

How do College Students in the Early Childhood Department Perceive the Impact of their Kindergarten Teacher on their Personality Development?

Najwa Akawi, Girne American University

Co-Writer: Dr. Elif Abiç, Girne American University

Abstract

Effective class management for kindergarten pupils must be provided so they learn optimistic behaviours that positively impact their personalities. The management style of the kindergarten class managers has a crucial impact on the Israeli students in their personality development. The study aims to understand the importance of pupils' personality development at the kindergarten stage. Conducting a research study on the impact of the management style of the kindergarten class manager on the Israeli pupils' personalities is important because it can provide valuable insights into how different management styles affect the development and well-being of young children (Shaked, 2021). A mixed-method research design was chosen to conduct the study. 400 college students in the Early childhood department were addressed to participate in the study. The main results were, there are significant positive correlations between class management style and personality traits of children. there are also positive correlations between the attitude of teachers and the personality traits of children. Moreover, there is a significant positive correlation between the behaviour of the teacher and the attitude of the teacher. The main conclusion is that there is a complex relationship between class management style, behaviour of the teacher, attitude of the teacher, and personality traits of children and that improving class management style and teacher attitude may have a positive impact on children's personality traits.

Keywords: *Early Childhood, Personality Development, Kindergarten Teacher, Israeli students, Management Style*

1. Introduction:

Personality development is a lifelong process that starts in early life. Children learn many things in their surroundings and mould their behaviours accordingly. Kindergarten pupils are keen to observe the class environment, which gradually evolves in their personality. Therefore, effective class management for kindergarten pupils must be provided so they learn optimistic behaviours that positively impact their personalities. Kindergarten is a preschool child development requirement in Israel and can be attained through private or municipal kindergarten systems (Aram & Ziv, 2018). Kindergarten aims to prepare pupils for primary school and introduce them to the education world. The management style of the kindergarten class managers has a crucial impact on the Israeli pupils in their personality development.

1.1 Background of the Study

The education system of Israel is based on various systems and steps where private and public schools play an effective role. The education system in Israel is divided into three main sectors: the state-secular sector, the state-religious sector, and the ultra-Orthodox sector. The vast majority of Jewish children attend schools in the state-secular or state-religious sectors, while a significant proportion of Arab children attend schools in the state-secular sector. According to the Central Bureau of Statistics in Israel (2020), there were approximately 235,000 children aged 4-6 attending kindergarten in Israel. Out of these, about 47% were in the Jewish sector, and 53% were in the Arab sector. Regarding educational outcomes, the Arab sector in Israel has historically had lower achievement levels than the Jewish sector.

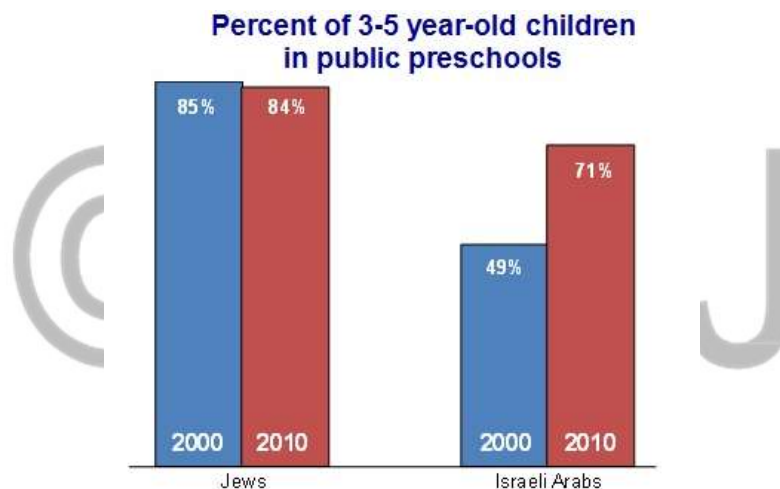


Figure 1: Percentage of Kindergarten Children in Schools (OECD, 2019)

According to data from the Ministry of Education (2019), the average matriculation rate (the percentage of high school graduates who pass the matriculation exams) was 74% for the Jewish sector and 47% for the Arab sector. Additionally, data from the Programme for International Student Assessment (PISA) shows that the average reading, mathematics, and science scores were lower for 15-year-old students in the Arab sector compared to the Jewish sector (OECD, 2019). However, it is worth noting that there have been recent efforts to improve the education system in the Arab sector in Israel, including allocating additional resources and implementing educational reform programs. These efforts are aimed at

closing the achievement gap between the Arab and Jewish sectors and providing equal opportunities for all children in Israel to receive a high-quality education.

1.2 Kindergarten Education in Israel

In the last three decades, the education system has been rising with multiple aspects of transition toward an inclusive education system. According to the philosophy of inclusive education, providing support and adaptations to children with disabilities within the regular educational system and school classroom environment is a basic and efficient strategy to include students in the regular school system. It enables the holistic development of society and educational goals (Sarsar, 2020). Education for all is an important aspect of international civil rights policies. Israel is also incorporating this right into the national educational system with the goals of westernising and internationalising the educational sector. Moreover, the forum of the United Nations established universal recognition of children's rights, acknowledging that every child is unique in his abilities and possesses fundamental rights to education, life and food (Mockett, 2022). It is in addition to proclaimed school system designed to account for the diverse capability of learners, thus incorporating an inclusive learning strategy worldwide with UNESCO.

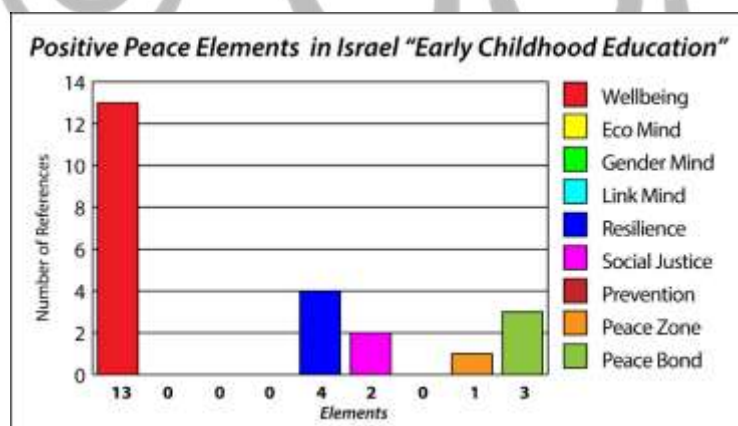


Figure 2: Positive Elements in Early Childhood Education in Israel (Feldman & Satiawan, 2020)

Kindergarten education in Israel is an important part of the country's education system, with a strong emphasis on play-based learning and child-centred teaching methods. The management style of the kindergarten class manager can significantly impact pupils' personality development. In Israel, the curriculum for kindergarten education is based on

the principles of the Reggio Emilia approach, which emphasises the use of natural materials, spontaneous play, and collaborative learning (Feldman & Satiawan, 2020). This approach encourages children to explore their environment, discover new concepts and ideas, and express themselves in various ways. The class manager is critical in facilitating this process by creating a safe and stimulating learning environment and providing opportunities for children to engage in hands-on activities and projects (Sandilos et al., 2018). The management style of the class manager is also crucial in fostering pupils' social and emotional development. The class manager can help children develop self-esteem, confidence, and belonging through positive interactions and supportive feedback.

Additionally, by providing opportunities for children to work together and collaborate, the class manager can help children develop social skills, such as cooperation, empathy, and communication (Shemesh & Golden, 2022). One of the key elements of the Reggio Emilia approach is the use of documentation to track and reflect on the learning process. The class manager plays a critical role in this process by observing and recording children's interactions, conversations, and activities. This documentation can identify areas of strength that need improvement and plan activities and projects to engage and challenge children (Holtz, 2018). Kindergarten education in Israel is designed to foster the holistic development of children. The management style of the class manager plays a crucial role in this process by creating a safe and stimulating learning environment and providing opportunities for children to explore, discover, and express themselves. The class manager can help children develop self-esteem, confidence, and a sense of belonging by fostering pupils' social and emotional development.

Language of the education system is also an important conflict in the education system of Israel. The complex integration of the Arabic language within the Jewish education system largely reflects the complex status of Arabic and Arabic-speaking people in Israel. The education system is also split into the 'Jewish' and 'Arab' systems, using Hebrew and Arabic as a medium of instruction (Donitsa-Schmidt & Ramot, 2020). Thus Israeli schools include the mother language as an important discourse but differently with compulsory matriculation exams for higher education.

1.3 Kindergarten Class Management Styles

Kindergarten management styles vary greatly depending on the school, teacher, and approach. However, a few common styles are often taught and implemented in kindergarten classrooms. One such style is Positive Behaviour Support. This approach focuses on reinforcing positive behaviours in students rather than solely punishing negative behaviours (Agbaria, 2021). Teachers using this method will have clear expectations for their students and provide consistent rewards for good behaviour. It can be done through verbal praise, stickers, or other forms of positive reinforcement. Another popular approach is Montessori. The Montessori approach emphasises hands-on learning and student-led discovery.

Teachers using this method will provide a prepared environment for students to explore and learn at their own pace (Ozomadu, Achonu & Okoro, 2019). This approach encourages independence and self-motivation in students. The High-Scope approach is also often used in kindergarten classrooms. This approach is based on the idea that children learn best through active participation in their environment.

Using the High-Scope Approach method, teachers will emphasise "plan-do-review" sequences, where students plan an activity, carry it out, and then reflect on what they learned. This approach also emphasises the use of adult-child interactions to support learning. The Reggio Emilia approach is another popular method used in kindergarten classrooms (Holtz, 2018). This approach is based on the idea that children are naturally curious and capable of learning. Teachers using this method will emphasise using natural materials, such as wood and stone, in the classroom and encourage students to use open-ended questions to guide their exploration.

The approach emphasises community and collaboration, with students often working in small groups. Finally, Project-Based Learning is a management style that emphasises hands-on, real-world problem-solving and encourages students to think critically and creatively (Magen-Nagar & Firstater, 2019). Teachers using this method will often assign students projects based on their interests and provide them with the resources and support needed to complete them. This approach also emphasises using technology, such as laptops and tablets, to enhance learning.

The characteristics of learning disabilities in Arab and Jewish communities raise educational policies of parental awareness, teacher education, and community involvement in mitigating the situation. Inclusive classrooms are organised under the inclusive education policy, which has somehow increased social anxiety among students in schools and higher education, particularly in inclusive classrooms (Yitzhaki, Tannenbaum & Shohamy, 2022). Moreover, the teacher's motivation and influence on the classroom and education system also affect the learning outcomes. The deficiency of the provision of resources to teachers and Arab principals' detached management style can create difficulty in influencing teacher motivation for learning outcomes. Many other factors based on student satisfaction, teacher satisfaction and teacher motivation determine the Arab education system in Israel (Shoshani, 2019). The pedagogical processes and administrative achievements are also decided based on teacher motivation.

The leadership framework and modern theoretical approaches can provide efficient curriculum distribution, classroom strategies, provision of resources, and an evaluation system for kindergarten students. The role of leadership is to provide a high-quality experience for disabled students. DeMatthews et al. (2020) identified several important dimensions of the leadership domain, including supporting safe and organised schools and providing a personalised environment to students from different backgrounds to enhance their learning experience as being the most efficient strategies. Principals are also responsible for promoting learning activities by monitoring curriculum development, implementation, instructional content, and assessment criteria of disabled students (Shaked, 2021). It addresses the need for principal leadership in accomplishing optimised learning outcomes for disabled students.

1.4 Personality Development of Kindergarten Pupils in Israel

Personality development is important to a child's growth and development, beginning in early childhood. In Israel, the personality development of kindergarten students can be influenced by various factors, including the child's family, culture, and educational environment. One key factor influencing kindergarten students' personality development in Israel is the child's family. The child's parents and caregivers significantly shape the child's personality by providing love, support, and guidance (Ziv & Arbel, 2021).

They also provide a model to follow and help the child develop a sense of self and belonging. Family values and traditions can also shape a child's personality and identity.

Another important factor influencing kindergarten students' personality development in Israel is the child's culture. The child's culture can significantly shape their personality by providing a sense of identity, belonging, and purpose (Eliyahu-Levi & Ganz-Meishar, 2019). For example, Arab and Jewish children in Israel may have different cultural backgrounds, which can shape their personalities differently. Arab children may have a stronger sense of connection to their Arab heritage, while Jewish children may have a stronger connection to their Jewish heritage.

The educational environment also plays a significant role in the personality development of kindergarten students in Israel. Kindergartens can provide children with opportunities to learn, grow, and develop their personalities through various activities and experiences. For example, kindergartens can provide children with opportunities to learn about their culture, history, and traditions, which can help them develop a sense of pride and belonging (Simon & Dan, 2019). Kindergartens can also provide children with opportunities to learn about other cultures, which can help them develop a sense of acceptance and tolerance. Moreover, the quality of education, the teacher's approach and the resources available in the kindergarten can also affect the personality development of children. For example, kindergartens with better resources and more experienced teachers may be better equipped to provide children with a wide range of opportunities for learning and development (Kopeliovich, 2020). Furthermore, kindergartens can also provide children with opportunities to develop social and emotional skills, such as communication, cooperation, and problem-solving. These skills are important for the child's personality development, as they help the child to form healthy relationships and to navigate the social world.

1.5 Difference Between Class Management Style of Arab and Jews Kindergarten Pupils

In Israel, there are both Arab and Jewish kindergartens that operate under the jurisdiction of the Ministry of Education. According to data from the Central Bureau of Statistics, in the 2018/2019 academic year, there were 1,858 Arab kindergartens and 4,076

Jewish kindergartens in Israel (Gluschankof, 2019). One of the main differences between Arab and Jewish kindergartens in Israel is the language of instruction. In Arab kindergartens, the primary language of instruction is Arabic, while in Jewish kindergartens, the primary language of instruction is Hebrew. It is in line with the Ministry of Education's policy that the language of instruction in Arab schools should be Arabic.

In contrast, the language of instruction in Jewish schools should be Hebrew. The curriculum and activities in Arab kindergartens may be designed to reflect the culture and traditions of the Arab community (Kassem & Amara, 2022). In contrast, the curriculum and activities in Jewish kindergartens may be designed to reflect the culture and traditions of the Jewish community.

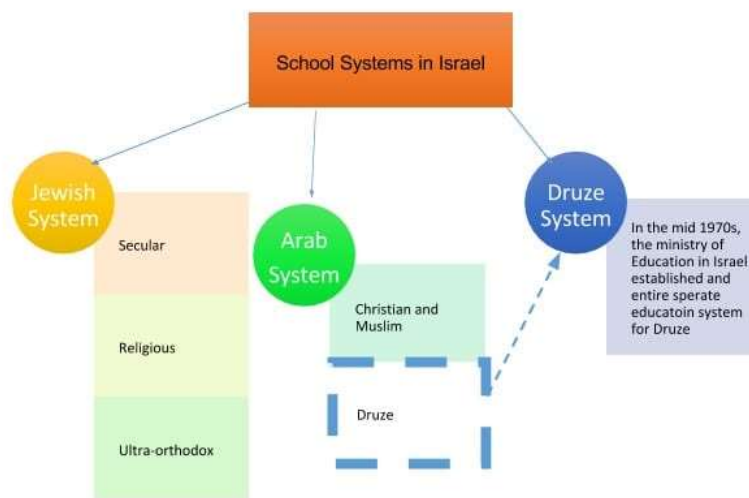


Figure 3: Education System in Israel (Gluschankof, 2019)

Arab kindergartens may include lessons and activities that focus on Arab cultures, such as the history and customs of the Arab people. In contrast, Jewish kindergartens may include lessons and activities that focus on Jewish cultures, such as the history and customs of the Jewish people. There may also be differences in the religious education provided in Arab and Jewish kindergartens (Gluschankof, 2019). Arab kindergartens often provide Islamic religious education, while Jewish kindergartens provide Jewish religious education. It is in line with the Ministry of Education's policy that religious education in Arab schools should be Islamic and Jewish schools should be Jewish. However, it's worth

noting that these are just general trends, and individual kindergartens may differ in their approach. For example, Jewish kindergartens provide a bilingual education in Hebrew and Arabic or a multicultural education.

Another important difference is the funding and the resources available for Arab and Jewish kindergartens, as the Arab kindergartens are often underfunded, and the teachers and staff in these kindergartens often have less experience and less training than their Jewish counterparts (Gluschankof, 2019). It can affect the quality of education and the opportunities available to the children in these kindergartens. Additionally, a report by the Association for Civil Rights in Israel (ACRI) found that Arab kindergartens in Israel are often overcrowded, with class sizes as large as 40 children. The average class size in Jewish kindergartens is around 20 children (Gross & Maor, 2019). It can make it more difficult for teachers to provide individual attention to each child and affect the quality of the educational experience. Moreover, the classrooms in Arab kindergartens often need repair and renovation and often lack basic equipment and materials, such as books and toys. It can make children's learning more difficult and affect their development.

1.6 Problem Statement

The problem arises when there is low engagement from the class manager to support the personality development process of kindergarten pupils. The personality development of kindergarten students in Israel is influenced by various factors, including the child's family, culture, and educational environment. Families, culture, and kindergartens can provide children with opportunities to learn, grow, and develop their personalities. The government and educators need to provide a high-quality education and resources to help children in Israel develop healthy personalities and the skills they need to succeed (Aram & Ziv, 2018). While there are some similarities between Arab and Jewish kindergartens in Israel, there are also some significant differences. These differences can affect the quality of education and the opportunities available to the children in these kindergartens. The government needs to ensure that all children in Israel, regardless of their background, have access to high-quality education that is appropriate for their needs and prepares them for future success.

Despite the importance of early childhood education for the overall development of children, there is limited understanding of how different class management styles affect the personality development of kindergarten children in Israel. This lack of understanding poses a problem as it limits the ability to develop effective training programs for kindergarten class managers and guide policy decisions related to early childhood education in Israel (Bozorboevna, 2020). Additionally, it limits the ability to guide parents and caregivers in creating a nurturing and supportive environment for children. Therefore, there is a need to research the impact of class management styles on the personality development of kindergarten children in Israel (Shoshani, 2019). The purpose is to understand better how different management styles affect children's development and well-being and to inform the development of more effective training programs and policies for early childhood education in Israel.

1.7 Significance of the Study

This research study is significant because it has examined the impact of various management styles. Currently, limited studies focus on the personality development of kindergarten children through class management. Therefore, this study will add knowledge to the field and will be helpful for future researchers. It can provide a deeper understanding of how different management styles affect the development and well-being of young children (Shaked, 2021). This information can inform the training and development of kindergarten class managers and guide policy decisions related to early childhood education in Israel. This can lead to improvements in the quality of early childhood education, which can have long-term positive effects on the children's development and well-being. This research can also benefit parents and caregivers by guiding how to create a nurturing and supportive environment for children (Agbaria, 2021). Parents and caregivers play a crucial role in children's development. A deeper understanding of how management styles affect children's personalities can help them create a more supportive and nurturing environment for their children.

This research can also contribute to the field of early childhood education more broadly. It can provide new insights into how management styles affect children's development and well-being, which can inform future research and the development of

new theories in this field. It can also inform the development of new interventions and programs to promote positive personality traits in young children (Bozorboevna, 2020). Studying the impact of management styles on Israeli pupils' personalities can also help in understanding cultural and societal factors that might affect children's development. Israel is a culturally diverse society, and studying the impact of management styles on children's personalities within this context can provide unique insights that may not be found in studies conducted in other cultures (Vaskivska et al., 2018). Additionally, understanding how management styles affect children's personalities in the Israeli context can help develop culturally sensitive and appropriate strategies for the Israeli population.

2. Materials and Methods

The Research Methodology:

The research questions for this dissertation also support the use of a mixed-method research design. The research questions involve both the exploration of subjective experiences and perspectives of participants and the testing of existing theories or hypotheses based on numerical data. This type of research question is best suited to a mixed-method research design, as it allows for the use of both qualitative and quantitative methods to answer the research questions (Xie, 2016). Finally, the researcher's beliefs and values also support the use of a mixed-method research design. The researcher believes in the importance of using both qualitative and quantitative methods to gain a more comprehensive understanding of the research problem. This belief is consistent with the mixed-method research design, which views knowledge as being based on a combination of both qualitative and quantitative data.

3. Results

3.1 Quantitative analysis

Correlation

Table 1 provides correlation results of the study that suggests that there are significant positive correlations between class management style and personality traits of children ($r = .514, p < .01$). In addition, there are also positive correlations between the attitude of teacher and personality traits of children ($r = .357, p < .01$). These results suggest

that as the class management style and attitude of teacher improve, the personality traits of children tend to improve as well. In addition, there is a significant positive correlation between the behaviour of the teacher and the attitude of the teacher ($r = .392, p < .01$), indicating that teachers who display positive behaviours are more likely to have positive attitudes as well (Gogtay and Thatte, 2017). On the other hand, there is a weak positive correlation between class management style and behaviour of teacher ($r = .235, p < .01$), and a weak negative correlation between behaviour of teacher and personality traits of children ($r = -.195, p < .01$).

The findings of the study suggest that there is a complex relationship between class management style, behaviour of teacher, attitude of teacher, and personality traits of children, and that improving class management style and teacher attitude may have a positive impact on children's personality traits.

Table 1 Pearson's Correlation

Correlations				
	Class Management Style	Behaviour	Attitude	Personality Traits
Class Management Style	1	.235**	.318**	.514**
Behaviour	.235**	1	.392**	.195**
Attitude	.318**	.392**	1	.357**
Personality Traits	.514**	.195**	.357**	1

Furthermore, from the results given above, it can be analysed that there is a significant positive relationship between the class management style of the teacher and the personality traits of the children, with a moderate correlation coefficient of 0.514. This suggests that the teacher's management style can influence the development of the children's personality traits. The positive correlation between the attitude of the teacher and the children's personality traits also supports this finding, with a moderate correlation coefficient of 0.357. However, the correlation between the teacher's behaviour and the children's personality traits is weak (0.195), indicating that the behaviour of the teacher may not have a strong influence on the development of the children's personality traits (Bishop, Fody, and Schoeff, 2018). However, still it influences the personality traits of the

students to some extent. Lastly, the correlation between the attitude of the teacher and the behaviour of the teacher is also weak (0.318), suggesting that having a positive attitude does not necessarily translate into positive behaviour. Based on these findings, it can be determined that it is critical for KG teachers to be aware of the impact of their management style and attitude on the personality traits of the children in their class. They should strive to develop a management style that is conducive to positive personality development and also maintains a positive attitude towards the children.

Path Coefficients

Direct Effect

The provides path analysis that examines the relationships between the independent variables (age, attitude, behaviour, class management style, education, experience, gender, and marital status) and the dependent variable (personality traits). For each of the variable, beta coefficients, t-stats and sig values are provided

Table 2 Path Coefficients - Direct Effect

	Beta	T-stats	Sig value
Age -> Personality Traits	0.616	5.284	0.075
Attitude -> Personality Traits	0.561	4.204	0.017
Behaviour -> Personality Traits	0.359	5.730	0.000
Class Management Style -> Personality Traits	0.398	4.319	0.000
Education -> Personality Traits	0.154	3.877	0.549
Experience -> Personality Traits	0.167	3.946	0.032
Gender -> Personality Traits	0.012	5.004	0.134
Marital Status -> Personality Traits	0.043	4.589	0.283

The path coefficient for age is 0.616, which means that there is a strong positive relationship between age and personality traits. The T-statistic is also significant at 5.284, indicating that this relationship is due to chance. Therefore, the age of teachers may influence their observations regarding the personality traits of students in school but the results are not significant at 5%. This implies that the age of the teachers does not affect the personality traits of the students in Arab sector schools in Israel Meanwhile, the path coefficient of attitude is 0.561, which indicates that there is a moderate positive relationship

between attitude and personality traits. The T-statistic is also significant at 4.204, which suggests that this relationship is statistically significant (Gogtay, Deshpande and Thatte, 2017). Therefore, teachers with improved and positive attitudes also tend to improve and enhance the personality traits of the students in school. On the other hand, the path coefficient of behaviour is 0.359, which means that there is a moderate positive relationship between behaviour and personality traits. The t-statistic is highly significant at 5.730, indicating that this relationship is statistically significant. Hence, teachers with positive behaviours would also improve and enhance the personality traits of the students in Arab sector schools in Israel.

Furthermore, the path coefficient class management style is 0.398, which indicates that there is a moderate positive relationship between class management style and personality traits. The T-statistic is highly significant at 4.319, suggesting that this relationship is statistically significant. Hence, teachers with effective and diverse class management style could enhance and improve the personality traits of the students in Arab sector school in Israel. Meanwhile, the path coefficient of education is 0.154, which suggests that there is a weak positive relationship between education and personality traits (Gogtay, Deshpande and Thatte, 2017). Although the p-value shows an insignificant effect that is greater alpha level of 0.05. Therefore, this relationship is not statistically significant. Thus, it can be said that education of teachers does not influence the personality traits of the students.

In addition to, the path coefficient of experience is 0.167, which means that there is a weak positive relationship between experience and personality traits. The p-value is less than suggested alpha 0.05 indicating that this relationship is statistically significant. Hence, teachers with high experience would improve and enhance the personality traits of the students in Arab sector schools in Israel (Gogtay, Deshpande and Thatte, 2017). This implies that experience play a significant role in enhancing the personality traits of the students. Meanwhile, the gender and marital status has not been found to be statistically significant suggesting that gender and marital status of the teachers does not affect personality traits of the students in Arab sector schools in Israel.

3.2 Qualitative analysis

Thematic analysis is a commonly used way for analysing data quantitatively whereby responses of interviewees are analysed repeatedly and reviewed to highlight and obtain some themes and patterns in provided data via interviews. The main theme was:

Main theme: Kindergarten class management has an effect on the personality traits of children.

These days, Educators have more knowledge as compared to previous or old teachers because of their connectivity with entire world with technology. Many consider that they are good at creativity as well (James, 2015). So, they have the capacity to empower students to utilize their knowledge to understand the probable pros and cons of today's challenges in the future. For instance, Climate change is today's issue but it has disastrous impacts on future generations so educators should prepare their students for future challenges. Kindergarten teachers or class managers are more responsible for it because kindergarten class is the foundational class for the mentality and growth of the child.

According to one of the participants,

“Kindergarten class manager communicates and motivates children’s motivation, critical thinking skills, and innovative via engaging them in play and storytelling. They guide and notice student’s behaviour and help them development of psychology.”

Kindergarten class manager is basically a teacher who is responsible for monitoring students' behaviour and instructing them to groom them. Kindergarten assists children in learning new languages and behaviours. They are motivated and encouraged to make innovative things, learn thinking and confidence build (Gillis & Nilsen, 2014). Moreover, Children's beliefs are built up during this stage. The kindergarten manager plays an essential role in developing a set of beliefs. Additionally, the beliefs of kindergarten teachers also affect the beliefs of children (Nafissi et al., 2017). The language is beliefs of children of kindergarten are related to kindergarten class managers.

Another believes,

“Class manager’s role is directly related with frequency of positive social development of children so as negative practices can be removed.”

Class manager plays an essential role at the kindergarten level in developing positive attitude of children toward society. Class managers notice their children in the class and engage them in positive activities. Classroom management style is the first environment that a student receives after home. It is probably the place where children learn to develop different skills and behaviours. For instance, he learns to change behaviour with respect to age. Moreover, the classroom is a place where child learns to control rebellious attitude.

A student says,

“Classroom management style encourages creativity and engages students’ interest towards learning something new every day. Classroom management style plays a key role in directing children’s natural creativity.”

Children are born with the feature of creativity, they possess this thing naturally. They show their creativity levels at different stages of growth. It is visible in their games, investigation, and exploration activities during their free play. This level of creativity sometimes compels adults to ponder over it and learn from their simple and innovative ideas. However, children’s activities are sometimes devalued and disregarded considering that they are children and their ideas are non-applicable or non-reliable to make any change in the world (Beghetto et al., 2007). Having said that kindergarten class manager and management style boosts their confidence in them. Moreover, kindergarten class management builds up a foundation for one personality traits.

One of the respondents also stated as follows

“Kindergarten class management builds up perceptions and personality traits of children at the initial stage which continues to exist for their entire life. Kindergarten class manager plays a key role in setting up foundations of personality.”

No one can deny the fact that children’s personality traits are related to school and family environment because these are early surroundings a child receives in his early life. Kindergarten class management and family affect children’s basic perception of things,

children's activities, and their choices (Pianta et al., 2006). However, few scholars have different opinions. They disagree on this fact and assume that children's concepts and perceptions evaluate according to their surroundings. They never remain same. Coupled with these set of opinions, some psychologists are highly in favour of former consideration like Sigmund Fried.

4. Discussion

If a teacher is accountable for monitoring the behaviors of the students in kindergarten and providing guidance to them on how to present themselves in an appropriate manner, then that teacher is considered to be the kindergarten class manager. Children who attend preschool have the advantage of being taught by adults who are able to direct them in the development of their linguistic and social skills. As a consequence of this, they experience an increase in their level of self-assurance, develop their capacity for critical thinking, and gain the motivation to think creatively (Rosita & Halimi, 2023). In addition, this is the time when a child's still-developing worldview starts to solidify and take on more shape. Beliefs are formed in part by the kindergarten manager (Rissanen et al., 2020). Children's beliefs are shaped not only by their own life experiences but also by the life experiences of their kindergarten teachers, according to research that was conducted by Markovitz & Patkin (2020). These findings suggest that children's beliefs are influenced by both sets of life experiences. Both the students' vocabularies and their perspectives on the world are intricately intertwined with those of their kindergarten teacher.

One of the innate abilities that are present in children from birth is their capacity for creative expression. They exhibit varying degrees of originality at different points throughout the course of their development. It is clear from the activities that they engage in during their spare time, such as the games that they play, the things that they investigate, and the locations that they visit. When adults come across a level of creativity on par with that of children, it frequently prompts them to take a moment of reflection and think about what they can learn from the naive perspectives of children. However, Faust & Manning (2021) state that it is common practice to disregard the actions of children because it is presumed that children's ideas are either irrelevant or unreliable when it comes to bringing about change in the world. This presumption is based on the fact that it is commonly believed that children are unable to think critically or make sound decisions. Because of

the kindergarten class manager and the way in which they are guided, they are given the opportunity to foster the confidence that they already possess. In addition, the skills that a person obtains while attending kindergarten contribute in some way to the development of that person's personality.

The Israeli state has, for a very long time, exercised tyrannical control over the Israeli population. Every facet of life contains the potential for Arabs and Jews to come into violent confrontations with one another. According to Yammine (2021), it is more likely for children to harbor animosity toward one another if they grow up attending separate schools based on the beliefs of their parents. This increases the likelihood that children will grow up to be antagonistic toward one another. The reason for this is that many tenets of both religions are seen as being open to significant interpretation by their respective adherents. New developments suggest that the Israeli government has a strong preference for Jewish culture and values (Pinson, 2022). The Israeli government is in charge of developing the educational system in the country, and these new developments indicate that they have this preference. According to Khatib & Abo-Rass (2022), the exclusion of Arab Muslims in Israel has additional negative effects on the mental health of students. This is the conclusion reached by both of these researchers. Additionally, traditional educational institutions tend to emphasize their own interpretation of events while minimizing the significance of alternative hypotheses. Jewish schools, for example, frequently make it a point to minimize the significance of the Palestinian narrative of an independent state in order to preserve their own identity. This is done for the purpose of preserving Jewish culture. On the other hand, public schools that follow an ideology that is considered to be secular make an effort to present information in a manner that is balanced and objective.

5. Conclusion

The findings of the subsequent research are beneficial to the administration of schools because they contribute to the implementation of inclusive learning strategies that are conducive to the healthy maturation of the personalities of young children. This makes the findings helpful to the administration of schools. This is due to the fact that these strategies encourage the development of young children's personalities in a way that is healthy and positive. The findings and recommendations of this study have the

potential to assist policymakers in the development of student facilities that are more conducive to academic achievement. This study was carried out by the National Center for Education Statistics (NCES). This particular hypothesis was investigated by the researchers as part of their overall body of work. When conducting any kind of research, ethical considerations are always important to keep in mind; however, this dictum applies to the social sciences in a particularly pertinent manner.

References:

- Agbaria, Q. (2021). Classroom Management Skills among Kindergarten Teachers as Related to Emotional Intelligence and Self-Efficacy. *International Journal of Instruction*, 14(1), 1019-1034.
- Aram, D., & Ziv, M. (2018). Early childhood education in Israel: History, policy, and practice. In *Handbook of international perspectives on early childhood education* (pp. 101-114). Routledge.
- Beghetto, R. & Kaufman, J. (2007). Toward a Broader Conception of Creativity: A Case for mini-c Creativity. *Psychology of Aesthetics, Creativity, and the Arts*. 1. 73-79. 10.1037/1931-3896.1.2.73.
- Bishop, M.L., Fody, E.P. and Schoeff, L.E., 2018. *Clinical Chemistry: Techniques, Principles, and Correlations*. Alphen aan den Rijn, The Netherlands: Wolters Kluwer.
- Bozorboevna, M. D. (2020). Teaching applique for older preschool children. *Academic Research in Educational Sciences*, (4), 895-904.
- Central Bureau of Statistics. (2020). Number of children aged 4-6 in kindergartens by sector [Data file]. Retrieved from <https://www.cbs.gov.il/> [Accessed on January 17, 2023]
- DeMatthews, D., Billingsley, B., McLeskey, J. & Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. *Journal of Educational Administration*.
- Donitsa-Schmidt, S. & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, 46(4), pp.586-595.
- Eliyahu-Levi, D., & Ganz-Meishar, M. (2019). The personal relationship between the kindergarten teacher and the parents as a mediator between cultures. *International Journal of Early Years Education*, 27(2), 184-199.
- Faust, K., & Manning, S. (2021). *Them before us: why we need a global children's rights movement*. Post Hill Press.
- Feldman, D., & Setiawan, A. R. (2020). *Education in Israel* (Doctoral dissertation, thesis Commons).
- Gillis, R., & Nilsen, E. S. (2014). Cognitive flexibility supports preschoolers' detection of communicative ambiguity. *First Language*, 34(1), 58–71. <https://doi.org/10.1177/0142723714521839>
- Gluschankof, C. (2019). Self-initiated musicking in kindergarten as instances of emancipation: The case of Arabic speaking young children in Israel. In *Music in early childhood: Multi-disciplinary perspectives and inter-disciplinary exchanges* (pp. 173-185). Springer, Cham.
- Gogtay, N.J. and Thatte, U.M., 2017. Principles of correlation analysis. *Journal of the Association of Physicians of India*, 65(3), pp.78-81.
- Holtz, B. W. (2018). Explorations of Tradition and the Self. *Journal of Jewish Education*, 84(3), 237-239.
- James, M.A., (2015). Managing the classroom for creativity. *Creative Education*, 6(10), p.1032.

- Kassem, A. S., & Amara, M. (2022). Palestinian kindergarten teachers in Israel and Arabic education policy: Language practice, ideology, and management. *Language Problems and Language Planning*.
- Khatib, A., & Abo-Rass, F. (2022). Mental health literacy among Arab university students in Israel: A qualitative study. *International Journal of Social Psychiatry*, 68(7), 1486-1493.
- Kopeliovich, S. (2020). Early Language Education in Israel. *Handbook of Early Language Education*, 1-26.
- Magen-Nagar, N., & Firstater, E. (2019). The obstacles to ICT implementation in the kindergarten environment: Kindergarten teachers' beliefs. *Journal of Research in Childhood Education*, 33(2), 165-179.
- Markovits, Z., & Patkin, D. (2020). Preschool in-service teachers and geometry: Attitudes, beliefs and knowledge. *International Electronic Journal of Mathematics Education*, 16(1), em0619.
- Ministry of Education. (2019). Education in Israel 2019. Retrieved from <https://www.education.gov.il/en/publications/Pages/Education-in-Israel-2019.aspx> [Accessed on January 17, 2023]
- Mockett, R. (2022). Teaching 3-5-year olds socio-emotional competence to support UNESCO Sustainability goals (Doctoral dissertation, Open Access Te Herenga Waka-Victoria University of Wellington).
- Nafissi, Z., Rezaeipناه, F., & Monsefi, R. (2017). Pre and Post Test Evaluations of Students in the Needs-AnalysisBased EAP Course at Undergraduate Level. *Advances in Language and Literary Studies*, 8, 207-214.
<https://doi.org/10.7575/aiac.all.v.8n.1p.207>
- OECD (2019). PISA 2018 Results: What Students Know and Can Do. Retrieved from <https://www.oecd.org/pisa/publications/pisa-2018-results-volume-I-9789264311146-en.htm> [Accessed on January 17, 2023]
- Ozomadu, E. A., Achonu, C. V., & Okoro, C. B. (2019). Effect of Authoritative Classroom Management Style on Performance of Students in Public Secondary Schools in Imo State. *International Journal of Management and Marketing Systems*.
- Pianta, R. C. (2006). Classroom Management and Relationships Between Children and Teachers: Implications for Research and Practice. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 685–709). Lawrence Erlbaum Associates Publishers.
- Pinson, H. (2022). Neo Zionist right-wing populist discourse and activism in the Israel education system. *Globalisation, Societies and Education*, 20(2), 124-137.
- Rissanen, I., Kuusisto, A., & Kuusisto, E. (2020). Developing interreligious competence in teacher education. *Subject teacher education in transition: Educating teachers for the future*. University of Tampere, 231-258.
- Rosita, E., & Halimi, S. (2023). The Use of Flipgrid in Improving Secondary School Teachers' Motivation and Confidence in Speaking English. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 27-55.
- Sandilos, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. *Early Childhood Research Quarterly*, 42, 280-290.
- Sarsar, S. (2020). Education and Peacebuilding in Israel and Palestine. *Journal of South Asian and Middle Eastern Studies*, 43(3), 90-100.
- Shaked, H. (2021). Perceptions of Israeli school principals regarding the knowledge needed for instructional leadership. *Educational Management Administration & Leadership*, 17411432211006092.

- Shemesh, M., & Golden, D. (2022). Local Appropriations of "Readiness" in a Global Era of Schoolification: An Ethnographic Study of Kindergarten Teachers in Israel. *Comparative Education Review*, 66(1), 41-59.
- Shoshani, A. (2019). Young children's character strengths and emotional well-being: Development of the Character Strengths Inventory for Early Childhood (CSI-EC). *The Journal of Positive Psychology*, 14(1), 86-102.
- Simon, E., & Dan, A. (2019). Challenges Confronting Kindergarten Teachers in Their First Year of Teaching in Israel. *Education Application & Developments IV: Advances in Education and Education Trend Series*, 28-40.
- Vaskivska, H. O., Palamar, S. P., Kondratiuk, S. G., & Zhelanova, V. V. (2018). Psychodidactic determinants of the development of children of preschool age. *Wiadomości Lekarskie*, 6(71), 1207-1214.
- Xie, Q. (2016). Research design and methods. In *English Language Training in the Workplace* (pp. 99-116). Springer, Cham.
- Yitzhaki, D., Tannenbaum, M. & Shohamy, E. (2022). 'Shared Education' and translanguaging; students at Jewish and Arab schools learning English together. *International Journal of Bilingual Education and Bilingualism*, 25(3), pp.1033-1048.
- Ziv, Y., & Arbel, R. (2021). Parenting practices, aggressive response evaluation and decision, and social difficulties in kindergarten children: The role of fathers. *Aggressive Behaviour*, 47(2), 148-160.

