Influences on Female Gender Identity and Role in Pre-School, Saudi Arabian: Analyzing Children's Perspectives through Narratives and Teachers' Pedagogies

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Abstract : Microworld theories can help to define the many influences on female development. In this research, theories together with narratives have been used to discover the reality of children's gender perceptions in Saudi Arabia. Today, Saudi Arabia is considered a 'closed and conserved' society due to tribal, cultural and religious factors. This study focuses on how young girls in Saudi Arabia learn about what is expected of them as females. Cultural beliefs and experiences contribute to children's notions of identity. Moreover, significant others such as more experienced peers, teachers, parents, and other members of a society can influence a child's development of knowledge through interactions within their social world. There are dominant influences from the Saudi State. These influences have very strong devices and perceptions of what or how a female should act and be. However, children may have other viewpoints, as it also needs to be considered that the Internet and other media sources could have an influence. Consequently, difficulties could exist for these young children to feel an authentic sense of belonging. The study gathered data using a multi-method approach that elicited the perspectives of the children using 'multiple modes of expression' such as observations, story-telling, picture prompt cards, group interviews, drawings and annotations. For this study, prompts and a book was devised, specifically, for use in a Saudi setting. It was found that Saudi young girls in preschool were heteronomous, mainly influenced by culture and society, in their perceptions of female gender and role.

Keywords : Saudi Arabia, pre-school, female, teachers, gender, identity, role

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