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The Role of the Kindergarten Building in Providing a Supportive Environment for Developing Economic Concepts Among Children from the Teachers' Point of View

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Abstract

The study aimed to identify the impact of kindergarten buildings in providing a supportive environment for the development of economic concepts among kindergarten children. The study population and sample consisted of (109) kindergarten teachers in the city of Najran in the Kingdom of Saudi Arabia, who were randomly selected from government kindergarten institutions. The study was conducted during the second semester of the academic year (2024/2025). The descriptive analytical approach was used, as the study included a questionnaire directed at kindergarten teachers to determine the impact of kindergarten buildings in providing a supportive environment for the development of economic concepts among children. The questionnaire included (8) paragraphs related to the role of kindergarten building in providing a supportive environment for the development of children's economic concepts. The researchers used the theoretical framework, previous studies, and specialized experience in the field of child education to develop the study tools. The results were processed using the SPSS statistical program, and the study reached the following conclusions: The educational building in kindergartens plays a positive and effective role in providing a supportive environment for developing economic concepts among children, from the perspective of kindergarten teachers largely in general. The study also reached some proposals and visions for developing appropriate capabilities and equipment in kindergartens to provide a supportive environment for developing economic concepts among kindergarten children.

Keywords: Economic Concepts, Supportive Environment, Kindergarten Children, Kindergarten Buildings.

Introduction

Developing the child's economic concepts in the early stage is considered one of the necessary needs in the kindergarten stage to enhance the culture of saving, consumption, saving, knowing priorities, and choosing the type of spending and acquisitions required. Therefore, it is necessary to provide capabilities and equipment in kindergarten buildings to provide the child with economic concepts that help him in his daily life, and to develop concepts. Economic education is necessary to gain it for the kindergarten child, as there is an economic relationship for the child in society and the environment in which he lives with others. These concepts can be developed by learning to spend and rationalize energy consumption, such as electrical energy,

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which is involved in all daily aspects and uses of life. The child deals with many of its tools. Such as radio, television, and lamps, and introducing the child to the importance and role of electricity in daily life.

The study by Etman and Al-Hazmi emphasized the importance of using the educational computer to teach children different concepts, as the use of the computer contributes to developing the child's skills activities and increases the process of social interaction between the child, his peers, and adults in the environment in which he lives. (Etman & Hazmi ,2015).

The kindergarten building itself can be much more than just a functional and well-designed institution that meets future educational needs. Rather, it should meet the development of economic concepts in the child. Rethinking economic concepts is necessary. Economic concepts are a set of information and facts in the field of economics that are compatible with the capabilities of the kindergarten. The child is the result of his experiences related to the economy, rationalizing consumption, and dealing with money.

The child begins to know the concept of money when he begins to learn to speak, and his understanding of the value of money increases at the age of kindergarten, including understanding the process of exchange and purchase. Accordingly, he can understand the process of exchange, and here begins the process of economic education, such as training him to buy, training him to calculate, and training him to save, and then Train him to spend money not only directly through random spending, but also not to be careful to constantly turn off the lights in unused places, and not to rationalize the consumption of electricity, gas, or water, as well as to waste money on tools in the kindergarten. All of this means additional expenses and a waste of money. We must preserve where we need it in daily transactions and with others in the environment in which we live.

Kindergarten building is an essential component of economic behaviors and the development of economic concepts for the child, and some kindergarten institutions suffer from many behaviors that do not provide the child with economic culture or even the needs of the labor market. Has he not learned how to market his ideas in buying and selling? How does he negotiate when buying and selling? How can he be trained to be a leader with an economic vision? A child may finish kindergarten and not learn the minimum economic needs in his life. Then he encounters a difficult and painful reality in his life. Therefore, the learning period in kindergarten should be a period of productive education, in which the child acquires economic concepts and uses them. In an easy way in his future life.

Another study by Etman confirmed that free play helps direct children towards using activities and directing them to them, which greatly develops children's skills, including learning economic concepts through playing with peers, teaching the development of the child's abilities, learning responsibility and interacting with peers and adults. (Etman, 2024).

Kindergarten buildings and developing economic concepts for kindergarten children with the vision of the Kingdom of Saudi Arabia 2030

The kindergarten stage has received great attention and support from various community institutions. Many educators, led by the German Friedrich Froebel, have called for the importance of children playing and the importance of providing green spaces and gardens for children is learning in the early stage. Thus, many of the thinkers and educators who came after him followed his philosophy and approach. (Al-Yateem, 2013). UNESCO has emphasized the importance of a suitable kindergarten building in which all learning centers, educational

facilities, equipment and activities are available for a child to learn in kindergarten and develop his skills and various concepts, including economic concepts (Kindergarten Teacher's Guide, UNESCO, 2006). (Also, the presence of educational corners and learning centers in the activity room and kindergarten, which contain various games and activities that help the child acquire different concepts, different knowledge and skills, and ways of self-learning, is an educational necessity (Muhammad, 2015).

Many specialized scientific studies have concluded the necessity of early access to knowledge and development of economic concepts for children, and for kindergarten institutions to teach them and provide them with the economic role and development of economic concepts (Munir, 2011, and Hammoud's study, 2010), and this is consistent with the vision of the Kingdom of Saudi Arabia 2030, which was confirmed (Saudi Vision 2030 builds a prosperous economy in which everyone enjoys multiple opportunities for success, by providing a supportive work environment for small, medium and large companies, and investing in education in preparation for the jobs of the future, to provide a prosperous future for everyone in the Kingdom).

Kindergarten buildings are a great support in raising children, as through them the child needs a space to play, and play is the essence of the educational process, because movement and activity are the functional entrance to the world of childhood. The more active the child is, the more opportunities there are for his growth and the acquisition of many educational experiences. At this stage, the child is characterized by a tendency to move and play, and to create experiences in the things around him; This is because the world is new to him, so he tends to understand it through personal experience, and through this play he gains experience and skill, and becomes more confident in himself, and more reassured about his environment. In addition, we find that the child enjoys the movement activities and equipment in the buildings as part of his play alone or in a group, but without knowing that at the same time it develops his first experiences (Al-Sayed, 2025).

Educators emphasize that the location of the kindergarten should be far from dangers, such as places of pollution and disturbance from factories and plants, and highways; and at the same time, it should be close to the children's places of residence, to make them feel reassured and safe (Al-Yateem, 2013)., The truth is that the child's social upbringing has an effective impact on determining the patterns of his economic decision-making. This will only be achieved through awareness and a sound and clear understanding of economic values. This depends on the type of information, habits and trends that have been formed and rooted in him since childhood through daily practices.

The Study Problem:

Scientific studies specialized in early childhood indicate the necessity of equipping kindergarten buildings with appropriate equipment to provide a supportive environment for the development of the economic concepts of the kindergarten child. This includes that early childhood institutions have appropriate equipment such as the school cafeteria and the necessity of accustoming children to buying, selling, and dealing with peers, as well as providing learning activities. Buying, selling, and classification, as the early years are considered necessary for developing economic concepts because they later affect the rest of the subsequent stages. The first years of a child's life are considered among the most important stages of life and the most influential on a person's future. It is a formative stage in which the foundations of his personality are laid, and he acquires his habits and patterns. His different behavior. He is also exposed to experiences, relationships and interactions that have an impact on his future trends. The

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kindergarten is a small community in which the child lives a normal life closer to home life, and practices various activities that help him understand how to buy, sell, save, etc. The child is also given opportunities to form sound and healthy habits. Mental and social. In addition to gaining multiple experiences and different expertise (Etman, 2014). In a previous study, Etman discussed the importance of equipment in the kindergarten building, including the necessity of having a computer, as it increases the child's learning motivation through sound, movement, and stimulating attention. It also provides the child with useful opportunities to learn economic concepts through buying and selling, and the computer makes the child participate in it. Teamwork, research, explore, try, increase his self-confidence, and become fearless (Etman, 2015). Paying attention to raising a child in kindergarten requires providing appropriate equipment, a suitable place, and a prepared educational environment that contributes to the development of economic concepts and various aspects of his development. The presence of a kindergarten building equipped with appropriate facilities for children's learning according to their abilities and needs and the development of their skills and comprehensive growth is considered one of the goals and elements of the developed developmental curriculum in the early stage., The results of the exploratory study conducted by the researchers indicated agreement among teachers in kindergartens on the need to develop economic concepts by providing a supportive and stimulating educational environment for children at this early stage. The exploratory study was conducted on 20 teachers, and there was agreement among the teachers on developing children's economic concepts by providing resources and equipment and providing diverse educational activities for children at this early stage., The problem is also evident through the researchers' review of studies and research related to economic education and the development of economic concepts. They noted a lack of interest in developing economic concepts at this early stage of a child's life. Considering this stage as a stage for shaping the concepts and skills that shape economic behavior and lay the foundations for children's economic education in light of Saudi Arabia's Vision 2030, it has not received sufficient research attention. We need to raise an economically aware generation to build a bright future for our children.

Therefore, the study problem can be formulated in the following main question

What is the role of kindergarten buildings in providing a supportive environment for developing economic concepts among kindergarten children, from the teachers' perspective?

Objectives of the Study

- Identifying the reality of educational buildings in kindergarten institutions in developing economic concepts in children.
- Determining the level of dimensions of child development in early childhood economic concepts.
- Directing the attention of curriculum developers to the importance of including economic education dimensions in early childhood curricula.

The Importance of Studying

The importance of the current study comes from considering that the buildings of kindergarten institutions are among the environments that support the development of economic concepts for the kindergarten child in terms of providing the necessary equipment, capabilities and facilities for raising, teaching and caring for the child in this early stage, in addition to providing

educational proposals on how to develop the child's economic concepts in the early stage and develop Economic concepts for the kindergarten child so that he can deal at an early age with an economic mentality through the processes of buying, selling, saving, developing rationalization of consumption, and trying to intensify efforts that allow kindergarten participation with the family to develop economic concepts and its great impact on raising the kindergarten child. Understanding and knowing economic concepts is an important and key point for the future of children, as children have ideas and information about the economy represented by buying, selling, saving, and other concepts (Ibrahim, 2014). This study helps kindergartens in developing economic concepts in kindergarten children, as many interested people can in early childhood, benefiting from the results of this study in planning for development and providing children with economic concepts in early childhood.

- Raising the awareness of those responsible for raising children about the importance of economic education for children in early childhood.

Study Justifications:

- Describing practical practices for developing economic concepts for kindergarten children.
- Identifying teachers' attitudes towards the process of evaluating the building in kindergarten and its role in developing the child's economic concepts in the early stage, as well as educating children about economic concepts through buying, selling and saving activities, as the success of learning and teaching economic concepts to the kindergarten child depends on the ability, skill and extent of the kindergarten teacher. The attention that the child receives in terms of guidance and education at this early and critical stage of the child's life.

The Limits of the Study

The Limits of the Study Are as Follows:

Objective limit: Kindergarten educational buildings and their role in providing a supportive environment for the development of economic concepts for kindergarten children from the point of view of kindergarten teachers.

Spatial limits: Najran city, Kingdom of Saudi Arabia

Time limits: Second semester 2024-2025

Human limits: Kindergarten teachers in the city of Najran

Terminology of Study:

Role:

A role is defined as a set of organizational expectations associated with a particular social position and performed by an individual within a social system. (Parsons, T. 1951).

Kindergarten:

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines kindergarten as: "The pre-primary stage of education, provided to children, usually between the ages of 3 and 6, with the aim of developing their personality and basic skills in a structured educational environment." (UNESCO, 2006).

Economic Concepts:

Economic concepts are basic terms and ideas used to understand and explain economic phenomena, such as production, consumption, distribution, supply and demand, scarcity, and opportunity cost. Samuelson, P. A., Nordhaus, W. D. (2010)

Previous Studies

- Al-Salim's (2023) study revealed the role of stories in developing economic concepts among kindergarten children. By revealing the role of stories in developing the concept of: (rationalizing consumption, saving, spending) among kindergarten children, the study used the descriptive approach, where the study tool was a questionnaire consisting of (24) items distributed over (3) axes of economic concepts, The basic study sample consisted of (110) kindergarten teachers in public and private kindergartens. The results indicated that the overall degree of the role of stories in developing economic concepts among kindergarten children was very high. Considering these results, the study recommended the necessity of using the story method in developing economic concepts for kindergarten children, as well as recommending holding training courses for kindergarten teachers to train on the use of the story method.

- Muhammad's (2015) study found the importance of corners, play, and educational activities in the corners as an indicator of raising the level of national belonging among kindergarten children and learning skills. The sample consisted of (65) children (males and females), who were distributed into two groups, the first experimental and the second control, where they have traditional toys, and without learning corners in the classroom. The results showed that the experimental group outperformed the control group in the level of national belonging, because of the availability of equipped educational corners in the activity room that help in the learning process for the child at this early age.

- Al-Qazzaz's (2014) study showed the reality of the physical environment of primary schools in the Gaza Governorate in Palestine, from the point of view of female teachers. This is to identify the needs of these schools and then work to develop them according to international quality standards, as well as to identify the impact of some variables such as the type of school, the entity supervising it, and the educational district in which each school is located. The study sample consisted of (600) male and female teachers, and to achieve Objectives of the study: The study applied a questionnaire, which was divided into three axes (location, building, facilities and equipment). The study also used an interview tool, and the results concluded that the variable of school gender, the spaces available in the school, and the location had no effect on the questionnaire items. On the other hand, the supervising authority variable had an impact and statistical significance in favor of schools supervised by the Ministry of Education, and the educational region variable was statistically significant in favor of the Khan Yunis region in Palestine.

- The study by Abdulrahman Qutb et al. (2024) aimed to explore the effectiveness of a program in contemporary economics in developing economic concepts among students of technological universities. To achieve this, the researcher presented an educational material consisting of (6) educational modules on contemporary economic concepts, titled: Principles of Economics, Sustainable Development, Green Economy, Knowledge Economy, Renewable Energy, and Economic Feasibility Study. The research experiment was implemented over a period of six weeks, with one week for each module. The research tools included an achievement test to measure the level of economic concepts among students of technological universities. The

research group consisted of (30) fourth-year students at the University of Technology in Beni Suef, first semester 2023/2024. A pre-achievement test was administered, followed by teaching the students the topics of the proposed economic program, followed by a post-achievement test. After correcting the test, recording the results, and processing them statistically, the study concluded that there was a statistically significant difference between the average scores of the students in the experimental group in the pre- and post-tests.

- The study (Al-Rawi Taie, 1990) aimed to identify economic education among primary school children. The current research revolves around how to teach children to rationalize their consumption and prepare them to become productive individuals. Economic education refers to education that helps individuals improve consumption patterns, develop economic awareness, and provide them with productive work skills that help them increase production. The field study here attempts to identify economic education among primary school students through the following aspects:

The child's knowledge of the family's source of money.1

The child's knowledge of its own source of money.2

The child's knowledge of the prices of their belongings.3

The researcher designed a survey of primary school students on these aspects, and administered it to a sample of 600 primary school students distributed across urban and rural areas in Sohag. Through the study, the researcher concluded that there is a type of economic education among primary school students, represented by The presence of a degree of economic knowledge among students regarding (the family's source of money, the child's source of money, and the prices of some personal items), in addition to the presence of some attitudes among students toward personal spending and saving. In light of these results, the researcher presented a set of recommendations for developing economic education among students, including.

1- Accustoming students to practicing some manual and craft work in school so that they gain respect for work.

2- Instilling in students sound economic attitudes toward spending and consumption.

Forming correct attitudes among students toward saving and saving

- The study (Ali, 2021) aimed to identify the effectiveness of a multi-activity program to develop some dimensions of economic education for the child in early childhood, in light of the economic objectives of Egypt's 2030 Vision. The study was conducted on a sample of (50) male and female kindergarten children (KG2), with (25) in the experimental group and (25) in the control group. A survey was conducted for teachers to determine the appropriate dimensions of economic education for the child. The researcher used a quasi-experimental approach, and a graduated scale was developed to measure the dimensions of economic education for the child in early childhood as a tool for collecting research data. The dimensions of economic education that are to be developed in children were identified as (awareness of the digital economy, encouraging local production, enhancing individual savings and investment, borrowing when necessary, spending flexibility, distinguishing between what is permissible and what is forbidden, and appreciating the value of knowledge for a successful economy). The research results demonstrated the effectiveness of the multi-activity program in developing the dimensions of economic education, and the researcher recommended the necessity of including the dimensions of economic education in early childhood curricula.

Commentary on Previous Studies:

The current study agrees with Al-Salem's (2023) study on the development of children's economic concepts in the early stages. Al-Salem's (2023) study addressed the role of stories in developing economic concepts among kindergarten children, while the current study addresses the role of kindergarten buildings in providing a supportive environment for developing economic concepts among children in the early childhood stage. The current study focused on designing tools that included a questionnaire for kindergarten teachers and used a descriptive and analytical approach. The current study also distinguishes itself by asking kindergarten teachers about how to provide a supportive environment for developing economic concepts among children. Al-Qazzaz's (2014) study addressed the reality of the physical environment of schools and agrees with the current study on the importance of providing the necessary material resources for developing concepts. The current study differs in its approach to developing economic concepts by providing a supportive environment for development among children, as well as in its use of a descriptive approach and reaching the targeted results of this study.

Study Population and Sample:

The study population consisted of kindergarten teachers in kindergarten institutions in the city of Najran. The study was implemented during the Second semester of the academic year 2024/2025, and consisted of a random sample of kindergarten teachers, numbering (109) teachers.

Study Approach:

The study followed the descriptive-analytical approach, which focuses on collecting accurate scientific descriptions of the phenomenon under study, describing the current reality and its interpretations, identifying common practices, and determining the opinions, beliefs, and trends of individuals and groups, as well as the ways in which they grow and develop. It also aims to study the relationships between various phenomena (Abdul Hafeez, 2000), p. 84. This is achieved by evaluating kindergarten teachers' ability to develop economic concepts and their role in providing a supportive environment for kindergarten children.

Study Tools:

The researchers developed the study tools (questionnaire) after reviewing the related information and relevant studies. Based on the information available to the researchers, they prepared the questionnaire in its final form. It consisted of (8) paragraphs, and consideration was given to its suitability when constructing the questionnaire. Since the study was descriptive, the researcher attempted to diversify statistical processing methods. He used the SPSS program to convert non-parametric values (yes - no) into comparable parametric values. He calculated the range of the arithmetic mean, standard deviation, and degree of practice. It was found that the range of the mean from 1 to 1.66 represents poor practice. The mean from 1.67 to 2.32 represents average practice, while the mean from 2.33 to 3 represents high practice. To answer the study questions, the arithmetic means, and standard deviations were calculated for each paragraph of the scale, and percentages were extracted.

Stability of Study Tools:

| | | | |
|------------------------------|-----------------|------------------------|-------------------------|
| Aspects of the questionnaire | Number of items | Number of participants | Reliability coefficient |
|------------------------------|-----------------|------------------------|-------------------------|

| | | | |
|---|---|-----------------------|-----------------------|
| | | Kindergarten teachers | Kindergarten teachers |
| The role of the kindergarten building in providing a supportive environment for developing economic concepts in children from the teachers' point of view | 8 | 109 | 0.848 |

Table (1)

shows the significance of the stability of the study tool (kindergarten teachers' questionnaire) about evaluating the kindergarten building in developing kindergarten children's economic concepts. Cronbach's alpha coefficient was used. Data was obtained from the total sample. The following are the stability coefficients:

Table one above shows that values of Alpha- Cronbach indicate a high degree of internal consistency, which, in turn proves that the scale contains high degrees of reliability significance.

Statistical Treatment

Since the study was descriptive, the researcher tried to vary in the ways of statistical treatments. He used SPSS program to change non- parametric values (yes- no) into parametric ones that could be compared. He worked out the mean's range and the practice degree. For example, the practice whose mean ranged from 1.00 – 1.66 was described weak, the practice whose mean ranged from 1.67- 2.32 was considered moderate, whereas the practice whose mean was between 2.33 and 3.00 was classified very strong. Finally, to answer the questions of the study mean scores, percentages, and standard deviations for all items of the study scale were worked out separately.

Results of the Study

| The Role of Kindergarten Buildings in Providing a Supportive Environment for Developing Children's Economic Concepts from the Teachers' Perspective | Responses of kindergarten teachers (N.=109) | | |
|---|---|-------|----------------------|
| | Mean | Std. | Rank Practice degree |
| 1. The kindergarten has the necessary equipment and facilities to conduct activities that develop children's economic concepts. | 2.66 | 0.915 | high |
| 2. The teacher facilitates activities that develop children's economic concepts. | 1.88 | 0.845 | Moderate |
| 3. The kindergarten provides a learning environment rich in activities and experiences for children to practice economic education. | 2.73 | 0.864 | High |
| 4. Teachers help children understand the basics of economics in a simplified and age-appropriate manner. | 2.70 | 0.976 | High |
| 5. Teachers use organized play and activities to teach children the value of money, how to spend it, save it, and exchange it. | 2.79 | 0.892 | High |
| 6. Teachers provide children with economic | 1.87 | 0.889 | Moderate |

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| | | | |
|--|------|-------|------|
| concepts that emphasize the importance of work, production, and rational consumption. | | | |
| 7. Teachers work to develop economic concepts by teaching children how to preserve property. | 2.36 | 0.928 | High |
| 8. Teachers work to provide children with skills for cooperation and participation in various economic activities. | 2.85 | 0.946 | High |

Table 2

means and standard deviations of the Role of Kindergarten Buildings in Providing a Supportive Environment for Developing Children's Economic Concepts from the Teachers' Perspective

Looking at Table (2), we find that the weighted arithmetic means of the sample members' responses to the items in this area range from medium to large. This indicates that kindergarten buildings play an important and necessary role in providing a supportive environment for developing economic concepts in children at an early stage. Many of the survey questions' answers received a high degree of verification, meaning that kindergarten buildings in Najran are fully equipped with activities and material capabilities that contribute to developing economic concepts in kindergarten children. The remaining answers were given at varying degrees of arithmetic averages., The teachers' response to the statement, "Teachers work to provide children with skills for cooperation and participation in various economic activities," received a very high rating, with a high mean score of 2.85 with a standard deviation of 0.946. This indicates the teachers' awareness of how to develop children's economic concepts by providing them with skills for cooperation and participation in various economic activities.

This study is consistent with the findings of (Etman, 2024) , The study (Ali, 2021) that kindergarten buildings are supportive environments for children in many areas, especially with regard to developing children's economic concepts at this early stage, in terms of providing an environment equipped with the necessary equipment and facilities to implement activities that develop children's economic concepts, and providing a place where children acquire the skills of cooperation and participation in various economic activities, as well as creating a safe and supportive environment for their healthy psychological, emotional and cognitive development, and providing appropriate capabilities for teachers in terms of providing toys and organized activities to teach children the value of money, and how to spend it, save it and exchange it.

Conclusions:

Considering the results of the current study, findings were obtained that are useful for developing kindergarten buildings in a manner consistent with the upbringing, education, and care of kindergarten children to develop various economic concepts at this early stage. Among the findings of the study are:

- Kindergarten buildings are equipped and active with activities that include developing children's economic concepts.
- The study demonstrated kindergarten teachers' awareness of the importance of kindergarten buildings in developing children's economic concepts.
- The study confirmed the effective role of kindergarten buildings, from the teachers' perspective, in promoting the value of saving and rationalizing consumption among kindergarten children,

given their positive benefits for children by considering their growth and development.

- The results of the study revealed the positive role of kindergarten buildings in providing an appropriate environment for the positive development of economic concepts.

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