

Personal Dimensions of Kindergarten Teachers and their Reflections on Teaching Art Education

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Abstract: The Research consisted of four chapters, the first of which included the research problem, its importance and the need for it. The goal was to identify the Personal Dimensions of Kindergarten Teachers and their Reflections on Teaching Art Education. The research boundaries were (2024-2025). The chapter concluded with a definition of terms, then the second chapter represented the theoretical framework, and was divided into three sections. The first was entitled the kindergarten stage and its impact on the development of the child's future personality, the second section was entitled art education and the child, while the third research was entitled preparing art education teachers in kindergartens. Then the chapter concluded with indicators of the theoretical framework, and after that the third chapter came represented by the research procedures consisting of the research community and the sample, which numbered (17) models and was taken randomly. The research methodology was the survey methodology, and the research tool came in the form of a closed and open questionnaire, and it was subjected to validity and reliability to reach the statistical analysis of the sample. The last chapter, represented by the fourth chapter, included an analysis of the results, including: that most kindergarten teachers intervene with children's drawings, and then the conclusions, including: Most of the art education teachers in kindergartens are old, do not wear bright colors, and do not have academic degrees in the arts, which constitutes a lack of integration in the dimensions of their personalities. Finally, the research concluded with recommendations, suggestions, and a list of sources.

Keywords: (Dimensions, Personal, Reflection).

CHAPTER ONE / METHODOLOGICAL FRAMEWORK OF THE RESEARCH

First: The Research Problem, its Importance and the Need for it:

There is no doubt that the kindergarten stage in a child's life represents the cornerstone, laying the foundation for their development. This process prepares them cognitively, emotionally, and practically, preparing them for the primary stage. The profession of teaching in kindergarten is extremely sensitive and requires distinctive personal characteristics for the art teacher in particular, as this is the lesson that provides a free space for the unleashing of their talents. It also contributes to identifying their interests and shaping their future personalities. In light of this grave responsibility, the kindergarten art teacher must integrate the dimensions of her personality in terms of physical, mental, psychological, social, and moral aspects. To shed light on the extent of art teachers' success in integrating these personal dimensions, the research problem was represented by the following question: What are the personal dimensions of kindergarten teachers and their implications for teaching art education?

The importance of the research becomes clear after answering this question by shedding light on the personal dimensions of kindergarten teachers and their implications for teaching art education.

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The need for the research is represented by the following:

- 1- It helps educational specialists gain a deeper understanding of the child's world.
- 2- It helps kindergarten teachers gain a better understanding of the characteristics of a successful teacher in general and the tasks and responsibilities of an art teacher in particular.

Second: Research Objective: To identify the personal dimensions of kindergarten teachers and their implications for teaching art education.

Third: Research Limits:

Temporally: The academic year (2024-2025).

Space: Government kindergartens in the Hillah District Center, Babil Governorate.

Thematically: The personal dimensions, represented by the physical, mental, psychological, social, and moral aspects of kindergarten teachers, and their implications for teaching art education.

Fourth: Definition of Research Terms:

Dimensions: Linguistically: Dimensions (plural), singular (dimension), which refers to opinion and firmness. (1:69-70)

Dimensions: Technically: Its root is "bād," meaning the breadth of scope and distance. (11:205)

Personality: Technically, the Arabic Language Academy defines it as anyone who possesses the qualities that qualify them to participate intellectually in a human society. (10:101)

Personal dimensions/procedural: The sum of the physical, mental, psychological, social, and moral characteristics of kindergarten teachers and their reflections on the teaching of art education.

Reflection/technically: The characteristic, the quality that distinguishes and defines something. (3:350)

Reflection/procedural: What can be observed behaviorally in kindergarten students' art education outputs as a result of the teachers' integrated personality dimensions.

CHAPTER TWO / THEORETICAL FRAMEWORK

The First Topic: The Kindergarten Stage and Its Impact on the Development of the Child's Future Personality

Kindergarten is an important educational stage, no less important than other educational stages, as it is a decisive stage after which all subsequent educational stages are formed. In the past, educators focused their attention on the child after he enters school, and rarely receives attention before that. However, recent studies have shown the importance of the first five years of a child's life and their profound impact on his growth and the formation of his personality as a whole. This has made paying attention to kindergarten teachers and preparing them with distinguished professional preparation on clear and studied scientific foundations an absolute necessity to keep pace with educational development in the Ministry of Education (8:36). Social, economic and political changes have led to development in the educational system. Early childhood education is spreading throughout the world because raising a child in the pre-school stage is a necessary duty, as it provides him at an early age with the values, trends and principles in which his society believes, in addition to working to develop him spiritually, morally, intellectually and physically. Education is a basic manifestation of expressing society's confidence in its ability to develop and change its future by raising its children in a way that differs from what they would be if they were left alone without effort. Intentional and organized education. (8:38)

The rapid growth and development of behavioral traits in early childhood necessitate enriching the child's life and surroundings at home and in kindergarten. A rich early environment has a real impact and is closely related to the continuity of human developmental characteristics. The first years of a child's life are crucial to their future life. Furthermore, the importance of education in this stage is evident in its formation of school readiness, which ensures their success and happiness in primary school. Furthermore, the world's interest in children, and in kindergarten in particular, and in preparing distinguished educators for it, has increased significantly, and efforts have begun to improve the reality of kindergartens. (8:41)

The Second Topic: Art Education and the Child

God Almighty has endowed the young child with characteristics that adults may lack, and which the contemporary artist seeks to consciously and spontaneously return to. The child scribbles to assert himself and record the observations and discoveries that arouse him in his natural environment and at home. (6:63) Children's drawings constitute a form of self-construction in the cognitive, mental, emotional, and spiritual realms. They are not meaningless sketches, but rather mean a great deal to the child or to those who care for him. Through their drawings, they express all their hopes, fears, ideas, and concepts. Therefore, the focus is not focused on aesthetic aspects, but rather expands to reveal the connection between the characteristics of artistic development and other aspects of development. (4:12) In kindergarten classes, drawing was limited to children learning techniques. In elementary school classes, drawing was considered a secondary educational subject, and the presence of a drawing specialist was almost nonexistent. However, when drawing was present, the teaching method was limited to the child completing some of the rules of drawing and coloring. A 1996 study conducted

in France on art education in French schools revealed the results show that 72% believe that the importance of fine arts is equal to that of mathematics and languages. (4:13)

In the field of art, we note that children have a specific style and orientation when expressing themselves, which makes it difficult for us, as educators, to take a negative stance when learning. For example, how do we guide a child who expresses his or her father or mother using symbols whose features are not clearly visible, or when they draw trees and other objects? There is no doubt that such tendencies and others require our knowledge and study before we can take a position toward the child as an educator or guide (7:9). At an early stage, children are sensitive to colors, sounds, and their melodies, and a child's art is of paramount importance as it reflects their individual psychology. If their inclinations and orientations are known, their individuality can be developed through artistic education when it has its own form and beauty. Therefore, a child's art is a pass to freedom and the development of their talents and creative abilities. (9:93)

The Third Topic: Preparing Art Education Teachers in Kindergartens

The nature of the educational process, as defined by the modern scientific concept, and the nature of the teaching profession in the language of the age and the civilizational stage we live in today have imposed new demands and responsibilities on the teaching profession and added new dimensions to the work of education and educators. Foremost among these demands is that the teacher be an expert in his or her field, not merely a transmitter of knowledge. (2:109) The kindergarten stage is of particular importance as a critical stage, during which the child's basic concepts are formed, and each child creates for themselves what is called a "data bank." Here, the child is able to acquire approximately (50) new concepts each month. Furthermore, the kindergarten stage is the stage in which innovation and creativity must be revealed within the child, provided they are given freedom and exploration, and are given the freedom to experiment, practice, and work. The kindergarten child enjoys repeating any task until they master it and succeed, and they do not get bored of it. Therefore, those around the child must train them to acquire sensory, motor, social, and cognitive skills. Hence, the importance of the kindergarten teacher, specifically the art teacher. (8:36-37)

The kindergarten teacher represents the backbone of the educational process. She bears the greatest burden of achieving the kindergarten's mission, and its success is the success of the kindergarten's role in society. Hence, educators' interest in selecting a kindergarten teacher is both important and critical. The kindergarten teacher also represents the fundamental element in the educational situation, as she is the primary driver of children's motivation. Children's reactions are a response to the direct and indirect means used by the teacher in the educational situation. Teacher preparation programs stem from the philosophy of education, which in turn is derived from the philosophy of society. Teacher preparation programs are based on three dimensions (cultural, professional, and academic). (8:39)

The systems approach in colleges and institutes for teacher preparation relies on four components: (8:65-66)

- 1- **Inputs:** These include all the elements that permeate the system to achieve the specified objectives. This system in the teacher preparation program is represented by the objectives, decisions, teaching methods, student activities, educational tools, students, buildings, and equipment...
- 2- **Processes:** These are the set of interactions and relationships that occur. Between the system components (inputs)
- 3- **Outputs:** These are the results achieved by the system or the objectives achieved as a result of the processes and interactions between the inputs and outputs in colleges of education and institutes. The function of these outputs is to produce a teacher with the desired specifications, in light of the objectives of the preparation programs.
- 4- **Feedback:** This is the information that results from classifying and analyzing the outputs in light of the system's objectives. This feedback then provides indicators of the extent to which the objectives have been achieved, identifies strengths and weaknesses in the educational process, assists in implementing change measures to achieve appropriate development, and monitors the progress of the educational process.

The Integrated Construction of Kindergarten Teachers' Personalities and its Reflections on Teaching Art Education

The psychological makeup of a skilled kindergarten art teacher is represented by a set of processes that define her personality as being characterized by integration and dynamism in its interaction and exchange of influence, ultimately forming what is known as a distinctive personality or distinctive psychological makeup, which consists of four components: (1- Physical 2- Mental or cognitive 3- Psychological 4- Social). Since the teacher's personality is a single unit characterized by dynamism, integration, and interaction, the physical aspect influences the mental and psychological aspect, the social aspect influences and is influenced by the mental aspect, and the physical and emotional aspect influence and are influenced by the remaining aspects. Hence, talking about the dimensions of the teacher's personality becomes in the form of components and elements for the purpose of study and understanding and for the purpose of employing these elements and benefiting from them in the best possible way. (12:29) Personal aspects are no less important than psychological aspects, especially in this demanding profession, as it requires physical competence, which is also required to provide other competencies. There are many who work with children in the field of education who lack the knowledge, experience, and competence. For a teacher to fulfill her educational role in general, and her advisory role for children in particular, she

must possess personal competencies, and her preparation must include direct support from educational and psychological sciences, as these contribute significantly to shaping the overall educational outcomes of her preparation programs. (5:150)

This does not mean that the teacher's personality differs in nature, characteristics, or educational philosophy from that of teachers in general. Rather, the intent is for her role to deepen, and for her experience and competence in the field of child rearing and guidance to increase. This requires that the teacher possess diverse experiences, able to identify children's talents, evaluate them, and sense their problems. In addition to her educational role, she has a special role in the process of socializing children, represented by the following: (5:152-153)

- 1- Supporting children's personalities.
- 2- Presenting values within a behavioral framework, a lifestyle system, and a guidance framework.
- 3- Forming positive attitudes toward enrolling in school and a love of learning.
- 4- Providing a behavioral model for the desired personality in children.

It should be noted that a kindergarten teacher's awareness of the art of dealing with children becomes an essential skill and requires the necessary personal qualities and competencies. For this reason, societies have realized the difficulty of teaching and guiding children. Therefore, they choose, or should choose, competent teachers for this task. Therefore, they must be able to: (5:161)

- 1- Knowledge of children's psychology, their psychological characteristics and needs, how to prepare them for life, how to judge them, and choose the necessary activities.
- 2- Preparing the child psychologically and mentally to understand the meaning and significance of life and to open up to the world. This requires knowledge of others, which is achieved through critical thinking and psychological and educational attitudes. When a teacher thinks positively, they program themselves to think positively and help their students develop and develop this type of thinking.
- 3- Training in the skills of measuring and evaluating children's performance, both quantitatively and qualitatively, in a truthful and consistent manner. Training the teacher on various types of tests is the real beginning. Therefore, kindergarten teachers are required to make many judgments about aspects of the student's personality, skills, and abilities. These judgments include matters that differ from the traditional assessment of educational resources.
- 4- Understanding the nature of her behavior and the results of her actions, as she is one of the important behavioral models in children's lives, as she contributes to the development of their personalities through her behavior, values, attitudes, tendencies, and patterns of interaction with them.

Indicators Resulting from the Theoretical Framework

The home is the primary nurturing environment for children, with kindergarten coming in second and complementing it.

The kindergarten stage has its own importance as it is responsible for shaping children's basic concepts.

The kindergarten teacher represents the backbone of the educational process, and she bears the greatest burden in achieving the desired goals in kindergarten.

The development of teacher preparation programs stems from the philosophy of education, which in turn is derived from the philosophy of society.

A successful kindergarten teacher must integrate all personal dimensions (physical, cognitive, psychological, and social).

Among the skills that a kindergarten teacher must possess are patience, responsibility, a love of the profession, and self-confidence.

When teaching art education, the kindergarten teacher must realize that aesthetic education is a type of education because it has a beautiful impact. Life becomes dry and boring without the fine arts, such as drawing, acting, music, and... For in the arts lies the elevation of life and the refinement of the soul.

CHAPTER THREE / RESEARCH PROCEDURES

First: Research community: This included kindergarten educational supervisors and art education teachers in government kindergartens in the Hillah District Center, affiliated with the General Directorate of Education in Babil Governorate.

Second: Research sample: This sample was randomly selected and consisted of (15) kindergarten teachers who teach art education in government kindergartens in the Hillah District Center of Babil Governorate. In addition, (3) kindergarten educational supervisors were also selected, bringing the total sample to (17) samples.

Third: Research methodology: In order to arrive at accurate results, the researcher adopted the survey method, as it is consistent with the research objective.

Fourth: Research tool: The closed-ended questionnaire served as the primary tool for collecting information.

Fifth: Validity of the tool: The questionnaire was presented to a group of experts ^(*), and then the agreement rate was extracted using Cooper's equation, where an agreement rate of (88%) was adopted. After that, the paragraphs were subjected to deletion, modification, and replacement until they reached their final form.

Sixth: Stability of the tool: Two analysts ^(**) analyzed two models outside the sample scope, and the researcher analyzed it twice in a row, with a time interval of (19) days between the first analysis and the second analysis. After calculating the agreement coefficient using the (Scott) equation, the agreement rate was according to Table No. (1):

Table 1: Represents the stability rate of the tool

S.	Type of stability	Agreement rate
1	Between analysts (first and second)	85%
2	Between the first analyst and the researcher	88%
3	Between the second analyst and the researcher	897%
4	Between the researcher over time	91%

Seventh: Statistical methods:

A- Cooper's equation:

Where: Pa: percentage of agreement, Ag: (number of agreeing), Dg: (number of disagreeing), (13:27)

B- Scott's equation:

Where: Ti: reliability coefficient, PO: (agreeing), Pe: (number of disagreeing), (14:87)

Eighth: Displaying tables and analyzing data as in Table No. (2):

Table 2: Represents the statistical analysis of the sample

S. No	Main categories	Subcategories	Repetition	%	Statistical analysis
1	How many years of service in kindergarten?	(5-10)	1	6%	Paragraph (31- or more) had the highest frequency (10) and a percentage of (59%), while paragraphs (1-10) and (11-20) had the lowest frequency (1) and a percentage of (6%), which is a statistically insignificant percentage, indicating a lack of participation in artistic activities.
		(11--20)	1	6%	
		(21-30)	5	29%	
		(31-and above)	10	59%	
		Total	17	100%	
2	What kind of degree do you have?	Teacher Training Institute	16	94%	The paragraph (Institute for the Preparation of Female Teachers) had the highest frequency (16) and a percentage of (94%), while the paragraph (Bachelor of Educational and Psychological Sciences) had the lowest frequency (zero) and a percentage of (zero%), which is a percentage that is not statistically significant, indicating that most kindergarten teachers do not have a specialize
		Bachelor of Art Education	1	6%	
		Bachelor of Educational and Psychological Sciences	Zero	Zero%	
		Total	17	100%	
3	Why do you want to work in kindergarten?	love of children	10	59%	The paragraph (love of children) had the highest frequency (10) and a percentage of (59%), while the paragraph (other, please mention) had the lowest frequency (zero) and
		Ease of work	7	41%	
		Other please mention	Zero	Zero%	

* Names of the experts:

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Assistant Professor Ali Jarad, College of Fine Arts, Al-Qadisiyah University

S. No	Main categories	Subcategories	Repetition	%	Statistical analysis
		Total	17	100%	a percentage of (zero%), which is a statistically insignificant percentage, which indicates that the reason for the desire of kindergarten teachers to work is the love of children.
4	Do you use visual aids in the lesson?	Yes	12	71%	The paragraph (yes) had the highest frequency (12) and a percentage of (71%), while the paragraph (no) had the lowest frequency (zero) and a percentage of (zero%), which is not statistically significant, which indicates that kindergarten teachers use visual aids in teaching art education.
		no	Zero	Zero%	
		sometimes	5	29%	
		Total	17	100%	
5	Do you constantly read child psychology theories?	Yes	Zero	Zero%	The paragraph (No) had the highest frequency (16) and a percentage of (94%), while the paragraph (Yes) had the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, indicating that kindergarten teachers are not familiar with the theories of child psychology.
		no	16	94%	
		sometimes	1	6%	
		Total	17	100%	
6	Do you watch children's programs?	Yes	2	12%	The paragraph (sometimes) had the highest frequency (14) and a percentage of (82%), while the paragraph (eat) had the lowest frequency (1) and a percentage of (6%), which is a statistically insignificant percentage, indicating that kindergarten teachers are not keen on watching programmes for children.
		no	1	6%	
		sometimes	14	82%	
		Total	17	100%	
7	Do you interfere with children's drawings?	Yes	9	53%	The paragraph (yes) had the highest frequency (9) and a percentage of (53%), while the paragraph (no) had the lowest frequency (1) and a percentage of (6%), which is a statistically insignificant percentage, indicating that most kindergarten teachers interfere with children's drawings.
		no	1	65%	
		sometimes	7	41%	
		Total	17	100%	
8	Do you comply with official guidelines on children's artistic activities?	Yes	17	100%	The paragraph (yes) received the highest frequency (17) and a percentage of (100%), which indicates the consensus of all sample members on adhering to the official directives regarding artistic activities for children.
		no	Zero	Zero%	
		sometimes	Zero	Zero%	
		Total	17	100%	
9	Do you care about your appearance and wear bright colors when you enter the classroom?	Yes	2	12%	The paragraph (No) had the highest frequency (10) and a percentage of (59%), while the paragraph (Yes) had the lowest frequency (2) and a percentage of (12%), which indicates that art education teachers in kindergartens do not care about their appearance.
		no	10	59%	
		sometimes	5	29%	
		Total	17	100%	
10	Is the responsibility towards the children equal to that of other teachers?	Yes	1	6%	The paragraph (No) had the highest frequency (11) and a percentage of (65%), while the paragraph (I do) had the lowest frequency (1) and a percentage of (6%), which is a statistically insignificant percentage, indicating the lack of equal responsibility towards children with the rest of the kindergarten teachers.
		no	11	65%	
		sometimes	5	29%	
		Total	17	100%	
11		Yes	5	29%	The paragraph (sometimes) had the highest frequency (12) and a percentage of (71%),
		no	Zero	Zero%	

S. No	Main categories	Subcategories	Repetition	%	Statistical analysis
	Do you neglect children's scribbles?	sometimes	12	71%	while the paragraph (no) had the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, indicating that most kindergarten teachers neglect children's drawings that are characterized by scribbling.
		Total	17	100%	
12	Do you communicate with parents?	Yes	13	76%	The paragraph (yes) had the highest frequency (13) and a percentage of (76%), while the paragraph (no) had the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, indicating that most kindergarten teachers communicate with parents.
		no	Zero	Zero%	
		sometimes	4	24%	
		Total	17	100%	
13	Do you use reward and punishment in the classroom?	Yes	17	100%	The paragraph (yes) unanimously obtained the highest frequency (17) and a percentage of (100%), while the paragraph (no) obtained the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, which indicates that all kindergarten teachers use the principle of reward and punishment in teaching art education.
		no	Zero	Zero%	
		Total	17	100%	
14	Why use punishment?	positive reinforcement	Zero	Zero%	The paragraph (negative reinforcement) unanimously obtained the highest frequency (17) and a percentage of (100%), while the paragraph (no) obtained the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, which indicates that the reason for punishment is educational and reinforces the positive side of the child.
		negative reinforcement	17	100%	
		Total	17	100%	
15	Are you keen on discovering talented children in various arts?	Yes	17	100%	The paragraph (yes) unanimously obtained the highest frequency (17) and a percentage of (100%), while the paragraph (no) obtained the lowest frequency (zero) and a percentage of (zero%), which is a statistically insignificant percentage, which indicates the keenness of all kindergarten teachers to discover gifted children in all arts.
		no	Zero	Zero%	
		Total	17	100%	
16	If yes, what is the criterion for that?	accumulated experience	9	53%	The paragraphs (accumulated experience) and (continuous observation) had the highest frequency (9) and (8) and percentages (53%) and (47%), while the paragraphs (the opinion of others) and (the nature of children's production) had the lowest frequency (zero) and percentage (zero%), which does not represent statistical significance, which indicates that experience and observation are the two important factors in selecting gifted children in the arts.
		Other people's opinion	Zero	Zero%	
		continuous observation	8	47%	
		The nature of children's production	Zero	Zero%	
		Total	17	100%	
17	How do children choose colors?	Guidance by the teacher	2	12%	The paragraph (child's desire) had the highest frequency (15) and a percentage of (88%), while the paragraph (guidance by the teacher) had the lowest frequency (2) and a percentage of (12%), which is a percentage that is not statistically significant, indicating that most kindergarten teachers give children freedom to choose colors.
		child's desire	15	88%	
		Total	17	100%	

S. No	Main categories	Subcategories	Repetition	%	Statistical analysis
18	Who is responsible for evaluating the art teacher in kindergarten?	Management	17	100%	The paragraph (administration) unanimously obtained the highest frequency (17) and a percentage of (100%), which indicates that the person directly responsible for evaluating the kindergarten art teacher is the administration.
		Educational supervision	Zero	Zero%	
		Other please mention	Zero	Zero%	
		Total	17	100%	
19	How is an art teacher selected in kindergarten?	Length of service	17	100%	The paragraph (duration of service) unanimously obtained the highest frequency (17) and a percentage of (100%), which indicates that the duration of service is the main reason for choosing an art teacher in kindergarten.
		Efficiency	Zero	Zero%	
		personal relationships	Zero	Zero%	
		Other please mention	Zero	Zero%	
		Total	17	100%	
20	In your opinion, what is the most appropriate social status for children to be educated?	married	Zero	Zero%	The paragraph (unmarried) unanimously obtained the highest frequency (17) and a percentage of (100%), which indicates that the most appropriate social status for an art teacher in kindergarten is to be unmarried.
		unmarried	17	100%	
		divorced	Zero	Zero%	
		Total	17	100%	
21	What method do you use to teach art education?	Balancing classroom and extracurricular activities	17	100%	The paragraph (balance between classroom and extracurricular activities) unanimously obtained the highest frequency (17) and a percentage of (100%), which indicates that the ideal method followed by art education teachers in kindergartens is the balance between classroom and extracurricular activities.
		Preferring classroom activities over extracurricular activities	Zero	Zero%	
		Preferring extracurricular activities over classroom activities	Zero	Zero%	
		Total	17	100%	

CHAPTER FOUR

First/ Results: The search results showed the following:

1. Most kindergarten art teachers have a 31-year career and above.
2. Most kindergarten art teachers hold a certificate from a teacher training institute.
3. kindergarten.
4. Most kindergarten art teachers use illustrative methods.
5. Most kindergarten art teachers do not regularly review child psychology theories.
6. Most kindergarten teachers neglect children's scribbles.
7. Most kindergarten teachers interfere with children's drawings.
8. Most kindergarten teachers are careful to adhere to official guidelines regarding children's art activities.
9. Most kindergarten teachers are not careful to wear bright colors or pay attention to their appearance.
10. Most kindergarten teachers neglect children's scribbled drawings.
11. Most kindergarten teachers communicate with parents.
12. All kindergarten teachers use the principle of reward and punishment in teaching art education to reinforce the child's positive side.
13. All kindergarten teachers are keen to discover talented children in all arts through accumulated experience and continuous observation.
14. The administration is responsible for evaluating the art teacher in the kindergarten.
15. The most appropriate marital status for a kindergarten art teacher is for her to be unmarried.
16. The approach followed by the art teacher in the kindergarten is to balance classroom and extracurricular activities.

Second: Conclusions: Based on the results, the researcher reached the following conclusions:

- 1- Most kindergarten art teachers are older, do not wear bright colors, and do not have academic degrees in the arts. This constitutes a lack of integrated personality dimensions.
- 2- Most kindergarten art teachers use illustrative methods, but they do not study child psychology theories. This constitutes a lack of integrated personality dimensions.
- 3- Most kindergarten art teachers neglect children's scribbles and interfere in their drawings. This constitutes a lack of integrated personality dimensions.
- 4- Most kindergarten art teachers are keen to discover children who are talented in the arts, and they use the principle of educational reward and punishment. This is achieved through communication with parents. This constitutes a positive aspect of integrated personality development.
- 5- Most kindergarten art teachers adhere to official guidelines regarding art activities. This constitutes a positive aspect of integrated personality development.
- 6- Most kindergarten art teachers' approach is characterized by balancing classroom and extracurricular activities, which constitutes a positive aspect of their personality integration.
- 7- Most kindergarten art teachers prefer that the most appropriate marital status for a teacher be unmarried. This constitutes a lack of integration in their personality dimensions, as it reveals their lack of dedication to fulfilling their duties toward children, while a married teacher has experienced the meaning of motherhood and is more closely aligned with the child's needs.

Third: Recommendations:

- Conducting ongoing development courses for kindergarten art teachers to keep pace with emerging technological developments.
- Approval for kindergarten teachers to teach art education is based on a competency test that includes integrated personal dimensions (physical, mental, psychological, social, and moral).

Fourth: Proposals: Personal Dimensions of Art Education Teachers and their Reflections on Teaching Art Education

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