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Assessment the Family and Teachers Characteristics in the Early Learning Environment in the Kindergarten in Jordan

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Abstract:

This research was designed with two- fold purpose. Firstly, it attempted to assess the status of the learning environment in government kindergartens in Jordan in terms of family and teachers characteristics. Secondly, the research also looked at the strengths and weaknesses of the learning environment. Further, it looked for the ways in which the level of the learning environment could be improved in terms of the family and teachers. The design of the research employed both quantitative and qualitative methods. The population of the study was the government kindergartens in Jordan. The sample consisted of 250 kindergartens in 12 provinces in Jordan which were involved in the main quantitative survey, and selected through random stratified sampling. In addition purposive sampling was used for interview; 8 teachers were interviewed to get in depth- information about the status of kindergarten in terms of family and teachers characteristics in these kindergartens. The responses from the survey were analyzed using descriptive statistics (means, standard deviations. Data from interviews were analysed qualitatively. The findings of this research indicated that the status of the level of the learning environment

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in terms of family and teachers characteristics is at medium level whereby it was found that one dimension of ECERS-R were at high levels, namely, families' needs. Moreover, this reearch also found five dimensions to be at medium level, and these were opportunities for professional growth, teachers interaction and cooperation, professional needs of teachers, personal needs of teachers, supervisions and evaluation of teacher. Finally, the findings from the qualitative portion revealed that to improve the level of the learning environment the kindergartens need to focus on training for kindergarten's teachers, the role of families and teachers in the field of early childhood education, increasing their salary, stricter licensing, upgrading the furnishings of kindergartens, improving and implementing new instructional strategies to be developed and implemented by the Ministry of Education.

- **Keywords**: Families and teachers; Jordan; government kindergartens; learning environment. Early Childhood Environment Rating Scale-Revised (ECERS-R).

1. Introduction:

The first five years of a child's life are vital to his or her future development. During this developmental period, tremendous growth occurs (Campbell et al., 2001). It is also a time when supportive environments are important in advancing the child's development across cognitive, social, emotional and motor domains (Peisner-Feinberg et al., 2001).

Hence, the families and teachers within early childhood programs becomes an important factor in enhanced the quality of a preschool.

There is currently increasing awareness about the importance of the role of families and teachers in the field of early childhood education (Kalkan & Akman, 2009). The awareness about families and teachers has gained considerable attention and more so because of its remarkable impact on the children's learning (Anning et al., 2004). In contrast, low attention to assessing the families and teachers dimensions in kindergartens has often led to disappointing results (Burchinal et al., 1998; Barnett et al., 2004; Beaty, 2004).

In Jordan, the level of families and teachers is interest because over half the population of children between the ages of three to five are enrolled in kindergartens, and the number is on the rise (Al-Hrob, 2008; Al-Hassan et al., 2009; Al-Khaldi, 2006; Ministry of Education, 2009).

With the growth of the youth population, the Jordanian government has to ensure that the quality of education and level of skills imparted can help the new

generation to compete effectively in the national and international arena (Al-Hassan, 2009). It is thus necessary to assess the status of the families and teachers level of the learning environment in Jordanian kindergartens.

The education system in Jordan has been extensively reformed to be in line with global trends (MoE, 2008b). One of the efforts of the MoE was to heavily invest in developing the levels of learning in kindergartens (MoE, 2003).

Yet, despite this growth and heavy investment in preschool education, relatively little is known about the current status of kindergartens in Jordan after the implementation of reforms in the quality of learning (MoE, 2007).

Thus, there is still no clear picture or feedback on the level of families and teachers dimension on the kindergartens in Jordan reform (Ihmedh, 2008). Despite great efforts made by the Jordanian government, the Ministry of Education, there is still a dire need to fix some of the persistent problems in this sector (Hussein, 2006).

In fact, Jordan still needs to focus on improving the quality of education. As a result, this research intends to explore the status of the families and teachers level of the learning environment in kindergartens in Jordan and identify the strengths and weaknesses of these kindergartens.

In addition, factors another aim of this research is to find out ways in which the families and teachers level in government kindergartens could be improved.

2. Previous Studies:

Scholars have believed that families and teachers characteristics can have an impact on children's development. For example, Isbell and Exelby (2001) believed that the family can actually contribute towards learning and towards child interaction.

In addition, Bredekamp and Copple (1997) added that selecting appropriate teachers can help children feel successful. Growing interest in providing children with appropriate teachers has promoted a greater focus in designing learning environments.

3. Objectives of the Research:

The overall purpose of this research is to explore the level of families and teachers dimension of kindergartens in Jordan. As such, the objectives of the research are as follows:

1) To assess the current status of the learning environment in kindergartens in Jordan in terms of families and teachers dimension.
2) To identify the strengths and weaknesses of the families and teachers dimension in kindergartens of Jordan.
3) To investigate the ways in which the families and teachers dimension could be improved.

4. Conceptual Framework:

This research was based on the conceptual framework of the concept of learning environment. According to Harms et al. (1998, 2005), the most used

tool to measure the level of the learning environment in kindergartens in terms of families and teachers is Early Childhood Environment Rating Scale-Revised (ECERS -R); and this also true at the current time. It is used in many parts of the world (Clifford et al., 2005; Goelman et al., 2006; Lambert, 2008).

The levels of this dimension range from inadequate to excellent. In the process of measuring the level, it is also important to consider not only the requirements of the indicator, but also the level of quality based on the following scales: 1- 3 (inadequate), 3-5 (medium), and 5-7 (excellent). Based on these scores, one can identify the strengths and weaknesses in the learning environments in kinder-gartens according to whether the quality level is low, medium, or high because the scales provide values for each dimension (Harms & Clifford, 1980).

Families and teachers dimension involved 6 items and 27 indicators are used to measure accurately the level of kindergartens in terms families and teachers. The dimension involves items such as , families' needs, personal needs of teachers, professional needs of teachers, teachers interaction and cooperation, supervision and evaluation of teachers, opportunity for professional needs of teachers growth. (Harms et al., 1998).

Based on these items, valuable assessment about the level of kindergarten through the ECERS-R can be made. Finally, this research will examine ways to improve the level of the families and teachers based on the data obtained through interviews with kindergarten teachers as shown in Figure 1.

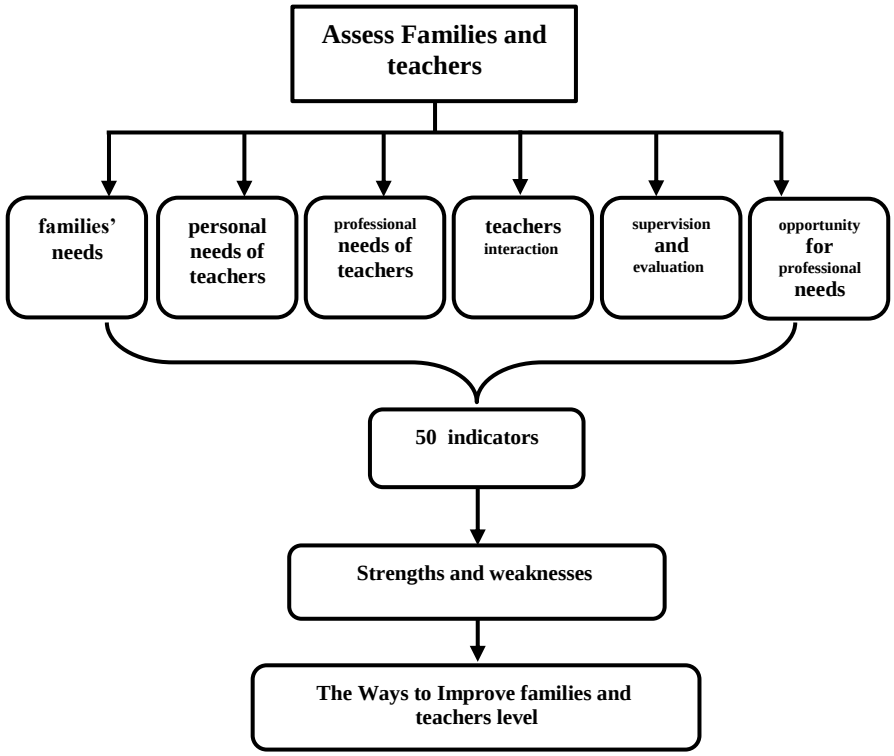

Figure (1)
Conceptual Framework

5. An Overview of Families and Teachers Dimension:

This dimension consists of 6 items listed such as families' needs, should be encouraged to get involved in their children's programmes and in the decision-making process (Bradly, 1994). families should also be asked to evaluate the programmes and the teachers (Harms et al., 2005); this can be done through family questionnaires or a direct group evaluation meeting. families-teachers interaction should be respectful and be based on sharing information, and giving administrative information about the programme, children's

performance and activities and should present a variety of alternatives to encourage families to get involved in children's programmes (Eass, 1996).

The second items is personal needs of teachers. It involves a separate adult lounge area provided with comfortable furniture (Harms et al., 2005). Teachers should have time for breaks. Storage should be available for teachers' belongings (Harms et al., 1998). There should be some facilities provided for teachers to have their meals and snacks (Lee & Walsh, 2004). Professional needs of teachers is the third items. Under this item, planning time for teacher who are working should be provided and a separate office used for programme administration, a meeting room and access to ample file and storage room and phone should be made available (Cassidy, 1995; Beaty, 2004). The forth items is teachers interaction and cooperation. Under this items, communication among teachers should be encouraged to exchange necessary information to meet children's needs (Harms et al., 1998).

Responsibilities of each teachers member should be clearly defined and programmes should promote positive and friendly interaction among teachers members (Locasel-Crouch et al., 2007).

The fifth items is supervision and evaluation of teachers. It consists of written evaluation of performance is shared with teacher to discuss strengths and weaknesses identified through the evaluation form. Then action should be taken to implement the recommendations in the evaluation form (Munton et al., 1997). In addition, Opportunities for professional growth is the sixth items. It indicates to professional

growth provides teachers with the opportunities to enhance their performance (Harms et al., 1998). Further support should be made available to teachers to attend in-service training, courses, conferences, and workshops. (Harms et al., 2005). Finally, there should be an adequate professional library containing the current materials on a wide variety of early childhood topics (Essa, 1996). Teacher quality depends on the kind of training received by teachers (Textor, 1998).

6. Research Methodology:

In response to the objectives, the current research uses the combined methods appropriate to the current phenomenon. To report or give a more complete picture of the findings on the learning environment in kindergartens in Jordan, the descriptive method is primarily used, as this approach also ensures authenticity of reporting (Gay et al., 2009). The current research utilizes both quantitative and qualitative data collection techniques to gain an in-depth picture of the subject matter and the respondents involved and also to optimize the efficacy of the adopted instruments.

The quantitative methods comprised the rating of six items to various scores based on the ECERS-R instrument. The qualitative method involved only a small number of subjects. With regard to the interviews. In this research, interviews were conducted to identify the strengths and weaknesses in the learning environments, and the ways in which the level of the families and teachers in Jordanian government kindergartens could be improved. As Creswell (2003), and Gay et al. (2009) have stated that this kind of study can be called the "Quan-qual model" for its "explanatory

mixed-methods" design, whereby it first refers to the quantitative data collected, and relies more heavily on the analysis of this set of data. Qualitative data is used to focus on specific aspects or issues of the phenol-menon being studied.

7. Sample of the Research:

In this research, the stratified sampling was conducted by defining and listing the population according to subpopulations in the chosen stratify-cation. Then, random samples from each subpopulation were selected as the sample for the current study, to guarantee representation from each subgroup (Gay et al., 2009). For each province the researcher selected the kindergarten teachers by random sampling. A system designed by Lenth (2001) calculates the effective sizes for samples that are required for various population sizes. In this research, a sample size of 35% which is equivalent to 250 was required based on Lenth's calculation. To ensure that an adequate number of sample was selected, the representative weight was calculated according to the number of kindergartens in each province.

$$\text{Representative weight} = \frac{\textbf{Kindergartens}}{\textbf{Total Ki□dergartens}} x\ \textbf{100\%}$$

$$\text{Percentage of Sample} = \frac{250}{707} x\ 100\% = 35\%$$

Accordingly, for selecting the sample of this research, each kindergarten in the population (707) was assigned a number, then, 50% rural kindergartens and 50% urban ones were selected randomly and placed in two different boxes (rural box and urban box). This

means that the total number of the selected sample is 250 kindergartens.

Tongco (2007) and Bernard (2002), argue that the purposive sample is most effective when the researcher needs to investigate a certain issue with participants who have sufficient knowledge and information. They argue also that the purposive sample is the foundation to guarantee the quality of data collection. Thus, the researcher decides what needs to be known and sets out to find participants who, with their experience, are willing to provide the information and able to share their knowledge (Bernard, 2002). Thus, the purposive sampling method is the most suitable to conduct the interview. The researcher had chosen 8 teachers to be interviewed based in the 8 provinces. The researcher excluded the provinces of Al-Aqaba, Irbid, Ajlon, and Al-Mafraq, due to the distances (4 hours away) to reach these locations.

8. Instrumentations:

The researcher had made some modifications to the ECERS-R to fit the Jordanian environment. Thus, some items of ECERS-R were combined to reduce redundancy The researcher changed several items such as professional needs of teachers and professional growth.

Moreover, words were omitted for some statements in the ECERS-R such as ‘provisions’ in each item in families and teachers; this will help to identify more clearly the basis for the item quality score. Indicators and examples were modified to make them more inclusive and culturally sensitive.

The interview questions used in this study were developed based on the research questions and the relevant literature review (Ary et al., 2006). Hence, in this study a semi-structured, conversational type of face to-face interview was carried out with eight teachers. Construction of the interview questions were designed to measure to ask the teacher to propose ways to improve the level of families and teachers.

9. Validity and Reliability of Instruments:

The validity of the two instruments was achieved, thus, the ECERS-R (the English version) was given to three experts in field of early childhood at the universities of Jordan, They have substantial experience in early childhood education starting from the time they were teachers, to supervisors, and now as lecturers in Jordanian universities. The experts were unanimously satisfied with the applicability of the instrument and they also made suggestion to modify certain sections of the instrument so as to be appropriate for government kindergartens in Jordan. They changed some words to make them clear for teachers.

After approval by the experts, the researcher translated the questionnaire from English into Arabic and then from Arabic back into English; word-for-word translation was avoided, with every effort made to ensure that the translation was accurate. Back translation is a common technique used to translate questionnaires in cross-national research. Deutscher (1973) argues that this technique is widely employed to deal with language problems. The Arabic translation of the questionnaire was prepared by three bilingual

experts in Arabic and English (who hold PhDs in Linguistics and were graduates from English-speaking countries, mainly UK, USA, and were teaching in Jordanian Universities). Finally, the questionnaires were reviewed by the panel of experts to ensure that the two versions were similar and that there were no significant differences between the two versions. This further ensured that there was no loss of meaning in the translation. This was done also to ensure that ECERS-R would be contextually appropriate, especially for the Arab countries. For further validation of the Arabic-modified ECERS-R, 12 copies of the questionnaires were sent to 12 experts with PhD in the field of early childhood education and teaching methods. In addition, five copies were also sent to teachers. These teachers had been teaching for more than 10 years in kindergartens, and they were preschool teachers. In the cover letter, the researcher requested them to evaluate the questionnaire for appropriateness by determining if the items were important and measures the aspect of the learning environment in classroom, and requested them to evaluate the language and wording and to make any needful corrections, suggestions, or deletions, and to point out any ambiguous terms in Arabic language. Upon receiving their feedback, suggestions and comments were taken into consideration, where the researcher made some minor alterations, mainly in Arabic language. They also provided necessary information regarding the average amount of time needed to complete the questionnaire.

In addition, the researcher had showed the interview questions to the same experts who validated the ECERS-R, to validate the questions, to make sure if

these questions achieved the goals to investigate the ways to improve the level of kindergartens in terms of families and teachers. They suggested modifying some questions to be more specific about the goal of the interview.

After adjustments by experts, the researcher translated them into Arabic (the mother tongue of the respondents).

Thus, to establish the credibility of the interview data, the researcher translated the transcriptions into English with the assistance of three bilingual experts in early childhood education to ensure accuracy and high inter-rater reliability.

In addition, the researcher showed the transcriptions to a small group of experts in early childhood education. The purpose was to ensure the accuracy of the meaning of these transcriptions. The participants themselves were given the opportunity to verify the accuracy of the interview transcripts.

10. Reliability of the ECERS-R:

Cronbach alpha is a commonly used method to examine the reliability coefficient within a particular set of items by correlating the performance of each dimension in a test or a scale with the overall performance of the test or scale across participant (Sekaran, 2003).

A pilot test was done on 50 Jordanian kindergarten teachers. Data which were obtained from the pilot test were analysed by using an internal consistency method in order to determine the reliability of the six items of families and teachers.

Table (1)
Cronbach's Alpha Value for Families and Teachers Items

Dimension	Cronbach alpha value
Families' needs	0.917
Opportunities for professional growth	0.855
Teachers interaction and cooperation	0.906
Professional needs of teachers Personal needs of teachers	0.924 0.893
Supervision and evaluation of teachers	0.883

As seen from the preceeding table, Cronbach's values for all six items are in the range of 0.855 to 0. 924. These Cronbach alpha values indicate that the measurement of each item using in the questionnaire is able to produce consistent values (Blaikie, 2003). Thus, it is assumed that this questionnaire is reliable to be used for the purpose of its research.

11. Procedures of Data Collection

In this stage, the questionnaires were distributed within twelve provinces in the Jordan. The researcher had requested help from the principals and their assistants to ensure that the teacher filled-up the questionnaire and subsequently collected the questionaires. By involving the principals and their assistant, it was expected that the number of questionnaires returned would increase. Altogether, 217 questionnaires were returned.

Before the interview started, the interviewer explained the purpose of the interview, the purpose of the study, and clarified vague questions; they also assured the interviewee of absolute confidentiality.

The researcher explained any questions that were unclear. The interviewee was told that the interviews were not intended to evaluate her/him, but were designed to elicit their opinions.

They were told that the opinions would not be used as judgments of right or wrong, but would be used to explain the prevailing conditions.

After each interview, the researcher carefully read the interview notes several times to get a deeper understanding of what each individual said.

12. Results

The answer for Research Question 1 is found by determining whether it is a low, medium or high level. The descriptive analysis is utilized by calculating the mean value of each dimension, followed by categorizing the mean scores of each dimension whether it is at a low, medium or high level in the learning environment. A technique suggested by Green et al. (1997) is used in order to classify those mean scores whether in a low, medium or high level category.

This technique has also been used by Rusilawati Othman (2007) in her study.

The choices of responses from the ECERS-R questionnaire range from 1 to 7, therefore the choices of the responses for the items in the questionnaire will be clustered into three groups:

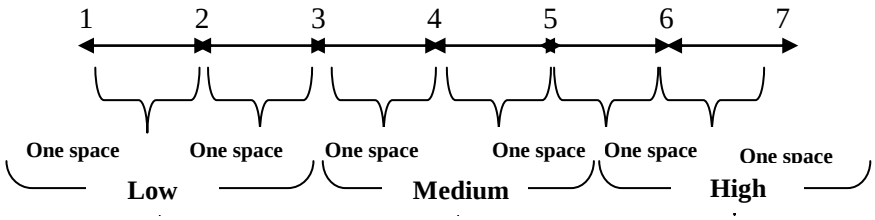

Figure (2)
Determining the Range of Scores for Low Medium and High

Between the choices, for example; between 1 and 2, there is one space.

Thus, the numbers of spaces between1 to 7 are six. Subsequently, those six spaces are equally divided into three levels (low, medium, high). As a result, the range for each level is shown at Table 1. Mean scores between 1.00 to 3.00 shows that the level of the learning environment is low.

Whereas mean scores between 3.01 to 5.00 indicate that the level of the learning environment is medium.

Finally, mean scores between 5.01 to 7.00 shows that the level of the learning environment is high.

Table (2)
Indicator of Mean Scores for the level of the Families and Teachers

Range	Indicator
1.00-3.00	Low
3.01-5.00	Medium
5.01-7.00	High

Source: Green, Salkind & Akey (1997).

12.1 The Current Status of the Families and teachers in the Learning Environment:

Only one item of families and teachers belonged in the high level status; namely families' needs (M = 5.40, S.D. = 1.07).

This means families' needs has adequate and suitable requirements and resources indicating that the basic tenets of developmentally appropriate care exists.

This indicates that provision is made for families to serve as partners in a child care program.

On the other hand, five of the items of families and teachers belonged in the medium level and these are supervision and evaluation of teachers (M = 3.85, S.D. = 1.19), personal needs of teachers (M = 3.98, S.D. = 1.75), professional needs of teachers (M = 4.17, S.D. = 1.07), teachers interaction and cooperation (M = 4.41, S.D. = 1.55) and opportunities for professional Growth (M = 4.57, S.D. = 0.87) (see Table 3. Figure 3).

Nevertheless, the status of those six items for Families and teachers can still be improved from medium to high quality.

Thus, it can be concluded that those six items of Families and teachers represent the weaknesses that still that exist and need to achieve high quality status in the learning environment in government kindergartens in Jordan.

Table (3)
The Arrangement of the Mean Scores in Descending Order for the Dimension of Families and Teachers

Items	Mean	Std. Deviation	Level
families' needs	5.40	1.07	High
Opportunities for professional growth	4.57	0.87	Medium
Teachers interaction and cooperation	4.41	1.55	Medium
Professional needs of teachers	4.17	1.07	Medium
Personal needs of teachers	3.98	1.75	Medium
Supervision and evaluation of teachers	3.85	1.19	Medium

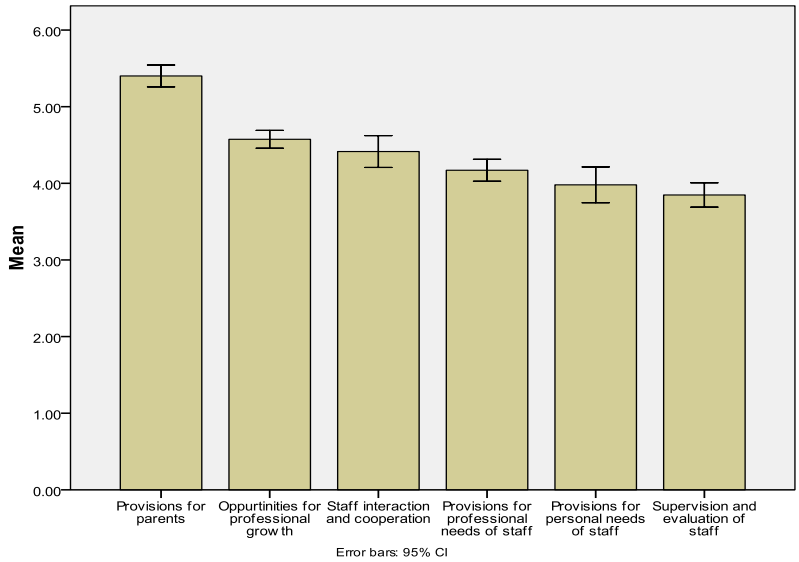

Figure (3)
The Arrangement of the Mean Scores for the Dimension of Families and Teachers

12.2 Analysis of the Current Status of the Families and Teachers of the Learning Environment:

The first research objective addressed the assess of families and teachers level of the learning environment in kindergartens in Jordan. The level of the this dimension was presented by a mean score on a 7-point Likert scale. Based on the seven-point scale, this score indicates that the level of learning environment in kindergarten in Jordan is at a medium level. In conclusion, the current status is at the medium level of the level kindergartens according to ECERS-R even though there one items with high level.

Therefore, the results related to the first objective indicated that the kindergartens have the basic requirements and resources, indicating that to some extent, the basic developmental needs are fulfilled. There are several possible explanations for the above findings; one of the most likely explanation is the government in Jordan has shown more interest in early childhood education initiated by the Ministry of Education in 1999. Since then, the Ministry has started to build new kindergartens and encouraged families to allow their children to be enrolled in kindergartens. In other words, the Ministry is still in the initial stage of reaching high quality levels in kindergartens. In addition, the changes that the Ministry has done so far to improve and expand the kindergartens are not enough (Aloutiby, 2007). In conclusion, the kindergartens in Jordan are still in need of more work and efforts to raise their level.

In addition, the lowest item under the families and teachers dimension is supervision and evaluation of

teachers. The mean was 3.85 with a standard deviation of 1.19. Thus, it can be interpreted that;

- Families needs including administrative information, evaluation of program, decision- making, interactio n and sharing information were met to some extent.
- Support for teacher's professional development, in-service training and professional materials were available to some extent.
- Teachers interaction and cooperation were also available to some extent.
- Different type of resources are made accessible for teachers.
- Personal needs of teachers such as lounge area and furniture were available to some extent.

This finding is similar with what Peisner-Feinberg and Bryant (2008) found; they indicated that the dimension of Families and teachers were at medium level in Ohio kindergartens. However, some studies contradicted with present research such as Al-sa'de study (2008), who indicated in his study that the dimension of families and teachers was at good level.

The possible reason to explain the lower scores of this item may be as Yaseen (2003) indicated. He argued that the process of evaluation of teachers in kindergartens is done in one or two visits a month, for one hour or less, by a supervisor from the Directorate of Education in the respective province. The purpose of this visit is to evaluate the performance of the teacher and to see how he/she implements the curriculum. It will then be followed by a meeting between the teacher and supervisor for ten minutes to identify the strengths

and weaknesses in the teacher's performance. Yaseen (2003) stated that the supervision and evaluation in kindergartens are not enough; therefore, she suggested that supervision should be further intensified by providing the kindergarten teachers with written evaluations to discuss and identify the strengths and weaknesses in the teacher's performance. Then, proper actions should be taken to implement what has been recommended.

The findings also revealed that the second lowest mean under the families and teachers dimension is personal needs of teachers with a standard deviation of 3.98. In Jordan, the teacher spends his/her time with the children in the kindergarten from 8 am to 12.30 pm continuously because almost all kindergartens in Jordan have only one teacher each, especially in rural areas. Moreover, the administration of kindergarten does not allow the teacher to take a rest during the school days and they are not allowed to have snacks and there is no available space for them to take a rest (MoE, 2003). Lababneh (2008) argued that this is so because there is only one teacher for each classroom. The Ministry of Education had neglected to realize the importance of rest and refreshments for teachers and neglected some aspects of teachers needs such as a lounging area, suitable furniture, and with providing teachers with a meal/ snack. The Ministry of Education neglected

However, as Melhem (2000) contended in his study, the families in Jordan are not convinced about the importance of kindergarten education particularly in rural areas as some of them consider preschool as a waste of time and that families do not have the physical and/or financial ability to send their children to

kindergartens regularly. Abu-Taleb (2008) in his study also found that there is a lack in the role of the Ministry of Education in that it does not work on the integration of families in the kundergarten's administration. In addition, it does not give families the opportunity to participate in the evaluation of teachers or in making decisions. Moreover, Abu-Taleb also stated that the Ministry of Education has so far failed to access the largest possible number of families to provide them with the skills they may need for proper upbringing of their children.

13. The Ways to Improve the Level of Jordanian Kindergartens

The interviewees highlighted ways to improve the level of the learning environment in kindergartens. The researcher conducted interviews in the kindergartens that were in the rural areas. This was on the recommendation of local experts and key personnel who observed that rural schools were in the most need of improvement. Interviewees were aware that the families and teachers has positive influence on the children's future. The majority of the interviewees shared many ways on improving the learning environment in terms of families and teachers.

From the data, the teachers argument that the Ministry of Education has plans to develop kindergartens, but these plans are temporary. they suggested that efforts should be sustained and plans should be carried out over long-term. In addition, the teachers stressed on the necessity of providing the Ministry of Education with monthly reports to explore the kindergartens' needs and the work involved to meet

these needs. However, providing monthly reports to clarify and explain the needs of the kindergarten might be one way to improve the families and teachers dimension. In addition, they added that there is a need for a new comprehensive strategy that should be built on developmental studies and recent findings in the field of early childhood, and that all the components in kindergartens in all provinces in Jordan should be addressed. In addition, they recommended providing sufficient budget to every kindergarten, which in turn will provide the kindergartens with appropriate materials and equipment and sufficient financial support through the cooperation between the Ministry of Education and other parties.

Likewise, they assisted on families involvement as an effective source to improve the level of kindergartens. they believes that families can contribute through their guidance, regular visits, and their participation in decision-making, which can help their children indirectly. However, there are some key elements that families can assist in to help overcome the weaknesses in kindergartens.

The majority of interviewees agreed that the most important way to improve the teachers dimension is in training the kindergarten's teachers. They stated that having good training, especially in early childhood education would have a positive influence on the children's education and this will have good impact on the children's development. Moreover, the teachers stated that teachers who have been provided with adequate training and knowledge through taking courses in mathematics, science, music, art, games, block, and computers, and teaching methods will

improve the level of teaching. They stressed the importance of the role of the teacher in improving the level of the of kindergarten depends on the training of teachers. In addition to training, essential skills and knowledge are needed by teachers in order to implement activities in different subjects for children. Teacher training will improve the quality through providing children with qualified teachers who receive necessary training and opportunities in different areas related to various needs of children. This will ensure that kindergartens provide high quality learning environment. In addition,, it helps to promote social, emotional, and academic development of the children. Because the quality of a kindergarten greatly depends on the teachers and the training received by them, teacher training and qualifications must reach high expectations. Various types of training based on the different needs of the teachers prepares them for the leadership in this sector. This will ensure that kindergarten teachers are well-equipped to provide children with an enriched learning environment, to nurture their social skills and values, and prepare them for lifelong learning.

Moreover, they indicated that providing teachers with a comfortable environment to meet their needs such as offices for personal use, room for meetings, breaks, meals/snacks during break, encourage comm.-unication among teachers in different kindergartens and help in the exchange of experiences in facing the needs of children. They also focused on the teachers' needs in terms of personal and professional needs, and the opportunity for professional growth. The teacher has an important role in communicating with families

and encouraging them to get involved in kindergartens, through the exchange of information about the children, and thus increasing the chance for meetings. The teachers believes that the salary also plays a main role in improving the level of the families and teachers in kindergartens, where the teacher feels comfortable and satisfied in the job. This in turn raises the motivation of the teacher to provide the best for the children and their education. Whitebook and Sakai (2003) stated that low salary is associated with higher teacher turnover, which has caused many problems in the development of children. Furthermore, teachers who earn a higher salary tend to provide a higher quality of education (Phillips et al., 2000).

In conclusion, the role of the family and teachers draws on some of the guidelines to overcome the weakness in kindergartens, thus, if there any weaknesses, it will be reflected in the performance of the children.

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