

## The Reality of Competencies to Activate Practice of Musical Activities in Kindergarten In light of Status Quo in Port Said-Governorate Kindergartens

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**Abstract:** Early childhood is the foundation of human personality, as their society and their environment influence them, where they receive numerous experiences. They pass kindergarten experiences through practice of different activities, including musical activities. They aim to raise the individual's human level because of the close relationship between education and music. This kind of activities plays an important role in developing artistic sense in kindergarten, the stage in which their abilities are invested. The musical activities have an attractive effect on child, through which they can acquire various concepts and skills aiming at developing them in all aspects (cognitive, mental); (somatic, motor); (social, linguistic); (emotional). Musical activities are a set of acts based on using the basic musical elements (melody, rhythm, harmony). They are also every intentional act carried out by children to achieve a specific goal in one of their personal aspects. The types of activities are determined depending on the nature of the child's chronological and mental age. The musical activities appropriate for kindergartners are composed of "singing, listening and appreciation, playing rhythm band instruments, innovation, and motion represented in musical games and movement story with music." In the researcher's opinion, practice of musical activities in kindergarten activity curriculum depends on non-regulated diligence by female teachers who are non-specialists in music. This hinders activating practice of these important activities for child properly. That has required identifying the competencies required for activating the practice of musical activities in kindergartens in light of status quo to get to know the competencies available to activate practice of these activities and to identify the obstacles to achieve these competencies. To do so, the study has used the following tools: (1) A questionnaire of kindergarten female teachers to measure the competencies required for activating the practice of musical activities in kindergarten. (2) Reality form of musical activity use in kindergarten. These tools were applied to a sample of 80 kindergarten female teachers. The study concluded that there were some obstacles prevented achieving the competencies required for activating the practice of musical activities in kindergartens, competencies related to teacher, curriculum, and kindergarten in light of status quo of musical activity use reality for children. The study recommended paying attention to provide the appropriate atmosphere for carrying out the various kinds of musical activities in an effective way for child, and working on preparing the status quo to achieve the competencies required for activating the practice of musical activities for children in kindergarten.

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### Introduction:

Music education begins from pre-school learning institutions, under the musical activities in accordance with the kindergarten curricula in the Arab Republic of Egypt. Musical activities are of the most effective ways to facilitate the process of understanding and absorbing the musical elements. They also play a key role in building up the child's personality in kindergarten and can contribute to developing different concepts for kindergartners. The musical activities can contribute to the child growth through their development in all aspects, the mental aspect to realize the relationships between tones or rhythms, as well as various terminology, raising attention, memory, distinguishing between similarities and differences in musical forms. They also develop the

somatic aspect through the control of large muscles by motor performance accompanying music and playing the percussion instruments. Moreover, they develop the linguistic aspect by learning new words and using language to express with musical experience or stories the female teacher recounts. In addition, singing chants and songs increase language achievement, while they develop the social aspect by making child familiar with teamwork, inspiring spirit of cooperation and participation during singing and group playing rhythm band instruments. They also make them respect for others. Finally, they develop the emotional aspect by giving opportunity for the child to express themselves, and developing feelings of others, self-confidence [1]. AmalHassouna pointed out to that musical activities are important as situations where the

child practices music, and help them to pass a variety of educational experiences designed to achieve the child's whole growth in all aspects, physical, mental, social and emotional [2].

That the musical activities positively and effectively contribute to the kindergartners, the competencies required for kindergarten female teacher must be provided in terms of the range of knowledge, skills and attitudes the female teacher has, and whereby growth will healthy and integrated; physically, mentally socially and emotionally. The female teacher practices this behavior at a certain performance level efficiently and effectively [3].

Here, the researcher believes that music education in pre-school periods is not just to enable the child to experience enjoying music and singing only to entertain, but it should also help develop the the child's musical capabilities and skills, helping to discover talents. The kindergarten female teacher plays an important role he has many roles, performs many and varied tasks, requiring different technical skills. She is responsible for everything the kindergartners learn, along with the important guiding task towards the child's growth in that important stage of their life. Musical activities are of the most important activities the kindergarten female teacher should master. When attention is paid to how to implement and employ these various activities, kindergarten female teachers being familiar with enough knowledge about music in general, and about various musical activities in particular, becomes essential and important.

Afaf Zaki indicated to the importance of some conditions that must be met in the female teacher assigned to implement various musical activities for kindergartners. These include that the female teacher combines talent with science, is fully familiar with musical subject particularly in practice, aware of what is new in the field of music, has smooth and simple method when explaining to children with the need to provide types of multipurpose musical activities so that children do not feel bored [4].

There are various kinds of musical activities for kindergartners, including singing, listening, playing rhythm band instruments, innovation, and motion, which includes musical games and movement story with music [1]. And the facts confirmed that all musical activities must be characterized by innovative feature from time to time, Paying attention to innovation in that stage is not due to artistic and aesthetic characteristics of the musical product per se, but it encourages self-expression of the same, and increases the value of music in the child's eyes. It also leads that they better learn music, through different types of music innovation for kindergartners, such as spontaneous singing, exploring environment sounds,

improvisation, musical composition. The teacher can use some forms and innovation to follow, such as rhythmic innovation, and accompanying rhythmic innovation, tuned verbal innovation, playing innovation, and motor innovation [5].

The objectives of musical activities are summarized to developing the child's perception, auditory perception in particular, developing perception of the human voice's different elements, as well as developing the ability to listen with a particular aim, and developing the ability to rhythmic respond. They also develop the ability to sing, and use percussion instruments [6].

During supervision of field education in most kindergartens of various educational departments in Port Said Governorate, the researcher observed that kindergarten female teachers did not have the knowledge and skills necessary for planning and implementing musical activities and using them in order to serve the various activities. It was observed that they did not use the various musical activities specified to that stage. The vast majority of them uses only songs as a musical activity, sometimes use playing some rhythm band as entertainment, not to use instruments to make the child acquire the different concepts. They neglect to link instrument sounds with different situations, ignore appreciation and listening, innovation, motion represented in musical game and movement story with music. The researcher has felt the urgent need among female teachers to understand the importance of musical activities of various kinds for children at this stage. The study also addresses the obstacles to achieve competencies of activating the musical activity practice in kindergarten, which lead to leniency in song activity practice for children, and ignoring the rest of the other activities in spite of their importance confirmed by the findings of most studies in this area. These emphasized the positive impact of the various types of musical activities on forming children's personality and psychological characteristics, as musical activities are of the most influential arts in the children's hearts at that stage.

**The study problem can be illustrated in the following questions:**

1. What are the musical activities, which can be used in kindergarten?
2. What are the obstacles that hinder the achievement of competencies required for activating the practice of musical activities in kindergarten?
3. What is the reality of female teacher's use of musical activities with kindergartners?

**The study Objectives:**

1. To check the status quo of competencies required to activate the practice of musical activities for kindergartners.

2. To identify the obstacles to achieve competencies of activating musical activity practice for kindergartners, female teacher, curriculum and kindergarten.

3. To identify the reality of female teacher's use of musical activities in kindergarten.

4. To develop mechanisms to encourage female teachers to use different musical activities as having the most important impact on kindergarten child.

#### **The study significance:**

This study is significant as it shows how important the musical activities of various kinds for kindergartners at an important and crucial stage of a child's life, a kindergarten. This study may help people in charge of pre-school children programs to provide many simplified programs for kindergarten female teachers about how to use musical activities for kindergartners.

#### **The study methodology:**

The study followed the descriptive approach by concluding the result of applying a questionnaire of kindergarten female teachers, analyzing the results of the questionnaire. This led to know the obstacles to achieve the competencies required to activate the practice of various musical activities in kindergarten. This also led to the main reasons and obstacles that the sample majority of female teachers used the song activity for kindergartners, and avoided the rest of activities, as the descriptive approach is the appropriate design to conduct the research.

#### **The theoretical framework:**

Singing is one of the most important musical activities the child must be exposed to. The child can learn by changing their behavior. It pushes the shy child to participate in a group action during their singing. It may change the naughty child's behavior through slow, quiet singing [7]. Singing is one of the best ways to train a musical ear as it works to expand the child's attention and strengthen their memory. Results of a study by Enayat Wasfi confirmed the importance of singing as beautiful, artistic performance of musical compositions in which words play a key role not performed but by the person himself who is able to pronounce words, and by proper scientific use of their integrated God-given organs [8]. Nabil Shura indicated to the importance of song as a branch of music education when capped with a melody of Arabic mode. By a song, we can make the child learn customs and traditions, and instill love of homeland into them. We can make the child learn useful things in melodies, and how to preserve his health, be honest, and organize their time. We teach them morals to create a good citizen with integrated personality [9]. Dawoud Mohamed Samir confirmed that song is one of the most important aspects of music because it is not only an important

tool in integrating the child's personality, but experiences that are also acquired during its practice. However, we can not overlook the importance of other types of various musical activities. They are important and should be benefited from at that important stage in human life, which is the kindergarten. That was confirmed by educational, musical research and studies dealt with musical activities of various kinds [10].

The musical activities include **movement story with music**, which is an innovative way to learn, because it combines the tendency of motion, singing and successive events. Children express the characters they act in their own way [11]. The movement story with music is important for the child for being successive events that include educational or scientific content using all activities of music and its elements. The movement story with music through movement, thus, we find it conferring vitality and excitement to attract the child's attention. It has moral and educational goals, including gaining good moral values and normal behavioral patterns that lead to integration, proper social interaction, and raising the child's imagination and ambition [12]. It relies on developing their imagination and power of expression, using their tendency to innate movement and play to create an integrated educational situation leading to full absorption of music elements. It also helps to develop the child's motor synergy at this stage [13].

As for **listening and music appreciation**, it is a training in order to refine the ability to listen seriously with perception and understanding of music. Listening should be with pleasure, desire and will. Music appreciation per se includes all kinds of knowledge and musical skills working on exposing child to direct experience to participate in the music performance. This helps them to realize the aesthetic values because the music performance gives them more understanding and appreciation compared with those who only listen to it. This underlines the importance of musical activities received by the child within the musical activity room [14].

Suad Najla confirmed that listening and appreciation intend to differentiate between all soprano and bass, fast and slow melodies, higher and lower music sounds, legato and staccato in music. It also aims to play rhythm band instruments [15].

Music appreciation for kindergartners is defined as expressive positive behavior issued by child as a result of hearing music performance and their interaction with it mentally and emotionally. This positive behavior often take different forms of motor expression from music. It can be measured and its rate can be estimated. The results of several studies confirmed that music has the expressive ability, and that man has the ability to respond to it through their

appreciation of music elements, distinguish different sounds and melodies through their interaction with it mentally and emotionally, feel it and express it with different aspects of behavior.

Hence, we can say that man needs to musical culture to understand the music works that enable them to raise feelings towards appreciating aesthetic and artistic sense of music. Music appreciation is to understand and realize music, and feel its aesthetic value. This sense includes two parts, listening that is usually associated with sentimental and emotional aspect, and knowledge associated with realizing musical knowledge and concepts and understanding of components contained in the music work [16].

Sahar El-Shaarawy underlined that the ultimate goal of musical activities is to achieve integrated development of the human being in terms of physical, mental, social and professional aspects, as well as to achieve maximum compatibility with man surroundings of social conditions. This goal is consistent with the objectives of kindergarten, where children are prepared through various activities provided by kindergartens to them to integrate into society around them and interact with it. She indicated to the importance of movement story with music and musical games to develop some positive behavioral patterns for normal child and for mentally disabled one. It has a positive impact on developing the various aspects of child's personality (normal, mentally disabled), and ability to consolidate and develop some positive behaviors during their performance of different situations [17].

**Innovation** is among the most important musical activities in kindergarten, and consists of three levels:

**Level I:** Innovation is represented in some motor responses appropriate to the music they hear, innovate some sounds they release and fit that music. It is also to create a rhythmic accompaniment to their songs either by clapping or by playing rhythmic instrument of their own.

**Level II:** It is to continue the activities of first level. In addition, female teacher sings a simple melodic idea of two measures. One of children responds to her with another idea on their own. It is also to create a rhythmic accompaniment to their songs and musical accompaniment with xylophone of two bars only.

**Level III:** It is to continue innovating some new and unfamiliar motor and vocal responses. It is to accompany the music they hear, in addition to creating types of different accompaniment in terms of using the properties of sound already learned, and choosing the instrument and power of sound appropriate to accompany each song during innovation of accompaniment [18].

Here is another type of musical activities; it is **musical games** for children, which will help to gain

positive behavioral patterns like cooperation, obedience, and good behavior. There are games designed to develop imagination, and develop the child muscle [19]. Khairy El-Malt confirmed that, and pointed out that musical games help the child's physical growth, muscle control, and consistency of his movements. They provide opportunity for self-expression, discharge of bioenergy and getting rid of some psychological flaws like shyness and introversion. They also get the child used to integrating into a group and working on the success of teamwork [20]. EkramMatar and Umaymah Amin also addressed the importance of musical games, noting that through movement, the child grows physically, mentally and socially. We also as adults find the appropriate opportunity to understand this child, study their properties. Playing is the key to listening, education, and life [21]. Wouney Shaker and Umaymah Amin thought that musical games is a training for senses and education of body and, mind, and instill moral values and social skills. At the same time, they provide the opportunity for self-expression and self-assertion by interaction with others [22].

In addition to the previous types of musical activities, **playing** musical instruments in kindergarten is one of the most important, successful patterns children of all ages enjoy. They find it fun while practice. It also stimulates musical respond and encourages the child to learn the sounds. The child's natural tendency of to play on the machines, with their curiosity to know the type of sound these instruments have and their names, and the method of performance by them make the activities of group playing be of great importance in musical activities. In addition to their numerous educational benefits, they are a way to gain skills, enjoy aesthetically, appreciate artistically, and get used to patience, concentration, and beautiful style, awaken the mind, alert to the work and organized thinking. They become one of the means that can be used in music innovation in case the female teacher uses them with the child [23]. Amira Farag stressed the importance of playing as playing rhythm band instruments is considered one of the activities closer to children and adults alike. It is characterized by ease of performance on them because they do not require high technical playing skill. They also help the child to overcome shyness, give them confidence, help develop musical memory, and consideration [24]. Huwaida Khalil and Camellia Mahmoud indicated to the importance of playing a musical instrument, as it has great ability to make child gain skills requiring synergy of their abilities, mental, muscle, auditory, sensory, visual at the same time. It is a sentimental outlet whereby the child expresses their ideas, with distinction of the muscle,

mental, emotional, social capabilities and feeling happiness and pleasure at the same time [25].

Table (1): Illustrating the list of different musical activities for kindergartners [5]

Musical activities		What it is	
Singing		Singing is one of the core activities in human life, by which there can be self-expression. It also plays an important role in developing the pre-school children's characteristics in all physical, mental, emotional and social aspects.	
Playing rhythm band instruments		The rhythm band instruments are used to release sounds to acquire the motor skills requiring motor synergy, develop the mental aspects like attention, memory, organization, and sense of time.	
Listening		It is to train the ear on graduation when receiving stimuli and discriminating them.	
Appreciation		It is to identify the nature and character of music work, and identify the components that led to this nature and this character.	
Innovation	Spontaneous singing	The child's crooning while playing alone, and their crooning, humming or singing is usually in the form of stanzas or words of their own.	
	Exploring environment sounds	It is to explore the environment around them and what elements it consists of such as sounds, whereby they get to know the capabilities to produce sound and create games in which some of them releasing sounds using the environment elements.	
	Improvisation	It is to improvise measures or short musical phrases in response to musical phrases provided by teacher or another child.	
	Musical composition	Rhythmic innovation	It is rhythms innovated by the child as an answer to the female teacher's rhythms.
		Tuned verbal innovation	It is the child's answer to the female teacher's question with an innovative melody, or the child asks the female teacher a question they want with a innovative melody.
		Playing innovation	It is an advanced stage of innovation where each two children try playing simultaneously on two different instruments with different pitches.
Motor innovation		It is expression by children in innovative movements accompanying some folklore melodies, with directing children if needed.	
Motion	Musical game	The musical game combines the child's tendency to movement and play with their tendency to music. It helps the children to express themselves, and is essential for their muscle growth healthily.	
	Movement with music story	It is an educationally meaningful story, told by the female teacher to children, describing its objectives. The children then express it by movement, which includes consecutive musical games.	

### The study sample:

The study was applied to a sample of 80 kindergarten female teachers, which selected at random. Their data were collected according to education department, their years of experience and qualification. It is taken into account to be represented by the various education departments in the Governorate, and the table below illustrates that Table (2) explained that the sample female teachers were selected from various education departments in Port Said Governorate, where employees in the East Education Department to (32.5%), employees in the North Education Department (33.75%), employees in the South Education Department (33.75%).

After examining years of experience in the kindergarten institutions, it was found that the percentage of women who have worked between one to five years was (52.5%), women who have worked

between six to ten years (35%), women who have worked between eleven to fifteen years (12.5%), This result confirms that most of the sample female teachers have experience of not more than ten years. In spite of this period, their performance in implementing musical activities has noticeable inefficiency, which indicates lack of relationship between their teaching experiences and activation of musical activity practice for this stage.

It is also found that percentage of women who received a specific education qualifications (division of kindergarten) was (52.5%), faculty of kindergarten qualification (47.5%), faculty of education (division of childhood), faculty of specific education (division of music education), faculty of music education qualification (0%). It is remarkable from the table that there are no specialists in music education among the sample.

Table (2) Illustrating the sample distribution in kindergartens of education department schools in Port Said Governorate and data related to the sample female teachers

Education Departments	Kindergartens	Number	Total	Percentage (%)	Academic Qualification					Years of Experience		
					Kindergarten	Specific Education, Division of Kindergarten	Education, Division of Childhood	Specific Education, Division of Music Education	Music Education	1-5 years	6-10 years	11-15 years
East	Taha Hussein	8	26	32.5%	5	3	0	0	0	5	2	1
	El-Zahraa Experimental	9			5	4	0	0	0	5	3	1
	El-Nasr	9			4	5	0	0	0	4	5	0
North	Port Said Experimental Language	9	27	33.75%	4	5	0	0	0	4	3	2
	Ali Mubarak	9			5	4	0	0	0	5	3	1
	Canal	9			5	4	0	0	0	5	4	0
South	Ibrahim Al-Rifai Experimental	9	27	33.75%	4	5	0	0	0	4	3	2
	Tariq ibn Ziyad	9			5	4	0	0	0	5	2	2
	Ali Suleiman Experimental	9			5	4	0	0	0	5	3	1
<b>Total</b>		<b>80</b>	<b>80</b>	<b>100%</b>	<b>80</b>					<b>80</b>		

### The study tools:

The researcher used the following tools:

#### First: A questionnaire to measure the competencies required for activating the practice of musical activities for kindergarten female teacher.

The questionnaire consists of three main aspects:

- 1) An aspect related to female teacher's competencies.
- 2) An aspect related to competencies of the current curriculum.
- 3) An aspect related to competencies of kindergarten.

Each aspect includes (10) statements, thus the total of questionnaire statements is (30) directed to the female teacher.

A method was developed to estimate the questionnaire score. It was (4) to "Significantly" answer, (3) to "moderately" answer, (2) to "Weakly" answer, and (1) to "No" answer. The questionnaire was applied to (80) kindergarten female teachers as the study sample.

#### Second: A questionnaire to measure the reality of female teacher's use of musical activities with kindergartners

The researcher relied on this questionnaire as a tool to collect field data in order to monitor the actual reality of musical activity practice of various kinds in kindergarten.

The questionnaire consists of two parts:

- 1) A closed questionnaire includes (13) statements. The statements were drafted to reveal the reality of using the musical activities in kindergartens, activities and the most frequently used activities from other activities.

A method was developed to estimate the questionnaire score. It was (4) to "A lot" answer, (3)

to "To some extent" answer, (2) to answer "Rarely", and (1) to "No" answer. The questionnaire was applied to (80) kindergarten female teachers as the study sample.

2) An open questionnaire was developed to identify the obstacles to practice the musical activities in kindergarten.

#### The validity and reliability of tools:

##### The validity of first questionnaire:

#### A questionnaire to measure the competencies required for activating the practice of musical activities for kindergarten female teacher.

The form statements were designed in order to find out the competencies required to activate the practice of musical activities in kindergarten. The form consisted of (36) statements, (12) statements for each aspect. The form was then presented in its final form to a number of judges of music education, psychology and curriculum in kindergarten professors. After being reviewed by judges, rate of consistency among them on the form statements was calculated. It was found that (98%) of them agreed that the form statements were appropriate. It is a high percentage, which confirms the validity of the form. Certain statements (two statements from each aspect) were excluded. More than (60%) of the judges agreed unanimously on their unsuitability for the questionnaire. The final form of the questionnaire consisted of (30) statements for three main aspects, each aspect includes (10) statements.

The validity of the questionnaire was verified by calculating the internal consistency validity with the Pearson correlation coefficient between the scores of statements for each aspect and its total score.

Table (3) Illustrating the internal consistency validity with Pearson coefficient

Questionnaire Aspects	Pearson correlation coefficient
1 Competencies related to female teacher	0.74
2 Competencies related to current curriculum	0.83
3 Competencies related to kindergarten	0.79

**The reliability of first questionnaire:  
A questionnaire to measure the competencies required for activating the practice of musical activities for kindergarten female teacher**

To calculate the reliability of the questionnaire, the test retest method was used with two-week interval between the first and second tests on a sample of (80) of kindergarten female teachers from various education departments in Port Said Governorate to verify the correlation of the scores of the two applications.

This was done using coefficient alpha and Spearman-Brown coefficient, the results were as follows:

Table (4) Illustrating the results of reliability calculation by coefficient alpha and Spearman-Brown coefficient

Questionnaire Aspects	Correlation coefficient alpha	Spearman-Brown correlation coefficient
1 Competencies related to female teacher	0.73	0.71
2 Competencies related to current curriculum	0.78	0.81
3 Competencies related to kindergarten	0.74	0.78

**The validity of second questionnaire:  
A questionnaire to measure the reality of female teacher's use of musical activities with kindergartners**

The form statements were designed in order to find out the female teacher's use of musical activities with the kindergartner. The form consisted of (23) statements. The form was then presented in its final form to a number of judges of music education, psychology and curriculum in kindergarten professors. After being reviewed by judges, rate of consistency among them on the form statements was calculated. It was found that (97%) of them agreed that the form statements were appropriate. It is a high percentage, which confirms the validity of the form. Three statements were excluded. More than (65%) of the judges agreed unanimously on their unsuitability for the questionnaire. The final form of the questionnaire consisted of (20) statements.

The validity of the questionnaire was verified by calculating the internal consistency validity with the Pearson correlation coefficient between the statements of the questionnaire.

Table (5) Illustrating the internal consistency validity with Pearson coefficient

Questionnaire Aspects	Pearson correlation coefficient
1 Reality of female teacher's use of musical activities with kindergartners	0.74

**The questionnaire reliability:**

To calculate the reliability of the questionnaire, the test retest method was used with two-week interval between the first and second tests on a sample of (80) of kindergarten female teachers from various education departments in Port Said Governorate to verify the correlation of the scores of the two applications.

This was done using coefficient alpha and Spearman-Brown coefficient, the results were as follows:

Table (6) Illustrating the results of reliability calculation by coefficient alpha and Spearman-Brown coefficient

Questionnaire Aspects	Correlation coefficient alpha	Spearman-Brown correlation coefficient
1 Reality of female teacher's use of musical activities with kindergartners	0.73	0.71

**Results of the study and explanation:**

The present study has aimed to identify the extent to which the competencies required to activate the practice of musical activities for kindergartners have been realized, identify the obstacles to achieve competencies to activate the practice of musical activities for kindergartners, in connection with the female teacher, curriculum, and kindergartners. It has also aimed to identify the reality of female teacher's use of musical activities in kindergarten, and develop mechanisms to encourage female teachers to use different musical activities as one of the most important activities, which have an impact on kindergartners.

The researcher has used the descriptive approach, which relies on describing and analyzing the reality, getting to know its causes, deficiencies, strengths and weaknesses, the methods used to explain the reality of using the musical activities in kindergarten, developing a proposal to address the deficiencies in order to achieve the competencies required for the practice of such activities.

**The following is clear from the analysis of the data collection form for the study sample female teachers:**

– The nature of the selected kindergarten female teacher sample indicates the female teachers' educational institutions, and the education departments those institutions are subject to. The balance between the education departments has been taken into account. That is evident from the presence of all education departments in Port Said Governorate. The balance is also evidenced in the number of female teachers selected from all educational institutions mentioned in the data form.

– The statistics also has confirmed that the female teachers of the selected study sample lack for musical skills and knowledge necessary to achieve the competencies of musical activity practice for kindergarten. That has been affirmed by the female teachers' responses to the third part of the data form. There is no single female teacher of the selected sample specialized in music education, or her study related to music education. Thus, this leads to the female teacher's lack of familiarity with enough information, knowledge and skills necessary for planning, implementing, using the musical activities appropriately for kindergartners.

**Results of the study to the first question:**

**"What are the musical activities, which can be used in kindergarten?"**

To answer this question, a list of musical activities in the kindergarten stage was made and procedurally defined, as illustrated in Table (1).

**Results of the study to the second question:**

**"What are the obstacles that hinder the achievement of competencies required for activating the practice of musical activities in kindergarten?"**

To answer this question, the first questionnaire was applied, which was designed to measure these competencies according to the specific three aspects, the female teacher, the current applicable curriculum, and the kindergarten. The results showed that the competencies necessary for the practice of musical activities were not achieved. That is evident from the results of Table (7) in which the deficiency was found in the competencies required to activate the practice of musical activities in the kindergarten, resulting in the lack of those competencies enough to be properly and positively practiced. It is clear from the results of the **first aspect** of the first questionnaire related to the female teacher. They confirmed that the kindergarten female teacher did not have the amount required for planning the musical activities, how to implement and evaluate the findings. The scores of the female teachers' responses, in addition to interviewing and inquiring about their practice of the musical activities,

that the teachers did not have the knowledge and skills necessary for the practice of musical activities with kindergartners. The highest percentage of the female teachers was not proficient in reading the musical score, which led that majority of them avoided all musical activities except for singing. Although they just use the singing activity, they perform this activity unscientifically, where they sing the words of the song without reading the score of that song. Singing becomes not toned and characterized by boredom, leading that the children become bored. They perform singing with kindergartners as entertainment for children and not for a specific educational goal or music. This has led to lack of care about the selection of songs appropriate for that stage, and the suitable words of songs in terms of the simplicity for the child. The results also proved that the female teachers did not use the instruments appropriate for the activity. Thus, the female teacher must vary the musical activities and determine the requirements for activities of instruments songs and melodies suitable for the kindergarten stage.

The results of the **second aspect** related to the current curriculum have indicated that despite the recent curriculum currently applied, which has been introduced since 2011; it does not include the concepts of musical activities for kindergartners. This has been confirmed by the increase of the scores of female teachers' responses. They reflected the inadequacy of the content of musical activities, as they should be in the current curriculum already applied for different types of musical activities in kindergarten, in terms of proper planning of activity, how to implement it to suit the stage, and how to evaluate the musical activities. This deficiency in paying attention to musical activities in the current curriculum of kindergarten leads that the female teachers avoid practicing the musical activities for the scarcity of their awareness of those activities and their importance for kindergarten. Mohamed Abdel-Rahman confirmed this. The musical activities develop the child's various educational experiences through the educational goals seeking to achieve. They also aim to the child's proper physical and psychological growth, for being a set of experiences the child witnesses, which is based on the elements of music (tones and rhythm) suitable for the age group through various musical media [26].

The results of the **third aspect** related to the kindergarten have showed the lack of commitment by the Ministry of Education to hold training for the female teachers on the musical activities of various kinds (how to plan, implement and evaluate them), which was evident in the responses of the study sample. They asserted by majority the lack of commitment by the Ministry to do so. This result also

confirms the inadequacy of the concepts associated with the concepts of musical activities in the training plan for the female teachers and that if a chance of training on how to practice musical activities for kindergartners were available, the training material does not meet the requirements of musical activities. The results have also confirmed the female teachers' lack of information on foreign experiences in the field of musical activities for children, requiring to raise awareness regarding musical activities for kindergartners, use specialists in the field of music education for the preparation and review of training material for training programs related to musical activities, and use them in workshops to those training programs. Most kindergartens do not have musical instruments, and educational devices and materials the musical activities need. Many kindergartens use the instruments of the primary stage. However, the drawback here is the conflict of class schedules between the two stages, which makes the use of the primary instruments difficult to achieve. In most kindergartens, there is also no special room for musical activities, equipped with what required for practice of musical activities, leading to the practice of musical activity without achieving its intended goal.

**In general**, the results indicate the importance of awareness and interest in the musical activities, integration of those activities within the current curriculum content, and that the concepts of musical activities become from the practices of activities. It requires the preparation of kindergarten female teacher musically and educationally enough during the first school years, development of training programs for female teachers and their preparation before and during working in the kindergarten institutions. This is to guide their teaching to the musical activities, how to take advantage of them and connect them to serve the other activities at the kindergarten stage. It also suggests the presence of a female teacher qualified and specialized musically and educationally in each kindergarten, and so in order to plan, implement and evaluate the musical activities by female teachers under the constant supervision of a specialized female teacher with awareness and musical culture making her evaluate scientifically and properly the female teachers' performance. This helps to develop the female teachers' musical abilities. The results also indicate that the lack of talent among the kindergarten female teachers makes the practice of musical activities very difficult, thus, the faculties of kindergartens and other educational institutions, which specializes in kindergarten, have to have a test of the students' abilities before enrollment in the educational institution. That helps to qualify the female student to contribute to the implementation of musical activities and achieve the desired goal of these activities.

Table (8) showed that the achievement percentage of competencies to practice the musical activities for the first aspect (the female teacher) is up to (15.68%), while the achievement percentage of the second aspect (the current curriculum) is (14.97%). The achievement percentage of the third aspect (the kindergarten) is (15.50 %). This shows a lack of competencies necessary for the practice of musical activities for kindergartners, leading to failure to achieve the goals of music education in kindergarten. It also confirms that it is important for the educational institutions of kindergarten to observe the musical activities in all its forms. This requires attention to kindergarten female teacher's musical and skilled competencies, attention to the current curriculum of musical activities and its importance for kindergartners, and the kindergarten to provide the needs to practice those activities. That positively affects the implementation of the musical activities serving the kindergartners

#### **Results of the study to the third question:**

#### **"What is the reality of female teacher's use of musical activities with kindergartners?"**

In order to answer this question, the second questionnaire has been applied, consisting of the first part, including a closed questionnaire of (20) statement, to measure the reality of using the musical activities in kindergartens, and the most frequently used activities from other activities. The second part is an open questionnaire to identify the obstacles to practice of musical activities in the kindergarten. It has been clear from the results of Table (9) the female teachers' views on the reality of the kindergarten female teacher's use of the various musical activities in the kindergarten. The study sample female teachers' response has showed singing is the most frequently used activity, followed by playing rhythm band instruments. That is evident from the rate of singing activity users, which is (78.75%), the users' rate of playing rhythm band instrument activity (15%). It has been evidenced by the statistics of the rest of the musical activities that the majority of the female teachers avoided practicing the rest of the activities with kindergartners. This demonstrates the inability of the female teachers to plan and implement these activities, the limited knowledge and skills of the female teachers on how to implement the musical activities, the importance of diversity in the use of those activities, indicating the female teachers' lack of conviction of the importance of musical activities for kindergartners, such as anecdotal, scientific sports and other included in kindergartens. The lack of conviction of the importance of musical activities for kindergartners leads that the female teachers avoid the use of such activities.

Table (7) Illustrating the competencies relating to the practice of musical activities in kindergarten

Questionnaire Aspects		Significantly		Moderately		Weakly		No		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%		
<b>Aspect of Female Teacher</b>											
1	From your point of view, does your academic qualification help you to practice the musical activities with kindergartners?	0	0%	0	0%	25	31.25%	55	68.75%	80	100%
2	Do you have a conviction that using the musical activities is important for kindergartners?	0	0%	52	65%	24	30%	4	5%	80	100%
3	Are you keen to participate in the training programs of musical activities for kindergartners?	0	0%	10	12.5%	11	13.75%	59	73.75%	80	100%
4	Are you interested in the pre-preparation of musical activities for children?	0	0%	9	11.25%	36	45%	35	43.75%	80	100%
5	Do you have the ability to overcome obstacles to use the musical activities?	0	0%	8	10%	17	21.25%	55	68.75%	80	100%
6	Do you know how to read, write, and sing the musical score?	0	0%	14	17.5%	13	16.25%	53	66.25%	80	100%
7	Are you interested in a diverse selection of musical activities, requiring considerable effort and a little effort?	0	0%	7	8.75%	13	16.25%	60	75%	80	100%
8	Are you keen on taking into account various musical activities?	0	0%	9	11.25%	19	23.75%	52	65%	80	100%
9	Are you interested in identifying musical tools and instruments needed to carry on the musical activity?	0	0%	8	10%	12	15%	60	75%	80	100%
10	Are you keen to choose the songs appropriate for the stage properties and use them in the practice of different activities?	0	0%	13	16.25%	24	30%	43	53.75%	80	100%
<b>Aspect of Current Curriculum</b>											
1	Is there a clear strategy of musical activities included in the curriculum activities?	0	0%	0	0%	7	8.75%	73	91.25%	80	100%
2	Is there a dearth in that the current curriculum includes musical activities?	69	86.25%	11	13.75%	0	0%	0	0%	80	100%
3	Does the current curriculum contain a content of using musical activities?	0	0%	0	0%	4	5%	76	95%	80	100%
4	Does the current curriculum provide a guide if musical activities to the female teachers?	0	0%	0	0%	3	3.75%	77	96.25%	80	100%
5	Does the Ministry's plan of kindergarten include models of how to practice the musical activities?	0	0%	0	0%	6	7.5%	74	92.5%	80	100%
6	Are the musical activities of current curriculum sufficient to achieve the goals of	0	0%	7	8.75%	11	13.75%	62	77.5%	80	100%

	kindergarten?										
7	Does the current curriculum include some musical concepts that fit kindergarten?	0	0%	11	13.75%	13	16.25%	56	7.9%	80	100%
8	Does the current curriculum determine the special requirements of musical skills for kindergarten female teacher?	0	0%	9	11.25%	14	17.5%	57	71.25%	80	100%
9	Does the current curriculum distinguish between musical activities?	0	0%	3	3.75%	5	6.25%	72	90%	80	100%
10	Does the current curriculum contain a daily or weekly plan to practice the musical activities?	0	0%	11	13.75%	24	30%	45	56.25%	80	100%
<b>Aspect of Kindergarten</b>											
1	Does the kindergarten provides an encouraging and supportive environment to practice the musical activities?	3	3.75%	23	28.75%	29	36.25%	25	31.25%	80	100%
2	Does the kindergarten provide educational aids for to perform the musical activities?	6	7.5%	14	17.5%	22	27.5%	38	47.5%	80	100%
3	Does the kindergarten create an appropriate environment to discover the musical talents?	4	5%	13	16.25%	27	33.75%	36	45%	80	100%
4	Does the kindergarten provide various musical tools and instruments in support of performing the musical activities?	3	3.75%	11	13.75%	24	30%	42	52.5%	80	100%
5	Does the kindergarten provide recorded musical models for the child's musical activities?	5	6.25%	13	16.25%	22	27.5%	40	50%	80	100%
6	Is the Ministry committed to hold training courses for female teachers on musical activities?	0	0%	10	12.5%	13	16.25%	57	71.25%	80	100%
7	Are the female teachers' trainings of musical activities sufficient?	0	0%	9	11.25%	14	17.5%	57	71.25%	80	100%
8	Is the kindergarten keen on introducing foreign experiences of musical activities to the female teacher?	0	0%	3	3.75%	9	11.25%	68	85%	80	100%
9	Are the concepts and skills associated with musical activities included the training plan sufficient?	0	0%	5	6.25%	4	5%	71	88.75%	80	100%
10	Is the training material to meet the planning, implementation and evaluation requirements of musical activities sufficient?	0	0%	3	3.75%	5	6.25%	72	90%	80	100%

Table (8) Illustrating the reality of the competencies required for the practice of musical activities in kindergartens

		Total	Mean	T	Df	Sig. (2-tailed)
1	Aspect of Female Teacher	80	15.6875	2.23660	0.79	.000
2	Aspect of Current Curriculum	80	14.9750	1.63796	0.79	.000
3	Aspect of Kindergarten	80	15.5000	2.75129	0.79	.000
	Total		46.1625	4.10447	0.79	.000

Table (9) Illustrating the reality of female teacher's use of musical activities with kindergartners

Questionnaire Aspects	A lot		To some extent		Rarely		No		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
1 Do you practice the musical activity (singing) with kindergartners?	63	78.75%	5	6.25%	2	2.5%	10	12.5%	80	100%
2 Do you practice the musical activity (playing rhythm band instruments) with kindergartners?	12	15%	36	45%	19	23.75%	13	16.25%	80	100%
3 Do you practice the musical activity (listening) with kindergartners?	0	0%	9	11.25%	12	15%	59	73.75%	80	100%
4 Do you practice the musical activity (appreciation) with kindergartners?	0	0%	0	0%	3	3.75%	73	91.25%	80	100%
5 Do you practice the musical activity (spontaneous singing) with kindergartners?	0	0%	14	17.5%	7	8.75%	59	73.75%	80	100%
6 Do you practice the musical activity (exploring environment sounds) with kindergartners?	0	0%	13	16.25%	14	17.5%	53	66.25%	80	100%
7 Do you practice the musical activity (improvisation) with kindergartners?	0	0%	0	0%	8	10%	72	90%	80	100%
8 Do you practice the musical activity (rhythmic innovation) with kindergartners?	0	0%	0	0%	6	7.5%	74	92.5%	80	100%
9 Do you play music activity (tuned verbal innovation) with kindergartners children?	0	0%	0	0%	0	0%	80	100%	80	100%
10 Do you practice the musical activity (playing innovation) with kindergartners?	0	0%	0	0%	21	26.25%	59	73.75%	80	100%
11 Do you practice the musical activity (motor innovation) with kindergartners?	0	0%	12	15%	23	28.75%	45	56.25%	80	100%
12 Do you practice the musical activity (musical game) with kindergartners?	0	0%	16	20%	7	8.75%	57	71.25%	80	100%
13 Do you practice the musical activity (movement story with music) with kindergartners?	0	0%	0	0%	11	13.75%	69	86.25%	80	100%

### Proposals and recommendations:

Despite the attempts made in this study in order to find answers to the questions of research and analysis of the results reached above, there are some aspects and topics proposed for further studies:

1. The Ministry of Education should develop a policy to train the female teachers in kindergarten, providing them with knowledge, skills and attitudes towards musical activities, in planning, implementation and evaluation.

2. The Ministry of Higher Education should pay attention to studies relating to the musical activities in the faculties of kindergarten.

3. Experiences and practices of teaching musical activities in different countries must be presented.

4. The curricula in kindergarten must be reviewed to include practical strategies and educational

practices that guide the children's understanding of musical activities.

5. A study can be carried out to look at how the kindergarten female teachers use the various kinds of musical activities in kindergartens.

6. A research study can be carried out in order to identify the reasons why kindergarten female teachers avoid the use of musical activities of various kinds.

7. Descriptive studies can be carried out to examine how the kindergarten female teachers can enrich the musical activities through improvisation.

### Conclusion:

In general, the results indicate the importance of activating the practice of musical activities in kindergarten, and therefore, the education does not depend on provision of information and training

enough about the musical activities at this stage, although musical activities are one of the most important activities in influencing the kindergartners. With using various musical activities, it can be said that there are different opinions about the use of musical activities. The studies have confirmed the importance of all kinds of musical activities for children, and, therefore, determining the kindergarten female teachers' views regarding the musical activities highlights its importance in kindergarten as playing an important role in changing the female teachers' attitudes toward musical activities.

The results of the study, which tried to determine the views of kindergarten female teachers about the use of musical activities of various kinds in kindergarten, concluded that the female teachers have positive attitudes towards musical activities in general, and it is believed that the pre-school female teachers who learned about the importance of using musical activities of various kinds, will be contributing to the proper development of music education with children.

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