

Citizenship Education as an Approach to Preventive Education in the Institutions of Kindergarten

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Abstract. The current study aims at identifying the reality of citizenship education as an approach to preventive education in kindergartens in Egypt, from the point of view of those who officially in charge of the kindergarten. The study is also concerned with monitoring the children's behavior to identify the extent of enhancing citizenship education in actual reality and the obstacles hindering that. The current study is of descriptive studies, which focused on describing and analyzing all society changes, which called for paying attention to citizenship education as an approach to preventive education, and to identifying the reasons that would stand as an obstacle against achieving the citizenship education in kindergarten. To achieve the objectives of the study, a questionnaire has been used and applied to a sample of 100 kindergarten female teachers from governmental kindergartens (Official, Experimental) in Port Said Governorate. The sample has been randomly selected from different educational departments in Port Said Governorate. Besides, a note card to monitor the behaviors related to citizenship has also been applied to 300 children, representing different kindergarten children in Port Said Governorate. The study has concluded a group of factors that impedes citizenship education in kindergarten, including: deficiencies in spreading citizenship culture in kindergarten programs. The document of national standards for kindergarten in Egypt has dealt with citizenship as a mere concept without deep illustration in the midst of social concepts. Those who are in charge of child do not pay due attention to children citizenship education. Paying particular attention to provide information with regard to citizenship without emphasizing on practices associated with it, which affects the child's ability to take his/her responsibilities and carry out his/her future duties that is a prerequisite for preventive education. The study has concluded that there are several obstacles preventing the citizenship education from being achieved. In light of the concluded results, the researcher has suggested some proposals and recommendations to overcome these obstacles in order to activate citizenship education.

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1. Introduction:

Egypt is witnessing a state of turmoil at the political, economic and social level reflected on all aspects of life. The violence has become a feature of the interaction among the community members, accompanied by conflicts, disputes, intolerance, sectarian strife, and the violation on national destinies. These factors, due to that, impact on community's cohesion and stability, which necessitate the preparation of children in the early stage to be citizens who have permanent ability to take the responsibilities and participate in the development of their communities. They also appreciate their homes and face the challenges at the local, regional and global levels.

Over the past years, there has been renewed interest from educators in relation to citizenship, especially with regard to the pre-school child. Based on the views, which call for a comprehensive point of view and related to citizenship as a practice within social, economic, and political relations, the actual practice of citizenship is the factor from which it gains its educational importance over time where it cares about outcomes rather than processes [1]. The

researcher has noticed, through her field visits to the kindergartens and the supervision of field training for the students of Faculty of kindergarten, Port Said University, that there is a weakness in the children's national affiliation manifesting in several aspects that have been viewed as the following:

- The social engagement behaviors between the child and those around him/her are insufficient,
- The lack of attention and maintenance of public property,
- The failure to maintain the environment,
- The participation of children in activities practiced in kindergarten is declined and the awareness of the simplest things and issues within the community is weakened.

In addition, the female teachers are neither keen on educational practices associated with citizenship nor allocate part of the daily program in kindergarten to educate the children on citizenship. They just teach some indoctrinatory knowledge related to citizenship. That was considered by the researcher as an indication of an urgent need to conduct a study so that it describes and analyzes the status quo in kindergarten. The study problem could be clarified in the following questions:

1. What is the reality of citizenship education in kindergarten?

2. What is the extent of female teachers' awareness of the importance of citizenship education for kindergarten children?

3. What is the role of citizenship education in preventive education of the child?

Study Objectives:

1. Identify some negative behaviors that indicate the weakness of the citizenship values of kindergarten child.

2. Disclose the reality of citizenship education in the institutions of kindergarten.

3. Identify the extent of awareness of those in charge of child rearing, especially the female teachers' awareness of the importance of citizenship education.

4. Develop mechanisms to promote the citizenship education as a preventive aspect in the child education.

Childhood is the formative period in the individual's life, whose features crystallizes and appears in the next stages of life. It is the foundation upon which the pillars of personal are laid. It is the most dangerous stages of the formation of personality at all, where the basic substrate of conduct and ethics is placed. The education is also a tool of change in any society through the development of its members and the transfer of knowledge, skills, values and beliefs necessary to promote participation in community activities and to deal with latest developments through an educational system determining the mechanisms and practical strategies to provide the child with experiences that qualify him/her to confront the changes. Thus, the general view of the education goals has been changed of being the process of interaction between the individual and his social environment to achieve compatibility between him/her and the values and trends imposed by the environment to help the human personality to emotionally and socially grow to get freed from prejudice, hatred and rancor. The education is a prerequisite for the achievement of peace and global understanding due to what it may cause to the child's behavior at the local, regional, and global levels. It adopts some plans where all the factors, data, and contemporary changes are involved [2].

Kindergarten institutions play a significant role in building personality, instilling values and concepts, transferring different expertise, and doing the educational role that the community wants, through followed educational practices to enable the children of absorption the values, knowledge and skills necessary to enhance their role as citizens [3]. The curricula also have a significant role in citizenship education through preparing and educating the children to be good citizens by transferring values, customs, morals, and beliefs that make them respect the others. In addition,

they are taught to live and tolerate each other and to keep up with changing in the structure of society [4, 5].

The intellectual foundation of national standards document of kindergarten in Egypt is based on the necessity for the consistency of education programs in kindergarten with international and national conventions of human rights in general and the child in particular. Therefore, national standards document of kindergarten in Egypt, includes the field of citizenship, which confirms providing the kindergarten's child with the citizenship values and democratic principles, through the fields and standards of curriculum's content prepared for this stage. The field of citizenship, whose most significant criteria are to acquire the child citizenship values and democratic principles, is considered the most essential fields and standards of social concepts [6].

Fadzani&Lathi Jotia (2012) indicated that not only does the upbringing of the child for citizenship include a study of the perceptive content in citizenship rights and duties, but it also exceeds that. [7] The systems of upbringing seek to devote the awareness of citizenship's values and practices of young people in order to achieve national integration [8]. **Leila & Fatemeh (2011)** indicated that the citizenship education is "a process designed to provide the child with skills, knowledge, values, and habits necessary to live in the community [9]. The child acquires those features in a cumulative manner during his/her early years, which are instilled in his/her behavior until they form his/her national character to be able to participate in the affairs of his/her society and its issues. S/he is also aware of these issues, has the ability to work and produce sincerely, loves his/her homeland, and affects the community and affected by." Thus, the education becomes purposeful and seeking to create a good citizen in his/her own country and in the world, through directing kindergarten curricula to be a method to respond to all the basic requirements needed for the citizens. The education, therefore, seeks to form the attitudes and values associated with the spirit of the times in order to confront the challenges, as well as to maintain the beliefs, values, and customs of society, to be away from isolation and insularity, and to provide it with mechanisms to accept the others [10, 11].

The citizenship education seeks in kindergarten to:

1. Provide the children with the necessary skills to understand the rights and duties, to train them to perform their duties and uphold their rights, to promote the full respect for human rights and freedoms, and to give them an insight into the ways of dialogue, means of expressing an opinion, the ways of dealing with differing views, and ways of resolving the differences of opinion or interest.

2. Get them used to participate in commitment to order, so that the children are instructed to the importance of individual responsibility, and the necessity to begin by himself/herself before others and get them used to coexist and cooperate with others.

3. Raise children on Shura (consultation) by developing the values of tolerance, dialogue, accepting the views of others, and the decisions of the majority.

4. Prepare children for the future by providing them with knowledge and positive behaviors, and to develop the skills that will enable them in the future to consciously and mastery play their part, to be aware of some of the current public issues from which the society suffer, and to develop positive attitudes towards participation and cooperation in solving them.

5. Develop children's pride of their own national language and the necessity to maintain it, and to renounce violence and aggression of children, and that the difference of opinion is a natural phenomenon in human life. In addition to make them aware of establishing human relations based on tolerance, equality and conflict resolution by adopting the scientific method.

6. Create common and mutual feelings among children, such as belonging to the fatherland and a common national identity, despite different cultures, races, and religions. [12, 9, 13].

Robert&Gert (2006), Judith, Susan (2006), identified five elements of citizenship education [1, 14]:

1. National Identity: means the awareness of different identities, such as religious, political, and economic identities.

2. Political Culture: means understanding the political and social issues, and the skills of political participation.

3. Rights and Duties: are achieved by understanding the rights and duties, and ways of dealing with conflicts.

4. Values: means the awareness of social values, knowledge and skills required for good citizenship.

5. Mental Skills: is achieved by the awareness of multicultures and the possession mental competencies of active citizenship.

The citizenship education requires creating an appropriate educational environment that allows the education of citizenship, and gives the opportunity for the participation of children and female teachers in various activities. The collective work and cooperation facilitate the educational process conducted by the female teachers. Their effectiveness and performance also increase when the needs are met, the rights are taken into account, various possibilities are offered, and kindergarten is opened up to the outside world. The kindergarten in which the principles of consultation and mutual respect for the views of the individual self

dominate, and that the positive human relationships and other relations are established, leads to the consolidation of the values of social cohesion and belonging and loyalty of the individual to his homeland [15]. The female teacher is the cornerstone of the kindergarten's child. She plays several roles, including that she is the most powerful sources of influence on children, they unite with her, reincarnate her personality, and imitate the patterns of her behavior in a conscious or unconscious manner. However, the problem is that the female teacher may be biased toward a particular culture. Therefore, the child-rearing tends to be unfavorable as she works to give children the values, criteria and patterns of behavior she adopts [16].

So that female teacher succeeds in doing her role in education of citizenship, the researcher suggests that she should have large amount of behavioral discipline. She should also have fairness and compatibleness between word and deed in order to be more persuasive and influential. She must also be trained on how to deal with children. Her attitude, awareness and culture are a key factor in the process of citizenship education. So, she must possess many skills, knowledge and attitudes that qualify her for achieving the citizenship education. She should be aware of the goals of citizenship education and has professional competencies that qualify her for organizing the educational contents in a way that supports the values and practices of citizenship. She should also use innovative ways to facilitate dialog and debate, design appropriate educational activities, recruits pictures, drawings, posters and cards, and diversify activities to include educational, social, cultural, environmental, scouting and tourism activities. Thus, citizenship turns to a work, practice and skill, which moves into the application. Not only is it the education of knowledge to learn, but also it is the education of values of life and coexistence.

Thus, the citizenship education far exceeds just learning the basic facts concerning the state's institutions, the dynamics of political life, and the children's acquisition of a broad base of skills, tendencies, attitudes and values, which are closely linked to enhance citizenship in the community to extend to prevent sedition and sectarian, ethnic and sexual conflicts and terrorism to support the stability of the country. Prevention is the maintenance and protection of the thing, and caution against damage.

The preventive education means, "A group of means and methods adopted to protect the individual and community from the disadvantages and to warn them from falling into perils through a process of a comprehensive reform, development, refinement, and guidance" [17]. A successful and influential society in life and in the others is that discovers defect to repair

before taking place, prevents damage even expected. It is keen to change, research, develop, and reduce hazards. It also pays attention to make the child be aware of appropriate amount of information, concepts, and directions about some of the issues, problems, and the skills of scientific thinking necessary to prepare him/her for life as a citizen being able to act correctly in confronting some problems that s/he might be exposed” [18].

Abdul Karim& Salahuddin(2008), and Şakire Ocaka (2011), identified preventive education objectives as follows [19, 20]:

- To maintain belonging and loyalty to the homeland, to prevent dispersions and differences and to be ready to confront the contemporary changes.

- To prevent conflict, violence and lack of understanding to reduce conflicts and disputes and the prevention of rumors.

- To develop the ability to resolve disputes by peaceful means and to maintain the values of loyalty and obedience and consultation.

- To maintain the establishment of pillars, appropriate political practices, and the prevention of violence, intolerance and sectarian strife.

The researcher indicates the possibility to summarize the objectives of preventive education that they are fully consistent with the goals of citizenship education. The citizenship education is concerned with preventive aspects, such as prevention of external and internal dangers which threaten the security of a country, individuals or groups. This can be achieved through providing the child with information and skills to understand the problems so that s/he is able to protect him/herself and protect the others as well as improving his/her attitudes and skills, which help to control in the event of problems leading to make a good citizen in the community.

There is a relationship between the citizenship education and preventive education. The citizenship education is the process of linking a citizen to his/her homeland through supplying him/her with knowledge and impart the skills and values to allow him/her to be aware of the country's history and its constitutional institutions. This is reflected in his/her loyalty and pride of identity, and the defense of the unity of homeland. The preventive education aims at reaching solutions that affect our capabilities, health, and our well-being based on the needs of citizenship. Therefore, the objective of citizenship education is to develop the capacities of children and their practical and applied skills to satisfy those needs. It includes the fundamental themes related to solving problems, namely: Building mind and management chaos, communication and information technology, the ability to manage information, expand the current patterns of thinking, and science fiction.

There is no doubt that preventive education is necessary for citizenship by reducing the risks and disorders, and preventing various types of aberrations, and preventing the violations of human rights in general and child rights in particular. Therefore, the interest that the educational process becomes preventive would reduce the proportion of the problems faced by the community and increase the individual's ability to adapt to the changes experienced by his/her community and world.

The sample:

The study has been applied on a sample of 100 female teachers of the kindergarten teachers in (Official – Experimental) public schools in Port Said Governorate. The sample has been randomly selected, and the following table indicates the distribution of the sample on the educational departments in Port Said Governorate:

Table (1): indicates the distribution of sample on the kindergartens of the education departments in Port Said Governorate

	Education Department	Kindergarten	Female teacher No.
1	North	Port Said Experimental Language School	10
		Ali Mubarak School	10
		Canal School	10
		El-Zahraa Experimental School	10
2	East	Taha Hussein School	10
		El-Nasr School	10
		Talaat Harb Experimental Language School	10
3	South	Ali Suleiman Experimental School	10
		Ibrahim El-Rifai Experimental School	10
		Tarek Ibn Ziyad School	10
Total		10	100

Psychometric Tools:

– The researcher has used the note card to monitor the behavioral aspects associated with citizenship of kindergarten children. To ensure the validity of the card, internal consistency of the items,

which include 20 items has been calculated. The table (2) illustrates the correlation coefficients for each item of the total scores of items and the level of significance of each correlation coefficient.

Table (2): Correlation coefficients of the score of each item with the total score of the items $n = 300$

Item No.	Correlation coefficient value	Significance
1.	0.28	Significant at 0.05
2.	0.54	Significant at 0.01
3.	0.34	Significant at 0.05
4.	0.62	Significant at 0.01
5.	0.39	Significant at 0.05
6.	0.40	Significant at 0.01
7.	0.33	Significant at 0.05
8.	0.34	Significant at 0.05
9.	0.41	Significant at 0.01
10.	0.60	Significant at 0.01
11.	0.39	Significant at 0.05
12.	0.64	Significant at 0.01
13.	0.55	Significant at 0.01
14.	0.51	Significant at 0.01
15.	0.30	Significant at 0.05
16.	0.39	Significant at 0.05
17.	0.53	Significant at 0.01
18.	0.34	Significant at 0.05
19.	0.52	Significant at 0.01
20.	0.64	Significant at 0.01

To Ensure The Stability Of The Tool, Alpha Coefficient Has Been Calculated. The Statistical Treatment Indicates The Value Of Alpha Coefficient (0.85), Which Represents A High Value For This Type Of Tools That Measure Observed Behavior. The Results Of The Previous Table Indicate That There Are Behavioral Aspects That Reveal The Weakness Of Sense And Awareness Of Citizenship.

– The Researcher Has Adopted The Questionnaire As A Tool To Collect Field Data In Order To Monitor The Actual Reality Of Education For Citizenship In Kindergarten, And How Kindergarten's Teachers Recognize The Importance Of Citizenship Education Of Kindergarten's Child.

The Questionnaire Consists Of Two Main Aspects. Each Aspect Includes 10 Phrases Formulated

To Reveal The Reality Of Citizenship Education In Kindergarten, And How Kindergarten's Female Teachers Recognize The Importance Of Citizenship Education Of Kindergarten's Child. A Method Developed To Estimate The Degrees Of Questionnaire Has Been The Score (3) Given To The Answer "Agree", (2) To The Answer Fairly Agree, And (1) To The Answer I Do Not Agree. The Questionnaire Has Been Applied To (100) Female Teachers Of Kindergarten's Study Sample.

The Validity Of Questionnaire:

The Validity Of Questionnaire Has Been Verified By Calculating The Validity Of Internal Consistency And By Calculating The Pearson's Correlation Coefficient Between The Phrases' Scores Of Each Aspect And The Total Score Of It.

Table (3): illustrates the validity of internal consistency through Pearson's coefficient

Questionnaire Aspects	Pearson's correlation coefficient
1 The reality of citizenship education in kindergarten	.82
2 The extent to which kindergarten's female teachers recognize the importance of citizenship education	.84

The questionnaire stability:

The stability has been calculated in a way of re-applying the questionnaire to verify that there is a

correlation between the scores of the two applications, using both alpha coefficient, Spearman-Brown coefficient. The results has been as follows:

Table (4): illustrates the results of calculating stability with alpha and Spearman-Brown coefficients

Questionnaire Aspects	Alpha coefficient	Spearman-Brown coefficient
1 The reality of citizenship education in kindergarten	.936	.89
2 The extent to which kindergarten's female teachers recognize the importance of citizenship education	.914	.85

Study Results and Interpretation:

The present study aims at identifying the reality of citizenship education in kindergarten, how the female teachers recognize the importance of citizenship education and its role as an approach to preventive education in the institutions of kindergarten. The researcher discovered that the most appropriate way to provide these data is the descriptive method. Therefore, she relies on the percentages and frequencies calculation for each of the phrases of the questionnaire aspects. The following are the results of the study according to the previously determined questions that derived from the study problem:

The results of the first question, which states:

"What is the reality of education for citizenship in kindergarten?" The results of female teachers' answers have been presented in the following table:

The results of table (4) indicate that there are deficiencies in the citizenship education in kindergarten. This resulted in the disappearance of citizenship behaviors indicated by the results of note card conducted on the kindergarten's children. This deficiency is due to the absence of specific targets of the citizenship education that link developed curriculum in kindergarten to educational strategies. So that the objectives are translated to a content, activity, and multiple experiences, which are closely related to the prescribed plans and policies. This is consistent with the results of Robert, Lawy Gret, Biesta (2006) study indicated that the actual practice of citizenship is the factor from which it gains its educational importance over time where it cares about outcomes rather than processes. The study of Geboer ,Ellen and et all (2013) and Vodopivec Jurka (2010) confirmed the role of the curriculum in citizenship education through preparing and adapting the children to be good citizens. This would be achieved through the transfer of values, customs, morals and beliefs that make them respect the others, coexist with them, and keep up with changing in the structure of society. Thus, we suggest that identifying the objectives of citizenship education within the curriculum helps to

determine the contribution of each field of the curriculum, such as Science and Mathematics. one field can not achieve the objectives of citizenship education. Thus it becomes a way of life and behavior. Therefore, the availability of a guideline of the citizenship education in kindergarten is necessary to determine the educational practices necessary to enable the children to acquire the values, knowledge and skills necessary to enhance their role as citizens. This is rendered in the classroom interaction between female teachers and children, between children and each other, and between the children and school management [1, 5, 3].

The results of the second question, which states:

"How do the kindergarten's female teachers recognize the importance of citizenship education of kindergarten's child?" The results of female teachers' answers have been presented in the following table:

The results emphasize that the female teachers need to consider the citizenship education is the approach to the preventive education for kindergarten's child. The female teachers are the cornerstone of the kindergarten's child, but they consider the strongest sources of influence on children. They unite the children who reincarnate their personality and behavior patterns in a conscious or unconscious manner. The female teachers also create appropriate educational environment that allows citizenship education, and they also allow for the participation of children in various activities. These results are consistent with those concluded by **Solveing, Ingrid (2009)** that the children's effectiveness and their performance increase when the female teacher satisfies their needs, takes into account rights, and offers various possibilities [16].

The female teacher that believes and practices the principles of consultation and mutual respect for the views of the individual own self, and that the positive human relationships and other relations are established, leads to the consolidation of the values of social cohesion and belonging and loyalty of the child to his/her homeland. The female teacher that is biased toward a particular culture. Therefore, the child-

rearing tends to be unfavorable as she works to give the children values, criteria and patterns of behavior she adopts. The results also indicate there is a large number of female teachers unwilling to receive training courses in the field of citizenship, which requires a plan to be developed by the Ministry of Education to train female teachers on the citizenship of all fields in proportion to the growth characteristics of kindergarten's child, and the means of exploitation

to achieve better growth for kindergarten's child. Her attitude, awareness and culture are a key factor in the process of citizenship education. So, she must possess many skills, knowledge and attitudes that qualify her for achieving the citizenship education. She should be aware of the goals of citizenship education and has professional competencies that qualify her for organizing the educational contents in a way that supports the values and practices of citizenship.

Table (4): Illustration of the reality of citizenship education in kindergarten

	Statements	Responses						Percentile estimate of the relative importance	Relative ranking
		Agree		Agree to some extent		Disagree			
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
1	The current curriculum pays attention to perceptive content of citizenship	10	10%	15	15%	5	5%	30	4
2	The current curriculum is keen on providing the child with citizenship values	10	10%	10	10%	5	5%	25	7
3	The current curriculum identifies the position of Nile River and sub Damietta and Rosetta on the map of Egypt.	10	10%	5	5%	5	5%	20	9
4	There is a guideline of the citizenship education in kindergarten	5	5%	5	5%	2	2%	12	10
5	Children are encouraged to play an active role within the kindergarten such as cleanliness and order maintenance.	5	5%	8	8%	8	8%	21	8
6	The kindergarten is keen on celebrating national and local events	10	10%	15	15%	8	8%	33	3
7	The kindergarten gives all children the opportunity to go to field trips to learn about the historical places.	7	7%	5	5%	25	25%	37	2
8	The curriculum develops good feelings toward the symbols of the country where it emphasizes on raising the Egyptian flag in a place that everyone can see.	8	8%	7	7%	15	15%	30	5
9	The kindergarten provides activities that promote the child's sense of belonging to the country by presenting the national figures.	6	6%	5	5%	17	17%	28	6
10	All employees abide by the Arabic language in their discussions and dialogues within the kindergarten	29	29%	25	25%	10	10%	64	1
Total		100	100%	100	100%	100	100%		

Table (5): Illustration of the extent to which kindergarten's female teachers recognize the importance of citizenship education of kindergarten's child

	Statements	Responses						Percentile estimate of the relative importance	Relative ranking
		Agree		Agree to some extent		Disagree			
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
1	She develops the social responsibility of the child so that s/he has rights and duties	15	15%	15	15%	20	20%	50	1
2	She practices some rituals in front of children, such as salute the flag and sing the national anthems	10	10%	10	10%	5	5%	25	6
3	She urges the children to follow the laws and order	20	20%	15	15%	5	5%	40	3
4	She keeps to provide activities that develop the child's belonging	5	5%	10	10%	7	7%	22	8
5	She discusses the children with dialogue and debate and resolves some minor problems in kindergarten	5	5%	10	10%	8	8%	23	7
6	She respects the views of children and does not interrupt them during the dialogue	10	10%	15	15%	5	5%	30	5
7	She prefers the activities that require teamwork rather than individual work	10	10%	5	5%	5	5%	20	9
8	She accepts the views of children, even if they disagree with her beliefs	10	10%	5	5%	5	5%	20	10
9	She is interested in discussing some of the events experienced by the country with the children	10	10%	5	5%	15	15%	30	4
10	She is keen to attend training courses in the field of citizenship	5	5%	10	10%	25	25%	45	2
Total		100	100%	100	100%	100	100%		

Proposals and Recommendations:

1. The Ministry of Higher Education should pay attention to integrate cultural studies related to citizenship in Egyptian universities, especially the Faculties of Kindergarten.

2. The Ministry of Education should adopt a policy for training those involved in the kindergarten to provide them with the knowledge, skills and attitudes towards good citizenship. It also should display the experiences and practices of the citizenship education in different countries.

3. Having a major role in the citizenship education, curricula should be reviewed in kindergarten so that they include practical strategies and educational practices that guide the children's understanding of citizenship education.

4. The generations should be raised on the culture of difference to be able to interact with it.

5. Further studies on preventive education of pre-school child should be conducted. Prevention at this stage can increase the child's ability to adapt to the changes, which his/her community and world faced.

6. A guideline of the citizenship education in kindergarten institutions should be developed.

Conclusion

In general, the results indicated that the citizenship education is significant in kindergarten. Thus, the education does not rely on the provision of information about citizenship, but it includes the development of the capacities of children and the transfer of knowledge, skills, values, and beliefs necessary to enhance their interactions with their social

environment, and to deal with the daily changes. This is in turn reflected in the understanding of their world and engagement in actual and creative experiences, which give them the opportunity to interact with individuals, materials, and ideas. The education also enables the children to achieve better understanding of community issues and to build knowledge that will help them to control problems after taking place, as well as confronting distractions and harmful behaviors. As a result of that, children will be able to reduce risks and disorders, to gain the prevention of various types of distractions, and to increase their abilities to adapt to the changes to which the society is exposed. A good citizenship is a mean to bring about the greatest possible prevention. Thus, The citizenship education becomes preventive education of children so that it will reduce future problems, build the capacity of decision-making, and resolve conflicts that can be prevented. The behaviors of citizenship consider value, conviction, life style, and pattern of treatment. Hence, we must ensure that the child has an encouraging educational environment that permits the guidance on practices of children and develops their feelings. This educational environment will also encourage the child to pay attention to and develop the curriculum to include knowledge, skills, and attitudes that qualify him/her for building the capacity of applied process to recognize, analyze and face problems by building mind, management chaos, and better use of information technology. The educators should understand the relationship between citizenship education and preventive aspects. Children through the activities planned for practicing citizenship could absorb the results of their interactions with the social environment in different life situations.

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