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The Arab kindergarten teacher as a leader in the eyes of early childhood students in higher education institutions.

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Abstract

This study aimed to explore the Arab kindergarten teacher as a leader in the eyes of early childhood students in higher education institutions. In the educational arena, leadership plays a significant role in shaping students' futures and improving the educational system. According to this perspective, teachers play a substantial role in promoting quality education, which is not without managing children's early childhood period to train them to become good leaders. In this regard, this research attempts to assess the impact of early childhood management on creating a kindergarten teacher to become an educational leader in the Arab sector of Israel. Through the mixed-method research strategy, it is identified that though there are certain barriers to the early development of children from both sides, parents and teachers have a substantial role in the early development of children and influence the teaching and learning methods of teachers and students, respectively.

Keywords: Arab kindergarten teacher, leader, students in higher education institutions,

1. Introduction:

In the educational setting, change management, and leadership play an important role in shaping the future of students and the educational system's future. In this regard, teachers play a critical role as leaders in promoting quality improvement (Sims et al., 2015). Early childhood management and its relationship with creating kindergarten teachers is a substantial component since early childhood management education trains teachers who work with young children, collaborate with their parents, evaluate program quality, and plan and evaluate curriculum. The main task of early childhood education is pedagogical leadership (Fonsén, 2014). In early childhood education, teaching leadership entails caring for students' learning, fostering career advancement, and shaping societal pedagogical ideals and views (Heikka & Waniganayake, 2011). However, according to the findings of two earlier studies, state-based teacher requirements and training programmes fail to meet the developmental requirements of a diverse population of kids, their caregivers, and localities.

The educational leader in early childhood management plays an important role in encouraging, inspiring, validating, and testing or expanding educators' practise and methodology (Haslip & Gullo, 2018). The position is a cooperative effort involving research and reflection and may substantially influence the essential work teachers to conduct with kids and their families. The educational leader's responsibility endorses this sociocultural context by guiding the planning and application of the academic curriculum and evaluation, as well as the planning process, where strong leadership creates a heritage of reflective practice to inspire continual improvement throughout all dimensions of service (Scleicher, 2012). The effective teacher receives help from the service's management team to affect good change, which includes coaching, leading, and assisting educators.

However, researchers discovered a lack of definition and coherence in talks of diversity in teacher training requirements (Levin, 2015). Early childhood teachers receive only a few hours of supervised instruction and minimal practise in teaching children who do not belong to white, middle-class, able-bodied, or English-speaking communities. This includes the Arab minority society in Israel. In an age when education reforms frequently become a source of debate between majority and minority communities, it is critical to investigate the role of early childhood management in the Arab system of education in Israel as a significant element in the creation of teachers as a leader, pedagogical methods, and accomplishments in the system (Al-Haj, 2012). Therefore, the current study examined the role of early childhood management in creating kindergarten teachers as leaders within the context of Arabs in Israel.

1.1 Background

Besides a few multi-cultural municipalities, Israel's Jewish majority of the public and indigenous Arab minority population reside in different regions. The Israeli public education system is separated into two parts: Arab and Jewish. The structures are distinct, with disparities in finances, governmental expenditures, and results. Arab public education is subject to supervision regarding curriculum and management structure (Arar & Abu-Asbe, 2013). In Israel, there are four major types of schools: (1) state schools, which most students attend; (2) government religious schools that also highlight Jewish studies, culture, and religious practice; (3) government Arab schools; and (4) government accepted

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but not formal schools, which are partially paid for by the government. This section comprises Arab and Jewish institutions, which the government sponsors on a lower scale than actual government educational institutions (75per cent). Throughout most Arab societies, a patriarchal system still prevails, preserving men's supremacy over women in private and public realms. Till now, few women were permitted to run Arab education, resulting in the persistence of a patriarchal social, dictatorial, authoritarian, and non-participatory male style of management (Arar et al., 2013).

Leadership is essential for promoting and maintaining quality in early childhood management settings and establishing a dynamic atmosphere for children and teachers. Strong leadership creates a set of contemporary organizations that have a favourable effect on system efficiency, conditions of employment, and employee participation in continual professional performance and development (Melhuish et al., 2006). As a result, good leadership promotes children's education, growth, and well-being (Douglas, 2019). A long-term study has emphasised the significance of the teaching role, specifically (OECD, 2019). Yet, leadership is always contextual (Aubrey, Godfrey, and Harris, 2012), and more operational and management-oriented duties, such as creating organizational processes, are sometimes extremely essential (Grissom and Loeb, 2011). South African research argued that the professional level of leaders and managers was one of the most important quality measures in early childhood management, ahead of criteria like the child-staff ratio or staff credentials (Biersteker et al., 2016).

Leaders from diverse nations described varying professional emerging needs. Awareness and expertise of existing national/local policies on ECEC are essential to career advancement needs in nations, especially at the pre-primary level. It appears to be consistent with leaders' perceptions that shifting laws are a significant cause of stress (OECD, (2019) and may have consequences for policy design and how laws reach Early childhood centres.

Pre-primary teachers in Chile and Korea and leaders in both years of education in Israel appeared to be concerned about inadequate funds and incentives for the ECE centres (OECD, 2019). The accessibility of human resources is related to the amount of interpersonal interaction in Israel's pre-primary facilities and establishments for children under the age of three. In Israel, centres with a staff shortage reported a little less parental

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participation (Dor & Rucker-Naido, 2012). Also, a lack of physical assets is associated with greater unstructured interaction with parents in pre-primary learning. Therefore, the OECD statistics for professional development in ECE centres show a lack of policy framework and design in the ECE centres for the development of teachers as leaders, which can relate to the fact that Arabs in Israel face similar issues.

1.2 Problem statement

A cultural barrier cited by all educators, advisors, and principals is inadequate funding for instructors who pursue extra courses and postsecondary learning, particularly women who study outside of the Arab community (Eichelberger et al., 2017). Married Arab Israeli women educators cannot function without their families' permission and tangible assistance. Women in the Arab culture are expected to prioritise domestic responsibilities, which decreases their ambition to grow and advance professionally (Tlais & Kauser, 2019). This barrier discourages many female teachers from ascending the school years path, discouraging them from pursuing high-level positions in the institution.

Moreover, early childhood management in Israel has been recognized as separate from primary school. Israeli kindergartens were founded in the tradition of Fröbel's preschools, which saw early childhood as a distinct and significant educational era in a kid's growth (Liu, 2020). This division aims to provide a secure and warm environment for learning to allow and encourage an environment conducive to optimal growth (Fuller, 2008). Kindergartens were innovative in pedagogy and aligned with Freud's range of interventions, which stressed physical movement, fun activities, and innovation. The kindergarten had few bought games, and most of the activities were made from recycled and discarded items gathered by the instructors (Snapir, Sitton, & Russo-Zimet, 2012). This accounts for the lack of resources and funding in Israeli kindergarten programs that pose a barrier for kindergarten teachers.

Improving early childhood instructors' professional abilities is crucial for continuous improvement worldwide (Foong et al., 2018). Prior literature study is useful for this task since it emphasises how important school leadership is in the current project of (Early childhood education) ECE instructors. However, as the findings of this analysis demonstrate, it is critical to acknowledge that sociocultural, political, and institutional

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issues considerably influence teacher leadership deployment (Boylan, 2016). The cultural differences between Arabs in Israel and the Jews were inevitable due to differences in religious customs, culture, and values (Goren et al., 2019). There has been an ongoing dispute; therefore, the Arab education system in Israel is subject to many loopholes related to teacher appointment and training, particularly for early childhood management. To explore the research issue in depth, this study utilised a mixed method paradigm to identify how early child management can help create kindergarten teachers as leaders in the context of Arabs in Israel.

1.3 The rationale of the study

Within the State of Israel, Arabs are a cultural minority. They are the heirs of the Arab people who stayed after the 1948 Arab-Israeli war. In 2007, there were 1,145,000 Arab Israeli residents, per the Central Bureau of Statistics (2008). Arab way of life and customs in Israel are distinct from those of Arabs residing in other parts of the world (Joubran, 1995). The Arab community in Israel, except for 6per cent who reside in mixed-ethnic areas, is separated from the overwhelming Jewish population by its faiths, customs, and community values. Arab women in Israel face serious barriers to promotion because of their race and age and the ongoing political strife, although many women have managed to garner respect for their educational leadership talents and being assigned to executive posts. Authorities in Israel acknowledge the need to respond to kindergarteners' cultural variety and support the establishment of enrichment programmes specific to the Arab minority. However, there still is minimal mention of Arab cultural traits in teacher education curricula (Jabareen & Agbaria, 2017).

Contrary to the independence that prevails in Jewish religious government teachers' institutes, which permits them to design their programmes to the Jewish religious perspective, Arab teachers are trained in Arabic but on teaching experiences that reflect the secular Israeli society (Miller, 2021). It does not adequately convey the historical, socioeconomic, or political features of Israeli Arab society. Prior literature has explored the role of educational leaders in developing societies and the barriers they face while fulfilling their leadership roles as teachers. Arab women in Israel face serious barriers to promotion because of their race and age and the ongoing political strife,

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although many women have managed to garner respect for their educational leadership talents and being assigned to executive posts. Few studies have examined the professional lives of female teachers in underdeveloped countries like Israel concerning the Arabs (Oplatka, 2006).

Even though the outcomes of such studies frequently apply to women educational leaders in Arab society in Israel, which shares conventional traits and attributes with the modern countries studied (Arar & Abu-Rabia-Queder, 2011), there is still a scarcity of in-depth research that investigated the specific topic of Arab women's leadership in Israel. Given the constraints on Arabi women in Israel, a few Arab women have achieved leadership roles. There have been limited efforts to explore their individual and career coaching and mentoring styles in the sociocultural framework of the Arab-Israel education system. Therefore, the present research aims to explore the role of early childhood management and the policy frameworks within Arab society in Israel so that more opportunities for Arab women in Israel may arise due to policymakers' efforts. Through thorough and credible mixed-method research, the findings of this research may help gather the views of Arab kindergarten teachers and women who aspire to become better educational leaders.

1.4 Research Significance

Prior literature may be used to train both prospective and current ECE instructors. It is critical that ECE instructors undergo mentoring and coaching so that they can contribute to growing leadership responsibilities (Fonsén & Ukkonen-Mikkola, 2019). This research will help important stakeholders such as educationists, particularly in underprivileged regions such as those living in Arab communities within Israel. This research will also form a basis for future researchers and policymakers to devise credible frameworks for incorporating early childhood management programs in the Arab community of Israel.

A comprehensive measurement study of 400 instructors in Israel in their first year of employment (Nasser-Abu Alhija, Fresko, & Raichenberg, 2011) investigated the reason for and execution of coaching, as well as educators' contentment with the

program. The findings revealed that the procedure in Israel is like the process in other countries regarding the importance of mentorship, including using assessment as a resource in the decision-making procedure. The engagement of teachers' institutions in the mentorship program is unusual in Israel as the institutions handle education for supervising educators and conferences and training for teachers. The findings also highlight the need to psychologically embrace innovative educators as they adjust to their new roles.

The present situation of professional development in early childhood programmes suggests that considerably more is understood about what leadership learning is than how it works to foster new understanding and skills (Sheridan et al., 2009). Furthermore, there has been a very little objective investigation into the mechanism through which early childhood educators gain new understanding, abilities, and inclinations. Strategies for maintaining individual and collective learning and expansion have received even less consideration. There is still a significant need for a study to identify process factors that encourage improvement in educators' expertise, abilities, and attitudes central to good practise (Sheridan et al., 2009).

Therefore, well-trained kindergarten teachers will become educational leaders in the Arab community of Israel so that they can practice effective child development interventions as part of early childhood management.

2. Materials and Methods

Research Approach

Research approaches used in research studies are comprised of deductive, inductive, and abductive. The deductive approach involves general to specific, where the researcher tests existing theories to assess the association between variables of the study by gathering numeric data (Rahi, 2017). This research approach is used in quantitative research studies where the researcher focuses on numeric data collection from a large sample size (minimum of 100). The inductive approach entails specific to general, wherein researchers build new theories upon observations, experiments, and interpretation of results by the processing of non-statistical data (Khaldi, 2017).

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Qualitative studies employed an inductive research approach to gather in-detailed and in-depth subjective data from a small sample size of participants (minimum of 20).

3. Results:

Quantitative Results:

Chi-square test

The Chi-square test is a non-parametric statistic and does not assume the normal distribution of the data. The test enables to test of the variables of the hypothesis. As it is hypothesized by the researcher that early childhood management plays a significant and direct role in creating teachers as educational leaders, it is necessary to test it empirically as per the obtained data. Whether the hypothesis is true or false, the following chi-square tests help is taken in this analysis.

H_0: Early childhood management does not play a significant and direct role in creating teachers as educational leaders.

H_1: Early childhood management plays a significant and direct role in creating teachers as educational leaders.

Significant level 0.05

Level of confidence 95%

Table 1: Case Processing Summary

	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	%	N	%	N	%
Skills developing for creating teachers as educational leaders * Early childhood management role	400	100 %	0	0 %	400	100 %

The summary information of variables is shown in the above table of skills development for creating teachers as educational leaders and early education management roles. The sample size of this study included N= 400, and there is no missing data as 0% entry missing is illustrated in the whole data of the sample.

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Table 2: Cross-tabulation

Skills developing for creating teachers as educational leaders * Early childhood management role Cross-tabulation					
Count					
		Early childhood management role		Total	
		Negative role	Significant positive role		
Skills development for creating teachers as educational leaders	Negative skills development	30	6	36	
	Positive skills development	12	125	137	
	Very positive skills development	0	27	27	
Total		42	258	200	

The cross-tabulation analyses the two variables 'skills develop for creating teachers as educational leaders and early education management role'. The above table shows two variables, the responses of skills development for creating teachers as educational leaders vis-a-vis early education management role. The Likert scales were generated to compute the score of variables. In the first variable, skills developed for creating teachers as educational leaders, three categories were extracted from the score of the Likert scale. The poor score value in negative was categorized as negative skills development, and the positive score was classified as positive and very positive.

Similarly, the next variable early education management role, was categorized as a negative role based on the negative score of the Likert scale for the early education management role. On the other hand, a significant and direct positive score for the early education management role was classified as a significant positive role. The results in the above table illustrate a significant difference between negative and significant positive roles. Most participants' scores favoured the significant positive role of 158, while negative role responses were limited to 42. The difference among the categories of the variable skills develops for creating teachers as educational leaders are also significant. Responses for negative skills development are 36; however, a large number of responses come to positive skills development, i.e., 137, while very positive skills development remains around 27 responses in the data set.

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Table 3: Chi-square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	103.864 a	2	.000
Likelihood Ratio	91.784	2	.000
Linear-by-Linear Association	75.711	1	.000
N of Valid Cases	200		

a. 0 cells (0.0%) have an expected count of less than 5. The min expected cont is 5.67.

Non-parametric test type Chi-square is applied to test the significance of the results in the two variables. The rationale for using this test was the nature of the variable type in the study. It is common to use chi-squares statistics to test whether categorical variables are related significantly (Connelly, 2019). This needs to understand what categorical variables are. These are qualitative and have a discrete category rather than continuous quantities. The categorical variable has nominal levels or categories, names, attributes, and classifications, of phenomena, objects, and things. The variables under analysis skills developed for creating teachers as educational leaders and early education management roles constitute the categorical variables because both have distinct categories but not any quantitative value. Therefore, a chi-square test is run to check the relationship between skills developed for creating teachers as educational leaders and early education management roles.

First and foremost, statistical tests need to check for their specific assumptions. Chi-square assumes that the expected count is less than 5 count of cells, and it should not be beyond 20 per cent for the goodness of fit of this non-parametric test. This assumption is verified and validated. It is shown below above given chi-square table. There are 0 per cent and 0 cells with an expected count of less than 5 with a minimum count of 5.67. It is safe to interpret chi-square statistics of the variables 'skills develop for creating teachers as educational leaders and early education management role' because the assumption is not violated in this study data.

The p-value is given in the same sig. (2-sided) .000 is significantly lower than <.001 and very less than the significant level of 0.05. For a significant relationship, the P-value is expected to be less than the targeted significance level. The next important value is the degree of freedom which determines the corresponding chi-square tabulated value. One

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variable contains three categories that can be a total number of columns, and the other variable contains two categories that can be a total number of rows; thus resulting degree of freedom is 2 in the above table formula (row-1) (column-1), as per the degree of freedom the Pearson chi-square (103.864) value is compared to the chi-square tabulated value.

The yardstick for rejecting the null hypothesis is when the tabulated value exceeds the Pearson chi-square statistics (Kim, 2017). In the above table chi-square, the calculated value is very high than the tabulated value; the research hypothesis is accepted, while the null hypothesis, 'Early childhood management does not play a significant and direct role in creating teachers as educational leaders' is rejected.X^2=103.864[a], DF=2, (N=200). Hence, Based on the final results of the chi-square, it is concluded that Early childhood management plays a significant and direct role in creating teachers as educational leaders.

Table 4: Symmetric Measures

Symmetric Measures		Value	Approximate Significance
Nominal by Nominal	**Phi**	.721	.000
	Cramer's V	.721	.000
N of Valid Cases		200	

As a significant relationship is found, the next important step is to know the strength or effect size of the relationship. The effect size estimates are shown in the above symmetric measures table. As there are 3x2 categories of variables in the relationship between skills developed for creating teachers as educational leaders and early education management roles, Cramer's V is preferred to identify effect size or the strength size (McHugh, 2013). Cramer's V value is 72; it signifies the high significance of strength between skills development for creating teachers as educational leaders and early education management roles. Therefore, it is clear that variables are very strongly associated with each other.

Qualitative Results:

Thematic analysis

The emergence of seven unique codes in the thematic analysis process was significant. These themes were the outcome of the organized and systematically linked codes of the data analysis. The key concepts were coded in thematic analysis based on several observations and emphasis. All in all, 75 observations were coded into 25 statements, which evolved into 7 relevant key themes. The frequent occurrence of the observations suggested the significance of the codes. Themes, their codes, and corresponding frequencies are given in the following table;

Table 5: Thematic analysis

Theme	Code	Number of observations
Proper early childhood management	Listening to child's concerns	22
	Giving more time to the child	18
	Effective communication	22
	Monitoring child's activities	10
	Kind and experienced kindergarten teacher	10
Creating a kindergarten teacher	Focusing on a child's potential	11
	Child's love for learning	17
	Child's love for guiding the peers	16
	Regular supervision of the child	21
Healthy social, emotional, and psychological well-being of a child	Recreational activities for a child	14
	The child frequently raises a question in case of any trouble	6
	The child discusses positive ideas	11
	The child interacts positively with the peers	5
Ethics of teaching	Teaching child of morality	9
	Teaching child pedagogy skills	5
	Teaching child teaching rules and regulations	3
Barriers to early childhood management	Child's physical, psychological, or other health issues	13
	The communication gap between child and parents/teacher	16
	Poor setting and management	22

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Setting and Management advantages	A child displays confidence in the setting	15
	Setting paves the way for creating a kindergarten teacher	8
	A child's learning is better in a setting than at home	5
Educational Leadership skills	The child solves practical problems by themselves	10
	A child shows interest in teamwork	5
	Child shares with their peers whatever important lesson they learn	9

The obvious themes from the data emerged as proper early childhood management on the one hand and creating a kindergarten teacher on the other. The two important themes emerged from the careful coding and observations of the data. One theme emerged through data that is not directly associated with the topic of the study; Ethics of teaching. It is because of the frequent mention of kindergarten teachers about the role of ethics in educational leaders or teachers.

It was also observed in another mention; for example, one child discussed successful teacher disciplines. The ethics of teaching theme was a central discussion on creating a kindergarten teacher as an education leader. It is because the ethically sound teacher is considered fit for educational leadership. However, most themes were directly close to the central theme of early childhood management in creating a kindergarten teacher as an education leader in the study.

Proper early childhood management: A large part of the discussion revolved around ensuring proper early childhood management. The participants viewed good kindergarten teachers as needed for a supportive role in early childhood management. Participants maintained that listening to the child's concerns and giving more time to the child narrow the communication gap. One of the participants stated, ''when a child's concern is neglected, even if minor, it demoralizes the child and undermines the confidence''. ''Early childhood management entails soft but certain monitoring child's activities by a Kind and experienced kindergarten teacher or parent,'' frequently occurred the code in observations and notes. As a result, these codes led to the emergence of the theme 'of proper early childhood management.

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Creating a kindergarten teacher: Interviewees discussed the role of guiding the child at every early stage of physical, emotional, and learning growth. Participants shared experiences in creating a kindergarten teacher as an educational leader. However, some participants stated, ''if a child's potential is not given due attention, he/she cannot be a successful teacher''. These emerging codes were framed into the eventual theme 'of creating a kindergarten teacher.

Ethics of teaching: The theme of ethics of teaching was the extension of the discussion of creating a kindergarten teacher. It emerged through the codes, including teaching child of morality, teaching child pedagogy skills, and teaching child teaching rules and regulations. The participants encouraged the practice of teaching ethics to create a kindergarten teacher and an educational leader.

Healthy social, emotional, and psychological well-being of a child: A consensus was observed between parents and teachers because those healthy children were easy to manage in early childhood and maintained the potential for educational leadership. The child frequently raises a question in case of any trouble was code generated from the responses of the good and healthy child characteristics. Some participants discussed 'a child discusses positive ideas, and 'Child interacts positively with the peers'; they tend to be healthy socially and emotionally. Moreover, the code that emerged from the over and again recommendation of the participants for a functional child was 'Recreational activities for a child'. The link between these codes and some observations led to the third theme, 'Healthy social, emotional, and psychological well-being of a child.

Barriers to early childhood management: In between the discussion of the role of early childhood management and creating a kindergarten teacher as an educational leader, barriers that negatively influence were discussed thoroughly in interviews. The greatest number of observations came for Poor setting and management.

Setting and Management advantages: The setting and management theme occupied an important place in some direct and indirect ways. However, some of the actual results in early childhood management were coded as A child displays confidence in the setting, the Child's learning is better in a setting than at home, and the setting paves the way for

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creating a kindergarten teacher. These codes were given the theme's setting and management advantages.

Educational Leadership skills: The last theme that emerged through the analysis of the data was "educational leadership skills". What constituted a true educational leader were the following skills coded; the child solves practical problems by themselves, shows interest in teamwork and shares whatever important lesson they learn with their peers. All participants of this study emphasised these leadership skills.

4. Discussion

The results show early childhood management is a matter of great concern. It is a multi-dimensional phenomenon. Several important aspects can ensure early childhood management. The qualitative data thematic analysis revealed the associated codes with the theme 'proper early childhood management. Every child is a human, and they have some concerns that need parental and teacher attention. Thus, the thematic code frequently listened to the child's concerns during the interview. The quantitative data in the questionnaire for teachers the fact was appreciated. Teachers actively listened to children's concerns and interests as per the above results of quantitative data as well. The parental and teachers' monitoring of child's activities and supporting them in creative tasks carried heavy weight in the thematic analysis.

The children needed due time from primary caregivers, including the kindergarten teacher, for safety and a sense of belongingness. From health concerns (including rising obesity among children) to overall early childhood management, parental concerns are unavoidable and significant (Moore et al., 2011). Therefore, the theme of proper early childhood management was extracted from the participants attention and other codes, including effective communication between the child and the caregiver.

This study was guided by the hypothesis that early childhood management plays a significant and direct role in creating teachers as educational leaders in the Arab sector in Israel. The quantitative data was tested on chi-square statistics to identify the role of early childhood management in creating teachers as educational leaders. Early childhood management, if handled successfully, plays a significant role in creating teachers as

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educational leaders. The discussion in qualitative interviews verified the hypothesis. While affirming this fact, Moyle wrote in her famous book entitled effective leadership and management in the early years, ''knowledge for leadership roles do influence throughout the later years in life to exercise leadership skills'' (Moyles, 2006).

There is no denying that early childhood management significantly boosts children's confidence levels and assertiveness. These skills are key criteria for leadership and management. The aspects of early childhood management are managed meticulously to produce future decision-makers, motivators, educators, and one-word leaders (Aubrey et al., 2012). There is no previous study that worked on the research hypothesis. Hence, this study made a significant and novel contribution to academia by concluding that early childhood management plays a significant and direct role in creating teachers as educational leaders in the Arab sector in Israel. Yet another hypothesis that formed the basis of this research work.

Employing the other side of the fact, the study hypothesized that barriers to early childhood management negatively influenced the ability to create kindergarten teachers as education leaders within the context of Arabs in Israel.

A communication gap was highlighted between childcare services and the child's family. The study observed the family side barriers influencing the very ability of a child and education (Oke et al., 2020). Child's physical, psychological, or other health issues were among the other big barriers coded in the major theme of qualitative data analysis.

The leadership role positive results were observed in the decision-making opportunity for kindergarten teachers. Undeniably, teachers played a positive role in the motivation of children. The motivational role of the teacher holds water. It was nicely described that motivation raises giftedness by exploring the child's potential (McCoach & Flake, 2017).

5. Conclusion

From the analysis and discussion performed in the last section, it was revealed that early childhood management has a substantial influence on creating a kindergarten teacher as an educational leader in the Arab sector of Israel. It was well understood that this early childhood management comes from two major facets; parents and academic teachers. If

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not equal, both have an indispensable role in fostering the child to become a good academic leader to effectively serve kindergarten students. In the same vein, it was acknowledged that not only the academic progress but also the socio-emotional and psychological development of a child is also essential that is provided by the parents at home. When a child establishes emotional attachments with their parents, it would significantly let them focus on their responsibilities, exhibit positive social behaviour or responds to their parent's needs effectively.

As far as the Arab sector in Israel is concerned, it was revealed that due to a relatively conservative and inhibited set of norms, culture and attitude, several children born in Muslim households remain deprived of attaining good nurturing and education.

Other than that, proper training for kindergarten teachers is another way to enhance attention and positive academic outcomes from the students and is a reflective process of showing the same attention while indulging in household responsibilities. For this, some studies insinuated teacher leadership development programs, which cannot exhibit positive outcomes without reducing the overcrowded burden of classes and overstuffing paperwork, making teachers reluctant to concentrate on the kindergarten children effectively. These and other feasible strategies are necessary to inculcate within the school settings to help kindergarten teachers become good educational leaders and transfer the same skills to their pupils.

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