

ملخص الدراسة باللغة الإنجليزية



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“The Effectiveness of a Program For Developing Economic Concepts and its Relation to Life Skills For Kindergarten Children in light of National Standards For Kindergarten”

A Thesis Statement Submitted by

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**in Partial Fulfillment of the Requirements for PhD degree in Education
(Kindergarten)**

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2013

Research Summary

Introduction:

Individual's character is shaped during the early years of childhood. And what is cultivated during such an early stage is hard to modify or change. This interprets the reason behind how important is childhood for society, the interest that should be directed to it and the special care with different developmental aspects of children.

So, the state pays significant interest to early years represented in kindergarten stage. The state, represented by the ministry of education, seeks to develop curricula and programs of kindergarten to suit children and their needs as well as keep up with developments of modern society.

The ministry of education, in collaboration with experts and professors of child education, has set national standards for kindergarten in Egypt. The standards include experiences and aspects that could be acquired by children in such a stage. It needs applied programs to achieve the most benefits out of these standards for children.

The current study has dealt with a significant aspect of curriculum content i.e. economic concepts, in order to design an integrated program based on the indicators of those concepts as stated in the document of the National Standards for Kindergarten. Economy is important in children's life and those around them as it has a great effect on other aspects. The world as a whole is affected by economy; and many researches have been directed to

develop economic aspects of society and studying its effects on different life aspects of people, institutions and the state.

Child is part of society; he can see, hear and live all changes around him and interact with it both inside and outside family context. He has the right to be aware from early years with society and events in a suitable way for his development. So, there should be a great interest in economic concepts for preschoolers, especially that children's buying behaviors mostly reflect a lack of awareness with money values, buying, shopping skills and the best way for getting the most out of everything around him; transferring him to a productive individual whatever the simplicity of his capabilities.

From the preceding discussion comes the problem of current research.

Research Problem:

The research problem is that preschool children need to acquire and develop some economic conceptions. This point was clear in the observed behaviors of children as well as the scarcity of literature about economic concepts of children. Additionally, children are unable to value money; they cannot appropriately identify how to spend money as reflected in their buying behavior. Study problem can be stated through the following questions:

Research Questions:

- 1- How effective is the program for acquiring economic concepts for kindergarten children?

- 2- What are the economic concepts that can be acquired and developed for kindergarten children?
- 3- How economic concepts are related to life skills of kindergarten children?
- 4- What is the suggested program for acquiring economic concepts for kindergarten children in light of the National Standards for Kindergarten?

Significance of Study:

Study is significant in:

- 1- Identify the economic concepts that can be developed for kindergarten children in light of the National Standards for Kindergarten.
- 2- Study the effect of such concepts on some life skills of kindergarten children.
- 3- Identify economic concepts that kindergarten children already have.
- 4- Employ economic concepts in children life skills.
- 5- Guide teachers and parents to the significance of children acquisition for some economic concepts that affects their life behaviors.

Aims of Study:

- 1- Identify suitable economic concepts for kindergarten children.
- 2- Acquire some economic concepts for children.

3- Modify some life behaviors of children.

4- Evaluate the effectiveness of the program in developing economic concepts.

Study Methodology:

The researcher in current study used the experimental method to identify how effective is the program for developing economic concepts of children and its relation to life skills.

Study Sample:

Sample consists of 60 children of Wiseness Language School Kindergarten. They were between 4-5 years old and were chosen randomly. Sample was divided to:

An experimental group of 30 male/female children.

A control group of 30 male/female children.

Study Tools:

The researcher used the following tools:

1- A Pictorial Index for Economic Concepts Of Children- prepared by the researcher.

2- A Word Index For Children Life Skills- prepared by the researcher.

3- A program for developing economic concepts of children and its relation to kindergarten children life skills- prepared by the researcher.

Hypotheses:

1- There are statistically significant differences between mean degrees of children in both the experimental and control groups in post measurement of Economic Concept Index For Kindergarten Children in favor of the experimental group.

2- There are statistically significant differences between mean degrees of children in the experimental group in both pre and post measurements of Economic Concept Index for Kindergarten Children in favor of the post measurement.

3- There are no statistically significant differences between mean degrees of children in the control group in both pre and post measurements of Economic Concept Index For Kindergarten Children.

4- There are statistically significant differences between mean degrees of children in both the experimental and control groups in post measurement of Life Skills Index For Kindergarten Children in favor of the experimental group.

5- There are statistically significant differences between mean degrees of children in the experimental group in both pre and post measurements of Life Skills Index For Kindergarten Children in favor of the post measurement.

6- There are no statistically significant differences between mean degrees of children in the control group in both pre and post measurements of Life Skills Index For Kindergarten Children.

Study Procedures:

- 1- Reviewing the literature about economic concepts or one of it and life skills; in addition to reviewing the document of the National Standards for Kindergarten in Egypt.
- 2- Preparing a pictorial index for the following economic concepts (goods and services- money value- buying and selling consumption rationalization- professions and businesses).
- 3- Preparing a Word Index For Life Skills related to economic concepts (shopping- saving).
- 4- Preparing a program with the aim of developing economic concepts. The program consists of daily integrated activities presented to children both inside and outside activity room.
- 5- Tools arbitration by a group of specialized professors.
- 6- Dividing the sample into two groups (experimental and control groups) in the kindergarten after getting the required consents from kindergarten administration.
- 7- Applying the pictorial and word indices on children in both groups as a pre application.
- 8- Applying the activity program for developing economic concept for children on the experimental group.
- 9- Re-applying the pictorial and word indices on children in both groups (experimental and control groups) as a post application.

- 10- Data collection and statistical analysis.
- 11- Verify hypotheses, questions answering, and findings discussion.

Study Findings:

Findings have shown that children of the experimental group improved after applying the program of developing economic concepts. The program included certain educational goals to develop the concepts related to life skills; with special attention to children characteristics in light of their age, tendencies and skills. It follows a significant improvement in life skills related to economic concepts. The improvement was clear in daily behaviors of children; and the follow-up and communication with parents as well as their participation in observing their children behaviors in different life situations.

On the other hand, findings have proved a significant stability in the control group of children in developing economic concepts and life skills, as the control group did not expose to the integrated program.

Recommendations:

In light of the findings, researcher presents some recommendations as follow:

- 1- There should be an interest in children programs presented in kindergartens in light of children needs.
- 2- There should be an interest in the programs of developing economic concepts of preschool children.

- 3- Family- kindergarten collaboration in identifying the goals of programs and activities; the best ways of applying them with children.
- 4- Emphasizing the included domains in the document of National Standards for Kindergarten.
- 5- Activating children roles in our daily life activities to acquire them self-confidence and decision making.

Suggested Research:

As a result of study, I suggest researching the following fields:

- 1- Develop economic concepts of preschoolers.
- 2- Awareness programs for parents about the importance of economic concepts for kindergarten children.
- 3- Effects of economic concepts development on forming positive characteristics in kindergarten.
- 4- The relationship between parenting styles and the development of some life skills for kindergarten children.
- 5- The relationship between socio-economic standards of families and economic concepts development for kindergarten children.

Abstract

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Title: “Effectiveness of a Program For Developing Some Economic Concepts and Relationship To Life Skills of Kindergarten Children in Light of National Standards for Kindergarten”.

Submitted for: Educational Sciences Department- Faculty of Kindergarten- Cairo University.

Scientific Degree: PhD of philosophy in education (Kindergarten).

Abstract:

The current research aimed at developing some economic concepts and the life skills related to them, through integrated activities program in light of the document of National Standards for Kindergarten that included economic concepts as curriculum content. Sample consisted of 60 children divided into an experimental and control groups of 30 male/female children in each.

The experimental method was used. Tools included a pictorial Index for economic concepts of children- prepared by the researcher, word Index for children life skills and a program for economic concepts development for children and relationship to life skills of kindergarten children. All tools were prepared by the researcher.

Measures were applied on the experimental and control groups before applying the program. The experimental group was exposed to the program for 3 months, then post applying of the measures on both the experimental and control groups.

Statistical analysis of data proved a significant improvement in the children economic concepts development and related life skills for the experimental group that was exposed to the integrated program.

Study recommended activating children’s role in daily life activities, and training them on decision-making.

Additionally, study recommended the interest in the National Standards for kindergarten, preparing programs for developing the included concepts in the standards document.

Keywords:

Economic Concepts

Life Skills

National Standards for Kindergarten