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(476)

(58)

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.(2004

(Al-Barakat & Al-Karash, 2005)

(Dean, 1992; Revell, 2002 )

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.2010/9/23

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(Posner, 1987 )

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(2007 2009 )

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(Gagné, 1987 & 1977 2003 )

2007 )

(Avery & Lee, 1964; Kirkendarll, 1973; Darling, 1987

(Gandniji, 1995)

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(Yasushia & Wataru, 1991; Mary, 2003)

(Blevins, 1999)

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(Wallace & Hall, 1984 2004

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0.136	4.98		3
0.560	4.76	※	4
0.742	4.69		5
0.749	4.68		6
0.664	4.65		7
0.666	4,64		8
0.666	4,64		9
0.666	4,64		10
0.666	4,64		11
0.673	4,64		12
0.673	4,64		13
0.930	4.59		14
0.735	4.57		15
0.807	4.56		16
0.751	4.55		17
0.759	4.55		18
0.751	4.55		19
0.856	4.54		20
0.760	4.53		21
0.769	4.50		22
0.761	4.50		23
0.761	4.49		24
0.777	4.48		25
1.098	4.20		26
1.138	3.98		27
1.239	3.94		28

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1.35	3.90	29
1.17	3.85	30
1.21	3.83	31
1.18	3.76	32
1.26	3.75	33
1.22	3.73	34
1.18	3.70	35
1.34	3.68	36
1.33	3.66	37
1.26	3.64	38
1.24	3.59	39
1.23	3.55	40
1.24	3.50	41
1.39	3.49	42
1.21	3.48	43
1.24	3.47	44
1.24	3.43	45
1.22	3.35	46
1.15	3.35	47
1.24	3.35	48
1.25	3.34	49
1.30	3.33	50
1.51	3.31	51
1.20	3.31	52
1.20	3.24	53
1.45	3.20	54
1.23	3.18	55
1.20	3.16	56
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表

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%3.46	184	70	46	41	27	3
%3.31	176	7	133	3	33	4
%3.29	175	37	99	7	32	5
%3.25	173	29	97	29	18	6
%3.10	165	33	125	3	4	7
%2.97	158	51	55	43	9	8
%2.95	157	27	115	7	8	9
%2.86	152	31	100	9	12	10
%2.78	148	49	77	17	5	11
%2.71	144	32	69	27	16	12
%2.65	141	29	88	19	5	13
%2.58	137	52	44	23	18	14
%2.50	133	57	67	8	1	15
%2.44	130	49	49	17	15	16
%2.39	127	21	67	9	30	17
%2.39	127	21	79	7	20	18
%2.35	125	16	43	41	25	19
%2.33	124	45	29	23	27	20
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%						
%2.29	122	38	59	18	7	22
%2.22	118	17	78	4	19	23
%2.20	117	39	52	10	16	24
%2.14	114	61	47	4	2	25
%2.12	113	51	15	11	36	26
%2.12	113	21	40	31	21	27
%2.09	111	38	31	37	5	28
%2.03	108	42	48	12	6	29
%2.03	108	31	44	5	28	30
%2.01	107	47	19	15	26	31
%1.99	106	9	21	53	23	32
%1.93	103	23	55	8	17	33
%1.88	100	35	29	23	13	34
%1.88	100	37	31	17	15	35
%1.86	99	35	37	19	8	36
%1.82	97	50	19	8	20	37
%1.80	96	19	46	25	6	38
%1.78	95	32	35	19	9	39
%1.73	92	25	32	28	7	40
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## **Family Education Concepts of Children in the Childhood Education Stage in the United Arab Emirates**

*Ali Barakat and Jamal Zayadanyen\**

### **ABSTRACT**

The aim of this study was designed to find out the family education concepts which should be included in the childhood education stage, and to find out to what extent these concepts were included in childhood education curricula in the United Arab Emirates. The sample of the study consists of two parts: the first one contains (476) childhood education teachers, while the second includes four childhood education curricula. To achieve the aims of the study, a questionnaire was designed to find out the importance of including each family concept in the childhood education stage. In addition, content analysis was used to reveal to what extent family concepts are available in childhood education curricula. The two instruments were checked for validity and reliability. The findings of the study showed that a list of 58 family education concepts was identified. The participants of the study reported that these concepts should be included in childhood education curricula. More specifically, the analysis of the data showed that many family concepts were very important from the teachers' perspectives. Moreover, the findings of the content analysis revealed that most of the family concepts are available in the childhood education curricula. In addition, there was a variation in the distribution of family education concepts in the childhood education curricula. On the basis of the study findings, a number of relevant recommendations were introduced for teachers and curricula designers.

**Keywords:** Family Education Concepts, Childhood Education, Childhood Education Curricula.

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