

Full Length Research Paper

Kindergarten teachers' trends towards the employment of creative drama in kindergarten child education

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Abstract

This study aimed to identify the kindergarten teachers' trends towards the employment of creative drama in kindergarten child education in Zarqa, Jordan, and the research samples consisted of (151) teachers, descriptive approach was used, the study revealed the following results: Trends of kindergarten teachers about employing creative drama strategy in kindergarten child education were positive . There were no statistically significant differences at the level of significance ($\alpha =0.05$) in teachers' trends towards the use of creative drama attributed to the educational qualification variable, and that there were no statistically significant differences at the level of significance ($\alpha =0.05$) in teachers' trends towards the use of creative drama attributed to the experience, and based on the findings of this study, the study recommended a focus in the use of modern teaching methods, including the creative drama, and involve teachers in courses about the importance of creative drama and how it is used in the educational process.

Keywords: Trends, kindergarten teachers, creative drama.

INTRODUCTION

Drama activities are one of entrances that increase the learning environment, especially in kindergarten, so the drama used in the field of child education and training , and has been helped the shifting to active learning and learning through experience and practice, Thus the drama has become one of the most important methods of raising a child, and more suitable for the Performing Arts tendencies of children, and provide them with positive behaviors, and help them to understand the many different values and concepts in many life situations.

Therefore, the essence of drama is based on the learners make stories from their imagination, and give them full freedom in the acting, and the preparation of the theatre, and the preparation of the drama of clothing, masks and other tools supplies; through the use of what is available with some of the materials and tools are not expensive, which the learner can made it from local environment around him (Abu al-Khair, 1998). For that reason various dramatic activities provide the learner a

great deal of freedom and opportunities to learn through trial and error, as it does not specify a specific answer, but leave the learner a opportunity to analyze , think , imagine and find as he want, therefore it is one of the most appropriate activities that can be used in kindergarten; because they are based on the principle that each learner is able to participate if they feel appreciated for his abilities and his self confidence.

And the trend has three components: an emotional component determines the individual's sense on the subject of the trend, cognitive component determines what an individual knows about this subject, and the behavior component determines the tendency of the individual to act according to a certain pattern of behavior (Bader, 2002) In the teachers' attitudes towards the use of drama, psychological barriers play a role in the success of the role of drama in education, where they prefers old traditional methods of learning and educating due to they are familiar to use it and their sense of the

difficulty of change, as well as their belief that the use of drama increases the burden on each and every one of them (Melhem, 2002) the drama word from Greek origin , where it was derived from the verb (drao or Dromenon) and transferred to the Arab pronounce, its mean I'm doing, or thing in effect, and thus it carries the meaning of the act and work, and it has evolved in the present era to come out of the traditional scope to various fields, perhaps the most important Education and learning, for this the psychologists and educators realized that children performing automatically act dramatic termed dramatic play, which caused them to use this phenomenon in child-caring and education and the drama at the present time is an effective way of mass education are used for different activities centered in acting activity; to unite the child with a certain role, and in a certain position, depending on the experience and the ability of children for specified educational purpose (Farrag, 2008)said the Researchers have differed to determine a definition of creative drama and (Hussain, 2010) define it: a form of children's play with a dramatic environment, which is an extension to play delusional, but the difference between creative drama and playing delusional are that creative drama codified and noticed for the researchers , it aims to help the child to the proper growth and satisfy the psychological and social needs from caring his creative abilities and develop his imagination, until greater depth in the arts of drama, and this is done through a fun performance that prevails in this kind of dramatic play.

Hashim (2010) define it: the type of traditional drama is directed to the participants children by commander to imagine and perform humanitarian expertise, it suitable for all ages as well, where the commander directing children to discover and develop the expression of feelings ideas and concepts their dramatic performances it help them to innovate a dialogue and the events using the elements of the drama from innovation and understanding and imagining.

Creative drama based on a set of characteristics that make it particularly important so it is characterized by the following:

1- Absence of a text; because the children are the ones who innovate texts from their imagination without written texts , may be the idea is completely from their imagination, or is derived from their life, or from one of the short stories.

2- Absence of technical tools; that the normal theatre need it like lighting and stage effects and the platform, but use what is available _ tools and furniture within their reach.

3- Absence of audience; the audience members here is the group that they enjoy and savor and criticize and participate in the work (Youssef 2006).

The creative drama is the most important activities is used in kindergarten, has become a necessity of development of the child as well as a tool of modern

education, which depends on the capabilities of creation and innovation and encourage individuality and originality development through active participation of the child's active participation, it speak to mind and conscience of the child and develop the linguistic concepts, and it Grow his dictionary of linguistic and cultural, social and scientific concepts have deep seated in their minds and its impact on their behavior, as well as provide children with the experiences and important skills , and many experiences explained throughout the world that the drama as a way of educational successful operation with positive results for the teacher and the learner.

In a study submitted by (Gaudart, 1990), which aimed to reveal the effectiveness of using drama to teach English as a second language in the education of Malaysia, where he use different types of events drama, such as: language games (playing roles, improvisation, simulation) to confirm listening and speaking skills, the study concluded that the drama techniques are very useful in developing the talents of children paying their attention and stimulate their creativity, the study recommended the need to train teachers to use drama techniques.

In the same study Hashim mentioned (2010) that, through the use of drama games grow the children ability to develop language and their creative abilities, problem solving, social harmony and understanding values, principles and the development of a positive concept about self, and this emphasis on the role of drama in the educational process and (American Association For the Advancement of Science) presented a long vision of educational reform , where it confirmed that the drama is one of the important in the field of early childhood education scientific methods, and this is what called also by the third regional conference for Arab children (2006) that the drama educational Integrated Approach helps to learn the concepts and the cognitive and the development of self confidence and independence, and learn social roles and cooperation skills , and acceptance of others and direct the child's needs , and make the child expresses the ideas and inner feelings that cannot be expressed in the traditional attitudes.

Thus, the drama has evolved so that not only using it in the fields of arts , but entered into the teaching curriculum effectively as an artistic medium works to raise and show the skills and abilities of the child, through playing roles and integrate into the characters, and the embodiment of dramatic situations; to reveal his thoughts and opinions, and there are many studies that revealed the impact of the drama in the educational process, some of the studies, it has dealt with the impact of the drama on the results and trends, and in different subjects were conducted Ghoul (1997) study aimed to detect the effect of the use of drama in the acquisition of the tenth grade to some technical education concepts students and keeping it, and the results showed statistically significant differences in favor of the experimental group that studied

using drama, while Mufadi (2000) pointed to the effect of using drama to increase the results of the ninth grade students to some Islamic education concepts, and the results showed superiority of the drama method on the traditional method of education and Fuman (2000) study confirmed that. His study entitled support drama in Early childhood education where the study aimed to highlight the importance of using drama in the education of children, and came to the need for attention using creative drama as a source of the child learning, and the results also showed that the use of drama in the classroom develop social interaction skills, the skills of critical thinking through what is offered from a variety of activities, in addition to the possibility of using an educational tool in the development of children, and consistent with this opinion Fernsler study (2003) which aimed to investigate the effect of using the method of drama in the results of third-grade students in social studies in the United States, and the study results to the presence of statistically significant differences for the experimental group, which I learned a way of drama on the achievement test prepared for this purpose compare to the group that learned the traditional way.

In order to recognize the creative drama in the educational process for kindergarten teachers, study conducted to Lyon (2005 Yun,) in Taiwan by conducting a personal interview with four teachers, the study findings to demonstrate the efficiency of qualified teachers educationally to provide various concepts and skills related to educational activities through the use of stories from children's creativity involving the child himself, and this in turn help a child to promote relationships between him and his or her teacher.

It also aimed Rennes (Ren-fu study 1997) to prove that creative drama can be important learning tool in early childhood and this study conducted on a sample of teachers from Taiwan and use the creative drama in kindergarten and included (160) samples of teachers in the service, and (126) teacher in the preparation period and the researcher put and develop a questionnaire, and the statistical survey of kindergarten teachers of creative drama and use the experimental method and the study found that teachers estimate of creative drama to the development of children socially and academically require repeated use despite the use of creative drama was a definite movement only once in month and most of them were interested in learning more forms of creative drama and the main obstacle to the use of creative drama was in apply the system and the factors most influential teacher usage of creative drama, where they were estimated for using it linked to their confidence in their use, and years of education, and the obstacles that stood in the way of their use, and many of the teachers did not distinguish between creative drama and formal offer, believing that children benefit more from the show. Youssef (1997) also noted that the society in the Arab world in need of such a strategy in education, in order to

extend real bridges between the child and the teacher, which the child feels its value and gives them the opportunity to express what is going on around them in the community, and thus enables the teacher to identify behavioral problems for children through these activities. And the teacher while she was in the activity room to do many of the roles and each role in a range of qualities that must be available in a kindergarten teacher, and especially when the teacher doing dramatic activity with children, including the following:

1. Controlling, and this is the traditional Directive position, is to provide information to children and, in general, children generally be ineffective physically, however, you see them listening, and perhaps this word has connotations unacceptable in education, but they indicate as defined by the Oxford Dictionary of the person which addresses a thing or deal with it skillfully.

2. Concessional, this is the situation of the teachers who work in the application to be an important element of children's learning, where the teacher is moving between children offering the help, or children come to them as a reference, and concessional means to make things easy and accessible, but it also known the encouragement and reinforcement.

3. Possibility, is one of the less frequently used situations but is considered effective, where the teacher is the center of work as a person learns together with the children, and the potential is defined as a person who strengthens and reinforces another person by tools of work. (Farrag, 2008)

4. Noticing, where you see the children; to evaluate and get the precise details of the capacity of children and their needs, and provide educational opportunities for every child in the light of these capacities and needs (Hanafi and Sharif, 2002)

Educational theory presents rationale to employ drama in teaching and learning process, and theories we can say it have focused on creative drama, "Brunner" theory of cognitive development and learning by exploration, as the author of this theory believe that we can teach any subject to any child on the method of Thread Display, appropriate and how to display the characteristics of the learner's style, where the mental development of sensory going to acting to abstraction; therefore we have to learn from follows the same system, the interactive link to learning how to choose the style and method of education that fits the cognitive development of the learner level; (brunner) suppose that There are three patterns of learning:

Learning by doing, as a meaning of doing something, or to participate in.

Conceptual learning, and is based on the use of the senses or sensory visual multimedia and other sensory media, in the representation of what is intended to educate; so the image replaces the actual thing, where a knowledge representation happens, and stored within the knowledge structure of the individual.

Symbolic learning, and the interaction with the surrounding environment occurs through the language and the internal mental acting of the symbols and their meanings.

It is clear from the foregoing that can through this theory generalization or organize learning situations in a way to facilitate the process of learning, where children use their bodies in motion, and draw pictures in their minds, and they use the language to create symbols of their experiences.

On the other theories that have supported the creative drama, the cognitive theory "to biageyh," where he addressed in his theory the cognitive side, and proclaimed that knowledge is built when children learn new things step by step, which it encourages the learning by experience, and a focus on self-stimulation process, and focus on the mental processes by the learner during interaction with educational and life situations, and the development of cognitive structures he has, through the learner's performance of the roles of fictional monitors and adjusts his mind so he use his experience, and employs his abilities in performing this role properly, which is reflected on the evolution of his cognitive (Andersen, 2004). Proceeding from this theory, we can explain the representative performance that the learner plays the role that allow his mental potential and a cognitive he have according to social interaction and social experiences that contribute to the development of the learner experiences through mental processes.

The theory of multiple intelligences "to Gardner" is one applied theories, which aims to integrate multi-sensory experiences during the learning process where indicated that the learning process should not be concerned with the cognitive tasks only, but the learning have to include all the senses as well, and "Gardner" deal with the owner of this theory on learning through the senses, as pointed out learning by the whole body and mind as a whole, which includes sensory learning and the intelligences, which focused on the theory and are compatible with the uses of creative drama, are: linguistic intelligence , and spatial intelligence , and dynamic intelligent , and music intelligence (Campbell . 2004).

The main elements of the drama, which is used in the educational process, as follows:

First: playing roles:

The follower of the definitions of the played roles finds it met that this educational activity which is based on the child reincarnation of the role is not his real role, such as the role of his father or his teacher, or other roles that he have to play in his life as the role of the leader, and journalist, and manager (Kitami, 1990) simply, the use of role playing is to supply the analog of the problem by group members participate, while the rest of the children observe the implementation of roles, which gives children the opportunity to explore the internal relations of social and economic problems, etc., and viewers can have access to samples of the interaction between people to

clarify conflicts, values and alternatives behavioral, and also the child was able to conduct analysis and critique and not feel embarrassed in the free expression of his thoughts and feelings freely and spontaneously (AL Nashef, 2008).

Kindergarten teacher play an important role in the organization of playing roles and encourage children to play and train them on the forms of representation, such as playing roles and simulation, where Millians (1999) design a training program for kindergarten teachers on these forms, where they were training teachers of the program, through theoretical lectures the teaching workshops as well as the training of teachers on a variety of topics dealing with different experiences to children in a way of educational representation, and the results indicated the acquisition of kindergarten teachers the necessary skills to practice playing the roles of educational and similes with children, and children's acquisition of scientific, linguistic, social and sporting experiences proposed by the program, and also enjoy the children and their desire to more than learning in the same way, in addition to having an effective communication between the teacher and the children with a sense of fun and team familiarity.

The teacher will achieve the objective of the activity through the role playing, that is in any of the activities in which the drama and playing roles stretch them activated.

Second improvisation strategy:

Intended improvisation Messaging authoring or immediate expression of words in any situation, without preparation, improvisation is one of the ways creative drama that contribute to the development of linguistic dictionary for the child and the development of confidence in himself and his ability to verbally express what is going on in his mind , and encourage him to communicate with others without fear or shy, and also helps to refine and develop the talent and gain a wealth of experience, by identifying the life and the appropriate social behavior and work on the ability to express an opinion , so the children do not want representation in a written text, but would prefer to perform scenes revolve around a certain idea of without written text (Hussain, 2010).

This is confirmed by "Peter Slade" after his study in children's drama continued during 30 years, by 32 thousand children interviewed without the age of fourteen years and low, he did not find among them only three children preferred representation text theatrical written (Slade and Nixon, 1997).

Hussein (2005) pointed out that improvisation is creativity intraday or immediate work dramas, and is one of the most important and the most common form of dramatic play, which can be seen among the primitive groups, and children's toys, and that way is a cornerstone of the drama lessons in schools, depends on the employment of real natural talent to children with a view to guiding them to a number of behavioral models, skills

and abilities that are believed to have benefit to their development.

According to Abdel-Moneim (2007) that the improvisation by the theater dictionary as dramatic performance technique, where the actor is providing a improvised roles that are no longer in advance, so take Representative in his work, which is consistent with the role play.

Based on the above, it must be noted that the improvisation property needed by the child and teacher together, in order to enter into the world of imagination to give the child more opportunities to explore relationships and human behavior, problem solving and decision-making, and also possess the expertise to the source of events, ideas, and therefore the aim of the activities improvisation is to encourage children to take a personal decision in choosing the attitudes and personalities that they are play roles and Enlighten Child the problems of others, in addition to the development of the child's confidence in himself and his ability to express himself.

Third: Creative Movement:

We have stated previously that the original meaning of the drama (I do), and in this meaning the act became requires movement, and perhaps creative movement means the use of appropriate scheduled movement creative Representative position and the movement operating on increasing expression of representative of what wanders inside him, and let him vent their emotions and his feelings and increase self-confidence, and gain vital activity, is also working on the senses and imagination development, the importance of creative movement by not speaking ability alone to express what wanders in psychology, on the one hand, and on the other hand, lack of harmony and understanding of the scenes of the events through the Word alone (Abu Moghli and Hillat 2008).

LITERATURE REVIEW

Huls (2003) conducted a study entitled " The Effectiveness of Using Dramatic Style Experience in Improving the level of Writing and attitudes towards it among Six Grade Students" this study aimed at investigating the effectiveness of using dramatic style experience in improving the level of writing and the researcher used descriptive approach and Quasi-experimental approach. The sample of the study consisted of 72 students from 7th grade in Abdul Rahman bin Auf basic school. The researcher used the following tools: diagnostic test, writing dictation test on the shape of complete the blanks. The researcher also used a scale for attitudes towards dictation, dramatic views, and teacher guide. The results of the study showed that using dramatic experience has a great effect on improving attitudes towards dictated writing among 6th grade students.

Al Omary (2004) conducted a study entitled " Employing Drama in Teaching Arabic Language" this study aimed at training Arabic language teachers in how to use dramatic style in teaching Arabic language and how to apply this with basic stage students. The sample of the study consisted of 7th and 9th grade students in the following schools: Al Lid School for girls, Al Zahawi basic school for boys, Al Salah School for boys, and Dar Al Arqam School for boys for the academic year 2003/2004. The researcher used the following tools: focus schools, application lessons, educational meetings, and video films.

The results of the study showed that this style can be applied in some Arabic language lessons which tackle stories or poems or reading topics related to values and attitudes. This style can be used in all Arabic language branches especially reading. This style is suitable with all classes and all age ranges putting in mind that the length of the play and its language must suit the age of the student and his mental level.

Tawfiq (2006) conducted a study aimed to identify the effectiveness of the program to improvise in verbal expression development among preschool children (4-6 years) and was one of the most prominent results of the study there were no statistically significant differences between control and experimental groups in tribal measurement to the measure of verbal interaction, and there was the effectiveness of the proposed program of improvisation for the development of verbal expression with kindergarten children, in reference to the active role played by the improvisation activities in the development of verbal expression.

The Belhan study (2005) explore the importance of the use of role playing in kindergarten, because it incorporates elements of suspense and interaction with others and the success of this method depends on the masked and gentle method and the gradient in the events and the discussion of this is one of the more activities effectiveness in the classroom, in the manner of play role the child practice role that he agreed on, allowing him to act as an entrepreneur of the same role in real life as acting as a scientist or the other of the above roles; to discuss problems without the obligation to save specific text, but leaves space for own child initiative, and what he thinks, and therefore, this method also noticed develops and activates expression capabilities of the child on one hand, and develop communication skill, both in investigate scientific problems, or management discussion and express their views freely and respect for the opinions of others his colleagues take the appropriate decisions on the other hand.

The Problem of the Study

Through field visits to the kindergarten by the researcher, it was noted that there is a failure to use drama by the kindergarten teachers in the implementation of activities,

Table 1: The distribution of the study sample according to the study variables

The variable	category	First directorates	zarqa directorates	second zarqa directorates	The total
academic qualification	diploma		38	44	82
	High education		36	33	69
experience	1 – 5		33	42	75
	6 – and more		31	45	76
The total			64	87	151

Table 2: Means and standard deviations of the trends of kindergarten teachers about employing creative drama in kindergarten

The sequence of items	The fields	mean	Standard deviation	The degree of response
1 - 10	The Public attitudes towards creative drama	3,853	0,699	high
11 - 15	Appropriate of the creative drama in random curriculum	3,695	0.725	high
16 - 21	The impact of creative drama in the child's	3.625	0,749	Middle
1 - 21	Overall average	3.683	0,654	high

and this in mind and to contribute to the treatment of this problem, the researcher prepared a questionnaire for kindergarten teachers to see teachers trends towards the use of drama, especially the creative drama , and the problem can be formulated in the following main question: What are the trends of kindergarten teachers about employing creative drama in kindergarten level?

Study Questions

This study attempted to answer the following questions:

- What are the trends of kindergarten teachers about employing creative drama in kindergarten?
- No statistically significant differences in the significance level ($\alpha =0.05$) responses kindergarten teachers about employing creative drama in kindergarten due to the academic qualification variable.
- No statistically significant differences in the significance level ($\alpha =0.05$) responses kindergarten teachers about employing creative drama in kindergarten due to the variable experience.

Importance of the Study and its Determinants

This study derives its importance from the merits of the theory, and it is practically applied, where would this

study drew the attention responsible to focus on the use of modern teaching methods and remove obstacles in the way of these methods, creative drama, and to illustrate the importance of creative drama in the scientific educational process and determined the framework of this study. The determinants are:

Time limits: This study was conducted in the second semester of the academic year 2012/2013.

Spatial limits: Study handled kindergarten teachers in Zarqa Governorate.

Human limits: This study was limited to kindergarten teachers.

Objectives of the Study

This study aims to achieve the following:

- identify the kindergarten teachers' attitudes towards the employment of creative drama in kindergarten;
- knowledge of the role of each of the variables of qualification, experience, in these directions;
- stand on the negative of these trends, which hinder proper employment uses of creative drama aspects, put the solutions that can solve it;
- stand on the positive aspects of these trends and work on developing it.

The Study Terms

The Trends: Attitude of kindergartens teachers of creative drama, and this attitude may be positive or negative, and is measured primarily obtained on the teacher of answering the questionnaire developed by the researcher.

The creative drama: method used in the education to assist the child in reaching knowledge, values and skills and educational experience, and through which scientific article linked with each other in exciting and interesting way of thinking, and include creative movement, improvisation and playing roles.

METHODOLOGY AND PROCEDURES OF THE STUDY

Methodology

The researcher in this study, used the descriptive approach, which explore the reality as it is, in order to explore the trends of kindergarten teachers about employing the creative drama in kindergarten, and the extent of their relationship in the study variables, and it is the experience, academic qualification, where they are in this approach to collect data and execute statistical analysis to extract the required results.

Population of the Study

The study population consisted of all kindergarten teachers in the first semester (2013/2012), in the Directorate of Education in Zarqa Governorate schools, and it reached (236) teachers

The Study Samples

The samples was chosen from the members of the population of study selected by (87%) of random stratified way, of Zarqa Governorate teachers for the first semester (2013/2012) of (151) teachers and the sample is made up of (64) teachers from Zarqa first directorate, and (87) teachers from the Zarqa second directorate, [table 1](#) shows the distribution of the study sample according to the study variables (Qualification experience variable).

The Study Tool

A Questionnaire was developed to collect information where the questionnaire is composed of two parts: Part I: It includes the following general information (academic qualification, years of experience), and the second part: This part contains clauses covering the variables of the study was guided by the construction of the paragraphs of this variable in the studies (Omar, 2000), (Abeer 2008), (Hussein, 2007) (Ali, 2005) the answers have been classified according to the measure of (Likert) to measure

the trends of kindergarten teachers about employing creative drama in kindergarten.

Validity of the Study Tool

The questionnaire shown to (7) arbitrators from teaching members at Jordanian universities, and specialists academics, to check the sincerity of the paragraphs of the questionnaire, and I have been taking their observations, and to reformulate some of the paragraphs, and make adjustments required to modify, delete and add, precisely to achieve a balance between the contents of the questionnaire in paragraphs.

The Reliability of the Tool

To check the stability of the tool, Cronbach's alpha formula has been used to extract consistency, reaching the total rate of the paragraphs of the questionnaire was (0.786), a percentage of educationally acceptable stability emphasizes the possibility of using the tool.

Statistical Treatments

The data were added to the computer processed by the statistical program for social science ((SPSS was used percentages, averages and standard deviations for all the paragraphs of the tool.

RESULTS AND DISCUSSION

The first question: What the trends of kindergarten teachers about employing creative drama in kindergarten?

To answer this question the researcher calculated the means and standard deviations for each field of study, the table s illustrates this.

What we can see from [Table 2](#) that the overall mean of the trends of kindergarten teachers about employing creative drama in kindergarten came highly in average (3.683) and in the standard deviation (0.654), and the field of public attitudes came about creative drama ranked first, in average it reached (3.853), followed by a second area suitable creative drama to the random of curriculum it reached (3.695), while ranked third and final area of impact of creative drama in the child's character, in average it reached (3,625).

This may be due to the imposed of this way from working together with the kids by participating in various work stages, along with the teacher interested in these modern methods and new ones. For this, the direction of kindergarten teachers about the use of drama came in high and consistent, this result with the findings of the Hussein (2005) that the drama is one of the most important and most common form of dramatic important play for children, either with respect to the field in impact

Table 3: Means and standard deviations of the trends of kindergarten teachers about employing creative drama in kindergarten to the first field of public attitudes towards the drama in descending order

	Items	mean	standard deviation	The degree of response
1	I see that the drama develops creative imagination of the children.	3.86	0.725	High
2	I feel that the drama operate to the development of the body and the senses of children through the rhythm and movement.	3.74	0.838	High
3	I see that the drama develops the spirit of collaborative work.	3.58	0.823	Middle
4	I see that the drama enrich the language of children by overcoming some of the pronunciation flaws.	2.90	1.463	Middle
5	I am happy that the drama that allow children to express their emotions and feelings.	4.01	0.684	High
6	I feel that drama make children to think logically to face the life's problems.	3.96	0.834	High
-	total	3.93	0.779	High

of drama in the child's personality attributable to the fact that creative drama new concept for the teacher not aware of whether there is effective creative drama in the development of learners' ability to participation and work in small groups or large to make it all about the direction of a teacher effect on the child's personal Medium average.

To find out the trends of kindergarten teachers about employing creative drama in kindergarten to each field has been extracted the means and standard deviations for each field and each paragraph, and [table 3](#) illustrates this.

With regard to the third domain (impact the drama in the child's character), the means ranged (4.01) in the only top was to paragraph (I am happy that that the drama allows children to express emotions and feelings) and (2.90) to a minimum, and the paragraph (I see that the drama enrich the language of children by overcoming some of the pronunciation flaws).

This was due to the fact that teachers teach that children the drama style gives the ability to express what the child want. Where there is no right or wrong answers to complex questions on how our understanding of the world. and consistent results of the study with all from Nassar and Sawalha (2000), where they explained the importance of creative drama in the learning and teaching process, as a tool to embody the feelings and sensations that the child possessed, Mufaddi study (2000) and the study of Fuman (2000), They emphasized the support of drama in education in early childhood education and fernsar study (2003) which aimed to investigate the effect of using the method of the drama in the educational

process. Perhaps the of kindergartens teacher is not able to see if the drama is working to overcome some of the flaws in pronunciation or not, this paragraph was "I see the drama enrich the language of children by overcoming some of the flaws speech. "In the end, this differs with the findings of the Tawfiq study (2006), which pointed to the effective role played by the drama activities in verbal expression development and Hashim said (2010) that it is through using of the drama games grow in children the ability to develop language and creative problem-solving abilities and social consensus and understanding of the values and principles and the development of a positive self-concept about.

The second question is " there are no statistically significant differences in the significance level ($\alpha = 0.05$) responses of kindergarten teachers about employing creative drama in kindergarten due to the academic qualification variable?".

To answer this question the researcher calculated the means and standard deviations of the trends kindergarten teachers about employing creative drama, according to academic qualification variable and [table 4](#) illustrates this.

From the [table 4](#) there is absence of statistically significant differences in the significance level ($\alpha = 0.05$) to the responses of kindergarten teachers about employing creative drama in kindergarten due to the qualification variable, so the value of calculated F is greater than the value of critical F as shown in the table. Researcher shows this result that the owners of these two categories are dealing with material resources and use the amount available if the lowest grades and that

Table 4: the contrast ANOVA analysis of the responses of teachers according to academic qualification variable

The source of contract		The sum of squares	The degrees of freedom	The squares average	Calculated F	Critical F		
Medium Diploma	Public attitudes towards drama	Between groups	150.251	9	16.695	3.451	.058	
		Within groups	33.867	7	4.838			
		Total	184.118	16				
	Appropriate drama to the curriculum	Between groups	22.863	9	2.540	2.667	.105	
		Within groups	6.667	7	.952			
		Total	29.529	16				
	The impact of the drama in the child's character	Between groups	34.565	9	3.841	2.400	.131	
		Within groups	11.200	7	1.600			
		Total	45.765	16				
	High Education	Public attitudes towards drama	Between groups	92.026	8	11.503	8.120	.030
			Within groups	5.667	4	1.417		
			Total	97.692	12			
Appropriate drama to the curriculum		Between groups	13.910	8	1.739	5.962	.051	
		Within groups	1.167	4	.292			
		Total	15.077	12				
The impact of the drama in the child's character		Between groups	29.910	8	3.739	4.723	.075	
		Within groups	3.167	4	.792			
		Total	33.077	12				

when the scientific degree increased the trends increased toward teaching methods and teaching methods that are modern and it consider a drama a part of them. This study is consistent with the study (1999 Millians,) and study (Ren-fu, 1997) and study (Ghoul, 1997).

My second question is "there are no statistically significant differences in the significance level ($\alpha = 0.05$) to the responses of kindergarten teachers about

employing creative drama in kindergarten due to the variable experience."To answer the second question I has been calculated averages and standard deviations of the responses on the attitudes of respondents' kindergarten teachers as variable experience and [table 5](#) illustrates this.

From the [table 5](#), we found that there were no statistically significant differences in the significance level ($\alpha = 0.05$) in accordance with the variable experience the

Table 5: analysis of variance ANOVA to the responses of teachers according to the variable experience

The source of contract			The sum of squares	The degrees of freedom	The squares average	Calculate F	Critical F
1 - 5	Public attitudes towards drama	Between groups	161.452	13	12.419	2.590	.091
		Within groups	38.367	8	4.796		
		Total	199.818	21			
	Appropriate drama to the curriculum	Between groups	26.152	13	2.012	2.246	.127
		Within groups	7.167	8	.896		
		Total	33.318	21			
The impact of the drama in the child's character	Between groups	42.073	13	3.236	1.961	.171	
	Within groups	13.200	8	1.650			
	Total	55.273	21				
6 – and more	Public attitudes towards drama	Between groups	61.500	6	10.250	20.500	.167
		Within groups	.500	1	.500		
		Total	62.000	7			
	Appropriate drama to the curriculum	Between groups	10.875	6	1.813	.	.
		Within groups	.000	1	.000		
		Total	10.875	7			
The impact of the drama in the child's character	Between groups	23.375	6	3.896	7.792	.268	
	Within groups	.500	1	.500			
	Total	23.875	7				

value of calculated F is greater than the value of critical F and the researcher that to the experience held by people with long service in addition to the whom with few experience of they can use lower capabilities in the process of teaching and the ability to choose the appropriate methods and tools for each position of education and employ all of their experiences. This result

for the ministry urged the kindergarten teachers to improve their performance, perhaps because they found that these teachers did not perform what should be performed in a child's upbringing and learning and to urge them to find a safe environment, because the child in the current environments did not feel the safety and confidence needed, and that the teachers also not keen

to provide the children with life skills needed by modern methods like drama method. And increased on that there is a lack of communication kindergarten teacher with the child's family, and they are unable to follow the methods stimulate the child to work and achievement, especially with kindergarten teachers with the short experience. this study meets the study of Gaudart (1990), and study of Yun, (2005).

CONCLUSION

- 1- Kindergarten teachers' trends to employing creative drama strategy were positively.
- 2- Diversity of learning styles and activities plays an active role towards the teachers about teaching kids by creative way.
- 3- Using of teaching methods and varied dramatic activities have a role in the development of some of the skills of kindergarten teachers and strengthen the trend towards employing it in the educational process.

RECOMMENDATIONS

In the light of the results of the current study trends kindergarten teachers about employing creative and it consider a drama researcher recommends the following:

- 1- Provide kindergarten with equipments and games that help a teacher to use strategies to develop the capacity of children.
- 2-the need to spread awareness to the children parents about the importance of exercise for children and creative drama.
- 3- Provide special places in kindergarten, such as multi-purpose room to be used to train students to creative drama.
- 4- Evaluate the work of teachers in kindergartens and urged them to use modern methods of teaching.
- 5- Moving away from the traditional way has a positive role in the educational process.
- 6- The development of regulations and instructions so that the training of kindergarten teachers on creative drama becomes a prerequisite during the service.

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