

A Proposed Vision for a Program to Develop some Leadership Skills among Early Childhood Children in the Kingdom of Saudi Arabia

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ABSTRACT

The study aimed to build a program to develop some leadership skills among early childhood students, and to achieve the objectives of the study, the researcher used the experimental approach, and the study sample consisted of 30 girls in early childhood in Makkah Al-Mukarramah.

The study used the following tools:

- 1- The subject of the experimental treatment, which is represented in the proposed program for the development of some leadership skills.
- 2- Illustrated Leadership Skills Scale.

Results :

The possibility of developing leadership skills for early childhood through effective programs that provide an active learning environment that takes into account the tendencies, interests, characteristics and abilities of children in this age group.

Where there were statistically significant differences at the level of significance of 0.01 between the mean scores of the students of the research group in the pre and post measurements, in each of the illustrated leadership skills scale, as well as in the observation card, in favor of the students' degrees in the post measurements.

Keywords: Leadership Skills, Early Childhood, Children.

Introduction :

The early childhood stage is one of the most important stages in a person's life. At this stage, the child's capabilities grow, his talents bloom, and he is able to influence, shape, and direct.

-Education experts agree that the first years of a child's life are the most important years in the formation and shaping of his personality, as it is a fundamental and fundamental stage in which the foundations of education are settled and the other stages of growth that follow are built on it. During these years it remains inherent to him in his future life.

-The period that the child spends at this stage is the optimal period for learning and acquiring various skills, given that he is characterized by curiosity and experimentation and enjoys repeating any new work he does until he is able to practice it perfectly and succeed in it.

Therefore, we see that caring for the child's upbringing and developing his skills at this stage is a duty and a necessity, especially if these skills are among the important functional and life skills that affect his life as well as his future.

And in view of the general features and development trends in the field of child education, we find that there are many ideas and directives that are now imposing themselves on the educational arena, including the functional life skills of the child; That is, those skills that can accrue to the learner after acquiring them for benefit in his life as an individual and as a member of society, so that skills should not be seen as an end in themselves, but rather as a means to achieve a further end for the learner; they serve as mechanisms for continuous learning, and in transferring the impact of learning to Other new life situations.

Hence the need to pay attention to discovering the leadership tendency of the child and working on its development to prepare a generation capable of steadfastness in facing challenges, and possesses the necessary qualifications to preserve his identity and the identity of his nation, as leadership in children if it is developed and worked on refining it bears positive fruits In the child, leadership is a life skill that should be developed, and it is a form of social organization that is essential.

Some educators now argue that leadership in the twenty-first century should include more education, training and participation. (Peter D. Reed, 2005, 22)

Giving children the opportunity to practice driving skills in natural situations is the most effective way to enhance these skills for them (Hess, 2010, 40).

Positive communication with others, the ability to persuade, manage dialogue and also help him realize himself, and increase his self-confidence, as well as the ability to bear responsibility, self-reliance, decision-making, and the ability to correctly judge things. (Hassan Shehata, 2011, 158)

And since the development of skills is a logical and essential matter in the early educational stages of the child, as the level of these skills increases in composition and complexity in the following stages, which means a double effort in learning these skills, so these skills must be developed early in order to prepare the children well for

their lives. Therefore, attention must be paid to leadership skills and providing each learner with them so that he can face the challenges that characterize this era, successful coexistence, flexibility and success in personal life.

And due to the importance of leadership skills, many studies have recommended, including (Hess, 2010), cellto, 2011, (Gallick, 2009) and other studies that emphasized the need to pay attention to the development of leadership skills among children and the importance of giving them enough opportunity to practice them. Through effective actions, practices and activities in which the child has a prominent role, under the supervision and guidance of the teacher, as it is the most appropriate way to develop these skills for them.

The study Problem :

Despite the importance of leadership skills and the need to include them in educational programs at the early childhood stage, the current reality indicates that there are deficiencies in the current programs offered to early childhood students.

Where the researcher reviewed these programs and analyzed the content of their topics, it was concluded that leadership skills were not addressed sufficiently and in the appropriate depth that is consistent with their importance and did not impose themselves, and the teachers in their practices of the current programs do not pay attention to this matter.

Which made the researcher aware of conducting this study, out of a sense of the importance of leadership skills as one of the basic skills in planting the seeds of good citizenship in the child and helping him to form a critical mentality and the ability to deal with others and influence them and to make decisions and take responsibility. In addition, adopting these skills in our curricula would help instill self-confidence, ambition, high determination, and appreciation of the feelings of others, which are among the qualities that we seek to achieve in the context of human development in the light of the Kingdom's Vision 2030.

Therefore, the task of the current research is to answer the following main question:

How can a proposed vision be developed for a program aimed at developing some leadership skills among children of early childhood in the Kingdom of Saudi Arabia?

The following sub-questions were derived from this question:

- 1- What are the leadership skills that can be developed for early childhood students?
- 2- What is the proposed scenario for a program aimed at developing some leadership skills among early childhood students?
- 3- What is the effectiveness of the proposed program in achieving its objectives?

Aims of the study :

- 1- Determine the leadership skills that can be developed in early childhood children.
- 2- Building a proposed program aimed at developing leadership skills for children of early childhood.
- 3- Identifying the effectiveness of the proposed program in achieving its goals in developing children's leadership skills.

The importance of studying :

- * This study comes in line with recent trends that call for the need to pay attention to the development of functional life skills of the child, the most important of which is leadership skills.
- * This study benefits the planners and implementers of early childhood programs in the possibility of benefiting from the proposed program for developing leadership skills.

The borders of the study :

The study adhered to the following limits:

- 1- Time limits: The study was applied during the first semester of the year 1443-1444 AH.
2022-2023 AD.
- 2- Spatial boundaries: The current study was applied in the sixth and tenth kindergarten in western Makkah Al-Mukarramah.
- 4- Objective limits: developing some leadership skills.
- 5- Human limits: The study sample was limited to a sample of k.g2 children in the sixth and tenth kindergartens in Makkah Al-Mukarramah, the number of which was () students.

Study assignment:

There are statistically significant differences at the level (0.01) between the mean scores of the sample members in the pre and post applications on the illustrated leadership skills scale, in favor of the post application.

Terminology of study :

- 1- **The program:** an integrated educational system that includes a set of organized educational experiences, activities and tasks based on an active learning strategy that aims to develop the child's leadership skills in the early childhood stage.
- 2- **Skill:** It is anything that an individual learns and performs easily, accurately, and easily. This performance may be mental or muscular.
As he defined it (Atef Saeed, Muhammad Jassim, 101, 2008).
It is the ability to perform a specific work easily. This skill may be mental, such as decision-making, or analysis, and it may be a motor skill, such as drawing maps, writing, or reading.

Leadership : 3-

(Tariq Abdel Raouf, Ihab Issa, 2013, 11) defined it as the process of directing and influencing the behavior of others in order to achieve a specific goal.

As defined by the researcher procedurally:

A set of abilities that a child learns through practice and training until it becomes a behavioral habit for him through which he influences his peers and directs them towards achieving their goals.

Theoretical framework and previous studies:

This part of the study deals with a presentation of the concept of leadership, its characteristics, its most important skills, and the characteristics of leadership among children.

Leadership :

Leadership is a process that aims to influence the behavior of individuals and coordinate their efforts to achieve certain goals.

Therefore, leadership is about directing individuals to move in the right direction, obtaining their commitment, and motivating them to achieve their goals.

Therefore, the leader is defined as the person who uses his influence, skills, and power to influence the behavior and attitudes of individuals to achieve goals. (Suhaila Abbas, 2004, 18)

Working with the group requires a leader who works to help it achieve its goals, improve interaction and maintain its cohesion.

Therefore, leadership is a social role played by the individual during his interaction with the members of the group.

In this way, leadership can be defined as "a behavioral process carried out by an individual with the aim of influencing his ideas and the behavior of group members and directing them towards common goals. (Nabil Al-Zahar, 2005, 113)

Leadership as a skill is a process acquired through training and practice, and at the same time it is an innate behavior or an innate talent possessed by a group of people, so the person who has the innate readiness for leadership may shine more and be more distinguished when this talent is refined by training, practice and learning.()

Leadership appears in childhood during the practice of teamwork, and this was confirmed by the study of Lisa Bohlin (Bohlin, 2013), which indicates that organizational and social leadership and control appear through the child's play with his peers. In this collective atmosphere, children can use their skills in dealing with social situations. diversified as well as in problem-solving,

These children also enjoy self-confidence, the ability to assume responsibility, cooperation, and the ability to adapt to new situations. (Samah Zahran, 213, 2006)

And Shaughnessy and Karines (Shaughnessy and Karines, 2004) confirm that children's leaders share some characteristics and traits, but each child is unique in his leadership traits and his practice of leadership while performing activities, and perhaps the most important common traits are enthusiasm, self-confidence, and the

ability to communicate with others. Take responsibility, the ability to persuade, presence (charisma).

And by looking at some of the literature, studies and research that dealt with the characteristics of leadership in children, such as (Lambert, 2012), (Samar Awra, 1999), (Bohlin, 2003), (Suzanne Al-Khalil, 2014), it is clear that there are major parameters that can be agreed upon. The necessity of being available in the behavior of the child leader, which is:

- *Intelligence and scientific excellence in the sense of the ability to learn.
- * The ability to manage oneself.
- * Strong personality influencing others.
- * The ability to set and know goals.
- * The ability to help others.
- * The ability to express and communicate with others
- * Ambitious, high energy and activity.

Self-confidence without arrogance.

charisma (presence)

- *Take responsibility .
- * The ability to persuade and manage the group.
- * Initiative, enthusiasm and speed of achievement.
- * Unification of positions, as it unites the positions of others, composes them, and brings them together towards one goal.
- * The ability to choose and make decisions.

And due to the importance of developing leadership skills among children, many studies have paid attention to this, including:

- A study (Hana Salem, 2005), which focused on developing some leadership skills, the most important of which are good listening, daring, dealing with others, and fluency of the tongue.

As well as a study (Ghaidaa Al-Jabali, 2011), which focused on developing some leadership skills as well, such as problem-solving, communication skills, planning skill, and decision-making skill.

As for the study (Fahla Kahwaji, Kholoud Al-Hamidi, 2015), it focused on developing leadership behavior skills in the kindergarten curriculum for the skill of decision-making, initiative, and taking responsibility. As for the study (Hess, 2010), it focused on developing initiative skills, collaborative work, and dealing with others, and the skill of presentation, presentation and communication of ideas to others.

As for the study (Sumaya Al-Shater, 2015), it focused on developing the skills of the ability to communicate with others, and mental ability such as intelligence and decision-making.

In the light of the foregoing, the importance of developing children's leadership skills becomes clear, because the child's success in life depends to a large extent on the skills and experiences he possesses. Hence, leadership skills are important for the child to achieve success and continue in life efficiently and effectively.

Study procedures:

First, study methodology: The current study used a semi-experimental design to test the effectiveness of the proposed program in developing some leadership skills among early childhood children, using the one-group experimental design and pre- and post-measurement.

Second: the study population and sample:

Study population: All children of the early childhood stage, K.g2 level, in Makkah Al-Mukarramah.

Study sample: An intentional sample was chosen from K.g2 level children in Kindergarten Six and Kindergarten Ten (west of Makkah). The sample consisted of (30) girls.

Third, study tools:

- Preparing a list of leadership skills suitable for early childhood. The researcher prepared a list through the following:

- * Reviewing the literature and studies related to leadership skills.
- * Studying the characteristics of children's development for early childhood.
- * Preparing a tentative list of some leadership skills that can be developed in early childhood children.
- * Presenting the list to a group of arbitrators specialized in early childhood curricula and teaching methods, and some early childhood supervisors, and amending the list according to the opinions of the arbitrators.
- * Reaching the final list of some leadership skills suitable for early childhood, which included the following main skills (communication skill with others - planning skill - negotiation skill - persuasion skill - initiative skill - choice and decision-making skill - skill of dealing with others - problem-solving skill)
- * Preparing the proposed scenario for the proposed program (experimental treatment material):

The researcher prepared the proposed vision for the program, according to the following steps:

1- Determining the main objective of the program: The program aims to develop some leadership skills among children of the early childhood stage, level k.g2.

2- Determine the general principles of the proposed program:

The program has been prepared based on the following foundations and pillars:

- * Final characteristics of early childhood children.
- * The nature of Saudi society, its customs, traditions and Islamic values.

3- Determine the philosophy of the proposed program:

The proposed program is based in its general philosophy on the following:

- * The importance of leadership skills and the need to include them in early childhood programs.
- * It is an educational program based on activities, as it is the entrance to activities that gives the child the opportunity to work and practice leadership skills.

- * Linking the activities of the program with the purposeful content organized through the program, which makes teaching leadership skills an effective education characterized by excitement and fun.
- * The current program stems from calls for the need to include leadership skills in early childhood programmes.

Determine the general objectives of the program:

- 1- Explain to the child the meaning of the following concepts:
Communication - planning - negotiation - persuasion - initiative - decision making - dealing with others - problem solving.
- 2- The child describes his role as a leader.
- 3- To distinguish between listening and speaking skills.
- 4- To deduce attitudes that indicate positive dealings with others.
- 5- The child should practice communication skills with others.
- 6- That the child acquires the ability to express his opinion and respect it.
- 7- That the child acquire the skill of negotiation.
- 8- The child should play a number of kinetic games that develop his decision-making skill.
- 9- That the child deduces the meaning of initiative.
- 10- The child acquires the skill of persuasion.
- 11- That the child acquire the initiative skill.
- 12 - Developing a positive attitude towards leadership.
- 13- Developing a positive attitude towards dealing with others.
- 14- Developing the ability to think and solve problems in different ways.

9- Setting the proposed program:

To ensure the validity of the program in terms of objectives, content, and teaching procedures, and its relationship to the skills to be developed for children, it was presented to a group of arbitrators specialized in curricula and teaching methods and a group of female supervisors, then the researcher made the required modifications in the light of the opinions of the referees, and thus the program became ready for implementation.

Preparing the Illustrated Leadership Skills Scale: The researcher conducted a leadership skills scale for early childhood children, according to the following steps:

- *Determine the purpose of the scale.
- *Determine the sub-skills to be measured.
- * Building the illustrated scale.
- *Adjusting the scale by presenting it to the arbitrators.
- * Exploratory experience of the scale to calculate:

- The time of application of the scale by calculating the average of the times taken by the verbs on the questions of the scale, and the time was 30 minutes.
 - The internal validity of the scale by finding correlation coefficients between the degree of each dimension of the dimensions that make up the scale and the total score of the scale. The correlation coefficient of the main dimensions that make up the scale may range between (0.097) and (0.099), which are stability coefficients that can be trusted.
- The stability coefficient of the scale using Cronbach's alpha method was (0.72), which is an acceptable degree that confirms the consistency of the scale.

Procedures for applying the study experiment:

After preparing the study tools and making sure of their validity and reliability, and after the study sample was selected, the researcher followed the following steps (experimental treatment):

- 1- The pre-execution of the study tool (Illustrated Leadership Skills Scale).
- 2- Applying the program to the study sample. During the application, the researcher noticed the following:

- * Children's interest in work, discussion and participation in the activities of the program, which received a great interest from them.
- * Children's cooperation while planning group work and distributing tasks and roles during the practice and implementation of program activities.
- * The interest of the parents of the children participating in the program for what the children are doing and their inquiries about the new things that their children are doing.
- * The kindergarten principal expressed her surprise at the change in the behavior of the children of the study sample to the better, and she also expressed her admiration for what the children did during the implementation of one of the program's lessons, beautifying the classroom and the school library.

- 3- The post-application of the study tool (the illustrated leadership skills scale) after completing the application of the program on the study sample, and then the post-application of the illustrated leadership skills scale on the children of the study sample.

The researcher emphasized that each child exerts maximum effort in trying to answer the questions of the illustrated scale, then the researcher corrected and monitored the children's scores in preparation for statistical treatment, and compared the two execution

(pre-post) for the study sample, and then discussed these results in the light of the study's questions and hypotheses.

Study results and discussion:

This part of the study deals with the results reached in this study and discusses these results in light of the questions and time of the study.

Results of the first question:

The text of the first question is: What are the leadership skills that can be developed in early childhood children?

To answer this question, a list of appropriate leadership skills has been prepared.

For early childhood children, the number of dimensions and components of the list in its final form has reached (8) skills, which are as follows:

- 1- The skill of communicating with others.
- 2- Planning skill.
- 3- Negotiation skill.
- 4- The skill of persuasion.
- 5- Initiative skill.
- 6- The skill of choice and decision-making.
- 7- The skill of dealing with others.
- 8- Problem-solving skill.

Results of the second question:

The text of the second question is: What is the suggested scenario for a program that aims to develop some leadership skills among early childhood children?

In order to answer the question, a proposed program has been prepared in the light of the previously prepared list of skills. When building the program, the developmental characteristics of the child in the early childhood stage were taken into account, as well as the integration and comprehensiveness of the program's activities.

Results of the third question:

The text of the third question is: What is the effectiveness of the proposed program in developing leadership skills for early childhood children?

To answer this question, as well as verify the validity of the hypothesis that there are statistically significant differences at the level (0.01) between the mean scores of the study sample in the pre and post implements on the illustrated leadership skills scale, and its sub-dimensions, in favor of the post implement.

The (T-test) tests were used in order to reveal the significance of the statistical differences between the mean scores of the study sample on the pre and post measurements on the leadership skills scale illustrated.

Table (1)

The results of the t-test for the independent sample to reveal the significance of the statistical differences between the mean scores of the pre-post implement of the illustrated driving skills scale.

effect	Statistical significance :	T value	degrees of freedom	deviation	average	N	Implement	the tool
0,215	0,001	48,938	29	1,176 0,727	4,83 15,566	30 – 30	pre Post	Leadership skills scale

It is clear from the previous table that there are statistically significant differences (0.01) between the means of the pre and post measurements of the study group on the total score of the illustrated leadership skills scale, in favor of the post measurement.

Where the calculated value of (T) was (48,928), and the arithmetic mean of the scores of the tribal scale was (4,83), while the arithmetic mean of the scores of the post scale was (15,566), which indicates the effectiveness of the proposed program in developing leadership skills among the children of the study sample.

- In order to reveal the effectiveness of the proposed program in developing leadership skills, the effect size was calculated, as the value of the effect size in the scale as a whole was (0.215), which is a high value indicating that the differences indicate that the statistically significant differences between the two applications, pre and post, were not born. Coincidences, but rather attributed to the proposed program, which confirms its effectiveness in developing leadership skills among early childhood children

These results are attributed to the use of appropriate and varied educational activities that address all the child's senses and suit his abilities, tendencies, and developmental characteristics. The reasons for the effectiveness of the program can be summarized as follows:

- * The focus of the program on easy driving skills that are simple and suitable for the child.
- * The program, with its various activities, helped build a clear and correct idea of leadership skills and how to train and practice them in practice.

* The leadership skills included in the program will help solve the child's problems with his peers, bring them closer to performance, and reduce conflicts between them. The use of the role-playing method, discussion and dialogue, and the use of stories included in the program helped to convince the children of the usefulness of these leadership skills and simplified their practice. It also encouraged them to interact and participate positively.

The results of this study agree with many studies, including the study of (Hess, 2010), the study of (Sumaya Al-Shatt, 2015) and (Ghaida Al-Jabali) and other studies in emphasizing the possibility of teaching leadership skills to children through appropriate programs.

Study recommendations:

In light of the results of the current study, the researcher recommends the following:

- 1- Include teaching leadership skills to the child in the early childhood curricula in the Kingdom of Saudi Arabia.
- 2- Conceiving a clear conceptual map that includes the main concepts of leadership, its skills, methods and strategies for its development in early childhood curricula.
- 3- Providing training courses for early childhood teachers to train them on how to develop children's leadership skills.

Suggestions:

During the course of conducting this study, the researcher felt that the educational field needed to conduct more studies as follows:

- 1- Conducting a study on the effect of animation on the development of leadership concepts and skills among early childhood children.
- 2- Conducting a study on the degree of practice of kindergarten teachers to develop leadership skills among children and their attitudes towards the use of personally prepared educational programs in developing these skills.

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