

# The educational problems facing the early childhood teacher

## In light of global experiences

### Prof. Dr. Ibtehad Mahmoud Tolba

Professor of Child Curricula & Programs, Faculty of Education for Early Childhood  
Cairo University

### Dr. Zahra Aqeel Hussein Al Ghafli

Associate Professor of Family & Child Sciences  
Faculty of Human Sciences & Studies, Jubail,  
Kindergarten Department, Imam Abdel Rahman  
bin Faisal University,  
Al Dammam previously

### Prof. Dr. Naglaa El Sayed Aly El Zahaer

Professor of Child Curricula & Programs, Faculty of Human Sciences & Studies, Jubail, Kindergarten  
Department

### Dr. Sabrin Abdelaty Labib Abdelaty

Lecturer of fundamentals of Education  
Department of Educational Sciences  
Alexandria University, Faculty of Education for Early Childhood,  
Arab Republic of Egypt

---

## ABSTRACT

The current study **aimed at** identifying the most important educational and administrative problems that hinder the functioning of public kindergartens from the point of view of both early childhood teachers and managers of institutions. The researcher used a **questionnaire and an observation** card for kindergarten (teachers). The **sample consisted of 35** government kindergartens from the East and West of Nasr City in Egypt comprised of **35 male** and females directors, **and 100 Early childhood teachers**. The results revealed that there were six statistically significant factors that were greater than the whole one on Kaiser's test. The current study recommends appropriate building that meets the international standards such as playing centers, after school programs, summer programs, and suggests that industrial countries can adopt these buildings to other activities.

**KEYWORDS:** educational problems- early childhood teacher - global experiences

*Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020*

---

## Introduction:

Kindergarten institutions rely on their educational and pedagogical goals to perform their duties primarily on the teacher. Therefore, the teacher must be active, efficient and work tirelessly to help preparing the children mentally and psychologically to accept primary education, and provide the atmosphere of home inside the

activity rooms. Therefore, the supervisors of the management of these institutions are required to improve the teacher's functional conditions and to ensure the quality of the teacher performance and to eliminate the problems she faces in order to help her achieve her behavioral and educational goals with children. (Isis, Suzanne, 2020)

The kindergarten is one of the most important educational institutions in the child academic life. It is the first step towards the transition from the cradle stage to the kindergartens and until its next age stages. Coziné, Roger (2020) affirmed the importance of effective impact of enrollment of children in kindergarten, where it was found that children who enrolled in kindergarten are the lowest proportion of the dropout than those who did not enroll, and adults who were raised in poor conditions and enrolled in kindergarten were less criminal than those with large incomes in addition to their success in their family and marital lives.

The success of kindergartens depends on the effectiveness of the human element represented in the staff of the administrative body and early childhood teacher. No one administrative level is excluded. The workers at the lower levels are motivated, encouraged, discouraged and frustrated from the higher administrative levels. Hence, the institution goals are fulfilled, and the execution of all educational requirements in accordance with the requirements of the community and in light of global experiences. Hence, the importance of having an educational administration with a number of skills that enable it to carry out its responsibilities and eliminate the problems it faces. (Jamal, Lina, 2018)

Al-Hamid, Morteda Hassan (2018), believes that the problems faced by the administrators of kindergartens act against not fulfilling their responsibilities and carrying out the required tasks. Therefore, these problems must be worked out to solve or minimize their adverse effects as much as possible. This can happen only in the context of effective planning, and the first proper planning process. The current study seeks to identify the educational problems, Obstacles facing both the early childhood teachers and the administrative body, and to develop a suggested scenario for eliminating them in the framework of the experiences of a number of countries that have successful global practices in eliminating these challenges in the field of childhood

To do so; The present study aims to: (1) reveal the administrative and educational problem facing state kindergartens; (2) reveal the administrative and educational challenges facing kindergarten teachers in light of global experiences.

#### **Study questions:**

- (1) What are the most important educational administrative problems faced by the early childhood teacher in the six areas that include problems (administrative- administrative staff- educational and pedagogical means- problems of children- education of children- building).
- (2) What are the most important educational problems facing the early childhood teacher in light of global experiences?

#### **Study purpose:**

The current study seeks to identify the educational problems facing both the early childhood teachers and the administrative body, and to develop a suggested scenario for eliminating them in the framework of the experiences of a number of countries that have successful global practices in eliminating these problems in the field of childhood To do so, the present study aims to:

- (1) Reveal the administrative and educational problems facing state kindergartens.
- (2) Reveal the educational problems facing the early childhood teacher

In light of global experiences

The essential findings here of the brief review of prominent studies addressing the problems facing education in general and teachers in particular is that, until recently, the child's needs and nature are neither fully understood nor sufficiently met. In recent times, educators have put an excessive attention into the early childhood stage, for its significant effects on individual's future life. In 2019 the Illinois Career Information System (ICIS) has emphasized four important skills for kindergarten teachers to master in order for them to align with the contemporary life requirements. First, is the teacher's ability to communicate with others in a mastery level of reading, writing, listening and speaking Second, is the teacher's advanced way of understanding, presenting, analyzing, and solving childhood issues. Third, is the teacher's progressive way of managing

oneself, time, and things. Fourth, is the teacher's skill to cooperate with others by conveying information, understanding messages and behaviors, using different strategies when teaching. Furthermore, early childhood teachers are required to update their understanding of the childhood philosophy, and reprioritize their priorities. Abdulateef (2010) has asserted that the most important goals early childhood teacher needs to pursue is to see the child as the center of learning where the child actively interacts by touching, trying, experimenting, and exploring, rather than playing the role of a passive learner. While attempts are made to build a harmonious relationship between the child and his environment, teachers are expected to connect him with nature in a direct way, walking through forests, visiting deserts, climbing trees, connecting with insects, flowers, trees, and water. To implement this innovative style of teaching, Abdulateef (2010) suggests flipping the coin of traditional teaching techniques by rewarding self-learning where the learning instruments are built in way that allow the child to teach himself and allow the teacher to play the role of the observer. Nevertheless, teachers who have recently been introduced to advanced types of learning methods and are asked to modify their traditional strategies have encountered some personal and environmental obstacles. Berlin (2018) who has attended the Early Childhood Care and Education International conference in Kuala Lumpur, Malaysia, She attended 15 presentations by speakers from around the world including Saudi Arabia, Egypt, Australia, Thailand, Hong Kong, Brunei, Malaysia, Mauritius, and Austria. Berlin summarized her findings regarding the problems facing education in recent times as (1) the gap between policies and implementation, (2) the insufficient emphasis on play as a way of learning, and (3) the inadequate family engagement. Berlin added, "as we work to change practices, we are all plagued by these top five problems, time, standards and curriculum, rules and regulation, funding, and safety concern."p.1. Similarly, in a study conducted by Sana Alhawly et al (2007), they asked 54 kindergarten principals, 106 teachers, 112 parents, in Gaza about the major problems facing the educational system. They concluded that the top five problems are the nature of the curriculum, the teachers' qualifications, the classrooms equipment, the educational tools, and the parent's involvement. Further, Alamer (2014) has also reached a similar conclusion when explaining the problems Arab countries face in their educational systems. He mentioned the nature of the curriculum to be

a major issue, for all teachers are required to teach similar material to everyone including; the gifted, the average, and the students with learning disabilities. Teachers' training is also limited to only average-scoring students. Another challenge teacher's face, according to the same study, was how the curriculum focused mainly on the Arabic language and Islamic courses. Alamer added, these types of courses are frequently given to students in a very traditional way, where there is no space for advanced thinking strategies such as, the analysis of information, the expression of creativity, and the application of knowledge (Alamer, 2014). A similar conclusion was reached in a study by Burchinal (2008) where he examined 240 pre-kindergarten programs in six states with mature programs where he evaluated specific aspects of classroom quality and children's academic achievements in both the pre-kindergarten and kindergarten years for over 700 children. Results showed that, on average, pre-kindergarten teachers were moderately responsive and sensitive, but were less successful in engaging children in learning specific skills. Other studies aimed to understand the reasons behind these shortcomings. Faraj (2019) for instance, declared that the increasing numbers of parents enrolling their children into the kindergarten programs in these recent years have created many issues, some of which are the increased need for (1) well-trained and qualified teachers, (2) school equipment and furniture, (3) better communication between teachers and school administrators, and (4) clear and equal distributions of roles between employers. Faraj explained that the insufficiency of such essentials has resulted in more administrative and educational setbacks (Faraj, 2019). Thus, for schools to reach the 21<sup>st</sup> century standards of teaching and environment preparation, official ways of funding is necessary. In most countries, kindergarten is not compulsory; therefore, funding these schools is not one of the government's top priorities (Badran, 2006). We find that even the kindergarten schools that are backed with strong funding are usually obtained from nonprofit organizations that are not fully committed, for they only provide the funding when they are capable (Najmaddeen, 2004). Thus, for our teaching systems to be aligned with the high standards needed in this century, it must be funded by strong, committed organizations. Furthermore, kindergarten schools in industrial countries are mostly led by non-professional principals who know very little about a child's needs and nature. They are usually the ones who decide how the classrooms should be equipped and

furnished (Shahatah, 2006). Thus, understanding the art of leadership besides the knowledge and skills is one of the core principles our kindergarten administrators should be trained to do (Faraj, 2019).

In summary, previous studies highlight two main points; the skills and information, early childhood teacher and administration need to align with the contemporary life requirements, and the obstacles they encounter when gaining and implementing these skills. It is clear that

### **Methodology:**

The study team used the descriptive approach, describing the phenomenon of the subject of the study, analyzing its data, indicating the relationship between its components, and the opinions that reflect its solutions, the processes that it contains, and the effects it causes. (Damus, M, N , 2008)

### **Study sample:**

The sample consisted of 35 government kindergartens from the East and West of Nasr City in Egypt, comprised of 35 male and female directors, and 100 kindergarten teachers. It was conducted in the second semester of the academic year of 2019 in Rawd al-Farag, Al-Sahel and Shoubra administration.

### **Study procedures:**

The study used the Descriptive analytical method with its many tools and modern methods in compiling and analyzing information and interpreting its implications to identify and evaluate the educational problems facing both early childhood teacher and institutions in order to identify the most important of these problems; to overcome these problems in the light of global experiences .

The researchers identified the educational and administrative problems of government kindergartens that included six dimensions of the most important problems facing the employees of public kindergartens, as building problems, educational means, problems of educating children, teachers' Problems. In order to assess the administrative problems and to monitor their reality in kindergarten institutions, a questionnaire targeted to kindergarten (teachers) as well as an observation card were applied. The study tools were prepared by the researchers on a group of experts and specialists in the fields of psychology and curriculum and educational

money, time curriculum nature, and administration issues play critical role in holding back the improvement of the education systems. Therefore, the current study aims to answer two major questions; (1) what are the biggest administrative problems facing kindergartens from the point view of the early childhood teachers and administrators, and (2) how can we benefit from the experiences of some of the developed countries to overcome these problems.

administration to confirm the characteristics of the curriculum, and verify the suitability of the study.

### **Study Tools:**

1. An observation card to assess the administrative problems in the state kindergartens institutions (Ibtehag Tolba) The observation card consisted of six main areas, which included (112) sub-sections to assess and monitor the problems facing kindergartens.
2. The Questionnaire (Ibtehag Tolba). The items of the questionnaire of the administrative problems of government institutions were identified from the point of view of the teachers where they amounted to 32 items, taking into consideration the clarity and precision of words, as well as identifying the response alternatives (Seldom-sometimes- always). The veracity of the content of the questionnaire (directed to the teachers) was verified by presenting them to a group of 13 arbitrators. The objective of the questionnaire arbitration was bringing forth the arbitrator remarks of how adequate the Items for the general purpose and sub-objectives of the questionnaire, and measuring what it was set for measuring, where the arbitrators made their remarks on the appropriateness of each statement and the clarity of the instructions in terms of the meaning and wording

### **Results:**

In order to answer the first research question regarding the most important administrative educational problems facing kindergartens, Table (4) shows that the problems of the administrative body faced by the administrations of the public kindergartens for the field of (problems of the

administrative body) were generally statistically significant. The arithmetic average of the directorate's assessments on the field as a whole was 33.89, The most important problems facing the administrative body. The mathematical mean of this phrase (1.94), which is statistically significant at the level of 0.00, while the item

No. (23) (cooperation of parents with the Roy to correct the behaviour of their children wrong) the twelfth position and the arithmetic average (1.36), and finally came the item number (9) (development programs for kindergarten departments provide) the last place in the problems and is statistically significant at the level of 0.00

#### Results of the problems of the administrative body

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
24	Parents' interest in kindergarten message and vision	1.94	16.66	Significant at level <b>0.00</b>
22	Some of Riyadh's association with the primary school administration	1.82	8.45	Significant at level <b>0.01</b>
20	Shorten workers in the performance of their daily duties	1.77	6.40	Significant at level <b>0.04</b>
19	There is a special administrative structure for kindergartens	1.71	7.94	Significant at level <b>0.01</b>
17	Follow up the educational supervision of the kindergarten	1.7	11.20	Significant at level <b>0.00</b>
21	Managers' awareness of the role of kindergartens	1.67	5.88	Significant at level <b>0.05</b>
8	Daily working hours are sufficient to meet the daily program objectives	1.65	6.40	Significant at level <b>0.04</b>
16	Provide public safety in kindergarten	1.62	7.94	Significant at level <b>0.00</b>
13	Some teachers are absent	1.56	10.00	Significant at level <b>0.00</b>
14	There is a great deal of criticism from some parents for the work of the kindergarten	1.5	12.74	Significant at level <b>0.00</b>
15	The presence of a doctor resident in kindergarten	1.5	21.65	Significant at level <b>0.00</b>
23	The parents cooperated with the kindergarten to correct the misconduct of their children	1.36	24.40	Significant at level <b>0.00</b>
4	Management commends the teacher's efforts	1.34	27.48	Significant at level <b>0.00</b>
10	Provide financial allocations required for maintenance	1.31	30.91	Significant at level <b>0.00</b>
18	The importance of holding training courses for the kindergarten director	1.29	35.27	Significant at level <b>0.00</b>

2	Educational Supervision in Kindergartens K	1.22	12.60	Significant at level <b>0.00</b>
7	Communication between parents and kindergarten is effective	1.2	39.33	Significant at level <b>0.00</b>
11	Provides teachers in the absence of one parameter	1.2	12.60	Significant at level <b>0.00</b>
12	Parents' commitment to management instructions	1.17	43.60	Significant at level <b>0.00</b>
5	The management treats employees in a democratic manner	1.14	48.24	Significant at level <b>0.00</b>
3	Difficulty understanding with some parents about the problems children face	1.14	48.22	Significant at level <b>0.00</b>
1	Provide training courses for in-service teachers	1.06	27.45	Significant at level <b>0.00</b>
6	Management is working to meet the requirements required to run the daily program	1.02	31.13	Significant at level <b>0.00</b>
9	Provide developmental programs for Kindergarten administrations	1.01	31.11	Significant at level <b>0.00</b>
Total score (Administrative body problems)		<b>33.89</b>	<b>10.57</b>	Significant at level <b>0.00</b>

**Second: Results of the field of (teachers):** Table (5) shows the results of administrative problems in the area of teachers

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
1	Incentives and rewards for teachers	2.00	22.65	Significant at level <b>0.00</b>
23	The high behavioural problems of children and their reflection on performance of teachers	1.91	5.54	Significant at level 0.05
4	The high number of working hours for teacher per day	1.80	15.82	Significant at level <b>0.00</b>
13	Difficulty understanding with the director	1.80	15.83	Significant at level 0.04
22	Maltreatment of certain teachers for children	1.74	5.88	Significant at level 0.05
24	The parents' demand for the teacher to teach their children to read and write	1.71	5.71	Significant at level 0.05
2	Teachers graduated from the Faculty of Kindergarten	1.54	12.40	Significant at level <b>0.00</b>
7	Lack of educational experience of the new teacher	1.51	13.08	Significant at level

				<b>0.00</b>
<b>11</b>	The manager's preference for some teachers	1.40	19.25	Significant at level <b>0.00</b>
<b>15</b>	teacher's residence distant from the kindergarten	1.34	24.40	Significant at level <b>0.00</b>
<b>16</b>	Harmony between teachers	1.28	8.25	Significant at level <b>0.00</b>
<b>10</b>	Recognition of kindergarten management of teacher efforts	1.26	8.24	Significant at level
<b>21</b>	Parents collaborate with the teacher to solve the problems of their children	1.26	8.26	Significant at level <b>0.00</b>
<b>9</b>	Convening meetings between the Director and the teachers to solve the work problems	1.22	10.32	Significant at level <b>0.00</b>
<b>25</b>	Failure of some teacher to be punctual in entering the classroom	1.22	10.31	Significant at level <b>0.00</b>
<b>12</b>	Some teachers delay in entering the class room on time	1.20	39.32	Significant at level <b>0.00</b>
<b>18</b>	Some parents intervene in the work of the teacher	1.51	39.31	Significant at level <b>0.00</b>
<b>6</b>	Follow-up and attention of parents to their children	1.40	15.11	Significant at level <b>0.00</b>
<b>8</b>	Efficiency of teachers in guiding children's abilities	1.17	15.14	Significant at level <b>0.00</b>
<b>14</b>	Attention to the rehabilitation and educational preparation of teachers	1.17	15.13	Significant at level <b>0.00</b>
<b>3</b>	Provide kindergarten for pre-schoolers	1.14	17.88	Significant at level <b>0.00</b>
<b>5</b>	Provide training opportunities for the teacher	1.14	17.85	Significant at level <b>0.00</b>
<b>19</b>	Consider the teachers of individual differences between children	1.14	17.83	Significant at level <b>0.00</b>
<b>20</b>	Involve the management teacher with the problems of her work	1.14	17.85	Significant at level <b>0.00</b>
<b>26</b>	The nature of the relationship between the teachers of cooperation	1.14	17.86	Significant at level <b>0.00</b>
<b>17</b>	The inability of some teachers to adjust the descriptive system	1.08	24.02	Significant at level <b>0.00</b>
Total score (Administrative problems in the field of teachers)		35.68	12.7	Significant at level <b>0.00</b>

Table (5) shows that the problems of the administrative body faced by the public kindergartens departments for the items of the field of (administrative

problems in the field of teachers) were generally statistically significant, with the arithmetic average of the directorate's estimates on the field as a whole (35.68), and

that item (1), which states that "provision of incentives and rewards for teachers" ranked first in order of problems. The mean of this expression is (2.00), which is statistically significant at 0.00, while item (11) "the principal preference for some teachers" ranked thirteenth and arithmetic average (1.40). Finally, item No. (17) increased the daily functional burden on the Parameter) at the last position, which is statistically significant at 0.00.

This indicates the importance of focusing on improving educational practices and educating children based on supporting teacher growth and creating different ways of continuous communication between teachers and kindergarten management, to restore confidence in the motivations of educational policy makers and stressed the

need to link teacher evaluation systems to accountability because they have an effective impact on the teacher's growth and learning.. (Paufler et al., 2020)

According to the latest studies in this regard, which have come to the compliance of teachers in the early stages of training and professional growth is one of the most important trends towards reducing the gap between development and catching up with technological education, and the reluctance of teachers to attend advanced courses for their professional growth across platforms is due to a psychological factor that forms their development behaviors and reduces the chances of real benefit. (Truong & Murray, 2020),( Omdal & Roland, 2020).

### Third: The results of the problems in the field of pedagogical and educational means

Table (6) shows the results of administrative problems in the field of pedagogical and educational means

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
14	The scarcity of modern technologies	2.00	16.51	Significant at level <b>0.00</b>
9	Provide clear guidelines for teachers	1.40	20.62	Significant at level <b>0.00</b>
8	There is a computer for teaching children	1.31	30.40	Significant at level <b>0.00</b>
3	Provides a library equipped with a kindergarten	1.28	34.34	Significant at level <b>0.00</b>
2	Provide programs for children	1.26	38.62	Significant at level <b>0.00</b>
6	Provide educational toys	1.26	38.77	Significant at level <b>0.00</b>
12	Provides games of cubes and riddles	1.20	35.37	Significant at level <b>0.00</b>
13	Provides the means of counting and learning the account	1.20	35.27	Significant at level <b>0.00</b>
15	Provides colored pens and industrial clay	1.17	15.11	Significant at level <b>0.00</b>
1	Provide the educational and educational means necessary for the educational stage	1.14	17.85	Significant at level <b>0.00</b>
5	Provides books and illustrations	1.14	17.88	Significant at level <b>0.00</b>
11	The games are purposeful	1.14	17.85	Significant at level <b>0.00</b>
4	Provide educational films suitable for kindergarten	1.11	20.82	Significant at level <b>0.00</b>



7	There is a TV for children	1.08	24.04	Significant at level <b>0.00</b>
10	Recording and radio equipment	1.08	24	Significant at level <b>0.00</b>
Total score (Administrative problems in the field of pedagogical& educational means)		<b>18.77</b>	<b>11.28</b>	Significant at level <b>0.00</b>

It is clear from Table (6) that the problems of the administrative body faced by the administrations of the public kindergartens for the subjects of the field (problems of educational and educational means) were generally statistically significant. The arithmetic average of the directorate's assessments on the field as a whole was 18.77. This is a statistically significant function. The item (14), which states: "The scarcity of modern

technologies" showed the first place in terms of the order of problems, where the statistical mean of this phrase (2.00) is statistically D at the level of 0.00, (6) The availability of renewable educational games (seventh and intermediate) (1.26) Finally, item (10) (recording and radio equipment) came in last place

Fourth: Results of the field of administrative problems for children

Table (7) shows the results of administrative problems for children

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
10	Parents expectations of the teacher is high and does not suit the abilities of their children	2.08	26.22	Significant at level <b>0.00</b>
7	The many behavioural problems in children	2.00	22.85	Significant at level <b>0.00</b>
12	Children are aggressive towards each other	1.97	13.77	Significant at level <b>0.00</b>
14	The presence of children in need of special care in the classroom	1.97	13.75	Significant at level <b>0.00</b>
15	The prevalence of some bad social habits among children	1.97	13.74	Significant at level <b>0.00</b>
13	Child aggression towards their home	1.94	16.60	Significant at level <b>0.00</b>
16	Poor hygiene of some children	1.94	16.68	Significant at level <b>0.00</b>
4	Some children are late in kindergarten	1.37	20.80	Significant at level <b>0.00</b>
2	More children than kindergarten	1.22	35.37	Significant at level <b>0.00</b>
9	Provides periodic examination services for children	1.22	10.31	Significant at level <b>0.00</b>
5	Some children are delayed from kindergarten at noon	1.20	12.65	Significant at level <b>0.00</b>
6	Class furniture is not suitable for children's ages	1.20	12.6	Significant at level <b>0.00</b>
11	Children's response to instructions	1.17	15.11	Significant at level <b>0.00</b>
1	Increase the density of children in kindergarten classes	1.08	24.02	Significant at level <b>0.00</b>

17	Children's commitment to domestic duties	1.06	27.45	Significant at level <b>0.00</b>
8	Children's response to instructions	1.02	31.11	Significant at level <b>0.00</b>
3	There are transportation for children	1.01	31.15	Significant at level <b>0.00</b>
Total score (Administrative problems for children)		25.42	13.71	Significant at level <b>0.00</b>

Table (7) shows that the problems of the administrative body faced by the public kindergartens departments for the field (administrative problems for children) were generally statistically significant. The arithmetic average of the principals' assessments for the field as a whole was 25.42. Statistically.

And that item No. (10), which states: "Parents expectations of the teacher is high and does not match the capabilities of their children" ranked first in terms of order of problems and the mean of the phrase (2.08) and

is D statistically at the level of 0.00, while occupied Item (4) (delayed attendance of some children to kindergarten in the morning) eighth place and the average arithmetic (1.37), and finally came item No. (3) (There are means of transport for children) in the last place.

Fifth: The results of administrative problems in the field of children's education

Table (8) shows the results of administrative problems in the field of children's education

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
15	Adequate number of weekly classes to carry out planned curriculum activities	1.91	14.11	Significant at level <b>0.00</b>
2	Distribution of children to classes	1.34	23.3	Significant at level <b>0.00</b>
13	According to a specific standard	1.22	35.37	Significant at level <b>0.00</b>
9	Use modern technology to explain the curriculum	1.20	12.6	Significant at level <b>0.00</b>
1	Provide the necessary educational means for the curriculum	1.17	12.65	Significant at level <b>0.00</b>
8	Availability of Internet connection service	1.17	15.15	Significant at level <b>0.00</b>
12	Achieve the objectives of the educational programs successfully	1.17	15.11	Significant at level <b>0.00</b>
5	Employing teachers' experiences in analyzing the content of the curriculum in order to enrich and improve it	1.14	17.87	Significant at level <b>0.00</b>
11	Provide technological media to the kindergarten for educational management	1.14	17.85	Significant at level <b>0.00</b>
4	Provide activities to enrich some curriculum topics	1.11	20.82	Significant at level <b>0.00</b>
6	Computers are enough in the kindergarten to teach children	1.11	20.85	Significant at level <b>0.00</b>
7	Computers are adequate in kindergartens to prepare	1.11	20.8	Significant at level <b>0.00</b>

	children			
3	Employment of technology available in children's education	1.08	24.02	Significant at level <b>0.00</b>
10	Provides computers for teachers to organize student data and prepare electronic programs for them	1.08	24.02	Significant at level <b>0.00</b>
14	Take into consideration the approach to the capacities of children	1.06	27.45	Significant at level <b>0.00</b>
Total score (Administrative problems in the field of children education)		<b>18.01</b>	<b>14.42</b>	Significant at level <b>0.00</b>

Table (8) shows that the problems of the administrative body faced by the public kindergartens departments of the field (administrative problems in the field of children's education) were generally statistically significant, with the arithmetic average of managers' assessments on the field as a whole (18.01) This field is statistically significant.

And that item No. (15), which states: "The adequacy of the number of weekly quotas for the

activities of the prescribed curriculum" showed a problem and ranked first in terms of order of problems, which is the biggest problems of the administrative body of educational and educational means, (No. 7) (availability of teaching aids required for the curriculum), seventh place and the mathematical average (1.20). Finally, item No. (14), providing the necessary teaching and learning techniques for the delivery of information to children, . Section 14 is the least challenging and is statistically significant at 0.00.

**Sixth: Results of the problems of the building** :Table (9) shows the results of the problems of the building

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
10	Kindergarten site is suitable so as not to interfere with the educational process	1.74	5.20	Significant at level <b>0.05</b>
11	Offers child-specific furniture	1.68	10.34	Significant at level <b>0.00</b>
14	There is a room for the teachers to rest and do their writing work	1.57	14.80	Significant at level <b>0.00</b>
9	Provide adequate furniture in classrooms	1.22	10.35	Significant at level <b>0.00</b>
4	Provide interior halls for activities	1.20	12.65	Significant at level <b>0.00</b>
7	Health facilities are available at the kindergarten	1.20	12.6	Significant at level <b>0.00</b>
8	Classroom space is suitable for children	1.20	12.62	Significant at level <b>0.00</b>
2	Store availability for saving games	1.17	15.11	Significant at level <b>0.00</b>
15	Provides classroom conditions such as heating, ventilation, lighting	1.17	15.12	Significant at level <b>0.00</b>
1	Suitable outdoor play yard	1.14	17.85	Significant at level <b>0.00</b>
3	Offers a private library for kindergarten	1.14	17.84	Significant at level

				<b>0.00</b>
<b>5</b>	The kindergarten is typically designed	1.14	17.87	Significant at level <b>0.00</b>
<b>6</b>	The rooms are conveniently located as classrooms in terms of lighting and ventilation	1.14	20.82	Significant at level <b>0.00</b>
<b>12</b>	Provide kindergarten maintenance services	1.14	15.14	Significant at level <b>0.00</b>
<b>13</b>	Provide games in the courtyard	1.14	15.18	Significant at level <b>0.00</b>
Total score (Problems of the building)		<b>18.99</b>	<b>11.28</b>	Significant at level <b>0.00</b>

Table (9) shows that the problems of the administrative body faced by the public kindergartens departments of the field (building problems) were generally statistically significant. The arithmetic average of the directorate's estimates for the field as a whole was 18.99, where the manager estimates on such field came statistically significant.

Article 15, which states: "The location of the Kindergarten is suitable so as not to interfere with the educational process" showed a problem and ranked first in terms of order of problems, which is the biggest problems of the administrative body of the field of educational and educational means, (1.74), which is statistically significant at level 0.05, while item (9) (the availability of suitable furniture in the classroom rooms) ranked seventh and the mathematical mean (1.22). Finally, item No. (13) . Section 13 is the least challenging and is statistically significant at 0.00.

As indicated by one of the studies where the extent of the impact of the educational conditions surrounding children

significantly on their physical and educational performance, the most important: the size of the classroom and the size of the classroom and its staff to estimate their capacity and recommended those to study the importance of taking into account the social and material effects when designing the classroom in kindergarten sought to develop educational intervention programs that guarantee the freedom of movement of the child in a way that does not allow chaos.( Cheung & Zhang, 2020)

**The results of the second question :**

In regard to the second research question, referring to the most important administrative problems facing kindergarten teachers in the light of 21st century skills, the researchers applied a questionnaire to the teachers to identify the administrative problems in the governmental kindergartens on a sample of 100 teachers using the Ka2 test as a tool to identify the significance of these problems

Table (10) shows the results of administrative problems in public kindergartens institutions from the teacher's point of view

Phrase No.	Item	Average	Ka <sup>2</sup>	Significance
<b>25</b>	The number of working hours per teacher per day	2.08	10.64	Significant at level <b>0.00</b>
<b>29</b>	Weak physical and moral incentives for teachers	2.07	11.78	Significant at level <b>0.00</b>
<b>24</b>	Weak rehabilitation and educational preparation of teachers	2.06	13.04	Significant at level <b>0.00</b>
<b>32</b>	The teacher does not receive sufficient respect in kindergarten	2.02	12.56	Significant at level <b>0.00</b>
<b>27</b>	There is no room for teachers to rest or do their written work	2.00	9.68	Significant at level <b>0.00</b>

28	The teacher is forced to buy some materials and tools at her expense	2.00	9.60	Significant at level <b>0.00</b>
30	After housing for kindergarten	1.96	9.92	Significant at level <b>0.00</b>
22	Poor ability of the teacher to define and formulate goals	1.94	7.76	Significant at level <b>0.02</b>
26	Poor desire of some teachers to work in kindergarten	1.91	5.4	Significant at level <b>0.00</b>
31	Difficulty of transportation	1.90	4.88	Non-significant
20	Weakness of the parameter in determining the trends and tendencies of children	1.88	4.90	Non-significant
5	Low salary of the teacher	1.84	5.54	Non-significant
19	Weak acceptance of the parameter of criticism and guidance	1.82	4.77	Non-significant
17	Lack of teacher qualification and the foundations of modern education	1.80	6.86	Significant at level <b>0.03</b>
21	Poor ability of the teacher to exercise restraint and good behavior	1.78	8.00	Significant at level <b>0.01</b>
10	Participation in kindergarten events and celebrations	1.73	8.06	Significant at level <b>0.00</b>
16	Poor teacher's sense of happiness in dealing with children	1.73	11.06	Significant at level <b>0.00</b>
13	The weakness of some parameters in raising children's motivation well	1.66	18.62	Significant at level <b>0.00</b>
1	The difficulty of adapting the new teacher to the reality of kindergarten	1.65	19.22	Significant at level <b>0.00</b>
12	The parameter uses a variety of teaching methods	1.63	24.08	Significant at level <b>0.00</b>
11	Spread of parameters between children in play hours	1.62	24.05	Significant at level <b>0.00</b>
7	Share the parameter in training courses	1.60	26.42	Significant at level <b>0.00</b>
14	Use of some parameters for effective teaching aids	1.60	26.4	Significant at level <b>0.00</b>
15	Understand the parameters of their work	1.60	26.50	Significant at level <b>0.00</b>
9	Deceleration in the implementation of administrative decisions	1.59	27.02	Significant at level <b>0.00</b>
4	The weakness of some teachers' perception of children's problems and ways of treating them	1.56	31.46	Significant at level <b>0.00</b>
6	Weak knowledge of the characteristics of developmental children	1.50	30.83	Significant at level <b>0.00</b>
3	Teachers delayed the morning queue	1.50	37.34	Significant at level <b>0.00</b>
8	Attention to developing the relationship of teachers with some of them	1.49	38.60	Significant at level <b>0.00</b>
23	Lack of custody of children of preschool teachers	1.45	1.01	Non-significant

2	Some qualified teachers have dropped out of kindergarten during the school year	1.44	1.44	Non-significant
18	Share the supervisor parameter in the obstacles and problems that	1.37	4.84	Significant at level <b>0.02</b>

Table (10) shows that the problems of the administrative and educational body faced by the public kindergartens departments for the field items (administrative problems in public kindergartens institutions from teachers' point of view) were generally statistically significant. The arithmetic average of managers' This field is statistically significant except for both items (2-5-19-20-23-31)

And that item No. (25), which states: "the number of working hours for teacher per day" showed a problem and ranked first in terms of order of problems, which is the biggest problems of the administrative body for the field of educational and educational means, where the mean of this phrase (2.08) (18) (the participation of the supervisory supervisor in the obstacles and problems encountered) in the last position . Item 18 is the least challenging and is statistically significant at 0.01. In regard to the third research question which aims to provide recommendations to deal effectively with the problems kindergarten administration encountering, and because building international-minded people through intercultural experience is crucial, the educational experiences of two developed countries have been presented; the United State of America, and Japan.

The education system in the USA is heavily relying on feeding individuality ("Preschool Education System in USA", 2015). Children are highly encouraged and directed to spend time doing what they like and learn with enjoyment. Within their system, every child is expected to have certain qualities and shortcomings to be empowered and enhanced through the daily program and the teacher efforts. A common convection in the system is that "Kids' play is their work". Through playing, child learns how to make decision, take responsibility, and meet his or her formative needs ("Preschool Education System in USA", 2015). The self-expression, appropriate use of words, and avoidance of physical confrontation are another common skills the USA educational system emphasizes. For instance, the phrase "use your words" is a common saying children hear from day one in preschool through the rest of their school years. The phrase

emphasizes strengthening the children's verbal skills when expressing their emotion, solving their problems, and confronting discomfort circumstances. On the other hand, teachers in the USA educational setting are expected to hear, accept and show understanding when children express their emotions and display their needs.

Attendance of school for children who are under six is not compulsory. Although most of elementary school buildings offer pre-k classrooms for five\_ year\_ olds children, the facility of capacity for children who are under six varies steadily with finances and circumstances of native communities. There are different types of preschools in the United States including: (1) non-profit schools, (2) church schools that is usually contain religious focused curriculum, (3) general private schools that are differ remarkably from little small buildings to enormous tradition manufactured ones, and (4) Montessori schools that adapt Maria Montessori's philosophy in teaching which mainly emphasizes that each child is a unique individual with extraordinary needs and pattern of development (Zachry, 2013) . It is also common in the United States to have informal community facilities, learning centers, playgroups, morning programs, and different affordable alternatives to private schools serving low-income families (Mcloughlin, 2013). Activities in these programs typically represent arts and crafts, music, pedagogical games, sensory activities, motor activities, and listening skills (Mcloughlin, 2013). Although the quality of these programs has been questioned by many researchers, a rigorous review have recently supported the view that students attending these programs achieving high even when their social background is taken into account (Day-Ashley et al., 2013).

Research in different countries (including United States) has shown that children who attend preschools advanced rapider in higher school levels than the ones who did not attend (Chimombo, 2005). However, in the United States, like in many countries, parents face serious obstacles when they want to join their children. In many states, preschools are in short supplies and many parents

have to put their children's names in a waiting list to get them enrolled. Further, some of these preschools (mainly the highly prestigious) require a pre-confirmation test and a meeting for the child to be accepted in order to guarantee the state's authorization and benchmark ("Preschool Education System in USA", 2015).

#### The Japan Educational Experience in kindergarten

Japan education system considers one of the best around the world, as 99% to 100% of its population enroll in mandatory school years and 0% of them are illiteracy (Mandrappa, 2015). Further, in 2015 Japanese students ranked in the top ten around the world in science, math, and reading ("Education Policy in Japan", 2018).

According to the ISCED (International Standard Classification of Education, designed by UNESCO), preschool education is classified as "level 0" and it's defined as "center of school-based program designed to meet the educational and developmental needs of children at least 3 years of age, with staff adequately trained or qualified to provide educational program for the children". The importance of the early childhood stage is vividly clear from the definition as it's seen as the "center" of education for the rest of the person's life.

The first kindergarten school was established in 1876 as part of the present-day Ochanomizu University to serve the middle-upper class citizens exclusively. Because of the gradual quantitative growth, the ministry of education issued the first regulation on kindergarten contents and facilities in 1899. Later, in 1900 kindergarten was officially proclaimed to be a primary level of education that prepare children who are 3 years of age and above before they enter the elementary school level. During this period, the education method that was dominated the Japanese education system was Froebel Gift that it is generally teacher oriented.

Postwar in Japan, daycares and kindergartens have served different goals and led by two different ministries (Shirakawa, 2010). Daycares have mainly centered on facilitating the child welfare, which is either to relieve women of their childcare burden or to protect orphans and those who suffer due to poverty. On the other hand, kindergartens intent mainly to academically prepare young children to schools (Shirakawa, 2010). These two facilities were led by two different ministries, which has resulted into dual systems of early education. Further, due to the dramatic social change in the role of the

mothers followed by the rapid declining of the birth rate, the whole education system in Japan is facing significant transformation. Consequently, the number of children throughout the 1990s kept to decrease resulted in shutting down some kindergartens in many parts of the country or forcing them to merge with another kindergarten.

Budget and finance were also issues in the Japanese educational system, as kindergartens and daycares had to rely on community budget outlays. Because they are not mandatory levels on the Japanese educational system, they are mainly covered by childcare fees and enrolment fees, and, thus, they were unable to charge high fees. Consequently, the role of public kindergartens began to diminish and the privatization of kindergartens start to arose. Due to the heavy focus on business, the child education was compromised. Thus, it was obvious that without an official support, kindergartens' education will face a critical situation.

In order to workout the situation, in 2006 the Japanese government has decided to join the Ministry of Education, Culture, Sport, Science and Technology with the Ministry of Health, Labor and Welfare. As a result, the Act of Advancement of Comprehensive Service Related to Education, Childcare, etc. of Preschool Children was enacted, mainly to certify a daycare-kindergarten collaborative facility. This change has yielded controversial result, as financially, both ministries declared that they still receive a small amount of financial aid from the government. On the other hands, many of these joint centers have indicated that such cooperation has solved serious problems they used to be facing. The Kobe Municipal Yuki Kindergarten, for example, which was popular among Kobe citizens for many years for its high educational standard and respected luxurious building and furniture. In 2003 the school faced low enrolment rate which has left it with two big empty classrooms when, on the other hand, the daycare centers of the same city have long waiting list for children age one to three years old. One of these daycares and the Kobe Municipal Yuki Kindergarten joined the same facility and the result yielded critical success (Shirakawa, 2010).

How to Benefit from the United States and Japan Experience to Overcome our Problems

Compared to the developed countries, the education system of the industrial countries, including the population of the current study, does not seem to be doing

very well. Thus, it is clever to walk their steps to accomplish what they have done. One of the most critical keys of their success is the expectation that all students can and will meet high standards if they are taught in their own way (Tucker, 2016). Both their curriculum and teaching strategies are broad enough to include all types of students, as individuality is highly accommodated within their systems. In these countries, students who score low in their first grade entrance assessment in math and literacy are usually get not only more teachers, but also the best teachers (Tucker, 2016).

These teachers are well trained and educated to get these students backed up in an average time in order to catch up with others. In order to achieve their goals, they may stay longer at school, come earlier, or even work on Saturday. Such a proposal seems to be fairly adoptable into the industrial countries, like the population of the current study. Another factor to be adapted from the developed countries like the United States and Japan is to provide more educational alternatives for those who are financially disadvantaged, and as a result, not enrolled in kindergarten or who dropout. In 2000 the number of children who were not enrolled in primary education level reached 104 million children with the majority of Asian and African (EFA Monitoring report).

As mentioned earlier, both the United States and Japan have provided informal educational alternatives to prepare these children to school, and different affordable alternatives to private schools serving low-income families (McLoughlin, 2013). In addition, joining two facilities into one building was another factor that yielded great success in these countries experiences. As mentioned above, appropriate, fixed, comfortable building that meets the international standards is necessary. Offering these rarely available buildings to other activities is another suggestion that industrial countries can adept.

Lastly, the differences between developed countries and industrial ones are vividly numerous and can't be ignored. There are huge geographical, economic, political, social, and religious obstacles that make duplicating their experiences impossible. However, the goal of the current study is to understand the problems they have confronted and the successful strategies they used to overcome them. The main attempts of displaying their work is to adapt whatever can be transferred and modify what can be fixed. It is to start where they ended and to benefit from their success and avoid their mistakes.

### **Recommendations:**

1. The need to refer to quality standards in the construction of kindergartens in order to facilitate the tasks of teachers and suit the developmental characteristics of children and their needs.
2. Reducing the teaching burden of early childhood teachers.
3. The importance of informing parents of the latest developments in modern calendar methods to appreciate their value in raising their children's academic level.
4. Preparing and training early childhood teachers with modern education trends.
5. Involve teachers in making appropriate educational decisions as they see fit in the learning environment.
6. Application of the full day system to find enough space for educational activities

### **References:**

#### **Arabic References:**

- Abdulateef, M., Ali, N., (2010) Obstacles to the professional competence of the pre-school teacher in the light of some contemporary international trends. *Dar Almandumah*. 2, 420-481.
- Alamer, S. M. (2014). Problems facing gifted students in Saudi Arabia. *Research on Humanities and Social sciences*. 4, 107-111.
- Alhawli, S., Sobh, F., Altahrawy, J., Yaser, A. (2007). Evaluation of the quality of education for kindergarten in Gaza strip. *Journal of the Islamic university*. 2, 925- 972.
- Al-Hamid, Morteda Hassan (2018) Department of Educational Facilities. The Hashemite Kingdom of Jordan. Janadriyah for publishing and distribution.
- Badran, S. (2006). Kindergarten teacher: Comparative study. *Dar Almarefah: Alexanria*
- Coziné, Roger, Translated by Zidan, Mohamed and qeilada, Helmy. (2020) *Modern Education*. Arab Press Agency Indexing the Egyptian dar alkotob. Egypt.



- Dames, Mustafa Nimer (2008) *Scientific Research Methodology in Education and Social Sciences*, Amman, Ghaida House for Publishing and Distribution.
- Faraj, T., (2019). Evaluation study of administrative problems in public kindergartens. A thesis in kindergarten education (master's theses). Cairo University, Cairo, Egypt
- Isis, Suzanne, translated by Al-Mutawali, Mohammed Mukhtar (2020). *The child in primary school*. Arab Press Agency Indexing the Egyptian dar alkitab. Egypt.
- Jamal, Lina (2018) *School Administration and Educational Supervision in Kindergartens*. The Hashemite Kingdom of Jordan. Ibn al-Nafis Publishing and Distribution.
- Samar Mohamed Safita (2012): *The role of education for all in the development of basic education in Syria, Egypt and France*. Master Thesis. Institute of Educational Studies, Cairo University.
- Shahatah, A. (2006). Planning for pre-school child education from a strategic perspective in Dakahlia district (PhD thesis). Mansoura University. Mansoura, Egypt.
- Mohamed Mounir Morsi (1999): *Reference in Comparative Education*, World of Books, Cairo.
- Najmaddeen, A. (2004). Activating mechanisms of community partnership in the management and financing of kindergartens in Egypt in the light of the experience of the Federal Republic of Germany. *Journal of Education*. 13, 183-184.
- English references:**
- 10<sup>th</sup> Japan experience program for overseas children (2019). *Application guide for overseas schools* (2019). Retrieved from Hakuho Foundation website [https://www.hakuhofoundation.or.jp/en/globalnet/participant/pdf/guidelines\\_e\\_e\\_.pdf](https://www.hakuhofoundation.or.jp/en/globalnet/participant/pdf/guidelines_e_e_.pdf)
- Berlin, R. (2018). 23 Problems That All Early Childhood Educators Face in 2018. Teachstone. Retrieved from <http://info.teachstone.com/blog/top-problems-that-all-early-childhood-educators-are-facing>
- Brown, C., Feger, B. (2010). Examining the problems early childhood teacher candidate face in figuring their roles as early educators. *Journal of Early Childhood Teacher Education*. 31, 59.
- Burchinal, M., Howes, C., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Predicting the child outcomes at the end of kindergarten from the quality of the pre-kindergarten teacher-child interactions and instruction. *Applied Developmental Science*. 12, 1-3.
- Chimombo, J. (2005). Quantity versus quality in education: Case studies in Malawi. *International Review of Education* 51(2),155-172
- Cheung, P., & Zhang, L. (2020). Environment for preschool children to learn fundamental motor skills: The role of teaching venue and class size [Article]. *Sustainability (Switzerland)*, 12(22), 1-10, Article 9774. <https://doi.org/10.3390/su12229774>
- Day-Ashley, L., Mcloughlin, C., Aslam, M., Engel, J., Wales, J. and Rawal, S. (2013) 'The Role and Impact of Private Schools in Developing Countries: A Rigorous Review of the Evidence'. Birmingham: University of Birmingham.
- Education policies in Japan: Building bridges toward 2030. (2018). Retrieved from OECD website: <http://www.oecd.org/education/Japan-BB2030-Highlights.pdf>
- Helm, J., Beneke, S. (2003). The power of project: Meeting contemporary problems in early childhood classrooms \_strategies and solutions. [https://link.springer.com/chapter/10.1007/978-1-4419-9186-7\\_10](https://link.springer.com/chapter/10.1007/978-1-4419-9186-7_10)International Standard Classification of Education, designed by UNESCO
- Mandrapa, N., (2015). Interesting facts about Japanese school system. Retrieved from Novak djokovic foundation website: <https://novakdjokovicfoundation.org/interesting-facts-about-japanese-school-system/>
- Mcloughlin, C. (2013). *Low-cost Private Schools: Evidence, Approaches, and Emerging Issues*. EPS PEAKS. Retrieved from [https://www.enterprise-development.org/wp-content/uploads/Low-cost\\_private\\_schools.pdf](https://www.enterprise-development.org/wp-content/uploads/Low-cost_private_schools.pdf)
- Migration, displacement, and education: Building bridges not walls (2019). Retrieved from global education monitoring report website:

<https://unesdoc.unesco.org/ark:/48223/pf0000265866/PDF/265866eng.pdf.multi>

Omdal, H., & Roland, P. (2020). Possibilities and challenges in sustained capacity-building in early childhood education and care (ECEC) institutions: ECEC leaders' perspectives [Article]. *European Early Childhood Education Research Journal*, 28(4), 568-581.  
<https://doi.org/10.1080/1350293X.2020.1783929>

Paufler, N. A., King, K. M., & Zhu, P. (2020). Promoting professional growth in new teacher evaluation systems: Practitioners' lived experiences in changing policy contexts [Article]. *Studies in Educational Evaluation*, 65, Article 100873.  
<https://doi.org/10.1016/j.stueduc.2020.100873>

Preschool Education System in USA (America). (n.d.). Retrieved from <http://www.usa.com.pk/preschool-education-in-usa.html>

Preschool Education System in USA.( 2015). Education monitoring report website: <https://www.usa.com.pk/preschool-education-in-usa.html>.

Ryan, J., Scott, A., Walsh, M. (2010). Pedagogy in the multimodal classroom: An analysis of the problems and opportunities for teachers. *Teachers and Teaching*, 16, 1-5.

Shirakawa, Y. (2010). Japan's early education and child care departing from their foundations. Retrieved from ECEC around the world website: [www.childresearch.net/projects/ecec](http://www.childresearch.net/projects/ecec).

Truong, M. T., & Murray, J. (2020). Understanding obstacles to online professional development through the lens of efl teachers' attitudes: A qualitative study in Vietnam context [Article]. *CALL-EJ*, 21(3), 23-40.

Tucker, M., (2016). Asian Countries Take the U.S. to School. *The Atlantic*. Retrieved from

Zachry, A. (2013). Six Types of preschool programs. Retrieved from Explore parent website: <https://www.parents.com/toddlers-preschoolers/starting-preschool/preparing/6-types-of-preschool-programs>.