



The Role of Educational Administration in Developing Kindergarten Teachers' Performance in Enhancing Children's Language Skills in Iraq

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ARTICLE INFO	ABSTRACT
Published Online: 30 August 2025	The goal of research is to identify the role of director of kindergarten in the development of the performance of kindergarten teachers in the development of children's language skills from the perspective of kindergarten teachers. and to identify the differences between the averages Answers members of the research sample (kindergarten teachers) to identify research and according to the research variables: (training, qualification, years of experience). The researcher used the descriptive analytical method, and the research sample consisted of (218) teacher of the kindergarten teachers in the province of Damascus, and the researcher used the questionnaire prepared and consisted of 64 items divided into four dimensions, the researcher concluded the following results- :There are significant differences between the Scores mean of the kindergarten teachers to identify research variable depending on the number of training courses for teachers who have undergone (6) training courses and more- .There are significant differences between the Scores mean of the kindergarten teachers to identify research variable depending on qualification for teachers who become pregnant qualification diploma or more- .There are significant differences between the Scores mean of the kindergarten teachers to identify research variable depending on the number of years of experience for the benefit of teachers who have a number of years experience (5) years or less.
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I. INTRODUCTION

Kindergarten is a crucial stage in a child's life because it influences their personality development and emotional, social, cognitive, linguistic, and moral growth. Early intervention is important because it provides children with educational experiences that enhance their abilities and skills. This is achieved by improving the preschool education sector in terms of the physical, social, emotional, and mental environment. Scientific studies in the field of early childhood education (Khalil, 2003; Suleiman, 2010) have proven that the first years of life are among the most critical and impactful stages, shaping a person's future. This is because they are a formative stage during which the foundations of an individual's personality are established and interactive habits are acquired in the social and natural environment. These habits are often characterized by stability. During this period, a child's most important and diverse qualifications and abilities emerge, and the broad outlines of who they will become are established.

Based on this, to advance the educational process, officials must monitor and develop it to keep pace with scientific progress that serves this process and contributes to achieving its goals.

Educational policies have varied due to the multitude of means and methods used, as well as the many differences among learners. For the educational process to be successful in this field, it is necessary to monitor and develop the work of the kindergarten's educational administration, which will continuously advance the process. The teacher must be the focus of the administrative work system because she is the foundation of education and teaching.

Female teachers are one of the most important components of the educational process and must constantly improve their professional performance. Therefore, the educational administration is responsible for evaluating their performance. The evaluation process undertaken by the administration is not limited to children's results and development. Rather, it must be a comprehensive process that adapts to the children's needs, thereby increasing the efficiency and effectiveness of the supervisory program. Numerous studies (Musa, 2004; Salama, 2008; Ahmida, Jameaan, & Al-Khawaldeh, 2011) have confirmed the importance of developing language skills among kindergarten children. While possessing language skills is required of all members of society, it is especially important for female teachers, particularly kindergarten teachers, due to the close relationship between the Arabic

language and education in kindergarten. For female teachers, language is the primary means through which they transfer facts, knowledge, information, and experiences to children. Textbooks are written through it at this stage, and teachers interact with their students through it, whether by providing children with the skills included in the textbooks or by implementing educational activities in all fields and other requirements of the educational process. A teacher's linguistic performance, especially her speech, must be sound because developing a child's language skills reflects the teacher's linguistic proficiency, which can only be achieved by mastering Arabic language skills.

In recent years, there has been a significant increase in interest in kindergarten education in Iraq. In response, the Ministry of Education has implemented a comprehensive plan to expand kindergarten education by establishing government-run kindergartens in all Iraqi governorates. The ministry has also adopted an integrated approach to kindergarten activities. This approach emphasizes developing children's language skills by building on their knowledge of reading, writing, listening, speaking, and stories and songs they learned before enrolling in kindergarten. The Ministry has also abandoned traditional methods of developing children's language skills, which are widely practiced in kindergartens today. This has created an urgent need for kindergarten administrators to help teachers identify and utilize the most effective educational methods to improve their performance in the educational process. This approach has also helped reduce developmentally inappropriate practices in language development, which has become increasingly important in early childhood. The kindergarten administration relies on keeping teachers informed of new developments in developing children's language skills, especially after adopting the concepts of emergent literacy and developmentally appropriate practices (DAPs). Recognizing the importance of the kindergarten educational administration's role in improving kindergarten teachers' performance in developing children's language skills, the researcher aims to explore this significant role from the perspective of kindergarten teachers.

Research Problem

Despite the recent increased attention to preschool education, observers of traditional kindergarten teaching methods note a need for improvement, particularly with regard to language development. Psychological and educational research in the field of oral language development clearly demonstrates that young children exhibit literacy behaviors at an early age and acquire oral and written language simultaneously in literate environments. Furthermore, children spontaneously and naturally acquire the ability to form early literacy concepts without receiving formal literacy instruction (Morrow, 1989; Durkin, 1993; Justice & Strickland, 2007).

Kindergarten is one of the most important stages of linguistic development because linguistic development significantly contributes to children's mental and cognitive development. Research has revealed a reciprocal relationship between language and mental development because language is involved in many of children's thinking processes. Children need language to convey their thoughts and exchange ideas for social communication and development. Through acceptance or rejection, children increase their opportunities to interact with others through listening and approval. Although a six-year-old child can speak and engage in more social conversations, his speech and communication are limited. This means he stops making linguistic efforts to provide explanations or search for reasons (Piaget, 2001, p. 27).

Vygotsky believed that children develop in three ways. 1. Play in the "zone of proximal development" allows children to perform at a level greater than their natural abilities. 2. Play facilitates the separation of thinking from actions and objects. 3. Play is a way for children to understand; it involves the mind and language. As children play, they engage in imaginary roles, employing their personal and linguistic abilities, skills, and developmental aspects (Salama, 2006, p. 148). In this context, Al-Nashif (1989) argues that many children enter kindergarten with limited vocabulary despite the rapid language development that occurs during the preschool years. Their ability to express themselves is limited, and the linguistic structures they use are simple. However, there are individual differences in this area due to the family's cultural environment and the language the child hears. While the family plays a significant role in developing and enriching a child's language, kindergarten is equally important, especially when teachers employ educational practices that promote children's growth and consider the stages of their linguistic development.

After conducting a survey study on the problems of teaching children language skills in kindergartens, the researcher found that there were difficulties and obstacles in teaching language skills. This led to teachers experiencing many difficulties in the field of educational work in kindergartens during their professional careers. The radical changes that have occurred in the field of developing children's language skills necessitated the search for modern and advanced educational administrative methods that are more appropriate to children's development, with the aim of helping kindergarten teachers improve their performance. Hence, the importance of this research in investigating the role of educational administration in developing the performance of kindergarten teachers, identifying modern educational methods and trends in developing children's language skills, and providing abundant opportunities to improve their performance, especially since most private kindergarten administrations do not specialize in childhood education. Childhood is considered one of the most important and critical stages of development in a person's life, as it is where the

foundations and pillars upon which the child's personality is built are laid in many of its various aspects. It is a purposeful and ongoing process to help the child achieve integrated growth in all aspects of his personality: physical, mental, social, and emotional. Developmental programs greatly influence the development of language development in a child. By reviewing previous studies, it became clear that programs designed to develop language development in children and their implementation may impact the child's language acquisition and development. Many studies have confirmed this, including (Ali (2013), Muhammad (2015), Farhat (2015), and Al-Dardir (2016). The study by Al-Eisawi (2016), Farhat (2017), Bouziani (2018), Al-Khudair (2019), Zobi (2020), Al-Qadi (2021), Hamouda (2022), Al-Shanwani (2022), and Mowafi (2022) agreed that the proposed language development programs have an effective impact on the linguistic development of children in general, and children with language delays. They also contribute to the early detection of language delays, which leads to early treatment for these children. Furthermore, the failure to implement these programs negatively impacts language acquisition and development. This study identifies the nature of these programs and the level of language development among kindergarten children with language delays, and examines the causes of this language delay. Therefore, the problem of the current research lies in the following main question: What is the role of kindergarten educational administration in developing kindergarten teachers' performance in developing children's language skills, from the perspective of kindergarten teachers?

Significance of the Research

The importance of the current research stems from the following points:

1. This research is expected to provide a clear picture of the educational role played by kindergarten educational administration with kindergarten teachers, with the aim of improving their performance in teaching children language skills. It is also expected to identify the strengths and weaknesses of this role, with the aim of providing proposals that will enhance these strengths and address these weaknesses.

2. This research is expected to reveal the training needs of kindergarten teachers in the field of teaching children language skills.

3. The research is expected to inform specialists in the Ministry of Education and the Ministry of Higher Education of the role of kindergarten administration in developing kindergarten teachers' performance in developing children's language skills, with the aim of identifying strengths and weaknesses and ways to enhance them.

4. Advance the work of kindergarten institutions, improve the services provided, and enhance the efficiency and effectiveness of their workers by introducing them to modern

administrative concepts that help improve services to develop children's basic skills.

5- It is a starting point for future studies to expand the scope of interest in Iraqi society to understand the reality of developing children's language skills and the means to support and develop them in the educational sector.

Research Objectives

The research aims to:

1. Identify the role of kindergarten educational management in developing teachers' performance in fostering children's language skills, as seen from the perspective of kindergarten teachers.

2. Identify differences in the average responses of the research sample (kindergarten teachers) to the research questionnaire according to the following research variables: training courses, academic qualifications, and years of experience.

Research hypotheses

The hypotheses will be tested at a significance level of 0.05.

1. There are no statistically significant differences in the average scores of kindergarten teachers' responses to the research questionnaire according to the variable of the number of training courses.

2. There are no statistically significant differences in the average scores of kindergarten teachers' responses to the research questionnaire according to their academic qualifications.

3. There are no statistically significant differences in the average scores of kindergarten teachers according to years of experience.

Research limits

Human Limits: The research was conducted with kindergarten teachers.

Temporal limits: The researcher applied the research tools during the second semester of the 2023–24 academic year.

Spatial limits: Public and private kindergartens in Baghdad Governorate, Iraq.

Previous Studies

1- Yassin's study (2003), entitled: (Evaluating the Skills of Kindergarten Teachers in the Holy Capital) in Palestine. The study aimed to identify the general basic educational competencies of kindergarten teachers in government kindergartens in the Holy Capital, and the degree of their availability in each teacher in the study sample. The study sample included (78) teachers in (7) government kindergartens in the Holy Capital. The study tool was applied to them, which was an observation card designed by the researcher. It contained (58) skills, taking into account the accuracy and clarity in defining the desired performance, being short and clear in meaning, and describing one component of behavior. The following results were reached:

Kindergarten teachers in government kindergarten schools possess excellent personal competencies to a high degree. The level of kindergarten teachers' performance in terms of teaching competencies is weak and requires training and mastery of all teaching skills to reach the desired level. The degree of availability of personal competencies among kindergarten teachers does not differ according to specialization or academic qualification, and the degree of availability of General basic educational competencies among kindergarten teachers do not differ based on years of experience or the number of training courses they have attended.

2-Salama's (2008) study, entitled: (A Proposed Program for Developing Language Performance Skills among Kindergarten Teachers): The study aimed to develop the language performance skills of kindergarten teachers. The study relied on an experimental approach. The study sample included (40) kindergarten teachers. The proposed program was developed and its effectiveness measured according to the following procedures: identifying the skills to be developed through the program; planning the program by specifying its objectives, content, teaching methods, and appropriate teaching tools and activities; identifying its evaluation methods; and designing an observation card. Among the study's findings, the proposed program demonstrated the effectiveness of all skills in kindergarten teachers' language performance. The teachers' average performance in the pre-test for all language performance skills was significantly low. The teachers' performance in the total oral language performance skills included in the observation card improved and increased in the post-test.

3- Study (Nabhan (2009), entitled: (The role of kindergarten principals as resident supervisors in improving teachers' performance and ways to develop it in the Gaza governorates). This study aimed to identify the degree of kindergarten teachers' appreciation of the role of kindergarten principals as resident supervisors in improving teachers' performance in the Gaza governorates. The degree of difference in kindergarten teachers' appreciation in the Gaza governorates of the role of kindergarten principals as resident supervisors in improving teachers' performance was identified according to the specialization (academic qualification, number of years of service, number of training courses). To achieve the study objectives, the researcher followed the descriptive analytical approach, and designed a questionnaire consisting of (64) paragraphs distributed over four areas: (planning, teaching implementation, classroom management, evaluation). The number of sample members was (299) kindergarten teachers. One of the most prominent results of the study is the degree of kindergarten teachers' appreciation of the role of kindergarten principals as resident supervisors in improving teachers' performance, a large degree amounting to (78.8%) of the total estimate of the study sample. There are statistically significant differences in Kindergarten teachers' estimates of the role of

kindergarten directors as resident supervisors in improving their performance according to the variable of specialization in favor of the humanities major. There are statistically significant differences in kindergarten teachers' estimates of the role of kindergarten directors as resident supervisors in improving their performance according to the variable of academic qualification in favor of diploma students. There are no statistically significant differences in kindergarten teachers' estimates of the role of kindergarten directors as resident supervisors in improving their performance according to the variable of the number of training courses. 4- Study: (Ali, Madiha Hamid Al-Mohammadi, (2013): (The effectiveness of the narrative approach in developing linguistic skills and innovative thinking among Saudi kindergarten children), this study aimed to identify the effect of the narrative approach in developing linguistic skills among preschool children, and the effect of all of this on developing their innovative thinking, using the quasi-experimental approach, and using a scale to measure the linguistic skills necessary for preschool children (prepared by the researcher), as well as a scale to measure innovative thinking among preschool children (by Paul Torrance), in addition to the program that relies on the narrative approach. At the end of the research, the researcher proposed procedures through which innovative thinking can be developed by developing linguistic skills using the narrative approach.

5- Study: (Muhammad, Abdul Hamid Abdul Khaliq (2015): (Language development in children and its relationship to the mother's educational level and the child's gender): This research aimed to identify the variables associated with delayed language development in children such as “the mother's educational level, the child's gender.” The research sample consisted of (30) boys and girls, with ages ranging between (4-9) years. The language skills questionnaire prepared by Abdul Azim Mustafa was applied. This questionnaire consists of (30) items to measure expressive and receptive skills, and each item has 3 alternatives: (often, sometimes, never). The current research aims to: Identify the relationship between language development and the mother's educational level (high, secondary, intermediate) among the study sample members. Identify the relationship between language development and the gender variable (male/female) among the study sample members. Also, identify the differences in language development among the study sample members according to the gender variable (male, female). Identify the differences in language development among the study sample members according to the mother's educational level (high, secondary, intermediate). The most important results of the study are that there is no relationship between language skills and the mother's educational status, where the researcher found that the value of the correlation coefficient is equal to (0.394) and has a statistical significance of (0.031) at the significance level (0.05). There is no statistically significant relationship

between language skills and the child's gender (male, female), as the researcher found that the value of the correlation coefficient is equal to (0.043) and has no statistical significance (0.820) at the significance level (0.05). There are no statistically significant differences according to gender (male/female) on the language skills scale at the significance level (0.05). Meaning, there are no statistically significant differences between students attributable to gender. Also, there are no statistically significant differences according to the educational level (university, secondary, basic) on the language skills scale at the significance level (0.05). Meaning, there are no statistically significant differences between children in development and language skills attributable to the mother's educational level. Among the most important recommendations of the research is to develop a methodology for teaching language skills to kindergarten children in different age groups in the teacher's guide, and the necessity of preparing Special programs are developed to help children with language impairments. Language skills (listening, oral expression, and reading preparation) are developed for kindergarten children in particular.

6- Study: (Farhat, Fatima Al-Zahra (2015): (Language development and factors affecting it): The paper aimed to review language development and factors affecting it. The paper stated that understanding the relationships between language development and the factors affecting it facilitates the ability to identify and understand the underlying causes of differences in language development among individuals. The paper included several elements: the first element: the child's personal factors. This element addressed several points: first, maturity and chronological age; second, intelligence and language development; third, gender. The second element: environmental factors specific to the child's society and culture. This element included several points: first, the family's educational, social, and economic level; second, evaluating and correcting language errors. The third element: principles of evaluation. This element addressed several points: first, generality; second, prevalence; third, ease of understanding and degree of discomfort. The paper concluded by indicating that cases can be detected. Language delay is identified through the data provided during the child's first months. However, there are cases of language delay in children that may develop normally during these early stages and respond to all the child's language acquisition requirements. The problem does not become apparent until a year and a half or two later. In some cases, it may extend into schooling, resulting in a speech delay resulting from the child's inability to produce words clearly and effectively, or to combine or arrange syllables. The problem is most evident in children when they pronounce consonants more than vowels.

7- Study: (Ibn Arabi, Radhia (2016): Language Development and Communication Disorders in Children in School, Literary Studies): Language is not simply the speech spoken by a child; rather, it is a cognitive mental process and a psychological

state. Therefore, language is not a passing behavioral phenomenon in children, but rather a linguistic skill acquired through practice and external stimuli from the mother and father or the school environment. For a child to master this skill, they must possess intrinsic abilities to learn it and a rich linguistic environment.

II. RESEARCH METHODOLOGY

The current research relied on the descriptive-analytical approach. The descriptive approach helps monitor the research phenomenon as it exists in reality. It focuses on accurately describing it, through qualitative expressions that describe the phenomenon and clarify its characteristics, or quantitative expressions that provide a numerical description that illustrates the magnitude or size of the phenomenon (Abbas et al., 2007, 74).

The original research population:
The original research population consisted of all public and private kindergarten teachers in Baghdad Governorate, according to the latest official census for the academic year (2023/2024 AD), totaling (1,254) teachers.

The research sample:
To ensure the community's representation in the sample, the sample was drawn randomly and stratified. The researcher ensured that the research sample was homogeneous and representative of the majority of kindergarten teachers' academic categories. The research sample consists of (218) teachers, representing (17.38%) of the original research population of teachers working in public and private kindergartens in Baghdad Governorate. The sample is distributed according to Table (1).

Table (1): Distribution of Research Sample According to Research Variables (Number of Respondents)

Research Variables	Categories	Number of Respondents	Percentage (%)
Number of Training Courses	Less than 3 courses	87	39.9%
	3–5 courses	87	39.9%
	More than 5 courses	44	20.2%
	Total	218	100%
Academic Qualification	Diploma	50	22.9%
	Bachelor's degree	91	41.7%
	Postgraduate (Master/PhD)	77	35.3%
	Total	218	100%

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Years of Experience	Less than 5 years	66	30.3%
	6–10 years	54	24.8%
	11–15 years	36	16.5%
	More than 16 years	62	28.4%
	Total	218	100%

Research Tool

1. Research Questionnaire:

Review and select the scale areas.

Several studies addressing the role of kindergarten principals in developing kindergarten teachers' performance in developing children's language skills were reviewed in this phase. In light of previous studies and theoretical literature (Salama, 2008; Nabhan, 2009; Almeida et al., 2011), the researcher designed the research questionnaire. The research questionnaire consists of four dimensions and includes 64 items distributed systematically across its dimensions.

Table (2): Distribution of Questionnaire Items According to the Dimensions of the Study “The Role of Kindergarten Educational Administration in Developing Teachers’ Performance”

Research Dimensions	Number of Items	Item Numbers
First Dimension: Planning	18	1–18
Second Dimension: Activity Implementation	20	19–38
Third Dimension: Classroom Management	14	39–52
Fourth Dimension: Evaluation	12	53–64

The examinee responds to each item on the scale according to a five-point Likert scale with the following answers: very high, high, medium, low, or very low. These items correspond to the following scores, respectively: 1, 2, 3, 4, and 5.

Exploratory Study of the Research Questionnaire

To ensure the items in the research questionnaire are understandable, clear, and appropriate for the research purposes, the questionnaire was administered to a pilot sample of 20 kindergarten teachers in Baghdad Governorate. The final research sample did not include them. After reviewing the questionnaire, it became clear that the desired benefits were achieved: ensuring the clarity of the phrases and understanding their meanings.

Research Questionnaire Validity

Referee Validity of the Questionnaire: The researcher used the arbitrator method to verify the questionnaire's validity. The researcher presented the questionnaire in its initial form to a group of four arbitrators, who were faculty members from

the College of Education at the University of Baghdad. The researcher asked the arbitrators for their opinions on the questionnaire and its items, to ensure the items were suitable for the intended objectives, and to suggest any amendments they saw fit. The arbitrators agreed that the questionnaire was suitable and valid for measurement, though they suggested some modifications, including changes to the wording of some items. Thus, the questionnaire achieved an element of validity.

Structural Validity

To verify the structural validity of the dimensions, the researcher calculated the correlation coefficients between each axis of the questionnaire and the total average of the questionnaire items. The results are shown in Table 3.

Table (3): Construct Validity of the Research Questionnaire

Research Dimensions	Correlation Coefficient	Significance Level
First Dimension: Planning	0.839	0.000
Second Dimension: Activity Implementation	0.822	0.000
Third Dimension: Classroom Management	0.847	0.000
Fourth Dimension: Evaluation	0.856	0.000

Thus, we find that the correlation coefficients for the dimensions of the research questionnaire are significant at a 0.05 level of significance, indicating the tool's validity.

Reliability of the Research Questionnaire:

Reliability by Reapplication Method: The researcher administered the questionnaire to a new sample of 20 teachers who were not included in the initial application. The questionnaire was re-administered to the same group two weeks later. Then, the Spearman correlation coefficient was calculated between the survey subjects' scores in the first and second applications. The results are indicated in Table 4.

Table (4): Spearman’s Correlation Coefficient for the Research Questionnaire

Research Dimensions	Sample Size	Number of Items	Spearman’s Value
First Dimension: Planning	20	18	0.80
Second Dimension: Activity Implementation	20	20	0.78

Third Dimension: Classroom Management	20	14	0.84
Fourth Dimension: Evaluation	20	12	0.85
Total Score	20	64	0.82

The Spearman value in the second application of the questionnaire was (0.82), which is statistically significant at a significance level of (0.05%), because the probability value (0.00) (0.05) indicates high reliability of the questionnaire, which means that the questionnaire is stable and unaffected by the time factor, as well as its suitability for use.

Reliability method according to Cronbach's alpha law: The researcher calculated reliability according to Cronbach's alpha law, and the results were as indicated in Table No. (5).

Table (5): Reliability of the Research Questionnaire According to Cronbach's Alpha

Research Dimensions	Sample Size	Number of Items	Cronbach's Alpha
First Dimension: Planning	20	18	0.82
Second Dimension: Activity Implementation	20	20	0.85
Third Dimension: Classroom Management	20	14	0.86
Fourth Dimension: Evaluation	20	12	0.84
Total Score	20	64	0.83

The Cronbach's alpha value reached 0.83, which is statistically significant at a 0.05% significance level, as the probability value is 0.0005. This value indicates the questionnaire's high reliability, meaning it is reliable and suitable for use.

III. RESULTS AND DISCUSSION

1. Results of the main research question:

(1) What is the role of kindergarten educational administration in developing kindergarten teachers' performance in developing children's language skills from the perspective of kindergarten teachers?

To answer this question, the arithmetic mean and percentage of kindergarten teachers' scores on the questionnaire regarding the role of educational administration in developing children's language skills were calculated. The results are indicated in Table 6.

Table (6): Overall Score of the Average of All Dimensions in the Research Questionnaire

N o.	Research Dimensions	Arithmetic Mean	Standard Deviation	Rank	Weighted Percentage
1	First Dimension: Planning	3.514	8.695	1	70.28%
2	Second Dimension: Activity Implementation	3.416	10.540	3	68.32%
3	Third Dimension: Classroom Management	3.436	9.059	2	68.72%
4	Fourth Dimension: Evaluation	3.401	5.730	4	68.02%
	Overall Score	3.445	27.243	—	68.9%

It is noted from Table (6) that the sum of all dimensions, and the sum of the items of each dimension, is a sum that indicates a high degree for the role of the kindergarten director in developing the performance of kindergarten teachers in developing children's linguistic skills, as the percentage of the research sample's response reached (68.9). It became clear from the point of view of the research sample members that the most elevated role in the educational administration of the kindergarten is the dimension related to planning, which came in first place with an average of (3.514), which is a high level. It came in second place after classroom management with an average of (3.43), came in third place after activity implementation with an average of (3.41), and finally came in fourth place after evaluation with an average of (3.40). The scores in Table (6) reveal a high level of involvement of kindergarten educational administration in developing kindergarten teachers' performance in developing children's language skills. This may be attributed to the educational administration's awareness of the importance of psychological aspects affecting the educational process within kindergartens. This increases the educational administration's desire to foster interaction between teachers and children in a healthy environment, fostering a desire to learn in children, and creating a comfortable atmosphere within the classroom. The kindergarten educational administration adopts a sound and modern educational vision, embodying the view that the teacher is the child's second mother, and that the child's psychological safety and health, as well as the child's

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acceptance of the activities offered in kindergartens, positively and negatively impact subsequent educational stages. The kindergarten educational administration's failure to implement the curriculum by focusing on the child's cognitive aspects, such as reading and writing, at the expense of the psychological, motor, and emotional aspects, encourages teachers to avoid following the traditional approach to implementing activities without paying attention to the latest educational developments.

2 - Research Hypotheses Results:

The hypotheses were tested at a significance level of (0.05).

First Hypothesis: There are no statistically significant differences between the average scores of kindergarten teachers in their responses to the research questionnaire based on the variable number of training courses.

To verify the validity of this hypothesis, the researcher calculated the significance of the differences between the responses of the research sample members to the research questionnaire based on the variable number of training courses (two courses or less, three to five courses, six courses or more), using the one-way analysis of variance (ANOVA) test. The results were as indicated in Table (7):

Table (7): Results of Scheffé Tests of Significance Differences Between the Means of the Research Sample Responses on the Questionnaire According to the Variable of the Number of Training Courses

Questionnaire Dimensions	Sum of Squares	df	Mean Square	F Value	Significance Level ($\alpha \leq 0.05$)	Decision
Planning	Betweengroups	7631.614	2	3815.807	93.503	0.000
	Within groups	1242.387	215	40.809		
	Total	8774.001	217			
	Activity Implementation	16405.615	2	3312.448	40.740	0.000
	Within groups	17196.896	215	81.307		
	Total	33502.511	217			

Classroom Management	Betweengroups	2697.811	2	1348.905	19.195	0.000
	Within groups	15121.142	215	70.273		
	Total	17818.953	217			
	Evaluation	743.737	2	371.867	12.531	0.000
	Within groups	6393.293	215	29.676		
	Total	7137.030	217			
Overall Score	Betweengroups	60582.771	2	3025.8771	65.830	0.000
	Within groups	98766.671	215	459.372		
	Total	159349.442	217			

From Table 7, we note that the value of F reached 65.830 and the probability value was 0.000, which is significant at the 0.05 level. This indicates statistically significant differences in the average scores of kindergarten teachers on the research questionnaire according to the variable of the number of training courses in the total score and sub-dimensions. After applying the LSD test to compare the differences between the averages, it became clear that the differences favored teachers who had taken six or more courses.

Table (8): Results of LSD Test for Comparing the Differences Between the Means of the Research Sample Responses

Research Variable	Mean Difference	Sig. (p-value)	Lower Bound	Upper Bound
Less than 3 courses vs. 3–5 courses	-2.414	0.461	-8.86	4.03

Less than 3 courses vs. More than 5 courses	-42.853*	0.000	-50.71	-34.99
3–5 courses vs. More than 5 courses	-40.440*	0.000	-48.30	-32.58

*Significant at $\alpha \leq 0.05$

The researcher attributes this result to teachers becoming more aware of the importance of the kindergarten principal's role in developing their performance in fostering children's language skills after undergoing more training courses. The courses also increased their educational level and motivated them to work more creatively within the kindergarten. This increases principals' effectiveness in collaborating with and guiding teachers. This finding contrasts with Yassin's (2003) study, which confirmed that the degree of general basic educational competencies among kindergarten teachers did not vary depending on the number of training courses they attended. It also contrasts with a study by Nabhan (2009) that confirmed there were no statistically significant differences in kindergarten teachers' assessments of the role of kindergarten principals as resident supervisors in improving performance based on the number of training courses attended.

Hypothesis 2 states that there are no statistically significant differences in kindergarten teachers' average scores on the research questionnaire based on academic qualifications. To verify this hypothesis's validity, the researcher used the one-way analysis of variance (ANOVA) test to calculate the significance of the differences between the research sample members' answers on the research questionnaire according to the academic qualification variable: less than a university degree, a university degree, an educational qualification diploma, or a higher qualification. The results are shown in Table 9.

Table (9): Results of Scheffé Tests of Significance Differences Between the Means of the Research Sample Responses on the Questionnaire According to the Variable of Academic Qualification

Questionnaire Dimensions	Sum of Squares	df	Mean Square	F Value	Sig. Level	Decision ($\alpha \leq 0.05$)
Planning	Betweengroups	7131.477	2	3565.739	82.664	0.000
	Within groups	9274.137	215	43.136		

	Gro ups					
	Tota l	16405.615	217			
Activity Impleme ntation	Bet ween	66272.983	2	3336.491	41.149	0.000
	Gro ups					
	Wit hin	17432.894	215	81.083		
	Tota l	24105.876	217			
Classroom Manage ment	Bet ween	2151.253	2	1075.626	14.772	0.000
	Gro ups					
	Wit hin	15655.321	215	72.815		
	Tota l	17806.573	217			
Evaluati on	Bet ween	790.500	2	395.250	13.417	0.000
	Gro ups					
	Wit hin	6333.523	215	29.458		
	Tota l	7124.023	217			
Overall Score	Bet ween	57548.368	2	2877.4184	59.772	0.000
	Gro ups					
	Wit hin	10350.0114	215	481.396		
	Tota l	16104.8482	217			

From Table 9, we note that the value of F reached 59.772 and the probability value was 0.000, which is significant at the 0.05 level. This indicates statistically significant differences in the average scores of kindergarten teachers on the research questionnaire according to academic

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qualifications in the total score and sub-dimensions. After applying the LSD test to compare the differences between the averages, it became clear that the differences favored teachers with an academic qualification of a diploma or higher.

Table (10): Results of LSD Test for Comparing the Differences Between the Means of the Research Sample Responses According to Academic Qualification

Research Variable	Mean Difference	Sig. (p-value)	Lower Bound	Upper Bound
Institute (non-university) vs. University Degree	-1.030	0.762	-7.73	5.67
Institute (non-university) vs. Educational Diploma or Higher	-39.189*	0.000	-47.04	-31.33
University Degree vs. Educational Diploma or Higher	-38.159*	0.000	-45.77	-30.55

*Significant at $\alpha \leq 0.05$

The researcher attributes this result to the fact that universities are fulfilling their role, at the theoretical level, in improving planning, activity implementation, and evaluation skills. This is achieved through targeted programs run by institutions responsible for kindergartens, which have created a culture and educational awareness among highly qualified teachers about planning skills and how to implement and perform them to the fullest and most complete extent. Furthermore, kindergarten educational administrations have activated the role of highly qualified teachers, leveraging their skills and abilities related to the planning, implementation, and evaluation processes and their requirements. This is achieved through continuous scientific knowledge, keeping abreast of the latest developments in modern sciences, and direct field practice, which contributes to their shared role with the kindergarten director—as a representative of the educational administration. Furthermore, the active participation of teachers holding educational qualification diplomas creates motivation to improve their performance. Teachers holding educational qualification diplomas accept the directives of the educational administration objectively, which enhances the role of principals in improving teachers' performance. In addition to teachers holding a diploma in educational qualifications

being familiar with modern administrative practices and realizing the importance of engaging with kindergarten management in achieving kindergarten goals, this helps kindergarten educational management fulfill its role in developing teachers' educational performance within the kindergarten. This is consistent with Nabhan's (2009) study, which confirmed the existence of statistically significant differences in kindergarten teachers' assessments of the role of kindergarten directors as resident supervisors in improving their performance, according to the educational qualification variable, in favor of diploma students.

Hypothesis Three: There are no statistically significant differences between kindergarten teachers' mean scores in their responses to the research questionnaire based on the variable of years of experience.

To verify this hypothesis, the researcher calculated the significance of the differences between the responses of the research sample members to the research questionnaire based on the variable of number of years of experience (five years or less) and (106) years (11-15 years, 16 years or older). This was done using a one-way analysis of variance (ANOVA). The results were as indicated in Table (11).

Table (11): Results of Scheffé Tests of Significance Differences Between the Means of the Research Sample Responses on the Questionnaire According to the Variable of Years of Experience

Questionnaire Dimensions	Sum of Squares	df	Mean Square	F Value	Sig. Level	Decision ($\alpha \leq 0.05$)
Planning	Between Groups	5708.822	2	1902.943	38.070	0.000
	Within Groups	10696.787	214	49.985		
	Total	16405.615	217			
Activity Implementation	Between Groups	3490.220	2	1745.110	19.790	0.000
	Within Groups	18807.326	214	88.180		
	Total	24105.546	217			

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Classroom Management	Betwee n Groups	1136.061	2	568.034	7.549	0.000
	Wit hin Groups	16170.512	214	75.245		
	Total	17806.573	217			
Evaluation	Betwee n Groups	402.393	2	201.716	6.622	0.000
	Wit hin Groups	6512.531	214	30.462		
	Total	6914.924	216			
Overall Score	Betwee n Groups	30113.078	2	15056.539	27.806	0.000
	Wit hin Groups	115085.364	214	541.940		
	Total	161048.442	217			

We note from Table No. (11) that the value of (F) reached (27.806) and the probability value (0.000), which is significant at the significance level (0.05); which indicates the presence of statistically significant differences between the average scores of kindergarten teachers on the research questionnaire according to the variable of the number of years of experience in the total score and sub-dimensions, and as it became clear after applying the (LSD) test to compare the differences between the averages, the differences were in favor of teachers who have 5 years of experience or less.

Table (12): Results of LSD Test for Comparing the Differences Between the Means of the Research Sample Responses According to Years of Experience

Research Variable	Mean Difference	Sig. (p-value)	Lower Bound	Upper Bound
(6–10 years) vs. (Less than 5 years)	30.061*	0.000	21.95	38.17

than 5 years)				
(11–15 years) vs. (Less than 5 years)	31.081*	0.000	21.58	40.58
(16 years and more) vs. (Less than 5 years)	32.747*	0.000	24.33	41.16
(11–15 years) vs. (6–10 years)	1.020	0.835	-8.59	10.63
(16 years and more) vs. (6–10 years)	1.026	0.826	-5.85	11.22
(16 years and more) vs. (11–15 years)	1.067	0.740	-8.20	11.54

*Significant at $\alpha \leq 0.05$

The researcher attributes this result to the increased cooperation and understanding of the role of kindergarten educational administration among teachers with high-level academic qualifications from Iraqi universities. This has also increased the interest of educational administrators in teachers with little experience through direct observation of their performance in practical fieldwork. This observation impacts the workflow, particularly in the areas of teaching implementation, classroom management, evaluation, and language skills development. Furthermore, teachers' recent experience in educational courses and their quick entry into the workforce increases their motivation and willingness to receive guidance from principals. This provides a fertile environment for educational administrators to develop kindergarten teachers' language skills. Conversely, working in kindergartens for extended periods without adequate financial incentives can lead to teacher frustration and resistance to change due to routine stability, reducing their acceptance of the educational administration's role in improving their language skills. This finding contrasts with Yassin's (2003) study, which confirmed that the degree of availability of general basic educational competencies among kindergarten teachers does not differ according to their years of experience.

IV. CONCLUSIONS

Qualifying kindergarten directors—as the primary educational authority—by enrolling them in ongoing training courses and workshops to improve their skills in kindergarten management techniques.

Increasing the awareness of both kindergarten directors and teachers of methods for developing children's language skills, particularly with regard to developing children's reading and writing behaviors. Providing printed materials in the activity room and providing both directors and teachers with guides, references, recent scientific periodicals, and contemporary scientific trends in the field of language skills development.

Working to increase cooperation between the Ministry of Education, the Ministry of Higher Education, and the entities responsible for kindergarten institutions in providing technical and training supervision for kindergarten directors and teachers.

Working to develop the capabilities of kindergarten directors to supervise and improve the performance of teachers by providing them with the results of scientific research and inviting them to conferences and seminars to inform them of the latest trends in developing children's language skills. Providing a sound, effective, and directed educational archive capable of creating a systematic educational culture (for kindergarten principals and teachers) in line with the latest developments in kindergarten programs.

Principals and educational administrations conducting training sessions and developing remedial plans to address weaknesses in the kindergarten teacher preparation program, based on the findings of educational research studies.

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