

Teaching Competencies for Arabic Schools Kindergarten Teachers in China

Abdo Hasan AL-Qadri*

School of Education, Shaanxi Normal University, China

Zhao Wei

School of Education, Shaanxi Normal University, China

Mohammad Hamad Al-khresheh

Department of English Language, Northern Border University, Jordan

Xiaoduan Chen

School of Education, Shaanxi Normal University, China

Ali Usman Hali

School of Education, Shaanxi Normal University, China

Abstract

Due to the importance and special nature of kindergarten stage on children's cognitive, social, emotional and psychological growth, this study aimed at identifying the main teaching competencies required for kindergarten teachers in China. To achieve this objective, an observation card was applied on a group of 41 teachers from different kindergartens. The findings of the study suggested, firstly, that the levels of teaching competencies might be divided into five levels. This classification might be attributed to the variables of the study; namely, specialization, qualification and teaching years of experience. Secondly, the findings also revealed that, on the one hand, there were statistically significant differences according to the variable of specialization and the years of experience. On the other hand, no significant differences were found due to the variable of academic qualification. On the basis of these findings, a group of recommendations were put forward.

Keywords: Kindergarten; Playing tools; Performance; Teaching aids; Teaching competencies.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

1. Introduction

Teacher occupies a central position in the educational system as one of its main pillars and a major factor at any reform or educational development (Bird, 2017). He is the one who makes the learning environment effective and designs educational situations that make the student involved in the educational process (Araujo *et al.*, 2016).

The kindergarten teachers play an important role in the life of the child. It is ranked second after the parents and the work done in kindergarten is not just an educational act, but also a constant guide to the child's presence in the kindergarten, (Kindergarten Funding Guide, 2016; Wigfield *et al.*, 1998). This guidance positively or negatively affects the child's skills, ideas, values, personal tendencies and behavior as teachers become role models for students (Abdul-Haq, 2014; Germino-Hausken *et al.*, 2004).

Most of the teachers who work in kindergartens are not specialized in raising children. In this sense, the problem of this research was reflected on the degree of ownership of kindergartens for some teaching competencies and to know the performance of kindergarten teachers in Arabic schools kindergartens in China.

2. Background

Pre-school childhood is considered as one of the most significant stages of individuals life and the most influential one in his or her future life. At this stage, children's abilities are developed and their talents are nurtured. In addition, children at this stage get introduced to many morals, social values and attitudes and they acquire numerous behavioral skills and habits needed for the development of their personalities. Furthermore, children start acquiring at this stage proper adaptations for the environment and comprehend proper social relationships as well as how to practice them (D'Onise *et al.*, 2010; Howse *et al.*, 2003).

2.1. Importance of kindergarten

Kindergarten is considered as one of the most fruitful stages of education that helps in the development and molding of children personalities as it is a secondary stage in which education takes place automatically and which paves the way for the educational process in the future (Griffin and Morrison, 1997; Hammer *et al.*, 2017). In

*Corresponding Author

addition, it is a crucial stage in the formation of the personality fundamentals and in the course of its physical, motor, sensory, mental, cognitive, linguistic, social, moral, emotional, spiritual and skillful growth due to the fact that kindergarten includes purposeful physical and cognitive activities, active cognitive characteristics and stimuli, language opportunities in the art of speaking, quiet psychological atmosphere, and effective humane social situations (Bronson *et al.*, 1995; Flückiger *et al.*, 2018; Smith, 2010).

2.2. Teaching Competencies and Kindergarten Teacher

As a result, the success of kindergarten in terms of the teacher performance depends on the good selection of the teacher as he/she is the person who leads the educational process within the kindergarten, guides children, provides them with the environmental stimuli (Cappelloni, 2011; Gullo and Hughes, 2011) and educational means designated to stimulate children energies, enhance children abilities, help children to learn about the world around them, encourage them towards good behavior both inside and outside the kindergarten, help them to develop their intelligence and imagination (Krieg *et al.*, 2015; Ohi, 2014). Kindergarten teacher by his/her multidimensional character, has an obvious impact on children psyche, as he/she is able to affect them directly or indirectly through inspiration, confrontation, identification and role model (Lundberg, 2014; Theodore, 2010). The kindergarten teacher also can instill in children the spirit of responsibility and perseverance as well as he/she can make them use their imagination and develop it through playing a role model and providing the necessary psychological environment (Harris, 1998; Kayani *et al.*, 2011).

Among the factors which influence the quality of education, the competencies of teachers are undoubtedly the most significant ones (Pratibha, 2017). To have an eligible teachers this requires them to be prepared for a wide variety of roles and to develop related competencies (Bawane and Spector, 2009) such as interacting with children while playing in which playing is a vital activity for children; it is to ensure social and emotional development of children (Koster, 2015). Teacher's interventions during play take on many possibilities like assisting with problem solving, questioning, redirecting undesired behaviors, and enticing children into playing themes (The kindergarten program, 2016); (McAfee *et al.*, 2015). The kindergarten teacher should have the ability to create stimulating environments and to interact with children through exchanging ideas and answering their questions as well (Underwood *et al.*, 2016).

It can be claimed that the achievement of the kindergarten goals depends on the kindergarten teachers competencies. Teachers can be considered as the real key to the pre-school education in which they are responsible for the development of children personalities compatible with heritage and with the community (Harris and Sass, 2007).

The kindergarten teachers must identify the problems that the child suffers from and cooperate with the psychological counselor to treat these problems and take preventive measures before the emergence of any other psychological problems such as the development of self-confidence (Griffin and Morrison, 1997; Howse *et al.*, 2003; Pang and Leng, 2011).

George (1993), believes that the early years of children are the years of consolidation for psychological and social concepts due to their significance in shaping children personalities, as they recognize themselves and their relationships with others outside the family. Besides, the crucial consolidation of their emotions about themselves will affect the formation of their behavior in the future of their lives.

2.3. Related Studies

Bronson *et al.* (1995), on their study investigated the relations between teachers and classroom activities and the behaviors of 586 children. Results confirmed the importance of focusing on activities and interaction with children.

Whitebook (2003), reviewed the researches on pre-kindergarten teacher quality and highlight teachers with bachelor's degrees and their direct link to quality in early education. Among the findings of the studies reviewed teachers with four-year degrees in early childhood education rated higher than those without these credentials. These studies also strongly show the importance of the requirement of a bachelor's degree and the experience in early childhood teaching

Another related review, Abdul-Haq (2014) investigated the degree of availability of the general basic educational skills in kindergarten teachers in Jordan. The study sample consisted of (185) teachers from (65) Kindergartens. A questionnaire of (58) items was developed, divided into two domains; personal and social skills, and educational skills. The results showed that all the educational skills are required for kindergarten teachers from the standpoint of the teachers, and there are statistically significant differences ($\alpha \leq 0,05$) due to teachers' major (educational/otherwise) in favor of the educational majors.

Rajapaksha and Chathurika (2015), attempted to find out the problems faced by the preschool teachers in Sri Lanka when using teaching aids. The study revealed that the teachers face problems such as lack of training on using electronic teaching aids, lack of knowledge on relating teaching aids.

Wathu (2016), investigated the impact of whether the presence of the teacher in children's play affects children's social and emotional development of preschoolers in Kenya. The study sample included 20 teachers and 250 children. The researcher found a strong positive correlation between the presence of the teacher while children are playing and their social and emotional skills and concluded that teachers should always be near the children during playing to motivate them.

2.4. Research questions

- A. What are the levels of teaching competencies among kindergarten teachers in Arabic Schools?
- B. Are there differences of statistical significance in some teaching competencies among kindergarten teachers according to specialization, scientific qualification and years of experience variables?

3. Method

As the study focus on identifying the levels of teaching competencies for kindergarten teachers the study employed quantitative method by using observation card to attain objective of current study.

3.1. Research Tools

The current study depended on observation of teaching competencies necessary for kindergarten teachers by looking at educational literature and previous studies on the subject such as the study of Abdul-Haq (2014) and National Center for Education Statistics (NCES) (1999) to measure the performance of kindergarten teachers for each teaching efficiency and to detect differences if found among the study variables and it was presented to a panel referees consisting of specialists and experts in the field. It was considered appropriate to prepare the items of the observation card in a five-point Likert format, one point was given to answers "Not applicable at all", two points were given to answers "Seldom applicable", three points were given to answers "Sometimes applicable", four points were given to answers "Almost applicable", and five points were given to answers "Always applicable". The researchers applied the observation card at five different times for 41 teachers who represent the total number of kindergarten teachers in the Arabic schools, the first time was to verify its validity and reliability. The second, third, fourth and fifth times were to find out the total observation score by calculating the mean of the whole observations. The observation card include three dimensions, the first dimension "Competency in using playing tools" consist of 15 items, second dimension "Competencies in using teaching aids" consist of 8 items and the third dimension "Competency in performance enhancement and interaction with children" consist of 19 items. In order to determine the reliability, Cronbach's Alpha coefficient was employed to assess the reliability of each dimension and the observation tool, the values are as follows: 0.79^{**}, 0.77^{**}, 0.81^{**} and 0.83^{**}, for the first, second and third dimensions and for whole observation card respectively, which indicate a substantial reliability for the observation card. The square root of α used to determine the validity (Nunnally and Bernstein, 1994). The validity for each dimension and the observation tool, are as follows: 0.88^{**}, 0.87^{**}, 0.90^{**} and 0.91^{**} for the first, second and third dimensions and for whole observation card respectively.

Table-1. Validity and Reliability of the Observation Card

Dimensions	NO. of Items	Validity Coefficient $= \sqrt{\alpha}$	Reliability Coefficient Cronbach's Alpha (α)	ρ
1 st :Competencies in using playing tools	15	0.88 ^{**}	0.79 ^{**}	0.00
2 ^{ed} :Competencies in using teaching aids	8	0.87 ^{**}	0.77 ^{**}	0.00
3 rd :Competencies in performance enhancement and interaction with children	19	0.90 ^{**}	0.81 ^{**}	0.00
The observation card as a whole	42	0.91 ^{**}	0.83 ^{**}	0.00

** $p < 0.01$

4. Findings and Discussion

4.1. Findings Concerning the Level of Teaching Competencies

The level of each competency for kindergarten teachers in Arabic schools has been determined by calculating the range after calculating arithmetic observations mean for five times.

$$\text{Range} = \text{maximum}(x_i) - \text{minimum}(x_i)$$

Where (xi) represents the set of values $195-79 = 116$

It is worth mentioning that the observation card contains five options. The range has been divided by five to determine the length of the category (L) = $116/5 = 23$

Table (2) indicates the levels of teaching competencies, 4 teachers out of 41 teachers 9.5% with a very high level of teaching competencies, 13 teachers 32% have high level, 4 teachers 9.5% have a moderate level, 6 teachers 15% have a low level and 14 teachers 34% have a very low level of teaching competencies. The percent 32% of the teachers in a high level of teaching competencies may be attributed to having an educational qualification distinguished from others who have other specializations due to the educational qualification they received during the study. Besides, 34 %of the teachers are at a very low level of teaching competencies which may refer to some obstacles faced by kindergarten teachers. The most prominent of these obstacles are that the teachers need to be trained to master all the teaching skills as well as to be motivated to work at kindergartens. Improving teachers' performance should take the form of a continuous chain, through acquiring the skills for enhancing the educational process and then working on renewing skills and in different aspects of the educational process.

Table-2. The levels of teaching competencies

Level	The Category	NO. of Teachers	%
Very High	(175- 198)	4	9.5
High	(151-174)	13	32
Moderate	(127- 150)	4	9.5
Low	(103-126)	6	15
Very Low	(79- 102)	14	34
Total		41	100

4.2. Findings Concerning the Descriptive Values of Teaching Competencies

The degree of teaching competencies was dissimilar as indicated in Table 3. The degrees of achievement of teaching competencies are as follows: The scores for the first dimension "Competency in using playing tools" (M=46.2195, SD= 3.58129, percentage= 62%), for the second dimension "Competencies in using teaching aids" (M= 25.5610, SD= 2.82886, percentage= 64%) and for the third dimension "Competency in performance enhancement and interaction with children" (M= 62.9024, SD= 3.71352, percentage= 66%). The overall degree of teaching competencies (M= 134.6829, SD= 6.47085, percentage= 64%).

Table-3. Descriptive analysis of the observation card's dimensions

Dimensions	Σ	R	Min	Max	M	SD	%
Competencies in using playing tools	1895.00	20.00	37.00	57.00	46.2195	3.58129	62
Competencies in using teaching aids	1048.00	11.00	20.00	31.00	25.5610	2.82886	64
Competencies in performance enhancement and interaction with children	2579.00	14.00	55.00	69.00	62.9024	3.71352	66
Overall	5522.00	31.00	119.00	150.00	134.6829	6.47085	64

Note: Σ= Sum of scores, R= Range, Min = Minimum, Max = Maximum, M= Mean, SD= Standard deviation, %= percentage

4.2.1. Competencies in Using Playing Tools

According to the first dimension, teachers to some extent have aware about the importance of playing for children at this stage. Wathu (2016), argues that teacher's support is seen as a necessary component of developmentally appropriate practice.

4.2.2. Competencies in Using Teaching Aids

With regard to the competencies of using teaching aids it was revealed that the teachers have perception of teaching aids and its functions. However, they face problems such as lack of ability while using the suitable teaching aids which achieve the goals. A study by Rajapaksha and Chathurika (2015) revealed that kindergarten teachers face problems such as lack of training on using teaching aids and lack of knowledge on relating teaching aids to the lesson in the teaching process.

4.2.3. Competencies in Performance Enhancement and Interaction with Children

From the previous results, teachers are aware to teach playing skills to children who have difficulty entering into a playing scenario, so they have highly competency in performance enhancement and interaction with children. Bronson *et al.* (1995), confirms that interaction with children promote child's social development by encouraging them to play games that require taking turns, sharing and cooperating. Pratibha (2017), clarifies that every child comes to school with a unique personality and learning style. To reach each child and teach each child effectively, teachers must respect these differences and work with each child's style, rather than to try to force the child to adapt to another style. The kindergarten teachers must adopt lessons to individual learning styles and must be willing to change plans and ideas as needed.

4.3. Findings concerning study variables

4.3.1. Specialization

Table 4. Shows the arithmetic mean and standard deviations for specialization variable (Educational - Non-educational). By using independent t-test to compare the mean of two independent groups (educational - non-educational), results indicated that there are statistically significant differences in the availability of teaching competencies among kindergarten teachers according to specialization variable in favor of educational majors (M= 150.63, SD= 27.17).

Table-4. The Arithmetic Means, Standard Deviations, Degree of Freedom, T-test and Significant of the Items of the Observation Card

Specialization	N	M	SD	DF	T-test	ρ
Educational	24	150.63	27.17	39	4.96***	0.000
Not Educational	17	108.12	26.88			

*** $\rho < 0.001$

The availability of teaching competencies was higher for teachers with educational majors, indicating that a qualified teacher has to be specialized and this certainly is beneficial in possessing the required skills for kindergartens teaching, besides providing them with many of the teaching strategies which are useful for kindergarten teaching. The study of Abdul-Haq (2014) confirmed this result and emphasized the importance of having an educational specialization for the kindergarten teachers.

4.3.2. Academic Qualification

Table 5 below shows the mean scores and standard deviations of the teachers according to the academic qualification variable in which teachers with diploma degree scored (M= 135.882, SD= 6.421), teachers with bachelor degree scored (M= 135.056, SD= 5.461) and teachers with Master degree scored (M= 130.167, SD= 8.472).

Table-5. The Arithmetic Means and Standard Deviations of the Items of the Observation Card with Qualification

Qualification	N	M	SD
Diploma	17	135.882	6.421
Bachelor	18	135.056	5.461
Master	6	130.167	8.472
Total	41	134.683	6.471

The results of ANOVA analysis are shown in Table 6 below and reveals that there were no statistically significant differences in teaching competencies among kindergarten teachers according to the academic qualifications variable with the F-value 1.860, $\rho = 0.170$. This result can be accepted because the academic qualification does not meet the requirements of appointment as kindergarten teacher. In general, teachers should have an experience relevant to the educational work in kindergartens. Whitebook (2003), found that the academic qualification could be considered as the criteria for success of a teacher and an indicator to teacher effectiveness.

Table-6. One-Way ANOVA of teaching competency based on academic qualifications

	Sum of Squares	Df	Mean Square	F	ρ
Between Groups	149.335	2	74.668	1.860	0.170
Within Groups	1525.542	38	40.146		
Total	1674.878	40			

4.3.3. Years of Experience

Table 7 shows the difference in the arithmetic mean on the years of experience in which teachers with more than 15 years scored the highest arithmetic mean (M=133.60,SD= 36.26), while teachers with (less than 5 years) of experience scored the lowest arithmetic mean (M=118.29, SD= 23.98).

Table-7. The Arithmetic Means and Standard Deviations of the Items of the Observation Card with Years of Experience

Years of Experience	N	M	SD
Less than 5 years	11	118.29	23.98
Between 5 and 9 years	10	130.09	37.44
Between 10 and 15 years	13	133.60	36.26
More than 15 years	7	142.92	34.55
Overall	41	133.00	34.10

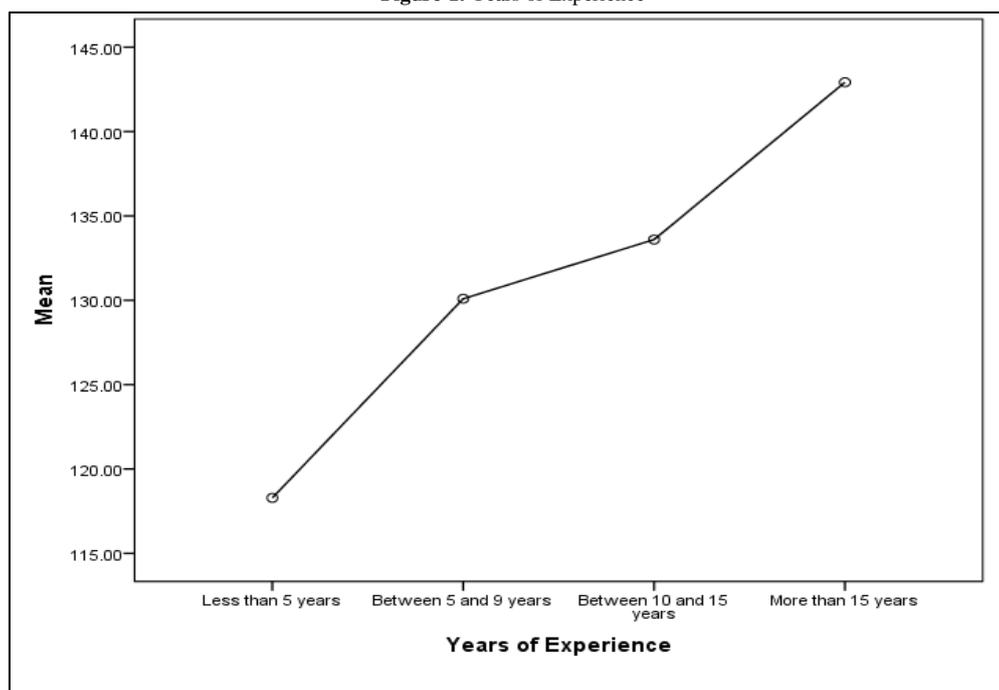
Reverting to the analysis of ANOVA in Table 8 and Figure 1, it is revealed that there are statistically significant differences in the availability of teaching competencies among kindergarten teachers according to the years of experience.

Table-8. ANOVA Analysis of the Difference of Years of Experience

	Sum of Squares	DF	Mean Square	F	p
Between Groups	2892.34	3	964.11	3.443*	0.018
Within Groups	43625.66	37	1179.07		
Total	46518.00	40			

* p < 0.05

Figure-1. Years of Experience



Several researchers like Bird (2017) and Araujo *et al.* (2016), highlighted a positive relationship between kindergarten teacher effectiveness and length of teaching experiences. Qualified and experienced teachers have a better performance more than teachers with only an academic qualification without any proven experience. This can be demonstrated by the initiative which had been introduced to improve the quality of Early Childhood education for children in Australia in 2007. It was primarily a program designed for Early Childhood Teacher Education and being taught by teachers with experience for four years (Ohi, 2014). The Ontario’s Full-Day Kindergarten (FDK), program clarified that Early Childhood Educators should complete at least 2-years college diploma in Early Childhood Education which include child-focused programming and principles of children development (Underwood *et al.*, 2016). From the above it is noted that teachers with high levels of teaching competencies have educational specialties and experience for more than ten years.

5. Conclusion

Kindergarten teacher's support is seen as a necessary component for developmentally appropriate practice, but a gap has been found between the teaching competencies and practices among kindergarten teachers. So, they need to be trained by specialists in this field.

It has been noted that there is a convergence between the dimensions of the study through the degree of observation of those dimensions and this indicates the consistency between the teaching competencies included in the observation tool of the current study based on the averages and standard deviations and percentages of each efficiency. Five levels of teaching competencies for kindergarten teachers have been classified accordingly. Beside, this study has also found that the specialization and years of experience influence teacher's competencies.

References

- Abdul-Haq, Z. (2014). The educational skills required for kindergarten teachers in Jordan. *American Journal of Educational Research*, 2(3): 159-66. Available: <https://doi.10.12691/education-2-3-9>
- Araujo, M., Carneiro, P., Cruz-Aguayo, Y. and Schady, N. (2016). Teacher quality and learning outcomes in kindergarten. *The Quarterly Journal of Economics*, 131(3): 1415-53.
- Bawane, J. and Spector, M. (2009). Prioritization of online instructor roles: implications for competency-based teacher education programs. *Distance Education*, 30(3): 383–97.
- Bird, D. (2017). *Relationship between teacher effectiveness and student achievement: an investigation of teacher quality*. PhD dissertation. Indiana.
- Bronson, M., Tivnan, T. and Seppanen, P. (1995). Relations between teacher and classroom activity variables and the classroom behaviors of prekindergarten children in Chapter 1 funded programs. *Journal of Applied Developmental Psychology*, 16(2): 253-82. Available: [https://doi.org/10.1016/0193-3973\(95\)90035-7](https://doi.org/10.1016/0193-3973(95)90035-7)
- Cappelloni, N. (2011). *Kindergarten teachers' perceptions of kindergarten readiness*. University of San Francisco: Tiburon.
- D'Onise, K., Lynch, J. and McDermott, R. (2010). Lifelong effects of attendance at kindergarten union preschools in South Australia. *Australian Journal of Education*, 54(3): 307-24. Available: <https://doi.org/10.1177/000494411005400306>
- Flückiger, B., Dunn, J. and Stinson, M. (2018). What supports and limits learning in the early years? Listening to the voices of 200 children. *Australian Journal of Education*, 62(2): 94-107. Available: <https://doi.org/10.1177/0004944118779467>
- George, M. (1993). *The very young guiding children from infancy through the farley years*. Maxwell Macmillan International: New York.
- Germimo-Hausken, E., Walston, J. and Rathbu, A. (2004). *Kindergarten teachers public and private school teachers of the kindergarten class of 1998-99*. Institute of Education Sciences: U.S.
- Griffin, A. and Morrison, J. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care*, 127(1): 233-43. Available: <https://doi.org/10.1080/0300443971270119>
- Gullo, D. and Hughes, K. (2011). Reclaiming kindergarten: Part I. questions about theory and practice. *Early Childhood Education Journal*, 38(5): 323–28. Available: <https://doi.10.1007/s10643-010-0429-6>
- Hammer, D., Melhuish, E. and Howard, S. (2017). Do aspects of social, emotional and behavioural development in the pre-school period predict later cognitive and academic attainment? *Australian Journal of Education*, 61(3): 270-87. Available: <https://doi.org/10.1177/0004944117729514>
- Harris (1998). Effective teaching: a review of the literature. *School leadership and management*, 18(2): 169-83. Available: <https://doi.org/10.1080/13632439869628>
- Harris and Sass, T. (2007). *Teacher training, teacher quality and student achievement*. Urban institute: US.
- Howse, B., Lange, G., Farran, C. and Boyles, D. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *Journal of Experimental Education*, 71(2): 151-74. Available: <https://doi.org/10.1080/00220970309602061>
- Kayani, M., Morris, D., Azhar, M. and Kayani, A. (2011). Analysis of professional competency enhancement program of NAHE on the performance of college teachers. *International Journal of Business and Social Science*, 2(18): 169-75.
- Kindergarten Funding Guide (2016). Department of education and training. Melbourne.
- Koster, J. (2015). *Growing artists: Teaching the arts to young children*. Cengage learning: Stanford.
- Krieg, S., Curtis, D., Hall, L. and Westenberg, L. (2015). Access, quality and equity in early childhood education and care: A South Australian study. *Australian Journal of Education*, 59(2): 119-32. Available: <https://doi.org/10.1177/0004944115588789>
- Lundberg, A. (2014). *Teachers talk: A case study of the experience of working across cultures with immigrant children and their families*. PhD dissertation. Massachusetts.
- McAfee, O., Leong, D. and Bodrova, E. (2015). *Assessing and guiding young children's development and learning*. Pearson Education: Boston.
- National Center for Education Statistics (NCES) (1999). *Kindergarten teacher questionnaire*. U.S. Department of Education: Washington, DC.:
- Nunnally, J. and Bernstein, I. (1994). *Psychometric theory*. McGraw–Hill: New York.

- Ohi, S. (2014). A day in the life of an Early Childhood teacher: identifying the confronting issues and challenges that arise. *Creative Education*, 5(11): 1008-18. Available: <http://dx.doi.org/10.4236/ce.2014.511115>
- Pang, N. and Leng, Z. (2011). Teachers' competency in assessment for learning in early childhood education in Hong Kong. *Educational Research Journal*, 26(2).
- Pratibha, G. (2017). Teaching competency of primary school teachers in relation to their sex and educational qualification. *Abhinav National Monthly Refereed Journal of Research in Arts and Education*, 6(1): 13-20.
- Rajapaksha, P. and Chaturika, P. (2015). Problems faced by preschool teachers when using teaching aids in the teaching learning process. *International Journal of Multidisciplinary Studies*, 2(1): 97-109.
- Smith, K. (2010). The kindergarten child: What teachers and administrators need to know to promote academic success in all children. *Early Childhood Education Journal*, 38: 5-18. Available: <https://doi.10.1007/s10643-10.0383-3>
- Theodore, C. (2010). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60(4): 323-37.
- Underwood, K., Di Santo, A., Valeo, A. and Langford, R. (2016). Partnerships in full-day kindergarten classrooms: Early childhood educators and kindergarten teachers working together. *Canadian Children*, 41(1): 36-45.
- Wathu, W. (2016). *Influence of play on social and emotional development of pre-school children in Kyangwithya Zone*. Master dissertation, Kitui.
- Whitebook, M. (2003). *Bachelor's degrees are best: Higher qualifications for Pre-Kindergarten teachers lead to better learning environments for children. Trust for early education*. Washington.
- Wigfield, A., Eccles, S. and Rodriguez, D. (1998). The development of children's motivation in school contexts. *Review of Research in Education*, 23.