lie (Yahya, 2005).

Araidi (2005) added that using the right and child-friendly stories can positively organize his feelings, which helps him build an independent personality.

Kindergarten curriculum

The kindergarten curriculum focuses on raising children according to the teachings of religion, so that they instill in them values and directions in order to reflect on their behavior and relationship with others, and develop their ability to think to solve problems, and provide them with a set of concepts and information that they will employ in their practical lives, and gain capabilities to maintain their bodies and adapt to others and control their emotions (Qandil and Badawi, 2003).

Therefore, when developing any curriculum, it is necessary to define goals to be achieved when applying the curriculum, as the objectives are the basis in the educational process, as they are the changes that the curriculum is expected to bring about in the learner's behavior, and they are derived from the society's philosophy, needs and problems, the philosophy of education and the nature of the educated child, the nature and basis of the learning process and the nature of the study material and its objectives (Al-Zboun, Al-Mawadia, Al-Jaafra, 2015).

The goals of the kindergarten curriculum are divided into three aspects: the cognitive aspect, the psychomotor aspect, and the emotional aspect. Kindergarten seeks to develop these aspects in an integrated way, as the cognitive aspect represents children's awareness of concepts, information and knowledge, developing aspects of thinking such as the ability to classify things and relationships and gain temporal and spatial concepts, upgrading the linguistic background and preparing him or her for writing, and developing his or her various senses. The psychomotor aspect is the development of motor skills such as balance and synergy, satisfying the child's needs for play, strengthening his various body systems, developing the skill of conducting simple experiments and arriving at results related to these experiences, and training his various senses to get to know the surrounding world (Heer, 2007).

All moral values are developed through moral education programs, which are as follows:

Love:

It is the foundation and source of the values in general and the values of moral education in particular, as the basis of the relationship between the teacher and children is love, and the relationship that brings together children from different environments is based on love.

Altruism

Selfishness is when a person favors himself, excessive self-love. The benign and altruistic act: to prefer others. Altruism is one of the good virtues in the human soul, as helping others who are most in need to save their lives is a great thing, and this good virtue indicates the purity of the soul. In the case of the development of this virtue in the souls of the children, it makes them straight people who provide assistance to needy people voluntarily, and this virtue makes a person pure and spreads love among people, therefore Islamic education has made this virtue great for its good and benefit to people.

Cooperation

Cooperation is built and instilled in children since childhood, as cooperation is emotional participation and interaction with peers and adults, and this reflects the social growth of children, while the child's success in developing and acquiring social skills increases his ability to integrate with peers and increases the opportunity to integrate with adults. Developing the concept of cooperation for children can be realized through classroom, extra-curricular, educational activities and contact with the surrounding environment in kindergarten, where the child in this age period transfers from the stage of self-centering to group-centering. (Al-Shammas, 1996).

Good listening

Good listening is a good moral, as it is a habit and a moral, so the teachers in kindergarten consider raising children with good listening, and how to talk with others, so that the individual gets used to listening to the speaker until he finishes his speech, then he answers politely and with respect, without talking loudly because good listening is a virtue for an individual (Al-Ghunaim, 2007).

Patriotism

Homeland: One of the basic foundations of the nation, as there is no nation without a homeland. Therefore, the homeland is precious for all individuals, and we must sacrifice for its sake and protect it from the enemies. Whoever neglects his homeland; he loses his presence and demolishes his civilization and entity. Therefore, the teachers must instill the love of the homeland in the hearts of children, in order to grow up loyal to it, sacrificing themselves for it, and they offer everything they own for the sake of its safety, survival and defense (Al-Shadi, 2006).

Obeying parents

One of the virtues that teachers should take into account in raising children is to accustom them to obeying the parents, because this is God's command for every child, and God has connected His worship with obeying the parents. It is a duty and obligation imposed by God on the believer person, because parents have a great advantage over the children, who raise and care for their children and strive for education, care and maintenance until the children become older (Ghoneim, 2007).

(Kojak, 2005) has explained the importance of children's sense of joy when learning and practicing the values of moral education, which leads to providing a positive feeling to them towards those values and pushes them to learn and practice it in a joyful way to become an integral part of their behavior.

Literature review

A study carried out by Lababneh (2011). It aimed to identify the degree to which kindergarten institutions achieve integrated education for a preschool child, and the study identified the requirements of integrated education, the physical (health, motor), mental (cognitive, mental), and emotional (emotional, moral) aspects. In order to achieve the objective of the study, the researcher used the descriptive approach to determine the degree to which kindergarten institutions achieve integrated education for a preschool child. The study population consisted of all public kindergarten institutions located in the governorate of Irbid, and which were included in the lists of the Ministry of Education amounting (86) kindergarten, distributed over seven directorates. (60) Kindergartens were selected, representing 70% of the total kindergartens. The study showed that the activities practiced inside the activity rooms are used to develop, teach and guide students, and that activities provide children with many values, attitudes, behaviors and knowledge.

- Muhammad (2011) has carried out a study aimed at identifying the most common moral values among kindergarten children. The study tool included moral values (cooperation, order, and prevention of cruelty to animals). The study used the descriptive analytical approach. The study population consisted of kindergarten children in the city of Cairo, and the study sample included (120) children, half of whom were males and the other were females, selected from different kindergartens. Among the most prominent results of the study were that the moral values were of high level and varying in favor of the value of prevention of cruelty to animals (89.4%), followed by "order" at (78.3%), and finally cooperation (65.2%).
- Al-Bashiti (2012) has carried out a study aimed at identifying the concept of the story, its types and its importance for preschool children. The sample of the study consisted of government and private kindergarten teachers in Riyadh, amounting (30) kindergartens, from kindergarten teachers in Al-Intilaq school in Riyadh. The study tool was applied, which was a questionnaire. One of the most prominent results of the study was that most of the sample believed that the story contributes to instilling values in the hearts of students by 73%.
- Abiola (2014) conducted a study entitled "The impact of digital storytelling on the achievement of kindergarten pupils in the field of moral education in basic schools in the state of Awiwa", which aimed to identify the impact of digital storytelling on the achievement of kindergarten pupils in the field of moral education in basic schools in the state of Oyo. A semi-experimental approach was used. The sample of the study consisted of (387) kindergarten pupils in nine basic schools in the state of Awiwa in the United States of America. Five methods were used: classroom monitoring, kindergarten achievement test in the field of moral education, digital story package, teachers' guide in digital storytelling strategy, and teacher guide in traditional strategy. The study concluded that there was a notable major effect of treatment groups on students' achievement in the field of moral education. Students in the digital storytelling group achieved a higher achievement score after the test, while the follow-up group lagged. The children's digital storytelling introduces experiences, benefits, customs, traditions and cultures through stories that are taken into account before making decisions.
- (Abdullah & Ismail, 2015) have carried out a study entitled "Using video games as educational methods in moral educational issues in kindergarten in Malaysia", which aimed to identify the use of video games as an aid to instill positive moral values among children during their studies in kindergarten schools. During the study, a prototype for an educational game was produced using information from an ethical educational subject based on the educational curriculum for kindergarten supervised by the Department of Community Development (KEMAS). The study included (4) kindergarten schools supervised by (KEMAS) in Labuan, and this study reported from the method of research, work and application that all research methods are approved and

supported by (KEMAS). The overall result of the research showed that video games can be used and used as an aid to instill moral values in children, and teachers also support the idea of using video games as an educational tool.

Methodology

This study is based on the use of the descriptive approach, and this approach has been used to suit the objectives of the study related to the role of kindergarten in instilling the moral values among its children from the viewpoint of female teachers and principals in the State of Kuwait.

Study population

The study population consists of all the principals and teachers of the private and public kindergartens in the State of Kuwait, amounting (880). (Ministry of Education, 2019).

Study sample

The sample of the study was selected randomly from the kindergarten teachers and principals according to the sample selection schedule from the study population from the regions of the State of Kuwait with (320) female teachers and (90) female principals, (410) questionnaires were distributed to them in their places of work. After retrieving the questionnaires, (15) questionnaires were excluded due to their lack of validity for statistical analysis purposes (received from female principals), and (15) questionnaires were excluded from for their lack of validity for statistical analysis purposes (received from female teachers), due to incomplete responses or the failure of the members of the study sample to participate in filling out the questionnaires. The final sample was represented by (75) female principals, which represented (83.3%) of the main sample of female principals, and the final sample was represented by (305) female teachers, which represented (95.3%) of the main sample of female teachers, and the following table (1) shows demographic distribution of the study sample individuals.

Table (1)
Distribution of study sample individuals according to demographic variables

Variable	Frequency	Percentage
Job title		
School Principal	75	19.7
Teacher	305	80.3
Total	380	100.0
Qualification		
Less than Bachelor	94	24.7
Bachelor	216	56.8
Postgraduate	70	18.4
Total	380	100.0
Years of Experience		
Less than 3 years	41	10.8
5-3years	200	52.6
More than 5 years	139	36.6
Total	380	100.0

Study tool

The study scale consists of two parts:

The first part: includes demographic information, consisting of: job title, qualification, experience.

The second part: which includes study questions consisting of (47) items, all of which relate to the role of kindergartens in instilling the moral values of their children from the viewpoint of female teachers and principals in the State of Kuwait, and the tool was designed along the lines of five-level Likert scale, where the following dimensions were covered:

- The first dimension deals with the role of the teacher in instilling moral values, and it includes (18) items.
- The second dimension is related to the role of non-school educational activities in instilling moral values, and it includes (13) items.
- The third dimension is related to the role of the interactive curriculum in implanting moral values, and it includes (16) items.

Study Tool Validity- Content Validity

The scale was presented to a group of specialists, in order to express their views on the validity of the content and the belongingness of the phrases to the scale and its suitability to measure, and the degree of clarity, and then

appropriate proposed amendments. The researcher considered the opinions of the specialists and their amendments as an indication of the truthfulness of the content of the study tool.

Reliability of the study tool

Correlation coefficients between each of the paragraphs in the scale were calculated by using the (Cronbach's Alpha). Table (2) shows the test results.

Table (2)
Reliability coefficients for study tool paragraphs using Cronbach's Alpha

Study variables	Reliability Coefficient Using Alpha Cronbach
The role of female teachers in instilling the moral values	0.87
The role of extra-curricular activities in instilling the moral values	0.85
The role of the interactive curriculum in inculcating the moral values	0.87
The tool as a whole	0.93

Table (2) shows that the values of the Cronbach alpha coefficient for the sub-dimensions of the scale ranged between (0.85 - 0.87) and the value of the coefficient of reliability using the Cronbach alpha for the total degree of the scale was (0.93)

Scale Correction Key

It was taken into consideration that the scale (Likert scale) used in the study be graded according to the rules and characteristics of the measures as follows:

Role's level				
Very low	Low	Average	High	Very high
1	2	3	4	5

Based on the foregoing, the values of the averages reached by the study were dealt with as follows according to the following formula:

High value - the minimum value of the answer alternatives divided by the number of levels, so the low level is from $1.00 + 1.33 = 2.33$, the average level is from $2.34 + 1.33 = 3.67$, and the high level is from $3.68-5.00$.

The Results

Results of the main question: What is the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait?

To answer the question, means and standard deviations were extracted to identify the responses of the study sample individuals on the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait, and Table (3) shows that:

Table 3

Means and standard deviations were extracted to identify the responses of the study sample individuals on the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait" arranged in descending order

No.	the role of kindergartens in instilling the moral values	Mean	standard deviations	Order	Role's level
3	The role of the interactive curriculum in instilling the moral values	4.55	0.38	1	High
1	The role of the teacher in instilling moral values	4.53	0.35	2	High
2	The role of extra-curricular activities in instilling moral values	4.41	0.38	3	High
	Overall score for scale	4.49	0.31		High

Table (3) shows that the mean for (the role of kindergarten in instilling moral values) ranged between (4.55 and 4.41), where the role of kindergarten in instilling moral values in general has a total mean of (4.49), which is of high level, and the role of the interactive curriculum in instilling moral values ranked first, and it achieved the highest mean of (4.55) and a standard deviation of (0.38) which is of high level. Secondly, the role of the teacher in instilling moral values scored a mean of (4.53) and standard deviation of (0.35), which is of a high level, and in third place came the role of extra-curricular activities in instilling moral values, which has a mean(4.41) and a standard deviation of (0.38), which is of a high level.

Results of the first sub-question: What is the role of female teachers in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait?

Table (4)
Means and standard deviations for the responses of the study sample individuals on the paragraphs of the teacher's role in implanting moral values among children in Riyadh, " in descending order

No.	Phrase	Mean	standard deviation	Order	Level
11	The teacher instills some acceptable behavioral habits such as greeting children	4.78	0.48	1	High
1	The teacher is keen on teaching children to respect the laws	4.76	0.46	2	High
2	The teacher instills love of cooperation in children	4.75	0.44	3	High
4	The teacher instills a love for children	4.72	0.45	4	High
3	The teacher promotes the concept of tolerance in children	4.70	0.50	5	High
9	The teacher instills a love of team work in children	4.69	0.54	6	High
16	The teacher promotes the concept of friendship.	4.68	0.48	7	High
18	The teacher uses the reward method for positive behavior in children	4.66	0.57	8	High
13	The teacher Encourages children to express their feelings.	4.54	0.65	9	High
6	The teacher develops in children taking responsibility	4.50	0.60	10	High
5	The teacher encourages the children to preserve the kindergarten property	4.48	0.64	11	High
14	The teacher promotes altruism in dealing with his peers	4.42	0.69	12	High
17	The teacher uses story mode to display moral values	4.42	0.75	12	High
8	The teacher develops feelings of family belonging in children	4.39	0.72	14	High
15	The teacher teaches children to respond tactfully with those around them.	4.35	0.66	15	High
10	The teacher works to instill respect for the rights of others in children	4.31	0.71	16	High
12	The teacher develops children's ability to deal positively with problems.	4.22	0.74	17	High
7	The teacher has the ability to solve problems in the classroom with a spirit of motherhood	4.16	0.97	18	High
	General Mean	4.53	0.35		High

Table (4) shows that the mean for **(the role of the teacher in implanting moral values)** ranged between (4.78 and 4.16), where the role scored a total mean of (4.53), which is of a high level. Paragraph No. (11) scored the highest mean of (4.78), and a standard deviation of (0.48), which is of a high level, as the paragraph states (The teacher instills some acceptable behavioral habits such as greeting children), and paragraph no. (1) scored a mean of (4.76) and with a standard deviation of (0.46), which is of a high level, as the paragraph states (The teacher is keen on teaching children to respect the laws).

In the last rank, paragraph (7) came with a mean of (4.16) and with a standard deviation of (0.97), which is of a high level, as the paragraph states (The teacher has the ability to solve problems in the classroom with a spirit of motherhood).

The results of the second sub-question: - What is the role of extra-curricular activities in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?

Table (5)

Means and standard deviations of the answers of the study sample individuals on the paragraphs of the role of extra-curricular activities in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?

No.	Phrase	Mean	standard deviation	Order	Level
19	The extra-curricular activities work on translating moral values into daily practice among children.	4.62	0.55	1	High
22	The extra-curricular activities promote team work activities in children.	4.58	0.57	2	High
30	The extra-curricular activities teach children the concept of right and wrong.	4.51	0.63	3	High
20	The extra-curricular activities provide an opportunity to gain new experiences among children.	4.49	0.57	4	High
28	The extra-curricular activities encourage the children to participate consciously in the kindergarten.	4.48	0.66	5	High
31	The extra-curricular activities contribute to instilling the concept of honesty among children	4.45	0.65	6	High
27	The extra-curricular activities help children cope with their community.	4.43	0.64	7	High
26	The extra-curricular activities promote child self-reliance.	4.36	0.63	8	High
21	The teacher extra-curricular activities in children a sense of responsibility.	4.33	0.63	9	High
25	The teacher extra-curricular activitie to provide children with discipline in their behaviors.	4.31	0.69	10	High
24	The extra-curricular activities help children gain respectful behavior.	4.29	0.73	11	High
23	The extra-curricular activities the child to the components of the surrounding environment.	4.27	0.62	12	High
29	The extra-curricular activities provide an opportunity for children to express their deep feelings without hypocrisy.	4.17	0.74	13	High
	General Mean	4.41	0.38		High

Table (5) shows that the means for **(the role of extra-curricular activities in instilling moral values)** ranged between (4.62 and 4.17), where the role scored a total mean of (4.41), which is of high level, and paragraph (19) has scored a mean of (4.62), and with a standard deviation of (0.55), which is of high level, and the paragraph stipulated (working on translating the values of moral education into a daily practice among children), and in second place came paragraph (22) with a mean of (4.58) and with a standard deviation of (0.57), which is of high level, as the paragraph states (Activities develop the collective spirit of children).

And in the last rank, paragraph No. (29) came with an arithmetic average (4.17) and a standard deviation (0.74), which is from the high level, as it says (The teacher promotes team work activities in children).

Results of the third sub-question: What is the role of the interactive curriculum in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?

Table (6)

Means and Standard deviations of the answers of the study sample individuals on the paragraphs of the role of the interactive curriculum in instilling the moral values from the viewpoint of both female principals and teachers in the State of Kuwait?

No.	Phrase	Mean	standard deviation	Order	Level
32	The interactive curriculum instills the love of the God in children by believing in Him.	4.81	0.45	1	High
33	Interactive curriculum instills values of obedience to the parents among children.	4.73	0.50	2	High
40	The interactive curriculum keeps children informed with symbols of the nation.	4.73	0.57	2	High
45	The interactive curriculum works to accustom children to remember God Almighty all the time.	4.72	0.54	4	High
39	The interactive curriculum develops patriotism in children.	4.71	0.62	5	High
35	The interactive curriculum helps children to apply tolerant ethics.	4.67	0.55	6	High
34	Children are encouraged to act with noble values.	4.63	0.58	7	High
44	The interactive curriculum develops the concept of the right of the neighbors among children.	4.59	0.70	8	High
36	The interactive curriculum works to instill the concept of mercy in the hearts of children.	4.53	0.63	9	High
47	The interactive curriculum instills the value of prevention of cruelty to animals in children.	4.52	0.72	10	High
42	The interactive curriculum helps children transfer ethical behaviors to society.	4.51	0.71	11	High
43	The interactive curriculum develops the relationship of friendship with children.	4.50	0.73	12	High
37	The interactive curriculum establishes the moral system for children's characters.	4.47	0.62	13	High
46	The interactive curriculum instills a concept of cooperation between members of the same family of children.	4.30	0.69	14	High
38	The interactive curriculum instills the principle of respect heavenly religions among children.	4.19	0.78	15	High
41	The interactive curriculum builds mutual respect between the teacher and the children.	4.11	0.87	16	High
	General Mean	4.55	0.64		High

Table (6) shows that the mean for (the role of the interactive curriculum in instilling moral values) ranged between (4.81 and 4.11), where the role scored a general mean of (4.55), which is of a high level. Paragraph No. (32) scored the highest mean of (4.81), with a standard deviation of (0.45), and it is of a high level, as the paragraph states (The interactive curriculum instills the love of the God in children by believing in Him.) with a mean of (4.73) and with a standard deviation of (0.50) which is of a high level.

In the last rank, paragraph no. (41) scored a mean of (4.11) and a standard deviation of (0.87), which is of a high level, as the paragraph states (The interactive curriculum builds mutual respect between the teacher and the children).

Discussion of the results

Discussing the results of the first question: **What is the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait?**

The results of the analysis showed that the role of kindergartens in instilling the moral values among children from the viewpoint of female teachers and administrators in the State of Kuwait was high, as it scored a mean of (4.49). It came in the first rank after "the role of the interactive curriculum in instilling the moral values" with a mean of (4.55), and in the second rank came "the role of the teacher in instilling moral values" with a mean of (4.53). "The role of extra-curricular activities in instilling the moral values" ranked second with a mean of (4.41). This result may be attributed to the fact that kindergartens contribute to instilling the moral among their children,

which in turn helps to instill moral values, and pushes the child towards values in a systematic and scientific manner that facilitates the child's acceptance, and that the enjoyment of moral values within kindergarten and between classes. Female teachers are able to contribute to building young children's morals. The results of this study were consistent with the results of a study by Lababneh (2011) and Al-Bashiti (2012), which showed that educational activities and stories make children gain many moral values, attitudes, behaviors, and knowledge.

As for the paragraphs for each field, the results were as follows:

1. The role of the teacher in instilling the moral values

The results of the analysis showed that the role of the teacher in instilling moral values among kindergartens in the State of Kuwait from the point of view of female teachers and managers was high in and came at the first rank in paragraph (11) which states "instilling some acceptable behavioral habits such as greeting children", and with a high degree. This result may be attributed to the fact that the role of the teacher lies in instilling moral values beginning with the salutation that is the basic rule for the existence of interaction between humans and is the card to enter the hearts of others, which in turn spreads peace between members of society, in addition to being considered as tools of social and human interaction, the importance of which is that it stimulates the social fabric, and develops the values of synergy required by society, because it expresses the identity of that society in general, so that the person who does not greet "does not attract the attention of others that he is present.

Paragraph (7) ranked last which stated that "The teacher has the ability to solve problems in the classroom with a spirit of motherhood" and with a high level, and this result may be attributed to the role of the kindergarten teacher as a substitute for the mother, as the role of the teacher is not limited to teaching only and children are taught information, rather, they have other roles with many characteristics; they are able to discover the characteristics of children, and they have a responsibility to help and cooperate with parents to solve problems that impede their children's paths in their educational stages.

2. The role of extra-curricular educational activities in instilling the moral values :

The results of the analysis showed that the role of extra-curricular educational activities in instilling moral values in kindergarten from the point of view of female teachers and principals was high. Paragraph 19 has ranked first, which states that "The extra-curricular activities work on translating moral values into daily practice among children". This result may be attributed to the educational practices "activities" that children practice inside and outside kindergartens with a desire and according to their inclinations and interests, and under the supervision of the teacher and planning by educational departments, where these practices are cultural, social, sports and other activities that reflect moral values. Extra-curricular activities are a mainstay in modern education. Activities aim to serve children by discovering the learner and learning about his abilities and upgrading his performance and skills in reflecting his moral values instilled within the child, because it instills ideas, principles and moral values in a practical way with a high level.

Many studies agreed on the importance of extra-curricular educational activities in instilling moral values, explaining that the role of modern education is not limited to the classroom in preparing children or students, and their development is comprehensive development, but extends out as a fundamental aspect of education, there are many goals that can be achieved due to spontaneous activity that children play outside of the classroom. Also, the effectiveness of the teacher and its teaching inside the class largely depends on the general climate of the kindergarten, so the role of external activities remains an integral part of the curriculum, but the activity may outweigh the effect of education in the classroom, due to the characteristics that are not available in inside the class. Extra-curricular play a role of great importance in the natural development of the child in terms of mental, emotional, social and ethical aspects, as extra-curricular activities bring to the child the best growth, and the best benefit to society.

Paragraph (29) has ranked last, which states, "The extra-curricular activities provide an opportunity for children to express their deep feelings without hypocrisy", and with a high degree. This result may be attributed to the fact that extra-curricular educational activities open the way for children to express, so they express their views in different situations, so they instill in them some moral values, moral courage, sportsmanship and loyalty to the group, and away from vice or bad morals, they strengthen the aspect of their internal control through conscience, and work to achieve the goals of the moral values through encouragement.

3. The role of the interactive curriculum in instilling the moral values

The results of the analysis showed that the role of the interactive curriculum in instilling the values of moral education in kindergarten from the point of view of female teachers and principals was high. In the first rank, paragraph (32) states that "The interactive curriculum instills the love of the God in children by believing in Him.", and with a high degree. This result may be attributed to the fact that education is a very important part of a person's life, especially the education based on religion and a firm religious belief. Religious education for children is one of the best types of education. Kindergartens represented by female teachers and principals strive and do their best to teach children the religious foundations based on the general love of religion and the love of the God in particular. This is done by continuing to mention the name of God in front of the child, such as: "Praise be to God" when something good happens, and educating the child that God loves him too. If the child does good and good deeds,

then Almighty God will love him, and if God loves him, he will send him to Heaven on the Day of Resurrection. We shall avoid frightening children with words associated with torment, hell, etc. The kindergarten teacher also explains the greatness of Almighty God in creating the universe, and making children reflect on the creation of God and clarifying the importance of the Creator in this life, and directing the child to God's grace over mankind through the heavenly teachings shown in the stories of the prophets to motivate children to love the Creator and do certain actions, resorting to religious and educational hymns that instill religious values and principles in the hearts of children, while moving away from what is beyond children's ability in order not to hate commitment to religion, but must maintain times of fun for them, and not focus on religion only, in order not to get bored.

Paragraph (41) states that "The interactive curriculum builds mutual respect between the teacher and the children." with a high degree. This result may be attributed to the fact that the curriculum in general clarifies the role of the teacher in the education of children, and what methods should be followed in the educational stages of them, as they generate a general feeling that they need the teacher urgently, because they feel that she is "the surrogate mother" for them. As is well-known, the child always needs his mother, and from this perspective, the teacher exchanged the feeling of motherhood for children. The results of this study were consistent with the results of Abdullah & Ismail (2005) study, which demonstrated that video games can be used as an aid to instill moral values in children. Also, the results of this study were consistent with the results of a study by Lababneh (2011) and Al-Bashiti (2012), which showed that educational activities and stories make children gain many moral values, attitudes, behaviors, and knowledge.

Recommendations

- 1- The teacher plays her role as a surrogate mother so that the child learns to face problems inside the classroom.
- 2- Giving extra-curricular educational activities (such as story, play, games, and videos) a great importance as it increases the child's awareness and translates what has been acquired into behaviors as a result of the child's contact with his colleagues and teachers, as it allows him to express what is going on inside and reveal the gains that he obtained from these Activities that specifically reflect moral values.
- 3- Focusing on the role of the teacher in instilling moral values, being influential and directed and setting a good example for her children, through various teaching methods based on dialogue and teamwork, and creating an appropriate classroom environment for instilling moral values.
- 4- There must be a focus on the role of the teacher in instilling moral values, being influential and directed and setting a good example for her children, through various teaching methods based on dialogue and teamwork, and creating an appropriate classroom environment for instilling moral values.

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