The Role of Kindergarten Institutions in Activating Community Participation toward the Improvement of Education Quality for Pre-School Child Between Reality and Expectations

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Abstract
The study aimed to identify the role of kindergarten institutions in activating community participation toward the improvement of education quality for kindergarten child between reality and expectation at Najran region. It also aimed to identify the role of kindergartens in fulfilling the community requirements and obstacles it faces. Furthermore, it studied the extent of attention those institutions receive from in charge people and other social institutions to improve the quality of education for kindergarten children. The study population and sample consisted of (198) kindergarten principals, teachers, and supervisors at Najran city. All were selected randomly out of all kindergartens at Najran. The descriptive analytical approach was used. A questionnaire to measure the role of kindergartens in activating the community participation from the viewpoints of kindergarten principals, teachers, and supervisors was developed. It consisted of (42) items distributed to three main fields. The first field discussed the role of kindergartens in activating community participation. The second one addressed the role of kindergartens in meeting the community requirements. While the third one tackled the obstacles facing kindergarten institutions to activate the community participation. In addition, an open question related to how to activate kindergarten’s community participation with other institutions was asked. The researchers got use of the related literature and previous studies in the field of kindergarten to develop the study instrument that was subjected to the statistical treatment using SPSS program. Its validity, reliability, and fitness of its items for study aims were checked. Findings showed that the role of kindergarten institutions in community participation activation from the perspectives of study participants was in general moderate. The study also revealed the importance of activating community participation with regard to standards and bases well-known for participants whether at kindergartens or other community institutions. Findings also uncovered that activating the system of community participation by kindergartens contributes to the integrative education of kindergarten child. The study concluded some proposals and perceptions to enhance the role of kindergarten institutions to activate community participation to improve the quality of pre-school child education in light of the aims of kindergartens.

Key Words: Kindergartens, Quality Of Child Education, Community Participation, Local Community, Pre-School Child, Kindergarten Child.
Introduction

Kindergartens, all over the world, have been a constructive stage of the educational hierarchy. Academic studies have focused on the importance of such a stage in the support of early childhood. Many studies pointed out the importance of kindergartens in the provision of programs and activities and their effect in the construction of the child’s cognition, (Margaret, 1996) and (Malgorzeita, 1998).

Kindergarten stage has been an essential segment in the preparation of the child for the elementary stage. It is a community necessity and not a luxury. The last few decades have witnessed a cognitive, cultural and an awareness transfer towards the importance of kindergartens to support family in the teaching-learning process. Activating community participation of community institutions at kindergartens enables the kindergarten child to solve the problems he faces and participate in decision making. Kindergartens are of the institutions that have a significant role in educating, taking care of, and upbring the child in a way that contributes to the development of the community and social relations in the both the kindergarten and community in order to improve kindergartens’ administration so that community aims can be achieved. Many studies in Germany and Switzerland have pointed out that investment in childhood yields many advantages for the whole community. One of the studies in federal Germany has indicated that every spent Euro in kindergarten institutions can bring back four Euros. That is clearly noticed in children’s acceptance and desire to join school and work in appropriate jobs in future. When they learn and graduate, they pay the taxes which, in turn develops the national income of communities, (Stadt Nürnberg 2003). Gad (2005) mentioned that the family should provide the child with the opportunities of curiosity, exploration, and expression of his opinion in a framework of love, sympathy, respect, and self-estimation. Accepting these opportunities leads to positive effects and results that affect the child’s personal and social harmony and provides him with more knowledge, information, skills, attitudes, customs, interests, and values. The use of the educational style in dialogue, discussion, and experiences exchange between families and kindergarten is one of the most successful styles to develop the child’s positive attitudes as it will contribute to his education, teaching, and care. The role of the family in not new. The family is at the head of the child’s naturalizing agencies. It is the central frame for the process of his social upbringing through which community culture can be transferred to the child, (Al-Emran, 1988:4).

Powell (1989) has pointed out the importance of granting children the sense of continuity between the home and experiences at kindergarten that can be more supported through the joint between the family and the programs of early childhood education. Etman (2004) showed the importance of the role of the family in developing the child’s skills in cooperation with kindergartens to achieve positive benefits for the child if there exists a mutual understanding between both. The family is one of the most effective institutions in social upbringing. Teachers, therefore have to inform parents about the importance of the child’s family upbringing. They also have to provide them with support regarding this issue, (Texter, 2014). Thus, the present study tries to identify the role of community participation in the improvement of education quality at the stage of kindergarten in addition to their identification of the child’s requirements at early childhood stage.

Problem and questions of the study

The deficiencies in the role of kindergarten institutions to activate community participation toward improving the quality of education for pre-school child leads to the presence of educational waste in the future. Thus, the problem of the study can be stated in the following questions:

1. What is the role of kindergarten institutions in the activation of community participation?
2. What is the role of kindergarten institutions in the fulfillment of the needs of the community that is related to those institutions for Najran region service?
3. What are the obstacles that face kindergarten institutions in the field of community participation?
4. What are the proposals for the activation of community participation of kindergarten institutions with other community institutions to improve the quality of pre-school child education?
5. What is the future perception for the activation of the role of kindergarten institutions for community participation toward the improvement of the quality of pre-school child education?

Aims of the study

1. Determine the role of kindergarten institutions in the activation of community participation.
2. Determine the role of kindergarten institutions in the fulfillment of the needs of the community that is related to those institutions for Najran region service?
3. Identify the obstacles that face kindergarten institutions in the field of community participation?
4. Put forward recommendations and proposals for the activation of benefitting from kindergarten institutions at Najran to fit the stage of early childhood and for the benefit of the local community to support, take care, educate, and teach kindergarten child.
5. Put forward future vision for the activation of the role of kindergarten institutions for community participation toward the improvement of the quality of pre-school child education?

Importance of the Study

The study is important because:

1. It helps people in charge of early childhood education to understand the importance of the topic of community participation at kindergartens and its positive role in educating and teaching the child.
2. It tries to focus efforts that enable community institutions of the community participation with kindergartens.
3. It helps kindergarten institutions to activate community participation with other community institutions to conquer problems and develop these institutions to benefit the community.
4. Community participation of kindergarten institutions is the main base to support and modify child education at educational institutions.
5. Many of interested people in early childhood can benefit from the findings to plan for the activation and organization of kindergarten programs.

Terms of the Study

Kindergarten

It is an educational institution that performs recreational activities for the sake of the learning, education and care of pre-school children. It aims at training the child on self-learning, self-reliance, responsibility bearing, and understanding that there are rights of others. In addition, it develops the child's personality through directing his attitudes, desires, trends and concepts in a constructive and positive way that helps him become a useful member in the society. It includes the ages between 3 and 6 years, (Etman (2006). The researchers. In turn define it operationally as an educational institution that care about the pre-primary stage children.
Community Participation

It is the voluntary efforts provided by various civil work communities and organizations, whether by opinion, work, analysis, or effort to support all development projects and development programs in the society’s official institutions; deepen the spirit of communication and cooperative performance; and activate the local powers to support all development projects (Daabas, 2009: 65). The researchers define community participation as an opportunity allowed by kindergarten institutions to other institutions of society and individuals to participate in thought, opinion and structured finance to improve the quality of pre-school children education, which contributes to the deepening of the spirit of communication, integration and a mutual sense of belonging among various institutions of the society.

Quality

Al-Jaafari mentioned that education quality according to experts in education, is represented in a set of elements such as new buildings, distinguished teachers, students’ care, use of modern technology, strong administration, new curriculum, and cooperation among teachers and parents. It is achieved through improvements in the inputs and processes of teaching that accounts for requirements of labor market, (Al-Jaafari, 1999: 55-59). Quality is defined as a comprehensive achievement of the institution’s aims through clear policy, the efficiency of administrative and functional organization, periodical revision to correct errors, and continuous training. (Al-Jaafari, 1999: 52-59).

The present study focuses on the field of improvement of the pre-school child education through activating the role of kindergartens in community participation. Quality is a system that consists of the child, curriculum, kindergartens’ administrations, financial potentials, the relation between kindergarten and family, the relation among kindergarten, community, and environment, and the teachers with regard to how they are qualified and prepared at university.

Theoretical Framework

The Role of Kindergartens in Activating Community Participation to Improve the Quality of Kindergarten Child Education

With regard to the social and economic changes witnessed in the world, some changes in the strategies of teaching, learning, and their administration systems in different countries. Consequently, attention was paid to the nature of the role and responsibilities of education institutions in general, and more specifically kindergartens and community institutions that represent wide and various categories active in the community to support the development of the teaching process through activating the community participation as a process. This process involves, of course comprehensive and flexible steps, mechanisms, and frames enough to accept the principle of sharing responsibility and roles between kindergartens and community institutions.

Bases of community participation are clearly seen in the necessity of determining the problems and their nature, traits, and severity; careful study and the expansion of consultations of people of expertise for the sake of taking action; planning to meet and solve these problems; and the development of the teamwork and volunteering spirit accompanied with codifying community participation through legislations, boards, structures, and procedures that organize participation and stimulates it to achieve the desired aims, (Da’abas, 2011). Community participation at kindergartens has become a social necessity as kindergartens complete the role of the family in education and care in addition to being supportive for the family and child. Kindergarten have to provide families with help and consultancy regarding the problems and issues related to childhood, (Texter, 1992). Parents have to participate in the works of kindergarten
which results in positive relations between those parents and institution staff. Partnership between kindergarten and family is not a luxury but a necessity that contributes to the benefit of children. Therefore, parents should be educated about the importance of community participation and its educational return to their children. If effective participation is enabled between parents and teachers, aims and procedures of children teaching to work together to reach useful solutions for their problems will be discussed, (Texter, 1992).

The Role of kindergartens in the Activation of Community Participation to Improve the Quality of Child's Education.

Schmitt-Wenkelbach (1980, 223-225) believes that involving community institutions, mainly parents in the works of kindergartens leads to a systematic and successful work. The institution that allows the participation of families in its works is always more successful than that which departs their work from parents. Kindergarten should be aware of whatever they provide for the support of families and children regarding the aspects of the child’s practical and educational process. Kindergartens should allow consultation through meetings with parents to activate parents’ councils positively.

In Germany, there are two strategies to ensure quality within kindergarten institutions:

a. Taking care of the utilities and equipments to implement educational programs in addition to drafting the educational approach for institutions to activate community participation.

b. Providing a flexible framework for the implementation of educational programs and the requirements of quality, (Huthmacher, 2005).

Kindergartens in federal Germany cooperate with other institutions. There is a network for communication with other community institutions for the organized exchange of information. Kindergartens get the support and consultancy from experts in various specialties. In other words, they involve people of varied expertise and skills such as specialists in speech, psychology, and education and consultants in different aspects. Colleges of education that qualify teachers are of their cooperating partners in addition to the primary school where suitable means of cooperation are available to offer consultations in education and exchange ideas, information and experience. Such community participations are believed to widen specific skills and be for the favor of children, (Kindergarten St. Franziskus). Children in the early stage should receive attention as tomorrow’s children deserve education of high quality that strengthen their abilities and achieve a high quality level of life for those children, (Tolbah, 2004, 488).

Preissing (2003, 15) pointed out that quality in education is determined through allowing children the opportunity to live, grow, and interact positively in the environment and community. Kindergarten teacher who is capable to achieve the educational aims should receive more attention in addition to the necessity of providing the educational ways that encourage children to show their abilities and creations. Kindergarten teacher encourage families to understand the causes and special problems related to early childhood, (Texter, 1996).

Many European countries have activated the policy of participation between the kindergarten and family. In Norway, there has been an effective participation for parents of children enrolled in kindergartens through parents’ councils that determine the annual work plan in addition to ensuring the participation of parents and workers in organizing the teaching-learning process. Kindergartens work according to systems and plans that go along with legislations and boards organizing that. Each region has a policy implemented in kindergartens and involves development work and administrative tasks whereas supervision and guidance are of the responsibilities of the municipalities, (Norwegian Ministry of Education and Research, 2007).
In federal Germany, kindergartens are considered as enrichment for the child’s positive reality that allows children to work and play in the same time through joining groups together. The building is designed to explore the environment through playing and learning to fortify children’s abilities in light of the educational and recreational activities. Furthermore, participation of community institutions, mainly Germanic family has an effective role in the development of child’s skills. It is responsible for looking after him in the most important intervals and the deepest effect on the building of his personality and the shaping of his attitudes, values, and thoughts in every field, more specifically on forming his private life and preparing him for the acquisition of experience in various aspects. There is also an agreement between home and kindergarten on the common bases of education and care at early childhood. Germanic kindergarten is the place that integrates with family to set the cognitive and psychological bases to build a human being capable of getting out of family and kindergarten to the larger community where he effectively participates through self-learning and confidence.

A teacher in Germany while talking to community institution about the importance of making available spaces in kindergarten that allow children to move and play said “we pay much attention to the child’s self-confidence. We have been more open and confident which led to draw a vision for increasing the trust between the teacher and child. In daily life at kindergarten, we use movement games, races, jumping over the rope in addition to providing enough spaces for gymnasium games. Despite tiredness we suffer from, it is an enriching experience for children, teachers, and parents. Our main aim in our daily work is empty rooms for group movement activity”, (Arbeitsgemeinschaft Gesundheit des Bodenseekreises, 2005). A conflict may occurs because of the competition between the kindergarten and family to transmit various values, educational aims, and parental styles which in turn, helps the appearance of negative educational effects on the child. Textor (2006) believes in the importance of participation between family and kindergarten to enhance the child’s growth. Kindergartens have to work on exchanging information and experience to open dialogues for community participation with parents. Participation between kindergartens and families require attitudes and cooperation that depends on patience, acceptance, tolerance, confidence, good communication, dialogue, and openness on ideas.

Previous Studies

Textor (2015) aimed to identify the educational partnership between educators and parents at kindergarten institutions. The study concluded that parents wait for high anticipations for their enrollment in the educational work at kindergartens. Bendt & Erler (2013) emphasized the importance of the internal design of kindergartens for the implementation of programs and activities that help the child’s growth at early stage. It also emphasized the importance of the provision of equipments to practice various activities at kindergartens. Taka, Land Kindergarten (2011) studied the way of coping with parents of children enrolled in kindergartens in order to identify the role of those parents in the provided services at kindergartens in Germany through identifying their attitudes toward the importance of cooperation between both parts; participation in activities, celebrations, festivals at kindergartens; in addition to the openness extent in dealing between both parts. The study concluded that there was a participation for parents in all kindergarten activities through the support of educational issues. Parents awareness of the big role of kindergartens was made apparent, too. Findings showed that there were organized mutual exchanges between teachers and parents regarding the priority of development and reinforcement among children, Taka, Land Kindergarten, Projekt, Zusammenarbeit mit Eltern, http://www.brk-taka-tuka-land.de/6.html. Gad (2011) aimed to identify the responsibility of child education between kindergarten and family. Findings showed the weak communication with the local community, the lack of trust and cooperation between the kindergarten and family by the local community. There was also a decline in community participation of families at kindergarten institutions, Kenaan (2007) concluded an apparent shortage in the process of teacher preparation such the inappropriateness of buildings and equipments and the lack of teaching aids and activity application centers. Mohammed (2006) aimed at identifying the actual reality of the efforts of non-governmental organizations in the education of children of special needs. It also aimed to
provide some proposals to develop these efforts in light of the experience of some countries. It also concluded the importance of non-governmental organizations in the care about and support of children of special needs. Masoud (2005) concluded the shortage of financial potentials, equipments, aids at kindergartens, kindergarten and classrooms overcrowding, the narrow spaces devoted for children whether inside or outside kindergarten, in addition to the lack of equipments.

In summary, the present study agrees with the previous studies with regard to the importance of community participation in the education of children. While it differs in its application as it was carried out on the kindergarten stage at Najran region in Saudi Arabia. Furthermore, it is different from those previous studies in the nature of the sample, time variation, and the way of activating the role of kindergarten institutions for the system of community participation at this critical stage of the human’s life.

Population and Sample

The population of the present study consisted of all kindergartens’ principals, teachers, and supervisors at Najran city in the second semester of the academic year 2014/2015. The sample consisted of (198) kindergartens’ principals, teachers, and supervisors. All were randomly selected from kindergartens at Najran city as indicated in table (1).

<table>
<thead>
<tr>
<th>Total number of public kindergarten in Najran city</th>
<th>Random sample withdrawn from the total number</th>
<th>Percentage of sample to population</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 kindergartens</td>
<td>16 kindergartens</td>
<td>50 %</td>
</tr>
</tbody>
</table>

Methodology and Instrument

The study follow the descriptive analytical approach that cares about the description of the actual context for the role of kindergarten institutions in the activation of community participation with other institution to improve the pre-school child education quality through data collecting, analysis, and expression qualitatively and quantitatively.

Instrument

Two questionnaires for participants were developed depending on these steps:

1. Comprehensive access and thorough revision of related literature (theoretical framework and previous studies).

2. Determination of the main study fields that might be included in the questionnaire.

3. Preparing the primary version of the questionnaire.

4. Making some crucial modifications in the questionnaire and producing it in its final version after presenting it to the arbitrators.

Reliability of the instrument

Table (2) shows the reliability significance of the questionnaire with regard to the role of kindergarten in the activation of community participation for the improvement of education and teaching quality at early childhood. Alpha- Cronbach correlation coefficients were used. Data from the whole sample were used.
Table 2: Alpha-Cronbach correlation for the questionnaire’s reliability

<table>
<thead>
<tr>
<th>Fields of the questionnaire</th>
<th>Reliability coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of kindergarten in the activation of community participation.</td>
<td>0.955</td>
</tr>
<tr>
<td>The role of kindergarten in meeting the needs of the community.</td>
<td>0.965</td>
</tr>
<tr>
<td>Obstacles facing kindergartens toward the activation of community participation.</td>
<td>0.952</td>
</tr>
<tr>
<td>Average reliability for the whole questionnaire</td>
<td>0.969</td>
</tr>
</tbody>
</table>

Table (2) indicates that Alpha-Cronbach values for the questionnaire’s internal consistency were very high which means that the study instrument has high reliability significance and fit for conducting the study.

Validity of the instrument

Content Validity

When checking the content of the used instrument, it was found that it involved, to a far extent the basic fields related to the topic of the study. It depended on studying the attitudes of a sample of kindergartens’ principals, teachers, and supervisors toward the role of kindergarten in the activation of community participation for the sake of improving the quality of the pre-school child education between the hope and expectations.

Arbitrators validity

To check the validity of the study instrument, all involved items were presented to a group of arbitrators of the professors at the college of education at Najran University and interested people in the study of quality at kindergarten institutions through the role of kindergartens in activating community participation. Some items were modified in light of their remarks. The procedures to calculate the coefficients of reliability, validity, internal consistency, and scale’s confidence might be indicators for the availability of the questionnaire’s appropriateness for the study.

Statistical Treatment

Since the study was descriptive, the researchers tried to vary in the statistical treatment method. They used SPSS program to convert non-parametric values (Yes- to some extent- no) (weak- moderate- high) to parametric ones that can be compared. The extent of the mean, standard deviation, and the practice degree were calculated. The mean that was (1 - 1.66) indicated low practice degree. The mean that was (1.67-2.32) indicated moderate practice degree The mean that was (2.33 – 3.00) indicated high practice degree. To answer the questions of the study, means and standard deviations for each item were calculated. $\chi^2$ was also calculated.

Findings

First: Findings related to the first question: What is the role of kindergarten institutions in the activation of community participation?

To answer this question, mean scores, standard deviations, and $\chi^2$ were extracted as indicated in table (3).
Table 3: means, standard deviations, expected practice degree and significance for study participants' evaluation of the role of kindergartens in community participation activation

<table>
<thead>
<tr>
<th>Participants’ evaluation of the role of kindergartens in community participation activation</th>
<th>Actual practice</th>
<th>Expected practice level</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. d.</td>
<td>Rank</td>
</tr>
<tr>
<td>Kindergarten announces how community institutions take part in the activities of teaching process development.</td>
<td>2.31</td>
<td>0.757</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten prepares data base about the community institutions’ potentials and experience.</td>
<td>2.24</td>
<td>0.693</td>
<td>6</td>
</tr>
<tr>
<td>Kindergarten’s website is used to aware community institutions about the importance of community participation.</td>
<td>2.11</td>
<td>0.743</td>
<td>10</td>
</tr>
<tr>
<td>Kindergarten works on the presence of community institutions in celebrations and participating actively in activities.</td>
<td>2.34</td>
<td>0.641</td>
<td>1</td>
</tr>
<tr>
<td>Kindergarten gets help from community institutions to solve the problems it faces.</td>
<td>2.24</td>
<td>0.743</td>
<td>6</td>
</tr>
<tr>
<td>Kindergarten allows the participation of community institutions in administrative aspects.</td>
<td>2.30</td>
<td>0.684</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten allows the participation of community institutions in technical aspects.</td>
<td>2.25</td>
<td>0.752</td>
<td>5</td>
</tr>
<tr>
<td>There is a team at kindergarten specialized in activating community participation with other community institutions.</td>
<td>2.28</td>
<td>0.899</td>
<td>4</td>
</tr>
<tr>
<td>Kindergarten prepares electronic data base about the qualifications and experience of participants from community institutions.</td>
<td>2.20</td>
<td>0.8318</td>
<td>7</td>
</tr>
<tr>
<td>Kindergarten gets help from specialists in community institutions to prepare and activate the professional development plan.</td>
<td>2.12</td>
<td>0.777</td>
<td>9</td>
</tr>
<tr>
<td>Kindergarten activates a training plan with the help of community institutions to support the development of its work.</td>
<td>2.06</td>
<td>0.843</td>
<td>11</td>
</tr>
<tr>
<td>Kindergarten guides community institutions to support its programs and activities.</td>
<td>2.16</td>
<td>0.809</td>
<td>8</td>
</tr>
<tr>
<td><strong>Average mean score of the field’s items</strong></td>
<td>2.22</td>
<td>0.764</td>
<td>-</td>
</tr>
</tbody>
</table>

Table (3) illustrates that weight mean scores for the responses of participants to the items of the first field ranged between (2.34 and 2.06) with a moderate degree. This indicates that the role of kindergarten institutions contributes to the activation of community participation in a moderate degree. The noticed role of kindergartens in activating community participation with other community institutions as perceived by kindergarten principals, teachers, and supervisors was clearly seen. This proves that these institutions adopt strategies that encourage and guarantee communication with community institutions. The item that stated “Kindergarten works on the presence of community institutions in celebrations and participating actively in activities” was in the first rank with a high mean score. In the second rank was the item that stated...
“Kindergarten announces how community institutions take part in the activities of teaching process development” mean scores were 2.34 and 2.31 for both items respectively. Other items were of moderate degree. In other words, participants’ evaluation for the items in the first field was positive. The present study asserts that kindergartens should prepare the suitable atmosphere for community institutions to activate community participation in various aspects inside kindergartens. This findings is in congruence with Tietze (2013) with regard to the consideration of educational quality to improve the teaching process through the development of self-learning system in light of educational work. Findings also reveal that participants’ evaluation of kindergarten in activating community participation was positive.

In summary, mean scores, standard deviations, and Chi² indicated that there were no statistically significant differences (α ≤ 0.01) among the responses of study participants toward the items “Kindergarten activates a training plan with the help of community institutions to support the development of its work” and “Kindergarten guides community institutions to support its programs and activities”. Differences were not significant. Therefore, kindergartens should pay attention to receive help from specialists, activate a training plan, and look for the help of other community institutions to support its programs and activities.

Second: Findings related to the second question: what is the role of kindergarten institutions in fulfilling the community needs related to these institutions to serve Najran region?

To answer this question, mean scores, standard deviations, the expected practice degree, and level of significance were extracted as indicated in table (4).

Table 4: means, standard deviations, expected practice degree and significance for study participants’ evaluation of the role of kindergartens in fulfilling community needs

<table>
<thead>
<tr>
<th>Participants’ evaluation of the role of kindergartens in fulfilling community needs</th>
<th>Actual practice</th>
<th>Expected practice level</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten involves family and local community in the development of the teaching process.</td>
<td>2.54</td>
<td>0.709</td>
<td>1</td>
</tr>
<tr>
<td>Kindergarten involves private societies and universities in the development of the teaching process.</td>
<td>2.35</td>
<td>0.765</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten activates resources of finance of community institutions to support the teaching process.</td>
<td>2.17</td>
<td>0.808</td>
<td>6</td>
</tr>
<tr>
<td>Kindergarten invests activities of various community institutions in improving child education.</td>
<td>2.22</td>
<td>0.814</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten gives the chance to community institutions to accompany the child during the school day in some occasions.</td>
<td>2.10</td>
<td>0.814</td>
<td>11</td>
</tr>
<tr>
<td>Kindergarten allows community institutions to take part in educational and recreational trips suitable for children.</td>
<td>2.09</td>
<td>0.819</td>
<td>12</td>
</tr>
<tr>
<td>Kindergarten benefits from community institutions regarding how to choose child teaching and learning styles.</td>
<td>1.95</td>
<td>0.811</td>
<td>18</td>
</tr>
<tr>
<td>Category</td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>Participants</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Kindergarten allows community institutions to support the library with suitable books.</td>
<td>1.99</td>
<td>0.790</td>
<td>17</td>
</tr>
<tr>
<td>Kindergarten allows community institutions to take part in the planning of educational policies according to certain plans.</td>
<td>2.13</td>
<td>0.788</td>
<td>9</td>
</tr>
<tr>
<td>Kindergarten employs its possible potentials such as playgrounds, library, … for the service of community institutions.</td>
<td>2.16</td>
<td>0.827</td>
<td>7</td>
</tr>
<tr>
<td>Kindergarten employs its website to provide guidance and developmental services for community institutions.</td>
<td>2.14</td>
<td>0.874</td>
<td>8</td>
</tr>
<tr>
<td>There are visits and experience exchanging for community participation with kindergarten institutions.</td>
<td>2.00</td>
<td>0.824</td>
<td>16</td>
</tr>
<tr>
<td>Kindergarten works on forming quality committees of community institutions to provide kindergarten with necessary support.</td>
<td>2.06</td>
<td>0.816</td>
<td>14</td>
</tr>
<tr>
<td>Kindergarten gives opportunity for the application of researches and studies that community institutions carry out for the support of child education.</td>
<td>2.18</td>
<td>0.798</td>
<td>5</td>
</tr>
<tr>
<td>Kindergarten works on giving the opportunity to organize seminars and cultural meetings for community institutions about child education.</td>
<td>2.11</td>
<td>0.781</td>
<td>10</td>
</tr>
<tr>
<td>Kindergarten guides community institutions about how to cope with children of special needs.</td>
<td>2.08</td>
<td>0.782</td>
<td>13</td>
</tr>
<tr>
<td>Kindergarten shows community institutions how to follow up child’s activities and works in the various educational aspects.</td>
<td>2.19</td>
<td>0.756</td>
<td>4</td>
</tr>
<tr>
<td>Kindergarten gives the opportunity to community institutions to offer incentives and rewards for children.</td>
<td>2.13</td>
<td>0.807</td>
<td>9</td>
</tr>
<tr>
<td>The halls number, spaces, and equipments fit the number of participants of community institutions.</td>
<td>2.13</td>
<td>0.758</td>
<td>9</td>
</tr>
<tr>
<td>There are spaces in the kindergarten yard that meet the needs of participants of community institutions.</td>
<td>2.02</td>
<td>776</td>
<td>15</td>
</tr>
<tr>
<td>There are equipped learning centers inside and outside halls to activate community participation with community institution.</td>
<td>2.11</td>
<td>0.804</td>
<td>10</td>
</tr>
<tr>
<td>There is an equipped library suitable for community participation with other community institutions.</td>
<td>2.14</td>
<td>0.799</td>
<td>8</td>
</tr>
<tr>
<td>Average mean score of the field’s items</td>
<td>2.14</td>
<td>0.796</td>
<td>-</td>
</tr>
</tbody>
</table>
Table (4) illustrates that mean scores of participants’ responses to the items of this field ranged between (2.54 and 1.95) with a moderate degree. This indicates that the role of kindergarten institutions contributes to the fulfillment of community needs in a moderate degree. This proves that these institutions activate, to some extent the role of families and local community in developing the teaching-learning process. The item that stated “Kindergarten involves family and local community in the development of the teaching process” was in the first rank with a high mean score. In the second rank was the item that stated “Kindergarten involves private societies and universities in the development of the teaching process.” Mean scores were 2.54 and 2.35 for both items respectively. Other items were of moderate degree. In other words, participants’ evaluation for the items in the first field was positive. This finding is in congruence with Masoud (2005) with regard to the necessity of the provision of financial potential, equipments, and teaching aids at kindergartens.

In summary, mean scores, standard deviations, and Chi$^2$ indicated that there were statistically significant differences ($\alpha \leq 0.01$) among the responses of study participants toward the items of this field. This indicates the moderate degree of these items and their low effect on the convictions of study sample of kindergarten principals, teachers, and supervisors toward the role of kindergartens in fulfilling the community needs especially those related to guiding community institutions on how to cope with children of special needs. In addition to the benefit of community institutions with regard to how to choose the teaching and learning styles suitable for children and the involvement of families and local community in developing teaching-learning process.

Findings also show that “Kindergarten employs its possible potentials such as playgrounds, library, …. for the service of community institutions. This result agrees with what Etman ((2004) has found regarding the necessity of considering the kindergarten’s buildings design to involve the halls and equipped library with the teaching aids to suit the appropriate teaching of kindergarten children.

Third: Findings related to the third question: what are the obstacles that face kindergarten institutions in the field of community participation?

To answer this question, mean scores, standard deviations, the expected practice degree, and level of significance were extracted as indicated in table (5).

Table 5: means, standard deviations, expected practice degree and significance for study participants’ evaluation of the obstacles that face kindergartens in the field of community participation

<table>
<thead>
<tr>
<th>Participants’ evaluation of the role of kindergartens in fulfilling community needs</th>
<th>Actual practice</th>
<th>Expected practice level</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak communication between kindergarten and other community institutions.</td>
<td>2.20</td>
<td>0.824</td>
<td>2</td>
</tr>
<tr>
<td>Lack of awareness of community institutions of the importance of kindergartens in shaping the child’s personality.</td>
<td>2.10</td>
<td>0.830</td>
<td>6</td>
</tr>
<tr>
<td>Unconstructive criticism to kindergartens from community institutions.</td>
<td>2.02</td>
<td>0.808</td>
<td>7</td>
</tr>
<tr>
<td>Lack of clarity of the responsibilities of community institutions’ participation for</td>
<td>2.16</td>
<td>0.810</td>
<td>3</td>
</tr>
</tbody>
</table>

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Table (5) illustrates that mean scores of participants’ responses to the items of this field ranged between (2.23 and 2.02) with a moderate degree. This indicates that the role of kindergarten institutions faces problems that affect the activation of community participation. The item that stated “Kindergarten’s lack of regulations and laws governing the work with community institutions” was in the first rank with a moderate mean score. In the second rank was the item that stated “Weak communication between kindergarten and other community institutions”. Mean scores were (2.23) and (2.20) for both items respectively. Other items were of moderate degree.

In summary, mean scores, standard deviations, and Chi² indicated that there were no statistically significant differences (α ≤ 0.01) among the responses of study participants toward the items of this field. This indicates that those items were not significant for study participants. Therefore, it is important for kindergarten institutions to try to fulfill the community needs related to the awareness of community institutions of the importance of kindergartens in shaping the child’s personality and the application of laws and regulations that contribute to community participation achievement.

Fourth: findings related to the fourth question related to the proposals to activate community participation of kindergarten institutions with other community institutions to improve the quality of the pre-school child’s education.

To answer this question, an open question was administered to kindergarten principals, teachers, and supervisors about how to activate community participation of kindergarten with other community institutions. Findings revealed a variation in the responses of study participants regarding the contribution to the activation of this role of kindergartens. Responses of participants were stemmed out of the reality kindergartens live in the present time. Those responses were very important and will help the researchers to put forward a perception to activate the kindergartens’ participation with other community institutions.

Responses of activating community participation t kindergarten were as follows:

- Activate training courses about how families cope with their children.
- Ask for the help of specialists in kindergarten environment to activate community participation.
- Allow community institutions to visit kindergartens.
- Exchange benefits and roles between kindergarten and parents to promote the children’s level. This finding agrees with what Textor (2015) has mentioned regarding the fact that parents anticipate the provision of health and educational care in addition to support and consultancy in case of wrong directing their child. Countries of European Union, through their educational policies encourage the support of parents and cooperation between teachers and parents for the benefit of children.
• Involve community institutions in the recreational and educational trips appropriate for the child.
• Exchange visits and experiences with community institutions in addition to offering incentives and rewards.
• Organize recreational, educational, and awareness programs about the importance of the participation of community institutions with kindergarten.
• Hold seminars and cultural meetings with community institutions to support the kindergarten.
• Communicate with community institutions for the development of children's capabilities.
• The provision of educational and entertainment devices for the child.
• The clarity of the responsibilities of community institutions for kindergarten.
• The application of laws that contribute to community participation.
• Interest in cooperative and collective work that affects positively the education of the child.

In light of what has the study sample reported, it is clear that there is a need to pay attention to the requirements of community participation to establish a supportive partnership for the kindergarten.

Conclusions

Through this study, it was possible to achieve a set of results and conclusions as follows:

1. The study showed that the role of kindergarten institutions in activating community participation with the community institutions was moderate.
2. The study revealed the existence of awareness to a certain extent among community institutions regarding the importance of cooperative work and its impact in kindergarten child education.
3. The study showed the poor coordination between kindergarten and community institutions to meet the requirements of the local community.
4. The study confirmed the active role of kindergarten to strengthening the concept of community participation because of its advantages for the child as it allows the discovery of the child's abilities, potentials and his talents development, taking into account the evolution of the child's development.
5. The field study showed the positive role of the study sample to activate the community participation in various aspects both related to activating the training session, visits, field trips or the provision of appropriate equipments for kindergarten.
6. The study showed positive attitudes for the study sample towards activating the role of the family in the process of communication, cooperation and participation for the interest of the child at this critical stage.
7. The study showed participants’ conviction of the need to provide the requirements of participation of society institutions’ cooperation through cooperative teamwork to meet the needs and capabilities of the child at this early age.

Through the results of the study, it is clear that activation of community participation in kindergarten requires paying attention to the following aspects:

1. Raise the quality of kindergarten institutions through connecting community participation of the institution with the quality of administration to put its performance plan, objectives and required quality levels.
2. Set the foundations and criteria to determine the extent of kindergarten institutions quality in the field of community participation compared with specific criteria that is agreed on.

Fifth: Findings related to the fifth question of: What is the future perception proposed for activating the role of kindergarten institutions for community participation to improve the quality of education for pre-school children?
First: aims of the Perception

1. Have a clear vision of the role of kindergarten institutions in activating the concept of community participation and patterns that can be carried out with the community institutions.
2. Increase the qualitative efficiency of education in kindergarten institutions to help the improvement of the quality of education for pre-school children.
3. The participation of community institutions in the promotion of kindergarten institutions in light of the economic and social changes in our societies.
4. the activation of community participation of kindergarten with community institutions lead to the prevalence of positive attitudes among children towards kindergarten.

Second: Proposals to Activate Community Participation Related to Social Aspects:

1. The need to connect kindergartens with community institutions such as school, family, and kindergarten teachers preparation programs in order to activate the community participation in a positive way.
2. The need to connect kindergartens with municipal councils, so that community institution can actively participate, as they are related to municipal councils in many ways.
3. The need to strengthen cooperation between kindergarten and family as parents a main segment in the educational process in kindergarten. They take part in the promotion of kindergarten through their proposals and participation in concerts, programs and trips. Parents feel thrilled while they actively participate in the upbringing and education of their children.
4. The need for openness of kindergarten to all community institutions that provide all services for families and children through openness to the local community and strengthening links between them and community institutions.

Third: Proposals to activate community participation through the media (for community awareness of the importance of kindergarten):

1. The development of teamwork opportunities in kindergarten. Community institutions must be encouraged to develop their motivation toward teamwork and instilling a spirit of cooperation.
2. The development of community awareness of the importance of cooperative work in kindergarten. Cooperative Work between kindergarten and community institutions helps to achieve an integrated growth of the child.
3. Developing the awareness of community participation objectives in kindergarten through raising community awareness level of the importance and the reality of early childhood care and development and the coordination of community institutions’ efforts to develop early childhood development within the framework of joint work.
4. The need to address illiteracy among members of the community so as to help educate parents on the role of kindergartens in community development.
5. Raising awareness of the importance of kindergartens’ obstacles and problems in order to avoid the negative effects and problems facing the kindergarten.
6. The need for all segments of society to identify the role of community participation to strengthen kindergarten institutions.

Fourth: Proposals to activate the community participation related to the physical potentials

1. The need to strengthen the organs of community participation for educational activities in the kindergarten. Franz (2012) believes in the need to empower children with the help of families of sensory experiences, taking into account their different needs at the movement places, places of safety and security, a place for movement, and places for social interaction to fit children’s
tendencies and needs.

2. The contribution of bodies and institutions in bridging the shortage of equipment and facilities in kindergartens. Kindergartens’ buildings in Germany were established for children from 3-6 years old which is a period for enrollment in kindergarten. The buildings are equipped with furniture suitable for the child’s development and designed in a way that attracts children and families together. They are completely separate from all basic education schools that allow children to enjoy their time being spent in the kindergarten throughout the whole day, where we see the aesthetic design of the building allows the child to move freely amid groups whether playing inside the kindergarten or in kindergarten garden depending on the nature of the atmosphere. There is enough spaces for all children, about 2.5 meters. The room is good in ventilation, lightening and the entry of the sun. The furniture is available and appropriate for activities.

3. The need to provide kindergartens with necessary furniture and equipment. Von der Beek (2010) recommended the availability of entrances, corridors, halls, places for parents and community institutions, places to hang children’s clothing, restaurants for children, spaces for movement, a theater, workshops and other facilities in design and equipment of the kindergarten building. Germanic kindergartens reject the principle of coercion, cruelty and violence. They focus on the principle of flexibility, creativity, innovation and comprehensiveness while giving freedom to the child self-learning in addition to establishing the principle of independence, and positive participation with other community institutions.

4. Follow-up kindergartens’ building to accommodate children at an early age as there is a large number of children in preschool age in queues. new buildings that will be established to meet the requirements of the community to enroll their children must account for required criteria and be separated from the basic education schools. Programs that allow the child to learn through activities and play must be implemented. They should be designed as a villa as well as in Germany to attract the child, parents, and other community institutions. The child needs to be treated and learn in an educational environment dominated by a family atmosphere full of security and tranquility. German states have adopted educational plans in the field of early childhood, where the play is of the most important activities practiced by the child. Play interest him and then raises his thinking. It pays the child to experiment, discover, and search. It also allows him to increase his self-confidence and be free from fears, expands his imagination, and contributes a vital role to the formation of his personality.

Fifth: Proposals to activate the community participation related to coordination aspects:

5. Strengthen teamwork in kindergarten.
6. Provide flexibility in the implementation of regulations and laws in kindergarten institutions. This finding of study is consistent with the findings of Huthmacher (2005) regarding the need to provide a flexible framework to guide the implementation of educational programs and quality requirements in kindergarten institutions.
7. Positive activation of parents’ councils in the promotion of kindergartens.
8. Held seminars, workshops and activities that can be attended by jurists and members of Shura (consultancy) Council to look at the importance of activating community participation in kindergarten.

Sixth: proposals to activate the community participation related to development aspects:

1. Sensitize people responsible for planning, supervision and implementation of the role of kindergartens in community participation.
2. The need for the participation of kindergarten institutions in community development.
3. Cooperation between kindergarten and bodies concerned with educating and caring for the family and the child.
4. Cooperation between kindergarten and local planning bodies.

Recommendations

In light of the findings of the present study concerning the role of kindergartens in the activation of community participation with other community institutions to improve the quality of kindergarten education for children, the following recommendations and proposals can be put forward:

1. The Ministry of Education in Saudi Arabia should develop kindergarten stage through educational integration among the government education institutions, the family, and community for a better education with a high quality. The involvement of community institutions in the programs and activities of kindergartens supports the positive relationship to improve the quality of teaching and learning outcomes in early childhood.

2. Raise the efficiency of those in charge of activating community participation in kindergarten institutions by training and educating them in this aspect.

3. The need to involve the local community to participate in the construction of kindergartens. These institutions should be under the supervision of the General Administration of kindergartens at the Ministry of Education, as in Germany, where community institutions are involved in the construction of kindergartens. But everyone is under the supervision of the state.

4. Conduct studies concerned with the disclosure of the effectiveness of community participation in merged kindergarten institutions, because of their importance in the integration of children with special needs with their normal peers.

5. Benefit from the expertise of the developed countries in supporting and encouraging community participation in kindergartens. For example, German experience in supporting the participation of community institution, especially the family in the process of communication and cooperation with the kindergarten, and try to benefit from them in a way that fits the circumstances and potentials of Saudi society and culture.

6. Direct the results of this study to those in charge of kindergartens’ management at the Ministry of Education to determine the extent of education quality improvement and children care through the activation of community participation of kindergarten with other community institutions.

References


Kindergarten St. Franziskus. Katholische Kirchengemeinde St. Antonius, Lohne, Germany.


