

## REFLECTIONS OF THE PRIORITY OF IDENTITY AND CITIZENSHIP IN OMAN'S VISION 2040 ON TEACHING FOLK SONGS TO KINDERGARTEN CHILDREN FROM THE TEACHERS' PERSPECTIVE\*

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### **Abstract**

This study investigates how Oman Vision 2040's priority of identity and citizenship can be implemented in kindergartens. It specifically examines the role of educational curricula, the use of folk songs for promoting national values, and teachers' perspectives on this initiative. The research aims to connect citizenship, folklore, and music to bridge education and the national vision. Using a descriptive approach with questionnaires for kindergarten teachers, the study found that teachers are aware of Oman Vision 2040 and recognize the importance of folk songs in strengthening children's national identity and citizenship. The results highlight the need to increase awareness and effectively integrate these values into the curriculum.

**Keywords:** Oman's Vision 2040, Identity, Citizenship, Folk Songs, Teaching, Kindergarten, Early Childhood Education, Teachers' Perspective.

### **Introduction to research:**

Identity and citizenship are considered two fundamental pillars for building cohesive societies capable of confronting contemporary challenges, while preserving the values of justice, equality, and diversity. They are regarded as core concepts that shape individuals' awareness and their sense of belonging to their communities and countries. Identity expresses the individual and collective characteristics that distinguish a person or group from others, and includes elements such as language, culture, history, religion, and customs and traditions. It is not fixed; rather, it evolves over time and interacts with external influences. To preserve national identity amidst these transformations, many countries around the world have long considered citizenship education an essential part of their curricula. This important subject contributes to shaping the citizen's character, which every curriculum and educational institution—indeed, every nation—seeks to build, aiming to deepen its civilizational identity in the memory of its successive generations. (Naser, 2013)

From this standpoint, the Sultanate of Oman has sought, and continues to seek, to preserve identity and citizenship across successive generations. The society as a whole play an active role in preserving cultural and historical heritage through its various possible activities, supported by the government and the private sector. These activities aim to coordinate and develop national programs that enhance social and cultural cohesion around the national identity and Omani civilization. Meanwhile, the media plays a prominent and important role in framing the culture of Omani youth and creating a balance between the heritage of civilization and the foundations of identity on one hand, and technological developments and their optimal utilization in a way that supports the building of a society proud of its identity on the other hand. Furthermore, educational curricula and programs focus on building national capacities, enhancing awareness of the importance of the Omani identity,

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and building a character that supports the sustainability of identity and citizenship. Thus, Oman Vision 2040 has confirmed that the process of identity and promoting citizenship is to raise the new generation on the foundations and heritage of the Omani identity and civilization (Oman Vision 2040 Implementation Follow-Up Unit, 2025) .

Music is considered one of the avenues that establish and preserve the components of national identity. It is manifested in a range of fields, such as visual arts, poetry, literature, storytelling, drama, and movement (Al-Salem, 2017). These elements are interconnected through a set of activities that the learner carries out while working in small groups to achieve the experience resulting from each field's contribution to developing an aspect of students' creative expression (Amira, 2013). Music remains an influential cultural tool in building national pride and dignity. Hence, there is an interest in incorporating music learning in general, and folk music in particular, into various stages of education. As he (Ho, 2014) sees it, teaching and learning about folk music depend on the interaction between music inside and outside the school environment and both formal and informal school musical activities, alongside the interactions between schools and students that may be enabled through developments in school music curricula.

Musical practices are part of human social life and thus contribute to the ongoing development of society. Hence, participation in artistic practices can be considered an opportunity for members of society to exercise their citizenship, as these practices allow individuals and groups to express themselves and acquire the resources to participate in and influence the social world in which they live. The ability of music education to contribute to this goal and act as a means of social change remains a topic worthy of research. The concept of artistic citizenship helps to characterize how music education contributes to social change efforts, serving as an alternative or additional objective that music teaches students, while also understanding the impact of music on the formation of citizenship.

Teaching folk songs to children in kindergartens represents a window to introduce them to Omani cultural heritage, as these songs contribute to enhancing their national identity and developing their social and linguistic skills. However, this process faces numerous challenges related to adapting these songs to meet the requirements of modern education and Oman Vision 2040, in addition to the influence of teachers' perspectives and their awareness of the importance of this field.

#### **Research Problem:**

Despite the importance of folk songs in promoting identity and citizenship, there is a lack of studies that shed light on how these songs are employed in teaching kindergarten children in light of Oman Vision 2040. Therefore, this study aims to explore the reflections of the priority of identity and citizenship on the teaching of folk songs to kindergarten children from the perspective of female teachers.

#### **Research objective:**

1. Study the role of Oman Vision 2040 in promoting national identity and citizenship through educational curricula.
2. Analyze the importance of folk songs as a means of promoting national values for kindergarten children.
3. Identify teachers' perspectives on the impact of Oman Vision 2040 on the teaching of folk songs.

#### **Significance of the Study:**

This research stems from the need to understand the implications of the priority given to identity and citizenship in Oman Vision 2040 on teaching folk songs to kindergarten children. It also aims to explore teachers' perspectives on how to integrate these national values into the curriculum through folk songs, and the challenges they face in this context.

### **Research Questions:**

1. What are the most significant implications of the priority given to identity and citizenship on teaching folk songs to kindergarten children from the teachers' perspective?
2. Are there statistically significant differences at the significance level ( $\alpha=0.05$ ) among the study sample's responses regarding teaching folk songs to kindergarten children in terms of (educational level, years of experience)?

### **Research Limitations:**

Temporal Limitations: The second semester of the 2024/2025 **academic year**.

Spatial Limitations: Sultanate of Oman.

### **Research Procedures:**

#### **Research Methodology:**

This study follows the analytical descriptive approach.

#### **Research Sample:**

Kindergarten teachers.

#### **Research Instrument:**

A questionnaire surveying the opinions of kindergarten teachers regarding the implications of the priority given to identity and citizenship – within the vision of Oman 2040 – on teaching folk songs to kindergarten children.

#### **Search Terms :**

##### **Identity :**

Identity is a complex concept that encompasses multiple dimensions and components, and its definitions vary depending on the context in which it is used (philosophical, social, cultural, political). (Gleason, 1983)

As defined by John Joseph, the term "identity" is derived from the Latin origin (Sameness), meaning something that allows it to be constructed in a way that resembles another thing yet distinguishes it from it. (Joseph, 2007)

##### **National Identity :**

Refers to belonging to a specific nation and the accompanying sense of collective belonging and shared values. It is defined in educational contexts as a set of cultural, historical, social, and political factors that distinguish a country and its people. (Talaq, 2021)

##### **•Folk Songs :**

They are "the art of composing, arranging, and rhythmizing melodies, as well as singing and delighting through various musical instruments" (Dictionary, 2021) .

##### **•Kindergarten Children: (Furmawi & Al-Majidi, 2004)**

They are the group present in social educational institutions that children join between the ages of three and six. In many countries, they are known as nursery schools, daycare centers, or kindergartens.

#### **The research is divided into two parts :**

##### **The first part includes :**

**First:** Previous studies related to the research topic

**Second:** The theoretical framework, which includes :

-Identity and citizenship in Oman Vision 2040

-Folk songs and their role in children's education

-Kindergarten children

##### **Third: The Applied Framework.**

##### **First: Previous Studies Related to the Research Topic:**

1. A study entitled: "An Applied Study on Using Songs to Acquire New Concepts for Kindergarten Children." (Al-Sharqawi, Haddad, & Madi, 2012)

The study aimed to investigate the proposed program for developing concepts of citizenship and belonging in kindergarten children using contemporary songs presented in visual media. The study sample was limited to (30) kindergarten children from Al-Qawmiyya Al-Arabiya Private School in Cairo Governorate. The study followed the quasi-experimental method, and its results concluded the effectiveness of the program and its greater impact on the experimental group compared to the control group. It recommended the necessity of training kindergarten teachers on how to use national songs in teaching children and supporting children's programs with educational musical means and activities.

**2. A study entitled: "The Role of Popular Children's Songs in Deepening the Egyptian Identity of Kindergarten Children."** (Nora, 2021)

This study aimed to reveal the role of popular children's songs in deepening the Egyptian identity of kindergarten children. The study followed the analytical descriptive and experimental method. The study sample consisted of (72) children from Farouk El-Baz Official Language School in Suez Governorate. Its results concluded that national songs contribute to achieving the goals of the educational process and preserve the child's identity from a young age.

**3. A study entitled: "The Impact of Employing National Songs and Poems in Teaching National and Civic Education on Instilling National Values in Students."** (Hani, 2020)

The study aimed to reveal the impact of employing national songs and poems in teaching national and civic education on instilling national values in students. To achieve the study's objective, the researchers followed the quasi-experimental method. It was applied to a sample of (66) female students. The study results showed statistically significant differences attributable to the teaching method on the national values scale in favor of the experimental group. The researchers recommended the necessity of employing songs as an approach to teaching national and civic education to acquire national values.

**4. A study entitled: "The National Song in Instilling the Spirit of Belonging in Kindergarten Children."** (Abdel Hamid, 2018)

This study aimed to identify how to provide kindergarten children with various skills and knowledge and instill a spirit of belonging through national songs. The researcher used the descriptive method to reach the results of the current study. The study population consisted of 15 kindergarten children, where the sample was selected randomly. The researcher then selected a number of national songs and presented them to the kindergarten children to determine the extent to which they develop the spirit of belonging and patriotism. Among the key results was that children in kindergarten can acquire specific concepts related to the spirit of belonging through the national songs they hear and memorize, and they can also acquire certain attitudes and learn positive behaviors.

**5. A study entitled: "Music and Its Importance in Treating Behavioral Disorders in Kindergarten Children"** (Abdel Hadi, 2011)

This study aimed to reveal the effectiveness of a music-based program on behavioral problems in kindergarten children. The study followed the quasi-experimental method for a sample of (60) children from Port Said Governorate. Its results indicate the effectiveness of musical programs in improving some psychological aspects, behavioral, and emotional disorders in children. It recommended designing different musical programs favored by children to treat behavioral disorders (aggression, introversion) in children.

**6. A study entitled: "The Effectiveness of Employing National Songs in Shaping National Identity and Motivating Students"** (Ali, 2020)

This study aimed to reveal the effectiveness of employing songs in shaping national identity and motivating students. To achieve the study's objective, the two study instruments

were prepared: a scale for national identity consisting of (21) items and a scale for motivation consisting of (23) items, and their validity and reliability were verified. The two instruments were then applied to a sample of (66) female students; the experimental group consisted of (33) students who studied using songs, and the control group consisted of (33) students who studied using the conventional method. This study was applied to the unit "National Symbols" from the National and Civic Education subject for the seventh grade during the first semester of 2018/2019. The results showed statistically significant differences ( $\alpha = 0.05$ ) on the national identity scale attributable to the teaching method in favor of the experimental group. The results also showed statistically significant differences ( $\alpha = 0.05$ ) on the motivation scale attributable to the teaching method in favor of the experimental group.

**7. A study entitled: "The Role of Music in Enhancing National Identity in Kindergarten Children from the Teachers' Perspective" (Al-Shahrani & Al-Shanwani, 2024)**

The study aimed to identify the role of music in enhancing national identity in kindergarten children from the teachers' perspective and to detect the existence of differences in the sample's responses according to the variables (experience - training courses in music). The study relied on the descriptive survey method through a questionnaire applied to a sample of kindergarten teachers in public schools in Riyadh city, Kingdom of Saudi Arabia, numbering (260) teachers from public kindergartens. The study found that the role of music in enhancing national identity in kindergarten children from the perspective of the stage teachers was high, with an arithmetic mean of (2.36) for the first axis and (2.35) for the second axis. The highest-rated statements in the first axis were "Teaching music helps introduce fun and joy into children's hearts," and in the second axis, "I participate in chanting the national anthem to enhance national identity." The results also found no statistically significant differences at the significance level (0.05) or less between the study sample's responses in teachers' practices attributed to the variable of years of experience, while it showed differences in the responses of the sample members attributed to the variable of training courses in favor of those who attended one course or two or more. Accordingly, the study recommended increasing teachers' awareness by including academic courses specializing in arts, especially music, in the plans for kindergarten teacher preparation programs, and holding training courses and periodic meetings among teachers to benefit from experiences of optimal application for enhancing national identity through music.

**8. A study entitled: "Using Folk Heritage in Musical Activities Presented to Kindergarten Children to Acquire Some Social Values" (Abdel Aziz Khalil, 2012)**

This study aimed to develop some social values in kindergarten children through the use of folk heritage, including folk songs and games, in the musical activities presented to them. The descriptive and experimental methods were used due to their suitability for the nature of the research in both its theoretical and experimental aspects. The research tool was a pictorial test of situational social values. The results highlighted the importance of including social values in the musical activities presented in kindergartens and the necessity of benefiting from the folk heritage rich in values and concepts in the activities presented to children. It also found that kindergarten teachers should focus on the practices the child acquires more than what the child learns.

**Theoretical Framework:**

National identity and citizenship are fundamental pillars in building societies and enhancing national belonging. Oman's Vision 2040 has emphasized the importance of instilling these values in various fields, particularly in education. From this standpoint, teaching folk songs to kindergarten children constitutes an effective means of instilling cultural and national

identity in the young generation. This theoretical framework aims to review the concepts related to identity and citizenship according to Oman's Vision 2040, and the importance of folk songs in developing these values in children during early childhood.

**First: Identity and Citizenship in Oman Vision 2040** (Ministry of Education in the Sultanate of Oman, 2020)

#### **-The Concept of National Identity and Citizenship**

National identity is a set of cultural and social characteristics that distinguish Omani society, including language, traditions, values, and shared history. Oman Vision 2040 emphasizes the importance of promoting and entrenching this identity in younger generations through educational and cultural institutions.

#### **-The Concept of Citizenship and its Importance**

Citizenship means the positive participation of individuals in social, political, and economic life, while adhering to their rights and duties towards the nation. Oman Vision 2040 works to instill the values of active citizenship, such as belonging, responsibility, tolerance, and dialogue, through educational curricula and various cultural activities.

#### **-The Repercussions of Oman Vision 2040 on the Educational Process**

Oman Vision 2040 includes developing education to be more connected to national identity and promoting the use of folk arts, including traditional songs, as a means to instill cultural and social values in children from an early age.

**Second: Folk Songs and Their Role in Educating Children** (Al-Rahman, 2010), (Fatima, 2018)

Folk songs play a vital role in educating children; they are an engaging medium that promotes learning and develops various skills. Therefore, they should be utilized in educational curricula and early childhood programs.

#### **1. Definition of Folk Songs**

Folk songs are inherited musical patterns that reflect the cultural heritage of Omani society. They are characterized by simple language and easily comprehensible music, making them an effective educational tool for children.

##### **a. Developing Language Skills:**

-Folk songs help enrich a child's vocabulary and enhance their ability to pronounce correctly.

-They teach children simple language structures through rhythm and repetition.

##### **b. Enhancing Memory and Concentration:**

-The rhythm and melody in folk songs make memorizing information easier, such as songs about numbers and letters.

##### **c. Learning Social Values and Customs:**

-Folk songs carry educational content about morals, customs, and traditions, such as songs about cooperation and respect.

##### **d. Developing Motor and Cognitive Skills:**

-Some folk singing is associated with movements and hand games that enhance motor coordination in children.

##### **e. Stimulating Creativity and Imagination:**

-Creative melodies and lyrics stimulate a child's imagination and develop their ability to visualize and innovate.

#### **2. The Role of Folk Songs in Developing National Identity**

-Folk songs help promote a sense of belonging to the homeland by instilling Omani values and traditions.

-They contribute to strengthening the Arabic language and local dialect among children.

-They work to transmit customs and traditions in an enjoyable and interactive way.

### **3. The Importance of Folk Songs in the Kindergarten Stage**

Folk songs are considered important educational tools in the kindergarten stage, as they play a vital role in developing a child's mental, social, emotional, and linguistic aspects. Their importance revolves around the following:

-They contribute to developing children's language skills through the repetition of simple words and phrases.

-They enhance sensory and auditory perception, which helps improve concentration and attention.

-They create an enjoyable learning environment that encourages children to learn and interact socially.

#### **Third: Kindergarten Children:**

Kindergarten is an important educational stage that prepares children to enroll in the basic education stage in the Sultanate of Oman. It focuses on developing the basic social, emotional, cognitive, and physical skills of children aged 3-6 years.

##### **– Kindergarten Objectives: (Abdul Rahman)**

-Social and Emotional Development: Teaching children to interact with others and develop self-confidence.

-Cognitive Development: Developing basic skills such as reading, writing, and arithmetic in a simple manner.

-Physical Development: Improving fine motor skills (such as holding a pencil) and gross motor skills (such as running and jumping).

-Creativity and Play: Using artistic activities and imaginative play to develop creativity.

#### **Third: The Applied Framework:**

##### **Research Procedures:**

##### **Research Methodology:**

The researcher used the descriptive analytical method, as this method is suitable for this type of research. It aims to collect data from reality, answer the questions, then classify and analyze them to reach results, and subsequently formulate recommendations and suggestions.

##### **Research Variables:**

The research included one dependent variable, which is the repercussions of the priority of identity and citizenship according to Oman Vision 2040 on teaching folk songs to kindergarten children from the teachers' perspectives. The independent variables are:

- 1. Gender:** Male, Female.
- 2. Teaching Experience:** (1-4) years, (5-9) years, (10-14) years, (More than 15 years)
- 3. Educational Qualification:** Postgraduate studies, University degree.

##### **Research Population and Sample:**

The research population consisted of kindergarten teachers at the Ministry of Education in the Sultanate of Oman. The study was applied to all members of the population, as it is a population of teachers, through an electronic questionnaire. The number of questionnaires received was (56) responses. Tables (1) and (2) show the distribution of the sample members.

**Table No(1) .**  
 Distribution of sample individuals by age

Percentage	Number	Type
%44.6	25	30 years and under
%28.6	16	31 40 – years
%26.8	15	41 years and over
<b>%100</b>	<b>56</b>	<b>Total</b>

Table (2) shows that the total number of sample individuals for the variable "30 years and less" reached (25), accounting for (44.6%). The sample individuals for the variable "31 – 40 years" reached (16), accounting for (28.6%). The sample individuals for the variable "41 years and more" reached (15), accounting for.(%26.8)

**(2) .Table No**  
 Distribution of sample individuals according to the educational qualification variable

Percentage	Number	Type
%55.4	31	Postgraduate studies
%44.6	25	University qualification
<b>%100</b>	<b>56</b>	<b>Total</b>

It is noted from Table (2) that the total number of sample individuals for the postgraduate variable reached (31), accounting for (55.4%), while the number of sample individuals for the university qualification variable reached (25), accounting for.(%44.6)

**(3) .According to Table No**  
 Distribution of sample individuals according to the variable years of experience

Percentage	Number	Category
%32.1	18	Less than 5 years
%21.4	12	From 10 – less than 15 years
%16.1	9	15years or more
%30.4	17	From 5 – less than 10 years
<b>%100</b>	<b>56</b>	<b>Total</b>

Table No. that the number of individuals variable experience years"

(3) shows total sample for the "years of less than 5 reached

(18), accounting for (32.1%). The sample individuals for the variable "years of experience from 10 to less than 15 years" reached (12), accounting for (21.4%). The sample individuals for the variable "years of experience 15 years or more" reached (9), accounting for (16.1%). The sample individuals for the variable "years of experience from 5 to less than 10 years" reached (17), accounting for.(%30.4)

**Research Tool:**

The researchers used a questionnaire on kindergarten teachers' opinions regarding the reflections of the priority of identity and citizenship within Oman Vision 2040 on teaching folk songs to kindergarten children from the teachers' perspective as the main tool for collecting data and information from the study sample. Previous studies were utilized in preparing the questionnaire, which included three axes, aiming to reveal the degree to which the priority of identity and citizenship within Oman Vision 2040 is reflected in teaching folk songs to kindergarten children from the teachers' perspective. The following procedures were taken in preparing the tool:

- Reviewing educational literature
- Utilizing previous studies in preparing the questionnaire.
- Developing a list of the questionnaire's axes, and assigning weights to the responses for each item as follows: Strongly Agree (5) points, agree (4) points, To Some Extent (3) points, disagree (2) points, Strongly Disagree (1) point.

**Validity of the Research Tool:**

The questionnaire, which initially consisted of (20) items, was presented to a number of (8) arbitrators. (3) of them were from the Department of Curricula and Instruction at Sultan Qaboos University, (3) arbitrators were supervisors from the General Directorate of Educational Supervision, and (2) arbitrators were supervisors from the General Directorate of Private Schools. The arbitrators provided a number of observations, including rephrasing some items and deleting others, whereby the number of items in the questionnaire after making the modifications became (18) items.

**Reliability of the Research Tool:**

The reliability of the tool was verified using Cronbach's Alpha coefficient for each item of the research tool and for the tool as a whole. The reliability coefficient for the entire tool was (0.912), which is considered a very high reliability coefficient. This was also the case for the items as a whole, as the coefficients ranged between (0.906 and 0.912). Table (5) shows the reliability coefficients for the research tool.

**(4) .Table No**

Cronbach's Alpha Reliability Coefficients for the Research Tool Axes

<b>Cronbach's Alpha</b>	<b>The degree of reflection of the priority of identity and citizenship in Oman Vision 2040 on teaching folk songs to kindergarten children</b>	<b>Axis</b>
0.906	Knowledge of identity and citizenship	The first axis
0.907	Activating identity and citizenship in teaching music skills to kindergarten children	The second axis
0.912	Challenges hindering the implementation of identity and citizenship in kindergarten children	The third axis
<b>0.912</b>	<b>The questionnaire as a whole</b>	

**Methods of data analysis :**

Frequency, percentages, arithmetic means, standard deviation, and the use of the statistical analysis program (SPSS) were employed. Table (6) shows the judgment scale of the opinions of kindergarten teachers regarding the reflections of the priority of identity and citizenship in Oman Vision 2040 on teaching folk songs to kindergarten children from the teachers' perspective, through the arithmetic mean and the relative arithmetic mean for each item of the tool.

**(5) .Table No**

A scale for judging the degree to which the priority of identity and citizenship is reflected in Oman's 2040 vision on teaching folk songs to kindergarten children from the female teachers' perspective, through the arithmetic mean and the relative arithmetic mean for each item of the instrument.

Degree of approval	arithmetic mean	Degree	Degree level
Strongly agree	5 إلى 4,3 من	5	Very large
Agree	4,2 إلى 3,3 من	4	Large
Neutral (to some extent)	3,2 إلى 2,3 من	3	Medium
Disagree	2,2 إلى 1,3 من	2	Small
Strongly disagree	1,2 إلى 1 من	1	Very small

**Analysis of Results and Their Interpretation**

**First, Question One: What are the most significant implications of the priority of identity and citizenship on teaching folk songs to kindergarten children from the teachers' perspectives ?**

To answer the first question, arithmetic means and standard deviations were calculated. Table (6) illustrates the degree of implications of the priority of identity and citizenship, in line with Oman Vision 2040, on teaching folk songs to kindergarten children:

**(6) .Table No**

Arithmetic means, standard deviations, value of the one-sample t-test, effect size, and ranking of each axis of the questionnaire

Ranking	Degree level	Standard deviation	Arithmetic average	Axis	Axis number
1	big	0.934	4.04	Knowledge of Identity and Citizenship	1
2	big	0.500	3.15	Activating Identity and Citizenship in Teaching Music Skills to Kindergarten Children	2
3	middle	0.799	3.87	Challenges Hindering the Implementation of Identity and Citizenship in Kindergarten Children	3
	big	0.303	3.04	Performance as a whole	

Statistically significant at a significance level of ( $\alpha=0.01$ )

Analysis of Table (6) shows that the reflections of the priority of identity and citizenship on teaching folk songs to kindergarten children from the teachers' perspectives vary between knowledge, application, and challenges. The axis of knowledge of identity and citizenship obtained the highest arithmetic mean (4.04) with a standard deviation (0.934) and at a high level, indicating a high awareness among teachers of the importance of this aspect in the educational process. The axis of activating identity and citizenship in teaching the musical skills subject came in second place with an arithmetic mean (3.15) and a standard deviation (0.500), indicating attempts to apply these concepts in teaching children, but they may face some obstacles such as a lack of suitable educational materials or weak educational guidance in this field. Meanwhile, the axis of challenges hindering application came in third place with an arithmetic mean (3.87) and a standard deviation (0.799), reflecting the existence of difficulties affecting actual implementation, such as a lack of systematic training or the absence of institutional support. The overall performance recorded an arithmetic mean of (3.04) with a standard deviation (0.303), indicating that the reflections of identity and citizenship on teaching folk songs to kindergarten children are generally significant, despite the variation between knowledge, application, and challenges. When comparing these results with previous studies that addressed the topic of identity and citizenship in education, we find clear agreement in emphasizing the importance of identity and citizenship in building the child's personality and enhancing their sense of belonging. However, this study reveals greater challenges compared to some studies that indicated the ease of integrating identity into other curricula. This difference may be due to the nature of the musical skills subject and its need for innovative teaching strategies to effectively integrate national identity. The arithmetic means and standard deviations were calculated, and Table No. (7) shows the degree to which the priorities of identity and citizenship are reflected in Oman Vision 2040 on teaching folk songs to kindergarten children for the items of the first axis, Knowledge of Identity and Citizenship.

**(7) .Table No**

Arithmetic means and standard deviations of the first axis defined by identity and citizenship

Ranking	Degree level	Standard deviation	Arithmetic average	Axis	Axis number
5	big	0.811	3.68	I know the meaning of identity and citizenship.	1
2	big	0.871	3.93	I am aware of the goals of identity and citizenship in Oman Vision 2040 and how to activate them.	2
3	big	0.900	3.91	I seek to enhance my knowledge about identity and citizenship by discussing with my colleagues.	3
1	big	0.810	4.13	I watch videos about identity and citizenship on YouTube platforms.	4

6	big	0.872	3.70	I am searching for sources on identity and citizenship in teaching music skills to kindergarten children.	5
5	big	0.811	3.68	I know the meaning of identity and citizenship.	6
1	big	0.934	4.04	<b>Knowledge of identity and citizenship.</b>	

Analysis of Table (7) shows the extent to which the priority of identity and citizenship, according to Oman Vision 2040, is reflected in the teaching of folk songs to kindergarten children through the axis of knowledge of identity and citizenship. The arithmetic means and standard deviations indicate a high level of awareness of these concepts among the female teachers. The item related to watching videos about identity and citizenship on YouTube platforms obtained the highest arithmetic mean (4.13) with a standard deviation (0.810), indicating that digital content plays an important role in promoting knowledge about identity and citizenship.

The item related to the teachers' awareness of the identity and citizenship goals in Oman Vision 2040 and how to activate them came in second place with an arithmetic mean (3.93) and a standard deviation (0.871), highlighting the teachers' interest in understanding these goals and linking them to the educational process. This was followed by the item seeking to develop knowledge about identity and citizenship through discussions with colleagues with an arithmetic mean (3.91) and a standard deviation (0.900), which is an indicator of the importance of social interaction in enhancing the understanding of these concepts.

The item related to searching for sources about identity and citizenship for teaching music skills to kindergarten children obtained an arithmetic mean (3.70) with a standard deviation (0.872), indicating a trend towards integrating these concepts into teaching, though it may need more support and guidance. In contrast, the item related to knowing the meaning of identity and citizenship ranked last with an arithmetic mean (3.68) and a standard deviation (0.811), which may indicate a variation in the deep understanding of this concept among the teachers.

Considering the overall performance of the knowledge of identity and citizenship axis, it recorded an arithmetic mean of (4.04) with a standard deviation (0.934), reflecting a significant level of awareness among the teachers. This aligns with some previous studies that emphasized the role of digital means and educational discussions in promoting knowledge of identity and citizenship, but it differs from some studies that showed that teachers' theoretical knowledge of national identity may not always be sufficient to effectively activate it within the curricula.

The arithmetic means and standard deviations were calculated, and Table (8) shows the degree to which the priorities of identity and citizenship are reflected in Oman Vision 2040 on teaching folk songs to kindergarten children, based on the items of the second axis: Activating Identity and Citizenship in Teaching Music Skills to Kindergarten Children.

**(8) .Table No**  
**Arithmetic Means and Standard Deviations of the Second Axis**

Ranking	Degree level	Standard deviation	Arithmetic average	Axis	Axis number
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7	big	0.996	3.34	Make sure to employ Omani folk songs in teaching music skills to kindergarten children.	1
6	big	0.884	3.73	I consistently use Omani folk songs in teaching to reinforce identity and citizenship in kindergarten children.	2
3	big	0.751	3.98	Ensure a connection between folk songs and music skills lessons.	3
4	big	0.869	3.84	Rely on external sources in selecting the value of identity and citizenship to teach to kindergarten children.	4
2	big	0.837	4.08	I believe that folk songs contribute to developing a sense of pride in the country among kindergarten children.	5
5	big	0.831	3.77	I have some ideas for using folk songs to help kindergarten children acquire some elements of their Omani identity.	6
1	big	0.745	4.09	I see that folk songs instill social values in children, such as solidarity, interaction, and giving.	7
	<b>big</b>	<b>0.500</b>	<b>3.15</b>	<b>Activating identity and citizenship in teaching music skills to kindergarten children.</b>	

Table 8 analysis shows the extent to which the priority of identity and citizenship, according to Oman Vision 2040, is reflected in activating identity and citizenship when teaching music skills to kindergarten children. The arithmetic means and standard deviations reflect a high level of attention given to these values during teaching.

The item related to "imbuing children's folk songs with social values such as solidarity, interaction, and giving" obtained the highest arithmetic mean (4.09) with a standard deviation (0.745), indicating the teachers' awareness of the importance of folk songs as an educational tool that promotes social values.

It was followed by the item indicating the contribution of folk songs to developing a sense of pride in the homeland among children, with an arithmetic mean (4.08) and a standard deviation (0.837), reflecting the role of songs in enhancing national identity and belonging. The item concerning linking folk songs to music skills lessons came in third place with an arithmetic mean (3.98) and a standard deviation (0.751), indicating the teachers' awareness of the necessity of integrating these songs into music lessons.

In fourth place came the item of relying on external sources in selecting the value of identity and citizenship to teach to children, with a mean average of (3.84) and a standard deviation of (0.869). This indicates that some teachers resort to external educational materials to promote national identity, perhaps due to a lack of locally produced content intended for this

purpose. This is followed by the item of having some ideas for employing folk songs to help children acquire some elements of their Omani identity, with a mean average of (3.77) and a standard deviation of (0.831), reflecting personal initiatives by teachers to promote Omani identity through music. As for the item of consistently employing Omani folk songs to affirm identity and citizenship, it obtained a mean average of (3.73) and a standard deviation of (0.884), indicating that efforts exist, but they may not be as regular as required. In last place came the item of ensuring the use of Omani folk songs in teaching the music skills subject, with a mean average of (3.34) and a standard deviation of (0.996), which may reflect the existence of challenges that prevent the consistent application of this strategy.

As for the overall performance of the axis of activating identity and citizenship in teaching music skills, its arithmetic mean reached (3.15) with a standard deviation of (0.500), indicating a high level of implementation, though it faces some obstacles. Compared to previous studies that addressed the integration of national identity into education, these results are consistent with some studies that emphasized the importance of folk songs in promoting national values, but they differ from other studies that indicated that the use of these songs may be limited due to a lack of training or the unavailability of suitable educational materials. This highlights the necessity of developing training and educational programs that help female teachers utilize folk songs more effectively in developing children's identity and citizenship.

The arithmetic means and standard deviations were calculated, and Table (9) shows the degree to which the priority of identity and citizenship, as reflected in Oman Vision 2040, is reflected in teaching folk songs to kindergarten children, according to the items of the third axis: Challenges hindering the implementation of identity and citizenship in kindergarten children.

**(9) .Table No**  
 Arithmetic Means and Standard Deviations of the Third Axis

Ranking	Degree level	Standard deviation	Arithmetic average	Axis	Axis number
5	big	0.863	3.71	The current lessons directed at children do not allow room for incorporating appropriate folk songs to enhance identity.	1
2	big	0.953	3.96	Developing identity and citizenship through folk songs requires prior knowledge from teachers.	2
1	big	0.904	3.98	Selecting folk songs that develop citizenship and reinforce identity requires advanced skills from kindergarten teachers.	3
3	big	1.039	3.89	Using folk songs to develop citizenship requires double the effort and time.	4

	big			I find that children may have difficulty understanding the national values embedded in folk songs.	5
4		0.863	3.73		
	middle	0.799	3.87	<b>The challenges that hinder the implementation of identity and citizenship in kindergarten children.</b>	

Analysis of Table (9) reveals the challenges hindering the implementation of identity and citizenship in kindergarten children through the teaching of folk songs according to Oman Vision 2040. The arithmetic means and standard deviations indicate that these challenges pose an obstacle to achieving the educational objectives related to identity and citizenship. The item concerning "Selecting folk songs that develop citizenship and enhance identity requires advanced skills from kindergarten teachers" received the highest arithmetic mean (3.98) with a standard deviation (0.904). This indicates that teachers need specialized training to select appropriate songs for teaching children national values.

This was followed by the item indicating that "Developing identity and citizenship through folk songs requires prior knowledge from the teachers," with an arithmetic mean (3.96) and standard deviation (0.953). This reflects the importance of possessing a strong knowledge background about national identity and methods of teaching it through music.

As for the item on using folk songs to develop citizenship, which requires double the effort and time, it ranked third with an arithmetic mean of (3.89) and a standard deviation of (1.039). This indicates that female teachers may face difficulties in planning and implementation due to limited time and available resources. This is followed by the item on the possibility that children may have difficulty understanding the national values embedded in folk songs, with an arithmetic mean of (3.73) and a standard deviation of (0.863), which indicates the need to use simplified and interactive methods to ensure children comprehend the contents of the songs. As for the item related to the fact that the current lessons directed at children do not allow room for incorporating appropriate folk songs to enhance identity, it ranked last with an arithmetic mean of (3.71) and a standard deviation of (0.863), reflecting that the curricula may not be designed in a way that effectively supports the inclusion of folk songs.

As for the overall performance of the axis of challenges hindering the implementation of identity and citizenship among kindergarten children, the arithmetic mean reached (3.87) with a standard deviation of (0.799), indicating that the level of these challenges is moderate, yet they still hinder the actual implementation of national identity through music. When comparing these results with previous studies that addressed the difficulties of integrating national identity in early education.

**Second, Question Two: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) among the study sample's responses regarding teaching folk songs to kindergarten children in terms of (educational level, years of experience)?**

**First: Educational Level .**

Arithmetic means, standard deviations, and an independent two-sample t-test were used. This test was employed to detect differences in educational level, as shown in Table.(10)

**(10) .Table No**

Arithmetic means, standard deviations, and t-test implementation according to gender variable

Interpretation	Significance	t-value	Degrees of freedom	Standard deviation	Arithmetic average	Number	Type	Axis
غير دالة	.092	.831	54	.76341	4.1290	31	Graduate studies	Knowledge of identity and citizenship
				1.11505	3.9200	25	University qualification	
غير دالة	.697	.568	54	.51106	3.1797	31	Graduate studies	Activating identity and citizenship in teaching music skills to kindergarten children
				.49405	3.1029	25	University qualification	
غير دالة	.286	.574	54	.68464	3.9161	31	Graduate studies	Challenges hindering the application of identity and citizenship in kindergarten children
				.93360	3.7920	25	University qualification	
غير دالة	.221	.064	54	.33201	3.0430	31	Graduate studies	overall performance
				.27014	3.0378	25	University qualification	

Table (10) analysis, which compares the arithmetic means and standard deviations according to the educational level variable (postgraduate studies versus university qualification) using an independent samples t-test, shows that the differences between the two groups in all axes

were not statistically significant. This indicates no substantial difference between the postgraduate parameters and the university qualification parameters in evaluating the implications of identity and citizenship on teaching folk songs to kindergarten children.

Regarding the knowledge axis of identity and citizenship, the mean for teachers with postgraduate degrees was (4.1290) with a standard deviation of (0.76341), while the mean for teachers with a bachelor's qualification was (3.9200) with a standard deviation of (1.11505). However, the t-value was (0.831) with a significance level of (0.092), indicating that the differences are not statistically significant, meaning that the level of knowledge regarding identity and citizenship is similar between the two groups.

As for the axis of activating identity and citizenship in teaching music skills to kindergarten children, graduate-level teachers obtained an arithmetic mean of (3.1797) with a standard deviation of (0.51106), while university-qualified teachers obtained a mean of (3.1029) with a standard deviation of (0.49405). The t-value was (0.568) with a significance level of (0.697), which also indicates no statistically significant differences. This demonstrates that teachers, regardless of their educational level, apply identity and citizenship in teaching folk songs with nearly the same efficiency.

Regarding the axis of challenges hindering the application of identity and citizenship among kindergarten children, the mean for postgraduate-qualified teachers was (3.9161) with a standard deviation of (0.68464), while for bachelor's-qualified teachers, the mean was (3.7920) with a standard deviation of (0.93360). Although postgraduate teachers showed a higher level of awareness of the challenges, the t-value was (0.574) with a significance level of (0.286), meaning that the difference is not statistically significant. Therefore, teachers in both categories face similar challenges in applying identity and citizenship through folk songs.

As for the overall performance, postgraduate instructors obtained an arithmetic mean of (3.0430) with a standard deviation of (0.33201), while bachelor's degree instructors had a mean of (3.0640) with a standard deviation of (0.221). The t-value was (0.064) at a significance level of (0.221), confirming that the differences between the two groups are not statistically significant. This indicates that the overall performance in promoting identity and citizenship through folk songs is similar, regardless of educational level.

These results indicate that the educational level of female teachers (postgraduate versus undergraduate qualification) does not significantly affect their perception of identity and citizenship, nor the extent of its implementation in teaching, nor the challenges they face. This aligns with some previous studies that emphasize that teacher effectiveness primarily depends on training, practice, and practical experience, rather than merely on academic degrees. This may suggest the need to provide professional training programs for all female teachers, regardless of their educational level, to more effectively integrate identity and citizenship into the teaching of folk songs.

**Second: Years of Experience**

Using arithmetic means, standard deviations, and conducting a one-way ANOVA test, because the number of years of experience includes four categories, as shown in Table.(11)

**(11) .Table No**

Arithmetic means, standard deviations, and the performance of a "One-Way ANOVA" test according to the variable of years of experience

Interpretati on of significance	Significan ce level	F value	Mean of suar es	Degre es of freedo m	Sum of Square s.	Axis
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Statistically insignificant	.948	.120	.110	3	.331	<b>Betwe en groups</b>	<b>Knowledge of Identity and Citizenship Activating Identity and Citizenship in Teaching Music Skills to Kindergarte n Children</b>
			.915	52	47.598	<b>Within groups</b>	
				55	47.929	<b>Total</b>	
Statistically insignificant	.744	.414	.107	3	.321	<b>Betwe en groups</b>	<b>Technical challenges Challenges hindering the implementat ion of identity and citizenship in kindergarten children</b>
			.259	52	13.454	<b>Within groups</b>	
				55	13.775	<b>Total</b>	
Statistically insignificant	.151	1.845	1.128	3	3.385	<b>Betwe en groups</b>	<b>Knowledge of identity and citizenship</b>
			.612	52	31.808	<b>Total</b>	
Statistically insignificant	.741	.417		55	35.194	<b>Betwe en groups</b>	<b>Performance as a whole</b>
			.040	3	.119	<b>Within groups</b>	
			.095	52	4.940	<b>Total</b>	

**-Analysis of One-Way ANOVA test according to the variable of years of experience**

- Table (11) shows the results of the One-Way ANOVA analysis used to detect differences in the parameters based on years of experience across all study axes. The results indicate that all values are statistically insignificant, meaning that the number of years of experience does not significantly affect the knowledge of identity and citizenship, its activation in teaching folk songs, or the challenges hindering its application.

**Analysis of the "Knowledge of Identity and Citizenship" axis**

- Regarding this axis, the value of F (1.845) reached a significance level of (0.151), which is statistically non-significant. This indicates that the differences in the extent of knowledge regarding identity and citizenship among parameters with different experiences are not of great importance. This means that knowledge of the concept of identity and citizenship is not significantly influenced by the number of years of

experience, which may reflect that this knowledge is acquired from sources other than practical experience, such as academic training or professional courses.

### **Analysis of the axis "Activating Identity and Citizenship in Teaching Music Skills to Kindergarten Children"**

- The value of F (0.120) was obtained at a significance level of (0.948), indicating no significant differences in the parameters according to years of experience in promoting identity and citizenship through the teaching of folk songs. This suggests that the parameters, regardless of their years of experience, provide nearly the same level of activation of identity and citizenship concepts in their teaching. This may be attributed to the fact that teaching strategies in this field are not strongly linked to experience but rather depend on educational guidelines and continuous training.

### **Analysis of the axis "Challenges hindering the application of identity and citizenship in kindergarten children"**

This factor obtained an F-value of (0.414) with a significance level of (0.744), indicating that the female teachers, regardless of years of experience, face similar challenges when trying to apply identity and citizenship through folk songs. This suggests that the difficulties they face may be due to other factors such as curricula, lack of resources, or poor training, rather than being related to the number of years of experience.

The F-value was (0.417) with a significance level of (0.741), meaning there are no significant differences among the female teachers based on years of experience regarding the overall performance in promoting identity and citizenship through folk songs. This confirms that the disparity in years of experience is not reflected in differences in performance, and that almost all female teachers perform at the same level regardless of their duration of work in the field. The results of the one-way ANOVA indicate that the number of years of experience does not play an influential role in the level of knowledge of identity and citizenship, its activation in teaching, or in facing the associated challenges. This is consistent with some previous studies that confirmed that knowledge and application in educational fields are not necessarily linked to the number of years of experience, but are influenced by other factors such as continuous training, available resources, and curricula. Therefore, it is recommended to enhance professional development programs for all female teachers regardless of their practical experience, and to provide a supportive environment that facilitates their application of identity and citizenship in music education for children.

### **Search Results:**

1. High awareness among female teachers of the importance of knowledge of identity and citizenship in the educational process.
2. Existence of attempts to apply and activate identity and citizenship in teaching music skills, but they may face some obstacles such as a lack of suitable educational materials or weak educational guidance in this field.
3. Existence of difficulties affecting the actual implementation of identity and citizenship, such as a lack of systematic training or the absence of institutional support.
4. The implications of identity and citizenship on teaching folk songs to kindergarten children are generally significant, despite the disparity between knowledge, application, and challenges.
5. High level of awareness among female teachers of the concepts related to the priority of identity and citizenship according to Oman Vision 2040 on teaching folk songs to kindergarten children.

6. Digital content plays an important role in enhancing knowledge about identity and citizenship. As for the item related to the teachers' awareness of the objectives of identity and citizenship in Oman Vision 2040.
7. Interest among female teachers in understanding the objectives of identity and citizenship in Oman Vision 2040 and linking them to the educational process.
8. Existence of a trend towards integrating these concepts into teaching, but it may need more support and guidance.
9. Existence of a variance in the deep understanding of this concept among the female teachers.
10. Significant awareness among female teachers of the importance of the role of digital means and educational discussions in enhancing knowledge of identity and citizenship.
11. Teachers' recognition of the importance of folk songs as an educational tool that promotes social values.
12. Teachers' awareness of the necessity of integrating these songs into music skills lessons.
13. Some teachers resort to external educational materials to enhance national identity, due to a lack of local content directed for this purpose.
14. Some teachers possess ideas for employing folk songs in helping children acquire some elements of their Omani identity.
15. Existence of personal initiatives from teachers to enhance Omani identity through music skills.
16. Existence of efforts by teachers to consistently employ Omani folk songs to affirm identity and citizenship, but these efforts may not be as regular as required.
17. Existence of challenges that prevent the permanent application of this strategy.
18. The high level of activation of identity and citizenship in teaching music skills may be limited due to a lack of training or unavailability of suitable educational materials.
19. Necessity to develop training and educational programs that help teachers employ folk songs more effectively in developing identity and citizenship among children.
20. No fundamental difference between postgraduate teachers and university-qualified teachers in assessing the implications of identity and citizenship on teaching folk songs to kindergarten children.
21. The level of knowledge regarding identity and citizenship is similar between the two groups: teachers with a university qualification and those with postgraduate qualifications.
22. No statistically significant differences, indicating that teachers, regardless of their educational level, apply identity and citizenship in teaching folk songs with approximately the same efficiency.
23. Teachers in both groups face similar challenges in applying identity and citizenship through folk songs.
24. Overall performance in promoting identity and citizenship through folk songs is similar regardless of educational level.
25. The educational level of teachers (postgraduate vs. university qualification) does not significantly affect their perception of identity and citizenship, the extent of its activation in teaching, or the challenges they face.
26. The number of years of experience does not fundamentally affect knowledge of identity and citizenship, its activation in teaching folk songs, or the challenges hindering its application.

27. Knowledge of the concept of identity and citizenship is not noticeably affected by the number of years of experience, which may reflect that this knowledge is acquired from sources other than practical experience, such as academic training or professional courses.
28. Teachers, regardless of their years of experience, demonstrate approximately the same level of activation of identity and citizenship concepts in their teaching, perhaps because teaching strategies in this field are not heavily linked to experience but rather depend on educational guidance and continuous training.
29. The difficulties they face may result from other factors such as curricula, lack of resources, or inadequate training, more than being related to the number of years of experience.
30. The variation in years of experience is not reflected in differences in performance, and that almost all teachers perform at the same level regardless of their duration of work in the field.

**The key challenges hindering the implementation of identity and citizenship in kindergarten children through teaching folk songs according to Oman Vision 2040:**

1. Teachers need specialized training to select appropriate songs for teaching children national values.
2. The importance of possessing a strong knowledge background regarding national identity and methods of teaching it through music.
3. Teachers may face difficulties in planning and implementation due to limited time and available resources.
4. The need to use simplified and interactive methods to ensure children comprehend the themes of the songs. Regarding the point that current lessons directed at children do not provide room for incorporating suitable folk songs to enhance identity.
5. Curricula may not be designed in a way that effectively supports the inclusion of folk songs.

**Recommendations:**

1. Focus on integrating the values of citizenship and identity into kindergarten programs and curricula.
2. Kindergarten teachers should focus on presenting identity and citizenship in an engaging manner for kindergarten children.
3. The importance of utilizing folk songs and incorporating them into teaching kindergarten children.
4. The necessity of enhancing professional development programs for all teachers regardless of their practical experience, and providing a supportive environment that facilitates their application of identity and citizenship in teaching children musical skills.
5. Defining the role of folk songs in promoting Omani identity and citizenship.
6. The necessity of improving the use of folk songs in kindergarten education.
7. Establishing a framework that educational institutions can utilize to employ folk songs for achieving the goals of Oman Vision 2040.

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