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The Relationship Between Early Childhood Teachers' Credentials and Beliefs About Child-Rearing and Young Children's Social Development in Preschool Settings

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THE RELATIONSHIP BETWEEN EARLY CHILDHOOD TEACHERS' CREDENTIALS AND BELIEFS ABOUT CHILD-REARING AND YOUNG CHILDREN'S SOCIAL DEVELOPMENT IN PRESCHOOL SETTINGS

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To My Father, Aref Atyeh Mufleh;

You have always instilled the value of education

You have always supported and believed in my abilities

My pursuit of this degree was for you

God bless your soul

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ABSTRACT

This investigation examined the relationship between teachers' credentials and teachers' child-rearing beliefs and preschoolers' social development at Jordan/ Amman private preschool settings. The participants were 946 (474 boys and 474 girls) 4 to 5-year-old preschool children attending private schools at the directorate of Amman /Jordan and their teachers (70). An instrument was administrated to the teachers in order to measure the degree to which their credentials and beliefs relate to preschool children's social development. Teachers' credentials and child-rearing beliefs were assessed by using Parental Modernity (PM) Scale for Child-rearing and Educational Beliefs (Schaefer and Edgerton, 1985). Preschool children's social development was assessed using Social Skills Improvement System (Gresham & Elliot, 2008). Pearson Moment Product Correlation and multiple regression were used to analyze existence of possible relationships. The analyses examined differences in teachers' credentials and child-rearing beliefs. The Analyses also examined differences in problem behaviors and social skills of preschoolers whose teachers possess traditional beliefs and had low credentials.

The findings suggested that more than half of the preschool teachers (71.43%) had low credentials and (77.14%) had traditional beliefs. There were significant, relationship between teachers' credentials and teachers' child-rearing beliefs. Also the findings suggested that teachers' credentials and beliefs were consistent with preschool children's social development and problem behaviors.

CHAPTER ONE
INTRODUCTION

During the past three decades the demands for out-of-home and non-parental care of young children has increased significantly (Lamb, 1998). Consequently, the care of children below compulsory school age in settings outside the home has become normative to young children (Lamb, 1998). It is hardly surprising, therefore, that researchers (e.g., Apple & Spencer, 2008; Bowman, Donovan & Takanishi, 2008; Howe, 1997) have been interested in the extent to which caregivers and preschool teachers contribute to the development and early experiences of young children. Indeed, in recent years researchers have studied a range of topics related to the care and education of young children including, but not limited to, the effects of various practice on children's cognitive and social development, quality of preschool programs, and the nature of teacher-child interaction in preschool classrooms (e.g., Howes, 1993; Phillips & Howes, 1987; Phillips, Mekos, Scarr, McCartney and Abbott-Shim, 2000; National Institute for Child Health and Human Development (NICHD), 2000). While increasing number of studies have examined various aspects related to non-parental care of young children, topics such as teachers' credentials (Clotfelter, Ladd & Vigdor, 2007) and the beliefs of non-parental caregivers and teachers about child-rearing have not been examined widely (Katz, 2004).

The demand for non-parental care led to an increase of various types of arrangement for out-of-home care including nursery schools, preschools, for-profit center care, faith-based center care, and family childcare (Scarr, 1998). Research findings supported the value of preschool education and other types of early educational experiences (Howes, Phillips & Whitebook, 1992; Scarr, 1994, 1998; Willer, Hofferth, kisher, et al. 1991). In general, findings from such studies lend support to the premise that the first five years of a child's life is valuable for later development (e.g., Bredekamp Knuth, Kunesh, & Shulman, 1992; Bowman, Donovan & Burns, 2001; Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes & Kagan, et al., 2001; Scarr, 1998). One consistent, and arguably the most important findings from these studies is that the quality of the learning environment, teachers' credentials and child-rearing beliefs are important

factors that can support and enhance preschool children's development (Katz, 2004; Peinser-Feinberg & Burchinal, 1997; Phillips, McCareney & Scarr 1987; Saracho & Spodek, 2007; Scarr, 1994). While all of these aspects are important, the role of the teacher in quality preschool programs and positive outcomes is probably the most significant.

Teachers can interact, teach, and manage the experience of preschoolers in a variety of settings, such as for-profit centers, preschools, and nurseries. We know that early childhood teachers vary in terms of their formal education (Bowman, et al., 2002), care giving experiences (Howes, 1997), specialized early childhood training (Sarako & Spodek, 2007), and teachers' beliefs about child-rearing and education (Katz, 2004; Rokeach, 1980). Yet, regardless of the level of education, training, values and belief systems, teachers influence on children's growth, development, and well-being is significant (Phillips, et al., 1987; Scarr, 1998). A teacher's educational level and specialized early childhood education, for example, will have an influence on children's language and verbal abilities (Bogard, Traylor & Takanishi, 2008) and social development (Howes, Whitebook, & Phillips, 1992). In addition, quality training and teachers' beliefs will directly influence teachers' behavior in the classroom (Arrent, 1982) potentially leading to increases children's social and verbal interaction with teachers and improvement in children's sociability (Katz, 2004; Scarr, 1998). Further, teachers' beliefs about child-rearing and education is reflected on their teaching strategy. In turn, it will likely reflect their beliefs about child development especially social development that will generate desired outcomes (Katz, 2004). This is because teachers' beliefs about child-rearing constitute a basic component of their value system that play a major part in teachers' cognition about what they do to help children develop (Katz, 2004). In short, teachers' credentials and beliefs about child-rearing can influence children's development across all domains (Cassidy, Buell, Pugh-Hoese & Russell, 1995).

Research findings on the short and long term effects of teachers' education, credentials and beliefs about child-rearing on early childhood educational programs (Miles & Stepik, 2006; NICHD, 1996; Schweinhart & Weikart, 1998) have shown that disadvantaged children from low income families benefit from enrolling in intervention

preschools and early childhood programs (Brust, Hart, Charlesworth, DeWolf, Ray, Manual & Fleege, 1993; Scarr, 1998; Schweinhart & Weikart, 1998). For example, children from low income families who experience high quality preschool programs that employed teachers with high credentials and democratic child-rearing beliefs show better achievements and socialized behaviors in later years than disadvantage children with experience in lower quality care (Miles & Stepik, 2006; Scarr, 1998). Additionally, the findings also suggested and encouraged policy makers and governments to invest in early childhood education and provide services that are affordable. For example, Scarr (1998) suggested that to make quality early childhood services available to all children of working families, governments should spend tax money efficiently to provide quality services with less cost. Similarly, Cost, Quality, and Child Outcomes Study Team (1995) suggested that governments could give vouchers to poor parents in order to purchase quality childcare in full daycare programs. According to Scarr, governments have the responsibility to make child care affordable and available to all children to provide them with the opportunity to develop socially, emotionally, and intellectually regardless of their background (Scarr, 1998). It is hardly surprising, therefore that governments have invested resources to develop and enhance learning opportunities for young children in countries such as the United States (Barrnet, 1995) and other countries such as Jordan (Four, Hajar, Bibi, Chahab, ZaaZaa, 2006).

Early childhood education in Jordan is relatively new to the educational system. Jordan is one of the Arabic countries that recently implemented new reform policies in early childhood education. Therefore, the Jordanian government identified several specific areas of significant disadvantage as they relate to young children and youth (Ministry of Education (MOE), 2004, 2006; UNESCO, 2008). These areas include but not limited to, early childhood programs, teachers' education and research concerning early childhood education field, in particular children's social development and teachers' beliefs (Dajani, 2001; Kaga, 2007; Khateab, 1995; Queen Rania Al-Abdulla, 2003; Yoshi, 2007). The early childhood programs lack quality assurance standards that govern the early childhood sectors (UNESCO, 2008). The poor quality is evident in the lack of facilities and buildings where safety, health and education are limited, high teacher-child ratio, high class size, and traditional curriculum (Four, et al., 2006). In the

area of childhood teachers' education, the problem is in the quality of the experience provided by teachers in preschool settings (Yoshi, 2007). Numbers of factors contribute to this problem: shortage of qualified teachers and administrators; lack of sufficient in-service and–pre-service early childhood teachers; lack of incentives for teachers in remote areas (Four, 2006); and the large number of teacher turnover (Homsi, 2005). As for research in early childhood education in Jordan and the Arab world, there are limited educational research projects about children's social development and teachers' values and beliefs. The limited research concerning children's development is focusing on children's literacy, math and science issues and cognitive development (Al-Obaidat, 2005; De Baz, 2005) leaving children's social development and .teachers' values and beliefs without investigation. The limited research that has been done on teachers is mostly concerning teachers' attitudes towards their instruction in the classrooms (De Baz, 2005). Most of this research is written in Arabic which limits its dissemination to other parts of the world (UNESCO, 2008; four, et al., 2006).

In summary, the non-parental early childhood programs with its various types of arrangements are increasing. Research findings that support the important effect of children's experience in such settings on children's development and outcomes are evident. Teachers are one of the important factors that influence the quality of early childhood programs and children's development. Therefore, teachers' credentials such as the level of education, type of education, training and years of experience and teachers' beliefs about child-rearing are important constructs that greatly influence the quality of early childhood programs. Quality programs are most important for children from low income disadvantage families where research shows that those children benefited from intervention programs in quality preschool settings. These findings emphasized on and encouraged scholars, policy makers and governments to invest in early childhood educational programs to support disadvantage families and their children. Recently, the Jordanian government considers early childhood education as one of its major priorities. Therefore, it implemented new reforms and policies in the early childhood sector to improve young children's lives. Despite all these efforts early childhood education in Jordan faces several challenges that need to be addressed: the early childhood programs, teachers' education and the lack of research on children's

social development and teachers' child-rearing beliefs in the kingdom.

Statement of the Problem

There are increasing number of preschools and child-care programs worldwide (Early & Winton, 2001; Howes, 2007; Scarr, 1998). Consequently, there is an increasing demand of teachers of young children. Many of them have little or no professional training in the field of early childhood education (Bowman, et al., 2001). Furthermore, there is little consensus on the type of training and qualifications that preschool or early child care teachers should have (Bogard, Traylor & Takanishi, 2008; Fabino, 1999). Accordingly, educational programs and certification for preschool teachers vary greatly including student teaching experiences and the quality of teachers' preparation (Early, Bryant, Pianta, Clifford, Burchinal, Ritchie, et al., 2006). Therefore, teachers' educational degrees including college training programs are not equally established and implemented in all states (Bogard, et al., 2008). According to Early, et al. (2006) the states certification requirements for Pre-Kindergarten teachers' are different where all certified teachers are not necessarily similarly qualified even within the same state.

It is known that many caregivers and teachers of young children are not qualified in early childhood education and often their employment is based on inappropriate or different educational criteria (Arnett, 1995; Barnett, 2003; Early, et al., 2006; Howes 1997; Scarr, 1998). The problem of teachers' education and training is also evident in countries that are implementing new early childhood policies. Jordan for example, is implementing new reform in the field of early childhood education. As a result, the new early childhood initiatives are hindered by the fact that: a) most early childhood teachers have only a two year diploma, or they are high school graduates (Dajani, 2001); b) teachers' values and beliefs about child-rearing are not investigated (Four, et al., 2006); c) Child development especially social development is neglected by teachers and researchers (MOE, 2006). As indicated earlier, most early childhood teachers have only two years diploma, or they are high school graduates (Dajani, 2001). Accordingly, teachers with such credentials lack the adequate knowledge in child development and training compared with teachers with higher credential such as bachelor degree (Bogard, et al., 2008; Dajani, 2001; Early, et al., 2007).

Furthermore, many of the teachers that do have a Bachelor degree have specialization other than early childhood education or child development (Dajani, 2001; Elias, Zins, Weisberg, Frey, Greenberg, Hyness, et al., 1997; MOE, 2004; Queen Rania Al-Abdula, 2003). Because of the fact that most teachers hold a high school diploma or two years of college preparation, and their level of training is not necessarily in early childhood education or a child related field, early childhood teachers' credentials and qualifications in Jordan are considered below the required standards to be granted a teaching license (Dajani, 2001).

The challenges that face teachers' credentials are: the poor conditions and quality of preschool classrooms including teachers' qualification (Four, 2006; UNESCO, 2006); Lack of in-service and pre-service personal and professional training for preschool teachers (Dajani, 2001). Research conducted in Jordan has highlighted the lack of pre-service and professional training (Dajani, 2001) in Jordanian universities. According, to Four, et al. (2006) only five universities out of the eighteen that he investigated have an education major that emphasizes child related education. Two of these five universities have professors who are specialized in early childhood or child development. Moreover, there is a lack of trained mentors who follow up the activities of pre-service teachers which leads to an insufficient education supervision (UNESCO, 2006).

Additionally, most of the five universities that have early childhood education programs need to upgrade their programs due to the fact that they failed to construct teachers' education programs with clear standards to support effective teaching (Elias, 1997; Four, et al., 2006; UNESCO, 2006). These issues and problems evident in Jordan are similar to the situation in the United States regarding teacher education programs (Darling-Hammond, 2006). Jordan, however, faces additional problems that affect the quality and training of its early childhood teachers.

Another major problem affecting teachers' credentials concerns the social status of teachers and the way in which society looks at their role as 'child minders and not child educators' (Four, et al., 2006). Furthermore, the low salary of early childhood teachers between $113 to $282 per-month (Homsi, 2006) poses another great problem

because it has an impact on the high turnover and retention of teachers of young children (Four, et al. 2006) which, in turn can effect children's development.

Children's social development in Jordanian schools and preschool settings is another problem that faces the early childhood education programs. All curricula that have been used previously are traditional curricula (UNESCO, 2006) that emphasize children's academic improvements (Young & Van-der Gaag, 2002) and teachers' instructions not on teachers' abilities to develop children socially and emotionally. Recently, the MOE has developed new curriculum that takes a holistic approach to teaching young children (MOE, 2004) which emphasized on all developmental domains of children's development. This problem is not only evident in curricula in Jordan, but, it is also evident in the psychological and educational research where the studies that addressed children's social development is very limited (Four, 2006; UNESCO, 2006, 2008). Most of the research that has been done in the field of early childhood education is concerned with cognitive development and literacy issues (De Baz, 2006). In order to encourage research projects in the field of education especially early childhood education, a research center was proposed with Jordanian universities (Four, et al., 2006) to establish a data base for research purposes. It is important to note here that Jordan lacks the appropriate research that serve the early childhood education in terms of data needed on teachers' credentials, and beliefs, and children's development in all domains and especially for preschool children.

The silent challenge that faces early childhood education in Jordan is teachers' rearing-beliefs and practice in Jordanian schools. The parental and teachers-rearing beliefs in Jordan are traditional beliefs that value conformity and submission. These beliefs are affected by the cultural views and the image of the child in the culture. The image of the child in the Arabic culture is often describes the Arabic child as polite obedient child (Four, et al. 2006). In recent years, the Arabic and Jordanian societies were affected by western values. As a result of the urbanization and globalization that changed the Jordanian society, two forces emerged one force values traditional beliefs and the other values change. The traditional rearing beliefs and practice still dominate the educational system in Jordanian schools that adapt authoritarian style. These issues

are not widely investigated by researchers in Jordanian preschools. Indeed, more attention should be paid for such a problem.

To summaries, the increasing number of preschool programs demands more teachers. Further, the findings of previous research on the credentials of those teachers indicated that it was inadequate where most teachers are not qualified and their professional training and teaching experience vary greatly from one state to another. Similar problems are evident in other countries such as Jordan where the challenges that face early childhood teacher education are different. These challenges are evident in teachers' credentials, teachers' child-rearing beliefs and children's social development. There is some research evidence that Jordan still has many challenges ahead in attaining positive changes in the lives of children (MOE, 2004; UNESCO, 2006). As a result, there is an increasing demand for highly qualified personnel in Jordan, as well as, in the neighboring Arab countries (UNESCO, EFA Global Monitoring Report, 2007). Consequently, there is an interest in teachers' credentials and child-rearing beliefs and its association to young children's social development. To date, no studies have addressed teachers' credentials in relation to preschool children's social development.

The purpose of this study is to examine the relationship between teachers' credentials and child-rearing beliefs and Jordanian preschool children's social development. The study addressed different variables related to teachers' credentials such as teachers' level of education or attainment, type of education, training, years of experience, and teachers' beliefs about child-rearing that relates to preschool children's social development. The study suggested that teachers with high credentials and progressive democratic beliefs will help young children to acquire positive social skills. On the other hand, young children who have teachers with low credentials and traditional authoritarian beliefs will not develop positive social skills.

In the following section of this chapter the theoretical frame work that support the study is discussed, the importance and significant of the study to the educational research is addressed followed by the research questions, assumptions, limitations and definitions of terms.

Theoretical Framework / Rationale

It is now widely accepted that the first five years of life are of critical importance to children's development. According to Numen, (1999) the literature reveals a growing conviction that children's early years are critically important for their future development. Social, emotional, physical, and cognitive developments are all influenced by a child's experiences during the first five years of life. Consequently, the quality of early childhood experiences can have a significant impact on children's social, cognitive and emotional development as well as on a child's future success and academic achievement in school (Barrnett, 1995). Further, the quality of out-of-home care for young children is an important concern along with other trends and early childhood initiatives (Burchinal, Roberts, et al., 2000). Equally important is the quality of teaching (Clotfelter, et al., 2007), the qualifications of teachers (Bogard, et al., 2008), the training (Arnett, 1985) of teachers who work with young children and the beliefs of teachers about their child-rearing (Abbott-Shim, Lanbert & McCarty, 1998). All these facts that contribute to young children's development turned researchers' attention toward examining the quality of care provided for young children and its association with children's outcomes (Clotfelter, Ladd & Vigdor, 2007; Cochran-Smith, 2005). In recent years early childhood educators, policy makers, and scholars (Burchin, Howes, et, al., 2002; Darling-Hammoned, 2006; Scarr, 1998) introduced different perspectives and used different indicators to determine what constitutes quality early childhood programs. Therefore, diverse indicators of quality have been used in professional practice (Phillips & Howes, 1987).

Teachers' credentials and programs quality

According to national and international early childhood education related associations, quality indicators have been categorized as structural and process indicators (Burchinal, Howes, Kontoz, 2002). Howes, Phillips & Whitebook, (1992) and Scarr, (1998) defined structural indicators as indicators that refer to policy-regulated features such as classroom size, adult-child ratio, teacher training, and building safety regulations. Structural program quality is assumed to result from the educational attainment of teachers (e.g., bachelor degree) (Clotfelter, et al., 2007), a workable staff-child ratio (e.g., 1:18) (Howes, et al., 1992), or adoption of an organized curriculum

(e.g., High scope curriculum) (Four, 2006). The process quality refers to the nature and frequency of interaction between the teacher and the child as well as the warmth, closeness and engagement conveyed in these interactions (Katz, 2004). These conceptions of quality both structural features and process that were set forth by children's associations and organizations continue to be used by scholars. Taking together, these factors relating to caregivers and teachers (education, major, training and experience) that are linked to structural indicators leave child-rearing beliefs to stand outside of the covariates of quality care. Thus, NICHD (1996, 2000) studies repeatedly relate beliefs to a set of features including adult-child ratio, higher level of education and experience, group size that are associated with quality care for toddlers and preschoolers (NICHD, 1996). Therefore associating child-rearing beliefs with teachers' practices gave it the legitimacy to find a place in the childcare policy literature (Katz, 2004).

On the basis of these notions of quality, several standards have been developed to help ensure that the programs achieve their intended outcomes. For example, one of the seven dimensions of quality set forth by the Association for Childhood Education International (ACEI) and the National association of the Education of Young Children (NAEYC) is professional preparation of teachers and staff (Jalongo, et al., 2004) that was part of developmentally appropriate Practice (DAP) guidelines and standards. The DAP are based predominantly on the theoretical principles of the constructivist presented by Piaget with the theories of Vygostsky, and Erikson offering further support to this concept (Bredekamp & Rosegrant, 1992). Children in these types of programs take an active role in their environment. The constructivist perspectives presented by Piaget's and Vygostsky's theories assume that the dominant aspect of development is the human experience that is acquired through children's interaction with the teacher, with each other and with the environment (Salkind, 1985). For example, according to constructivists, cognitive and social development is a dynamic process that occurs within the child as she/he interacts with the environment that includes interaction with teachers. Therefore, teachers' credentials, training and beliefs are the most important structural variables in terms of quality of child care centers that is related to children's outcome (Howes, et al., 1992; Scarr, 1998).

In settings the standards of DAP, Bredekamp (1990) suggested that teachers and caregivers should have training in a child related field because it is not the amount of education received that is important, but rather the amount of child development or early childhood education (Terry, 2001). Whitebook, Howes & Phillips, 1990 examined the structural variables of quality in day care centers in three different centers with 414 infants, 72 toddlers, and 87 preschoolers at child care centers in terms of DAP. The results of the study indicated that only college level training with early childhood education or child development was associated with effective teaching where teachers provide DAP activities. On the other hand, untrained teachers find it difficult to provide DAP activities. Additionally, Howes, 1993; Abbott-Shim, et al. (1998) reported in their investigation on quality of programs and teachers' training that early childhood centers that employed teachers who are trained in early childhood education or child development, where of a higher quality than centers that employed teachers with specialization other than child related field.

Other research on teacher education provides some evidence that there is a strong relationship between teachers' education such as early childhood and child development and children's development and outcomes. For example, Kontos and Stevens (1985) reported that high quality programs had higher levels of interaction between children and teachers. They concluded that these centers have more teachers training in early childhood education or child development, small teacher-child ratio, and teachers encourage children's socialization and vocalization with each others. In an attempt to further support the expansion of early childhood programs that serve young children from 3-5-year-olds in the United States and elsewhere, more qualified teachers are needed for this profession (Piante, 2007). Recent teacher education research suggests that more new teachers will be hired in the next decade (Saracho & Spodek, 2007); even more than any previous decades in our history (Piante, 2007; Saracho & Spodek, 2007). According to Piante (2007) universal Pre-K programs for 4-year-olds alone will require at least 200,000 new teachers. In addition, it is estimated that 50,000 additional teachers will be needed by the year 2020 (Piante, 2007).

Guiding the work of researchers in this area is the premise that high quality programs for preschool children from 3-5 years of age depends on better educated and

better qualified teachers (Cochran-Smith, 2005; early, et al., 2006, 2007; Howes, 1997; Peinser-Feinberg, et al., 2001; Phillipson, Burchinal, Howes & Cryer, 1997; Piante, 2007; Shepard Hammerness, et al., 2005). Accordingly, high quality of early childhood teacher education and professional development play an important role in preparing preschool children to enter school ready to learn (Arnett, 1995). It is well established (Bogard, et al., 2008; Bowman, et al., 2001; Clotfelter, et al., 2007; Cochran-Smith, 2005) that the quality of teacher education programs can influence teacher quality as well as, children's social, emotional, and cognitive development. While all of these developmental domains are important, social competence is considered one of the most important developmental task children need in life so that they can reach their full potential (Howes, 1987).

The importance of social skills

The framework that guides the proposed study is the developmental theories that focus on the importance of context (environment and experience) on children's development as presented by Bruner's social constructivist model (Bruner, 1966) and Bronfenbrenner's Ecological Model (Bronfenbrenner, 1986). The social constructivist theory is an extension of the traditional constructivisim; it focuses on individual learning to address collaboration and social dimensions to learning (DeVries, et al., 2002). Bruner placed a strong emphasis on the role of environment represented by "the culture, the classroom, and the teacher" (Salkind, 1985 p. 222), and discussed the effects of learning including social learning within that context (Salkind, 1985). For example, Bruner beliefs that readiness for learning is crucial to the success of the development that is a reflection of the interaction between the child and the teacher. According to Bruner, (1966) the word teacher does not refer only to school-based person, but to anyone who comes in contact with the child as a socializing agent in school, home, and the neighborhood (Bruner, 1966). In order to understand how children acquire social skills and learn new social situation, it is important to define social skills.

Social skills have been defined as "socially acceptable learned behaviors which enable a person to interact effectively with others and avoid unacceptable responses" (Gresham & Elliott, 1990, p.2). According to this definition, social skills required both

social knowledge and regulation of social behaviors from children. Social skills start to develop in infancy where the infant child exhibits different temperamental traits that affect how she/he interacts with the environment (Atkin-Burrnett, 2001). This interaction shapes the infant and with whom she/he interacts. During this dynamic interaction between the child and the environment, the infant learns new social situations that allow her/him to construct knowledge. As the infant grows her increased abilities to exhibit appropriate social behavior become a desirable outcome of the educational experience of the child that is greatly affected by the caregiver, teacher or parent (Atkin-Burrnett, 2001).

At this stage, the infant's environment consists of a primary caregiver such as the mother, father or a caregiver in the family and the teacher in child care centers. There is evidence in research about the importance of caregivers-child interaction for the social development of the child that is presented in the attachment theory (Osofasky & Thomson, 2000).

Previous research indicated that social skills are important for success in school and later life (Cambpell & Siprestein, 1994; Woodward & Ferguson, 2000). Several studies related the development of social skills with child care quality and structural variables such as, class size, teacher-child ratio, and teachers' education, training, interaction and beliefs. For example, Phillips, McCarty & Scarr (1987) investigated the effect of childcare quality on preschoolers' social development. In the study, One 166 children ranging between 36-68 months who attended one of the nine day care centers in Bermuda were recruited. Teachers' rated children's social development and adjustment using preschool form of the classroom behavior inventory (Schaefer & Edgerton, 1978). The results of the study indicated that the overall quality was found to predict children's social development. Children's attending centers that have a high level of teachers' education and teacher-child interaction including verbal stimulation were rated by their teachers as sociable, task oriented and considerate compared with children in centers with low level of teachers' education and teacher-child interaction. Phillips, et al. (1987) concluded that children develop positive social skills and competent from verbally stimulated environment in which teachers and children engaged in. Bruner (1966) indicated that the use of language greatly enhances the

effectiveness of teaching and subsequent learning including learning new social behaviors.

In summary, social skills is important construct to examine in early childhood education. Poor social skills in early years are predictive of negative children's outcomes in elementary years and adolescent (Katz, 1997). Social skills are developed and formed when children are in preschool through their interaction with their teachers and peers (Cairens, 1986). Therefore, positive teacher-child relationship and positive teacher beliefs about child-rearing can have long term effect on children's social development.

Teacher child-rearing beliefs

Child-rearing in the context of parents authoritarian and non-authoritarian beliefs are driven from research on family and parenting styles (Brooks, 1994). According to Schaefer and Edgerton (1985) extensive research on children's behavior and parents beliefs, they described these two dimensions on a continuum of two poles of belief clusters. One, as traditional authoritarian that consider the role of the child as passive role in regards of conformity and obedience, whereas the democratic non-authoritarian that consider the role of the child as an active participant with regards to exploration and imagination (Brooks, 1994). When using authoritarian / non-authoritarian construct to assess parents' child-rearing beliefs, Schaefer and Edgerton (1985) found a strong relation between children's academic achievement and sociability. On the other hand, Arnett (1989) used this construct to assess non-parental beliefs found that teachers' with child related training were non-authoritarian in their beliefs than teachers with no training (Arnitt, 1989).

Research (e.g., Arnitt, 1989; Holloway & Reichhart-Erickson, 1988; NICHD, 1998, 2001a) emphasized that teachers' beliefs and parenting style affect children's outcomes and social development. Teachers' parenting style in dealing with children is likely to affect children's behavior and knowledge of social problem solving. A caregiver's style of interaction (e.g., the language and warmth caregiver uses while communicating with children, authoritarian or progressive democratic style) affect children's developmental outcomes in areas of social and emotional development (NICHD, 1998) and social skills with peers (NICHD, 2001a). Holloway & Reichhart-

Erickson, (1988) examined the effect of teacher's child-rearing beliefs and style on children's social development and behavior. The participants were 55, four to -five-year old children- in 15 for-profit day care centers. The results of the study indicated that teacher's with positive teaching style (e.g., have a democratic teacher interaction, engaging, respectful and responsive) facilitate children's pro-social behaviors. Additionally, research has found that there is a relationship between non-parental care giving beliefs and care giving practice and style (Abbott-Shim, Lamber & McCarty, 1998). Abbott-Shim, et al., (1998) indicated that care givers' style such as authoritarian and non-authoritarian has been associated with structural indicators of child care quality (e.g., teachers' education, training and experience). For example, in the area of teacher education and training and its relation to child-rearing beliefs during interaction with children, Arnett, (1989) examined this relation using 22 day care centers in Bermuda with a sample of 59 caregivers that have different levels of training and education. The Parental Modernity Scale (Sechaefer & Edgerton, 1981) was used to assess the differences in teachers' child-rearing beliefs. The result of the study indicated that training was related to democratic less-authoritarian child-rearing beliefs with positive interaction style. Teachers with four years of college degree in early childhood education were the least authoritarian in their child-rearing beliefs and expressed more warmth and enthusiasm with children compared with teachers with less training or no training (Arnett, 1989).

As indicated before Bronfenbrenner's Ecological Model (1986) is the framework used as a base for this study combined with the constructivist and social constructivist model represented by Bruner (1966). The Ecological Model portray the context of development, from the most proximal to the most distal, as concentric circles radiating out from a child (Bronfenbrenner, 1979, 1986). In this sense children will be affected more by their parents at homes and their teachers at school than the effect of the community at preschool age. This is because homes and schools are the immediate and most proximal context for the child (Bronfenbrenner, 1979). This model emphasizes the importance of interplay amongst the different systems (e.g., home, school, neighborhood, and community) that affect young children and their surroundings. Therefore, social values, beliefs and cultural forces all play a part in the social

development of children. One of the claims of the proposed study as stated by Katz, 2004 that “caregivers beliefs about child rearing are one of the fundamental factors that create the “internal dynamics” of a child care environment, and which relate to children’s experience of that setting” (Romero in Katz, 2004, p. 11; 6).

There are numerous factors that influence the experience and the environmental context of a child’s life. One factor is the way children interact with their surrounding and environment. For example, children’s interaction with others (e.g., parents, teachers and peers) shapes children’s social development. As a result of these interaction children learn new social patterns (Attkin-Burrnett, 2001). Family and home, indeed, represent the closest and strongest ecological system that affect children’s development, the family’s culture and values influence children’s social and emotional development (Garbarino & Ganzel, 2000). Another factor that influences children’s social development is caregivers’/teachers’ child-rearing beliefs that viewed by Katz, (2004) as one of the factors that influence care-giving environment at homes and at schools and reflects on parents child-rearing beliefs.

To support this notion, research (Lamb, 1998; Phillips, Whitebook, 1991) revealed that those two factors are connected and affect each other. Lamb, (1998) for example, claimed that children’s caregivers are often chosen by parents to reflect the parent care-giving style, values and beliefs. Additionally, Phillips and, Whitebook, (1991) argued that when parents choose day care they are purchasing an environment that influences the development of the child and reflects parents’ child-rearing beliefs and values. Accordingly, the micro system that Bronfenbrenner (1986) emphasized the system that is the closest to the child including its components that is represented by home, school, neighborhood and community, make these components connected, interweaving, and effected by caregivers’ values and beliefs about child-rearing.

In summary, in recent years children have been viewed as active participants in the construction of social knowledge and the ecology in which they reside. Accordingly, children should learn social skills at early age. Therefore, the environment that affects young children’s social development is home and school. Teachers’ child-rearing beliefs that include teachers’ beliefs about child-rearing, parenting styles, ethics and values will influence children’s development especially social development. Therefore, the

characteristics of teachers that are associated with non-authoritarian beliefs and positive teachers' behaviors are teachers who are warm, engaged and interact with children and provide social and language stimulation for the children (Arnett, 1989; Berk, 1985).

Children's social interaction with teachers is affected by teacher's parenting style that depends greatly on teacher's beliefs about child-rearing (Abbott-Shim, et al., 1998). Through positive democratic teachers' beliefs that lead to positive teacher-child interaction, children learn how to approach different social situations that allow them to construct social knowledge (Cairns, 1986). Accordingly, the researcher in this study assumes that, the high credentials and democratic child-rearing beliefs teachers' possess, will lead to positive social development for their preschool children. In contrast, the low credentials and authoritarian child-rearing beliefs teachers' possess, will lead to a negative social development for young preschool children. This assumption is mainly important for this research, because the data will be collected in Jordan where the early childhood and preschool settings are new and expanding in a fast rate. Therefore, the researcher needs to understand what are the qualification and credentials preschool teachers' have? As well as, what are their beliefs on child-rearing? How these two variables relate to Jordanian preschool children's social development.

Significance of the Study

Knowledge of child development has traditionally been viewed as a core component for designing activities and evaluating curriculum in early childhood education (Biber, 1984; Bredekamp, 1998). Lately, this view has changed to include other developmental domains, especially social and emotional development (Hyson, 1996). The purpose of the study is to investigate the relationship between teachers' credentials and child-rearing beliefs and preschool children's social development. This study is important due to the fact it introduces new variables (e.g., teachers' level of education or attainment, teacher type of education, years of experience, teachers' training, and teachers' child-rearing belief) that have not been examined in previous research studies in Jordanian preschools. The importance of the proposed study stems from the following:

1) Teachers' education is considered important when dealing with young children. Since there is a debate between scholars and policy makers over which is more important for young children, teachers' educational level or years of experience (Piante, 2007)? The study of teachers' credentials and preschool children's social development is considered an introduction to evaluate exclusive factors that relate to teachers of young children, particularly in Jordan.
2) Research using the construct of teacher education must take into account the wide variations of teachers' credentials. This study will emphasize specific aspects of teaches' credentials including educational level, educational type, years of experience, teacher child-rearing beliefs and the amount of training teachers' have before entering the classrooms. The environment of PK programs and teachers' child-rearing beliefs influence teachers' behavior and the way they interact with young children and its relation to preschoolers' social development. Therefore, children's experience in the classrooms and their interactions with teachers combined with high credentials is more predictive outcomes than only teachers' education and certification (Bogard, 2005). Thus, the impact of children's social, emotional and behavioral skills on future success should be examined by researchers.
3) The study can provide useful data for policy makers and government legislators in Jordan and elsewhere so they can understand the impact of teachers' credentials on the quality of early childhood programs. The results of the study may be used in planning programs for Jordanian pre-and-in serves teachers.
4) The study may help preschool teachers to pay more attention to their child-rearing beliefs and understand that their beliefs will influence their interaction with preschoolers. This is especially important for preschool teachers' in Jordan for the cultural differences in child-rearing believes.
5) The study is important due to the fact that there is a lack of such studies in the Arabic educational and psychological literature. Therefore, the proposed study addresses gaps in several areas. It may draw researchers and scholars' attention to the importance of teachers' knowledge and abilities to promote children's social development in inclusive settings. Therefore, research that examines only pre-academic skills may not be

assessing important prediction for future academic achievement (Bogard, 2006; Howes, 1997).

6) Since early childhood education is relatively new major to the educational system in Jordan, this study may provide the Ministry of Education with valuable data concerning the status of early childhood programs in Jordan as well as, teachers' demographic information and credentials. In addition, the results from the study will help policy makers and educators to highlight particular areas of teacher education and training programs.

Research Questions

The proposed study was guided by the following research questions:

1) What are the characteristics of preschool teachers according to their credentials and child-rearing beliefs?
2) Is there a relationship between preschool teacher credentials and child-rearing beliefs?
3) What is the relationship between teacher credentials and preschool children's social development?
4) What is the relationship between teacher child-rearing beliefs and preschool children's social development?

Assumptions of the study

1) The sample of preschool children and preschool teachers in the study is representative of the general population. Therefore, the findings may be generalized to the population of teachers and preschool children in Jordan.
2) The results obtained from the study will be used by governmental and private organizations in Jordan.
3) The findings of the study may provide an initial data base in teachers' education and value belief system as well as in young children's social development in preschool settings and serve as guideline for further studies.

Limitations of the study

1) The data collected solely by means of the questionnaire methods and the conclusion will depend on such data. The accuracy of data obtained depends on how accurately and honestly the participants will answer the questionnaires.
2) The Parental Modernity (PM) child-rearing and educational beliefs instrument was developed to assess the traditional authoritarian and progressive democratic non-authoritarian child-rearing and educational beliefs of parents. Thus the instrument has questions that teachers as caregivers for preschool children can answer to assess the teachers' beliefs about their parental values and educational beliefs.

Definitions of Terms

The operational definitions of the terms that will be used in the study are out lined bellow:

Teachers' credentials

Includes teachers' level of education or attainment, type of education or major, years of experience and training

Development of social skills

"The socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses" (Elliott & Gresham & 1990, p. 2)

Preschool Children

Children between the ages of 3 to 5 years old (NAEYC, 2000; Saracho & Spodek, 2007)

Preschools/kindergartens programs

Programs for children who completed 3 years but are not yet six years old (UNESCO, the EFA Global Monitoring Report, 2007)

Caregivers

"Refers to various people other than parents who care for children, it encompasses arrange of practitioners from a teacher in a day care center to a grandmother who babysits" (Katz, 2006, P. 1:1).

Caregivers 'authoritarian values

Caregivers that value conformity, authority and do not support individual autonomy in the child (Schaefer & Edgerton, 1985)

Progressive democratic values

Caregivers that value and support creativity, openness of opinion and equality to be more important than obedience (Schaefer & Edgerton, 1985)

CHAPTER TWO
REVIEW OF LITERATURE

Early childhood education programs for preschool children ages 3-to-5 year-old are growing rapidly (Howes, 1997; Helburn & Berbmann, 2002). Early childhood educators, scholars, and parents recognize that the early years are critically important for children's social, emotional, physical, and cognitive development, as well as for children's future success (Scarr, 1998). Research on early childhood education indicated that high quality early childhood settings play an important role in preparing children to enter school ready to learn (Barchina, Howes, & Kontoz, 2002; Bredekamp, Knuth, Kunesh & Shulman, 1992; Clawson, 1996). Such programs will provide a rich environment and positive learning experiences to support children's development and academic abilities. However, what individuals, including parents and educators, do or don't do within such settings can impede children's success in learning and development (Bredekam, et al. 1992; Fuller, 2001). It is generally recognized that children who receive an exclusively academic education may be ill equipped for future challenges both as individuals and members of society (Bredekamp, 1992; 1998).

In recent years increasing numbers of policy makers and scholars have been interested in children's education and care during the preschool years (e.g., Bowman, Donovan, & Burns, 2001; Early & Winton, 2001). Educators recognize that cognitive stimulation, verbal and social interaction by caregivers and teachers during the first five years can have a profound impact on children's academic achievement and on children's social competence (Howes, Whitebook & Pillips, 1992). Most agree that a teacher's education and credentials are one of the most important structural variables in terms of the quality of child care centers. Teacher education research provides some evidence that there is a strong relation between teacher education in areas such as child development and early childhood education, and teacher classroom behavior (Howes, 1993; Kontos & Wilcox-Herzog, 2001). Teacher education in these areas is also known to have an effect on young children's development and outcomes (Howes, James, & Ritchie, 2003; Early, Maxwell, Burchinal, Bender, Ebanks, Henry, et al, 2007; Kane, Rockoff & Stainger, 2006; Saracho & Spodek, 2007). Accordingly, most

governments have invested resources to develop and enhance learning opportunities for young children (Barnett, 1995). The use of such resources in Jordan is examined here to get a complete understanding of the Jordanian early childhood educational system and its effect on teacher's credentials in preschool settings.

This chapter provides an overview of the theoretical and empirical research of early childhood education and teacher's education around the globe and Jordan's educational system in particular. The first section addressed the factors that influence early childhood education in Jordan. Second, the quality of preschool programs and teacher education was examined. Third, teacher credentials and variables such as level and type of education, teacher's training and years of experience and teacher's child-rearing beliefs were discussed followed by children's social development in preschools.

Factors Influencing Early Childhood Education in Jordan

During the past twenty years interest in the care of preschool aged children and out-of-home care has increased significantly (Howes, 1997; Scarr, 1998). This interest resulted, in part, from changes in the American society, as well as the socio-demographic changes across the globe. Indeed, these social changes have had a huge impact on families and their young children in other countries such as Jordan.

Early childhood education (ECE) in Jordan is influenced by structural and contextual factors, notably, the degree of urbanization, female economic activity rate, percentage of children under 6, and preschool entry age. According to Four, et al., (2006) more than 80% of the population live in urban areas. A rise in urban population is closely associated with the employment of mothers who have less access to childcare support from family members. The increasing numbers of mothers of young children working outside the home led to increasing demand for more center-based child care, or out-of-home care. One third of women in Jordan are working and the number of women joining the workforce is increasing (Khattab, 1995). Almost 28.1% of female above the age of 15 are joining the force work (Four et al., 2006). Women's employments, the absence of the extended family role, and the increased access to education by women have increased the demands of ECE services in Jordan (Four, et al., 2006).

It seems that the demand for early childhood care and education (ECCE) services is closely related to women's work, education and globalization. Approximately, 20 % of children in Jordan are under 6 years of age (Khoshman, 2005). Children can attend preschool when they are three or four years old and most preschool programs are for two years. Up till the mid 1990s, however, Jordan had limited programs for children 0-6 years of age. Indeed, access to ECCE services were limited to about 30% of the population (Khoshman, 2005). Early childhood programs in Jordan encompass a broad age group which requires the involvement of many sectors of the government, particularly those concerned with education, health, and social assistance. These programs come under different sponsorships.

Ministries and Their Roles

The Ministries that supervise and coordinate preschools are the Ministry of Education (MOE) that supervises all pre-school institutions and provide kindergarten education, whereas the Ministry of Social Development (MOSD) supervises all nursery and day-care centers and they provide residential care for children who are deprived of parental care (EFA Global Monitoring Report, 2007).

The social sectors and the Ministry of Social Development (MOSD) provide services that are geared towards working mothers' child care needs. The function of these services is custodial care, and they are often called day-care centers or nurseries (EFA Global Monitoring Report, 2007). Therefore, the MOSD has a special unit called the department of family and children that provide services for children between 0-4 year-olds (MOSD, 2006). Nurseries, as an institutional framework, appeared in Jordan in the 1970s. They were part of the responsibilities of the Ministry of Social Affairs (currently, Ministry of Social Development) which was responsible for licensing, supervising and following up on these centers (ECD strategy, 2000).

The MOSD provides several services for the young children in Jordan. The nursery children are under the jurisdiction of the ministry where they get medical, social and mental health services (MOSD, 2006). The ministry provides medical and prevention programs to the orphanage, victims of child abuse and juveniles, as well as, adoption programs that place young children in safe homes. The MOSD implements

parenting education programs for families and caregivers of center-based child care programs. The estimated percentage of children benefiting from center-based child care programs is 1.57% (Four, et al., 2006) of all children under the age of four. Therefore, the role of MOSD is to establish the criteria for opening day care centers.

The Ministry of Education (MOE) provides services and programs that are called Kindergarten (KG1) and (KG2) that serve children between 4-6-year-olds. In 1994/95 the MOE established a special unit for early childhood education called kindergarten unit. It provides licensing, teacher training, curriculum improvement and supervision of public and private kindergartens. The MOE also provides kindergartens in rural areas (MOE, 2006). About 28 % of Jordanian children currently benefit from kindergarten services, but these services are provided mainly through the private or voluntary sector, and the children who attend them are usually from middle and upper income families (EFA Global Monitoring Report, 2007). These kindergartens are concentrated mainly in urban areas where they comprise 72 % of the total number of programs (Young & Van-der Gaag, 2002). Furthermore, in 2000, the MOE extended kindergartens to remote areas. This expansion is focused on opening KGs in remote areas and for disadvantage families. The MOE plan to open 60 new public KG classes annually (MOE, 2006), as well as providing preschool children with free education, meals, and warm clothing. The number of KG classes increased from 15 in 1999 to 205 in 2007 (NCFA, 2007). The MOE provides other services to the education for this age group including, hiring specialized kindergarten teachers in early childhood education, providing training for kindergarten teachers, and undergo partnership with international organizations to promote teacher's qualifications.

There are other ministries and authorities that are connected and interested in early childhood such as the ministry of culture, the ministry of health and the private health sector, the media sectors and others.

The quality of Preschool Programs and Teachers' Education

In the late 1980s early childhood educators and NAEYC advocated developmentally appropriate practices in quality early childhood programs. These practices are age appropriate, individually appropriate, and socially and culturally

appropriate (NAEYC, 1989). Research linking the quality of child care to child outcomes suggests that process quality such as behavior of the teacher, has stronger relations with child outcomes than does structural quality such as teacher education and training (Howes, Phillips, & Whitebook, 1992). However several studies indicated that teachers' behaviors as well as their education and experience were predicted by measures of both structural and process quality (Roupp, Travers, Glantz, & Coelen, 1979; Whitebook, Howes, & Phillips, 1990). Several studies addressed the importance of high quality pre-school programs on young children's cognitive, social and emotional development and outcomes (Bowman, 2001; Clawson, 1996; Howes, et al, 1992; Saracho, 2007). The results of two studies provide some evidence that the quality of preschool child care centers continue to influence children's social, cognitive, and language development skills through the elementary school (Feinberg, 1999; NICHD Early Child Care Network, 2000). These studies concluded that attendance at a high quality center, or preschool, correlated positively in the early years with higher intelligence, as well as more self-confidence and independence, That is, in comparison to children who did not attend preschool or with no or other type of child care experience (Feinberg,1999). Furthermore, children who have better quality preschool experiences with highly qualified teachers were more advanced in their cognitive and language development. Additionally, the quality of child experience predicted child outcomes (NICHD Early Child Care Network, 2000).

Research studies of early childhood programs serving children from low-income families and research advocating the importance of structural and process quality for preschool programs found that effective and high quality programs depends on certain variables(e.g., small class size, teachers credentials, qualification and training, curriculum and communication between home and school) (Early, 2007 ;Howes,1997; Saracho, 2007). Accordingly, in addressing the quality of preschool programs in Jordan and other Arabic countries in the region two major studies were conducted by the Arab League Educational Cultural and Sciences Organization (ALECSO) to examine the current conditions and status of early childhood programs in the Arab countries. The first study was conducted in 1983. The findings of the study addressed limited access of Arab children from 0-6 year-olds to ECE Services, absence of governmental

involvement in providing ECE services, the heavy reliance on the private sector, and the limited number of ECE services in rural areas (Al-Shatawi & Ahmar, 1983). The second study (ALECSO, 1996) showed that there was slightly improvement in the ECE services in the Arab countries. The study reported that although some countries have improved in terms of provision of early childhood services such as Jordan, there are problems in the quality of educational experience provided by these services (e.g., large class size, lack of appropriate facilities and buildings, unqualified teachers and personal, and the use of traditional curriculum that was not based on practices). In a recent study of early childhood status and quality in four Arabic countries including Jordan, UNESCO, (2006) addressed the quality of early childhood programs in Jordan by taking into consideration the following indicators: Teacher-child ratio and class size, staff credentials and qualifications, facilities, and curriculum. Other studies and governmental reports have been done on Jordan's ECE programs also addressed the same indicators (e, g., Homsi, 2006; Kaga, 2007; UNESCO, 2007; Young, 2002).

Teacher-Child Ratio and Class Size

The findings of UNESCO (2006) concluded that teacher-child ratio and class size in Jordan were limited by the MoE to have 25 children per one kindergarten class. There are no criteria on the number of children in day care centers since the number varies according to the area or sector of the school (Homsi, 2006). In addition, the study found that the adult/child ratio is 18 (1:18) in public preschools and 23 (1:23) in private schools (Young, 1996). Global research findings on structural indicators showed that adult/child ratio in preschools are a predictor of high quality programs (Howes, 1998). Therefore, recently, the MOE initiated that teacher-child ratio should be 1:10 instead of 1: 23 by the year 2010 in all public and private preschools (MOE, 2007).

Staff Qualification and Training

UNESCO (2006) addressed staff qualifications and training and emphasized the importance of teacher education. International child related organizations such as The National Association of the Education For Young Children [NAEYC], 1996) emphasized that teachers with a high level of education, specialized in child related field, training

and experience are the basics for high quality preschool programs in child care centers (NAEYC, 1996). Therefore, teachers who have a high level of education are more likely to implement appropriate practices (Whitebook, Howes, & Phillips, 1990). Several research studies emphasized the association between preschool programs' quality and teachers' credentials and its impact on children's development and outcomes (Bogard, et al, 2008; Darling-Hammoned, 2006; Early, et al, 2006, 2007; Phillips, et al, 2000; Phillipsen, et al, 1997). Research findings showed that teachers with college degrees are more likely than those with only a high school degree to encourage children (Sarako, 2007), make suggestions to them and promote children's verbal and competence skills (Kontos, 2006).

Despite the fact that research has shown that teacher's qualifications (Kagan, 1996) make a difference in the type of delivery of curriculum and activities in ECCE programs, yet there is a lack of qualified personnel in Jordan (UNESCO, 2006). Homsi (2006) and Four, et al., (2006) found that The social status of teachers, the way society looks at their roles and the low pay are the factors that have a great impact on the high turnover of teachers of young children.

Up to 1995, only 10% of the early childhood teachers in Jordan had a university degree (Khattab, 1995). The Jordanian government reported that 77% of the teachers working with young children in day care centers and nurseries hold a university degree, 32.3% hold diploma while 32.3% have a high school degree and 23% have less qualification (EFA Global Monitoring Report , 2007). Less than half of the teachers have received some form of formal training (Young, 2002). MoE requires that teachers must have a bachelor's degree in early childhood education or related field. One of the strategies of Jordanian National Plan of Action (NPA) in the field of planning and management is to provide in-service training to the people involved in planning, supervision, and management of early childhood stage (Four, et al., 2006).

Facilities and Buildings

In terms of facilities and buildings the study of UNESCO (2006) indicated that many of the facilities and buildings in Jordanian's public and some private schools are inadequate and lack the necessary requirements for setting up a stimulating

environment for young children. These findings are in agreement with other research findings that indicated some of the private preschool programs are located in rented buildings and lack proper facilities including appropriate outdoor play areas (UNESCO, 2008). Additionally, all old public preschool programs lack the adequate health and safety standards set by the government. For example, UNICEF (2001) publication on ECCE in Jordan entitled " A formation of A mosaic Image" pointed out poor conditions in most of kindergarten in Jordan and a lack of adequate supervision of both health and education in public day care centers. Furthermore, the preschools in the public sector still suffer from poor physical environment and limited use of educational materials. Accordingly, the MOE formed legislation for accreditation of early childhood settings emphasizing on preschooler's safety and security (e.g., safety of buildings and facilities, adult-child ratio, qualification of preschool personal and licensing) (MoE, 2006).

Curriculum

UNESCO (2006) found that Jordan and most of the Arab countries use a traditional curriculum for young children. Yoshie (2007) argued that although, there are no studies that have been done to address the effect of such traditional model, it is obvious that the curriculum does not take a holistic approach to teaching young children. According to young & Van-der Gaag, (2002) In a nationwide study of kindergarten in Jordan, the findings showed that the curriculum focused on language and number skills with no clear curriculum model followed. The Early Childhood Development Strategy ECDS, (2000) indicated that the present curricula needs to emphasize the child's individuality and to be directed to the whole child and his learning characteristics, abilities, and his physical, mental, emotional, and social needs, Therefore, the MOE, the National Council For Family Affairs (NCFA), and universities in Jordan found an urgent need to develop the National Kindergarten Curriculum in 2003 (Four et al, 2006). The curriculum used developmentally appropriate standards and aimed at providing an adequate educational environment and care for well balanced growth in order to help children develop positive social relationships, positive attitude towards school, acquire healthy habits and better prepared to smooth transaction from home to school (Yoshie, 2007). The national KG curriculum is implemented in 2004 and has

been used by some private and most public schools in the kingdom where Arabic and English languages are taught equally.

The National Kindergarten Curriculum model that has been used recently in Jordanian preschools is used after training teachers on how to use and implement it. Despite all the training that was given in most preschools, in-service teacher's still lack the qualifications to implement such curriculums (UNESCO, 2006). Accordingly, In July 2003 the Jordanian government in partnership with World Bank, with the help of MOE and the National Council of Family Affairs (NCFA) launched The Education Reform for the Knowledge Economy (ERfKE) (Disadvantage Children in Jordan, 2005). The ERfKE project is designed to help the government through the MOE to build capacities and enhance the scope and quality of early childhood services (UNESCO, 2006) the fourth component of the reform is to promote learning readiness through early childhood education. This effort is designed to enhance equity through public provision for children 4-6 years in low-income areas, building the capacity of the institutions working in this field (e.g., professional development of kindergarten teachers, expanding kindergarten classes to include remote areas, and raising awareness and general understanding of the importance of this educational stage).

In sum, it is evident that high quality preschool experiences in high quality programs that are measured by both structural and process quality (highly qualified teachers, adult-child ratio, environment and facilities, and teacher-child interaction) promote school readiness and success (Howes et al, 2003). Countries around the globe pay more attention to the quality of preschool programs to promote children's development. Jordan is one of the countries trying to provide quality services for young children. One dimension of the quality that Jordan is emphasizing, to start with, is the structural dimension where teacher's education, qualification, training, and credential are at most important for the early childhood education in Jordan. Despite this fact Jordan still lacks research on teachers' credentials and qualification. Therefore, teachers' credentials that help teachers to plan and prepare good and healthy environment for preschoolers are at most important for children's development.

Teachers' Credentials

Teachers' credentials and qualifications equip teachers with the knowledge they need to help young children reach their full potential (Pianta, 2007). Part of what teachers' do in preschool centers is to help preschool children to explore experience, learn and discover themselves and their surroundings (Bredekamp et al., & NAEYC, 1998). In addition, teachers set the correct or appropriate environment that can support children's development. Knowing how to organize, plan, and manage such positive learning environments, however, is difficult if teachers lack professional knowledge and credentials (Saracho & Spodek, 2007).

Several research studies have examined the relationship between teacher education and certification and young children's academic outcomes and development (e. g., Ashton & Green, 1996; Bogard, Traylor & Takanishi, 2008; Clotfelter, Ladd & Vigdor, 2007; Early et al, 2006, 2007; Fabiano, 1999; Howes, 1997; Peisner-Feinberg et al, 2001; Phillipsen et al, 1997; Pianta, 2006; Saracho & Spodeck, 2007; Shepard et al, 2005). In some of these studies teachers' credentials are not clearly defined and, consequently, it is unclear how variations in the predictor variable affect this construct. Clotfelter, Ladd and Vigdor (2007) defined teacher credentials as the credentials that can be affected in one way or another by policy. They debated whether teacher credentials can reliably predict student achievement, or teacher quality. In their research study, Clotfelter et al., (2007) defined teacher credentials as years of experience and having an advanced or graduate degree. Bogard, Traylor et al., (2008), in their research, defined credentials as teachers' educational preparation, teachers' training and experiences. Thus they used variables such as high school diploma, CDA, bachelor's degree, achieving certification and enrollment in a major, as their measures of teacher credentials. Similarly, Ashton and Green (1996), defined credentials as higher level of education, certification and training, whereas they were defined differently by Fabiano (1999) as teaching quality that are considered static measures grounded on relatively objective assessments of skills, abilities and knowledge. Thus, teacher quality included measurable variables such as overall GPA, state teacher certification, accreditation of the degree-granting institution, and the name of the degree-granting institution.

It is evident from the previous research literature that there is no clear definition of teacher credentials. There is a need to define teacher credentials in a more holistic way. That is, studies should define teacher credentials as a whole by taking into account all aspects of teacher education, preparation, knowledge, and beliefs. For example, teacher credentials can be defined as: The characteristics that influence the quality of teaching and caring for young children that should be evaluated specific to level of education, type of education (major), years of teaching experience, training and child-rearing beliefs thus, teachers should be compared with or ranked against teachers who have similar credentials. Such a definition can be used in studies that examine the relationship between teachers' credential and child-rearing beliefs and preschool children's social development.

Thus all the studies emphasized the importance of teachers' credentials on children's developmental outcomes. For example, Saracho & Spodeck, (2007) analyzed several studies (1989-2004) period on the preparation of preschool teachers and the quality of their educational programs. The analysis focused on teacher education, bachelors' degree, and the educational standards for preschool teachers. The findings indicated that teachers who had a higher educational level provide moderate to high quality practice and their students demonstrate positive social interaction. On teacher bachelor degree Saracho & Spodeck, 2007 found that teachers who possess a strong knowledge in early childhood education and child development were those who attended a four year early childhood teacher educational programs. There analysis indicated that 50% of the pre-k classrooms did not meet or approach the standards of a good quality care because 10% of preschool teachers serving low-income children had two-year college degree. Additionally, there are no established national standards and certifications for teachers of young children in the United States. The non-public-schools do not require early childhood teachers to have a college degree in early childhood education. According to Sacharo & Spodneck, (2007) there are marginal requirements instituted by the states childcare regulation for teachers to be 18- years or older, to pass a child abuse registry, and to have no criminal records.

Clotfelter, et al., (2007) conducted a study that builds on the researchers' cross-sectional research on teacher credentials and characteristics in 2006. This recent study

differs in its use of longitudinal data on teachers and students in North Carolina's schools over 10-years period. Clotfelter, et al., used an administration data set from North Carolina to explore the relationship between teachers' characteristics and credentials and children's achievement. The researchers construct teacher's characteristics and credentials as years of teaching experience, graduate degree, or attainment of a particular type of license. The findings of the study concluded that teachers' credentials matter for student achievements. Teachers with stronger credentials tend to be matched at school and classroom level with students who are more educationally advantage. They noticed that disadvantage schools end-up with less qualified and weaker credentials teachers which create a larger achievement gap. They also found that teachers with more experience were more effective in raising students' achievement. On the other hand, graduate degree had no significant effect on student achievements.

In summary, teacher credentials are very important for the overall quality and success of child care centers. Teachers and caregivers play critical role in the way children develop and progress at this young age. It follows that hiring well qualified personnel, with adequate teacher education, relevant professional experiences, and professional training is important. Indeed, this position is supported by findings from several studies showing that quality preschool programs with highly qualified teachers can significantly improve children's development and outcomes (Bogard et al., 2008; Early et al., 2007; Howes et al, 2003; Kane, 2000; Saracho & Spodek, 2007).

Teacher Level & Type of Education

It is widely accepted that teachers with higher level of education in a child related field can improve preschooler's development and outcomes. Sarach and Spodek (2007) critically analyzed 40 studies that looked at the preparation of early childhood education teachers of children aged 3-to-5 and the quality of their educational programs. Their critical review focused on three criteria: teachers' professional development, the importance of Bachelor's degree, and the educational standards for early childhood teachers. Their findings suggested that teachers who had a higher educational level provided moderate or high quality with appropriate practice, easy to follow directions,

and positive teacher-child interaction (Sarach & Sp0deck, 2007). In contrast, Bogard et al., (2008) examined the findings of two studies (Early, Bryant, Pianta, Clifford, Burchinal, Ritchie, et al. 2006; Early, Maxwell, Burchinal, Bender, Ebanks, Henry, et al. 2007) of preschool programs on teachers' education, classroom quality, and young children's academic skills. They found no positive effects of teacher education on children's learning. Their analyses suggested that teacher education and certification were not consistently related to better or improved academic skills and higher quality classrooms at the level of pre-k in a sample of six state-funded pre-kindergarten programs. The studies did not find consistent relationship between teacher degree, major, and certification and preschool children's outcomes. These findings do not conclude that teachers' education does not matter for children learning (Early, Bryant, Pianta, et al., 2006 and Early, Maxwell, Burchila, 2007). The researchers, however, indicated that the findings should not be interpreted to mean that teachers' education and certification do not matter in PK quality programs. The studies pointed out that research that examined K-12 teacher's preparation had similar findings (Early, et al., 2006, 2007). According to Early, et al., (2006) the only difference is that all K-12 teacher have BA degrees, whereas not all PK teachers do. Preschool teachers with BA seem to be associated with positive outcomes for preschool children.

The National Child Care Staffing Study (1989) found that teachers of young children with BA degrees used more appropriate, more sensitive, and used less detached techniques than did teachers who did not have an undergraduate degree. Bogard, et al, (2007) proposed that a BA should be considered as a starting point for PK teachers and a requirement for PK-3 grade certification.

According to the Jordanian literature, Jordan lacks of research that examines the effects of teacher credentials on preschool children's social development (Four et al, 2006; Dajani, 2000) but there are governmental reforms, strategies and ministries in Jordan that emphasize on the importance of teacher credentials and qualifications. (e.g., the Jordanian Plan of Action for Children NPA (2004/2013); the Early Childhood Development Strategy [ECDS] (2000); and the MoE) require that teachers must have a bachelor's degree in early childhood education or related field. The ECDS (2000) found that the education of caregivers in nurseries and Kindergarten varies from high school

to university degree. EFA Global Monitoring Report (2007) indicated that the total number of kindergarten teachers in Jordan for 2006 is around 5,417 teacher 17% are bachelor degrees holders, 80% have diploma degrees and 3% have high school certificate (Therefore, teachers employed by the MoE are bachelor's degree and diploma degrees holders). Many of KG supervisors have Master's degree (MOE, 2006). Even though the minimum requirement for a preschool teacher must be a holder of a university degree and that the minimum academic qualifications for basic education teachers were raised from the community college diploma to the university degree in 1998, there still a large number of teachers in Jordan who do not have a college degree (MOE, 2006).

One aspect of high quality programs is to have highly qualified teachers with a degree in early childhood education or in child development. Several studies indicated that a teacher's level of education and subject specialization becomes a critical factor in the quality of preschool programs. (Bogard et al., 2008; Early et al., 2006; Pianta, 2007; Saracho & Spodek, 2007; U.S. Department of Education, 2008). Four studies suggested that teachers of young children should have a bachelor's degree with specialized education related to early childhood education or child development (Bogard et al., 2008; Bowman et al., 2001; Pianta, 2007; Sarach & Spodek, 2007). According to the MoE, (2006); National Plan of Action NPA, (2003), the MoE in Jordan hire BA degree teachers with specialization in early childhood education or child related field to support the NPA for young children that was implemented in 2003 (MoE, 2006). It seems that teachers who hold a bachelor degree and specialized child development or early childhood training were considered to be qualified teachers, and they perform better than those without a bachelor's degree and training (Pianta, 2007). Furthermore, teachers who possess a strong knowledge base in early childhood education or child development, and have appropriate teaching practice and experience, were those who attended early childhood teacher education programs (Bogard et al., 2008).

Teacher Training and Experience

Teacher knowledge and application of early childhood education in preschool settings are emphasized in two and four year college training programs. Most early

childhood educators agree that Pre-K teacher's specialized training in early childhood education and child development do matter, Pianta (2007) emphasized the importance of a focus on knowledge and links with classroom practice if benefits and gains are to be achieved from teacher education. He also suggested that direct training methods such as positive feedback, mentoring, coaching and observing teachers will improve teacher's practice and performance. Pre-K and KG teacher's specialized training in early childhood education in Jordan is one of the areas that gaining universities attention in recent years (ECDS, 2000). Early childhood field is relatively new to the educational system in Jordan. Therefore, universities struggle to recruit early childhood professionals, to develop early childhood four years training programs, and trying to update their existing programs with an emphasis on practicum courses for pre-service teachers.

In addition to the length and type of teacher education program, it is also important to consider the content of such training. Whereas many different types of courses and training models exist, most programs are guided by standards developed by professional associations such as the National Association for the Education of Young Children (NAEYC). The NAEYC (1987, 1997) developed guidelines for practices, known as developmentally appropriate practice (DAP) the proposed guidelines have been widely used as the basis for content and courses for training early childhood teachers (Bredekamp, 1987; Bredekamp & Copple, 1997; NAEYC, 1987, 1997). An understanding of the DAP approach means that teachers will acquire knowledge and principles of child development, and the appropriate expectations for each age group. They will also learn how to deal with the individual child and the level at which he or she is currently functioning (NAEYC, 1996). Accordingly, the MoE in Jordan developed the National Kindergarten Curriculum in 2003 that uses the DAP approach to help in-service teachers who lacks the knowledge of child development to be better educated teachers (MOE, 2006) and to equip them with the knowledge of children's social and cultural background so they can make their teaching more meaningful. This approach can provide teachers with the relevant and appropriate training to help them become more responsive to the needs of children (Howes, 1983).

The DAP model is one example of a teacher's training that some colleges emphasize when working with pre-kindergarten pre-and-in-service teachers. Research calls for evidence-base training approaches that provide teachers with extensive background in child development, individualized feedback, and focused and regular mentoring (Pianta, 2007). Howes et al., (1992) examined the relation between structural and process quality variables in a sample of 159 children from infancy to preschool in two different states, Southern California and Atlanta. The results showed that there was no significant association between security and developmentally appropriate activities. And there was no association between group size and appropriate care giving. Howes, et al., concluded that centers who maintain adequate structural quality (adult-child ratio and group size) tend to hire well educated teachers. They found that only college level training was associated with effective teaching therefore, untrained teachers would find it difficult to provide developmentally appropriate activities (Howes, 1983; Howes et al., 1992).

As for Jordanian research on this matter, no research has been done in Jordan to examine pre-service teacher's training programs and mentoring. One of Jordan's NPA (2003) objectives is to develop research centers that will serve as helping tools for Jordanian universities to invest their research on teacher's training and to establish partnership (EFA Global Monitoring Report, 2007). It is also supported by the fact that only recently some universities established what is known as *deanship of research* to start collecting data on various issues in its society (EFA Global Monitoring Report, 2007). The strategies for Jordan's NPA that address staff qualification emphasized on providing in-service training to the people involved in planning, supervision and management of early childhood (NAP, 2005).

From a personal knowledge of the college training system in Jordan, it is well known that colleges lack the appropriate professional mentors who are specialized in early childhood education and there is a gap between what students learn in colleges and how to apply it in classrooms. The strategies for Jordan's NPA that address teacher's quality emphasized on developing quantitative and qualitative aspects of field supervision by the authorities responsible for nurseries, kindergartens and early basic education (EFA Global Monitoring Report, 2007).

In-service Pre-K and KG teachers has similar problem where most of the teachers are high school and diploma holders (Dajani, 2001). The MOE provides two training programs for KG teachers: The Wisconsin University training program (160 hours) and the National Curriculum Training program (160 hours) (MOE, 2006). Therefore, In April, 2005 ERfEK Support Project (ESP) provided training on the use of Jordan's first national ECE curriculum to 29 early childhood trainers 24 from the MOE as a first step. Then it trained 258 ECE teachers and provided training for the Ministry's 11 ECE supervisors (EFA Global Monitoring Report, 2007).

Whereas the content of teacher education courses is important for teacher quality, other factors can also influence the quality and nature of teaching practices in Pre-K classrooms. According to the literature, one important factor is the number of year's experience a teacher has (Clotfelter, Ladd & Vigdor, 2007). The more years teaching experience, the more professional development programs teachers have participated, the more professional knowledge they will gain. Some research studies have addressed the importance of experience and its effect on student achievement. Clotfelter, Ladd & Vigdor, (2007) for example, conducted a study that builds on their cross-sectional research on teacher credentials and characteristics in 2006. The researchers used data from North Carolina schools to explore the relationship between teacher characteristics/credentials and students achievement for children from 3-to 5 years. Clofelter, et al., found clear evidence that teachers with more experience were more effective in raising student achievement than those with less experience.

Despite the clear benefits of teacher education and teaching experiences most early childhood teachers agree that teaching very young children is demanding and challenging. The challenges come in various forms including within classroom demands as well as systemic issues. Pre-K programs, for example, receive much less funding than K-12 programs do. Also, there is a need for more assistance for teachers in Pre-K programs. Another challenge is the wide distribution and loose regulation of training for the early education and child care workforce. According to Pianta (2007) there is no single state entity that is identified and regulated for the early education workforce in the same ways as there is for the K-12 system. These factors are evident in Jordan therefore, Jordan initiate the policy of NPA (2003) that higher education institutions

should develop programs concerning early childhood by concentrating on the relevant planning and supervision dimensions and to enhance the quality of teaching through developing a national system for capacity building and certification for all professionals working in the field of early childhood (EFA Global Monitoring Report, 2007).

Child-rearing Beliefs of Teachers

Caregivers' child-rearing beliefs have been recently investigated in research. There is a conviction that caregivers'/teachers' child-rearing beliefs serve as a useful source of information about caregivers' and teachers' attitudes therefore, their beliefs may relate to their practice in preschool settings (Abbott-Shim, Lambert & McCarty, 1998). Past research have shown that attitudes and values can be interpreted as beliefs (Holden, 1995; Rokeach, 1968) accordingly, attitudes may be expressed in different types of beliefs such as general beliefs, beliefs about norms, rules, and self (Rokeach, 1968, 1980). Additionally, attitudes, values, and beliefs are correlated with behaviors where as other studies found that beliefs are stable and don't change overtime (McNally, Eisenberg, & Harris, 1991).

The influence of teachers'/caregivers' child-rearing beliefs on children's outcomes has been profound (Katz, 2006; Abbott, Lanbert & McCarty, 1998). According to Lamb (1998) the effect of various care arrangements such as center-based care (day care centers, nurseries), or family child care (relatives, nannies and babysitters) is very important to children's development, yet the quality of child care settings itself is less important to children's outcomes than the quality of care (Lamb, 1998). McCarteny, Scarr, Phillips, Grajek, Schwarz, (1982) for example, found that children in high quality settings that have little adult-child interaction had lower levels of adjustment than children in poor settings with high level of adult-child interaction. It appears, then, that quality of the childcare is little important if teachers are insensitive, disengaged, or unable to facilitate children's learning (McCartney, et al., 1982). The National Institute of Child Care Health and Human Development Study of Early Care (NICHD), (1992) conducted a longitudinal study in 10 different sites through the United States with more than 1300 participants including children from minority, single, and two parent households. The study examined the variation of childcare settings on children's

cognitive, social, emotional and physical development of young children. The variation of settings include: day care centers, child care homes, in-home sitters, or care giving by family members. The study variables included but not limited to center quality, stability of care that is associated by the caregiver or teachers interactions and beliefs, teacher training, group size and adult child-ratio. The findings of the study revealed that small group size, low adult-child ratio, caregiver non-authoritarian child-rearing beliefs were associated with positive care giving (NICHD, 1992).

Research concerning teacher child-rearing beliefs has implicated specific components, including teacher's interaction, teacher's behavior, teacher's style and family influences. Children's daily interaction with teachers and teacher' behavior (which is influenced by their beliefs) has great impact on children's development (Shankoff & Phillips, 2000). Although teacher's education, attainments and experience are considered important aspects of structural predictors of quality that can be regulated (Barchinal, Howes, & Kontoz, 2002; Howes, 1983, 1997) teachers' views on children's development and the translation of these views into behaviors are beyond the regulated feature of quality. Therefore, teachers' warmth, sensitivity, and responsiveness to children's needs considered as a major factor of quality (Katz, 2006). For example, Howes, (1983) examined teacher behaviors in different day care settings. The sample included 40 toddlers half of them in center care and the other half in family day care. Howes, 1983 looked at caregivers training background, experience, and teacher every day interaction and tasks. The study indicated that teachers' with higher level of training and experience were more likely to express positive affect and respond positively to children's needs. They also found that the higher level of training and experience were associated with lower levels of restricting children's activities and lower levels of ignoring children's requests.

These findings are in agreement with other research that associate positive care giving behaviors that are associated with non-authoritarian / democratic beliefs that is characterized as teacher's warmth, engagements and less restrictive of children's autonomy (Arnett, 1989; Berk, 1985). Arnett, (1989) examined teacher training and the relation between teacher's child-rearing beliefs and teacher behaviors during interaction with children. The study was conducted in Bermuda with a sample of 59 caregivers in

22 day care centers. The Parental Modernity Scale (Schaefer & Edgerton, 1981) was used to assess teacher's child-rearing beliefs. The finding of the study indicated that training was related to less authoritarian child-rearing beliefs with positive interaction style were teachers expressed more warmth and enthusiasm for children than other teachers with less training and fewer interaction with children. According to Scarr & Eisenberg, (1993) teachers in early child care settings are more likely to be trained in early childhood education and child development which is associated with using authoritative discipline strategies.

Several research using quantitative methods (Abbott-shim, Lambert, & McCarty, 1998; Holloway, Gorman & Fuller, 1988) found a link between non-parental caregiver beliefs and caregiver practice. They concluded that beliefs inform practice and teacher style is associated with teacher practice (Abbott-shim, Lambert, & McCarty, 1998). Teachers' style is another component that is affected by teacher child-rearing beliefs. Holloway, et al., (1988) examined the effect of teachers' styles on children's social development. The sample included 55 four-to-five-year-old children in 15 private owned day care centers. The findings of the study indicated that teachers with positive teaching style that is responsive, engaging, and democratic facilitate children's social behaviors.

Studies showed that family factors impact programs quality and teacher child-rearing beliefs influence parents choices of the programs. Phillips & Whitebook (1991); Phillips & Howes, (1987) suggested that the impact of the interaction between the child and family could have influence upon the child's ability to take advantage of potential program benefits. They indicated that this impact could be positive or negative. Phillips & Howes explanation was that many children may attend the same day care program but may be affected differently because of family influences. Additionally, they argued that if programs objectives match a family's goal, beliefs, and needs, their children could have positive experience and the interaction between the program's objectives and the family's goals could be positive influence upon the child's development. However, if families do not agree with the program's objectives, their children may not receive the optimal care that families strive for.

Other studies (Peisner-Feinberg & Burchinal, 1997) found that higher income families choose higher level care for their children because parents are better educated

and have progressive attitudes about child-rearing. In this case, parents tend to choose program settings that hire qualified teachers who have more progressive attitudes toward child-rearing and educational beliefs (Burchinal, Roberts, Riggin, Zeisel, Neebe, & Bryant, 2000).

To summarize, the importance of caregivers and teachers relation to young children is evident in many studies (Osofesky & Thompson, 2000). One study illustrated how the early relationship between caregivers and preschoolers affect their development particularly social and cognitive development (Osofesky & Thompson, 2000). Other studies showed that teacher's level of education and major positively affected teacher childrearing beliefs and communication (Arnett, 1989; Berk, 1985). Berk (1985) found that teachers with an undergraduate education in early childhood or child development were more likely to use an authoritative classroom technique. In addition, teachers with education in a child related field are more likely to interact with children with more communication, encouragement and warmth (Arnett, 1989). Accordingly, research examining teacher credentials should not be limited to teachers' level of education, type of education, training, and years of experience. It should take into consideration teachers' child rearing beliefs which have certain impact on preschoolers' social development.

In conclusion, it is evident from the literature that teacher credentials are important for children's outcomes and development. There is evidence that teachers' educational level, attainment, experience, training and child rearing beliefs are associated with positive social, cognitive, and emotional development of young children (Cassidy, Buell, Pugh-Hoese, Russell, 1995; Clotfelter et al., 2007; Early, et al., 2006, 2007). It seems that the higher the formal education degree, child development or early childhood education specialization, higher level of training, experience, and the non-authoritative/democratic child-rearing beliefs combined predicted positive social competences and skills among preschool children.

Children's Social Development

The early years and experiences are very important and fundamental for the development of young children. The growth of all developmental domains language,

concepts, social, emotional and motor competences is developed in the first five years of life. Indeed, the early years lay the foundation of social and emotional development for preschoolers (Bowman et al., 2001). Accordingly, teachers of young children can use their knowledge and experience (Bredekamp et al., 1998) to enhance learning and social development. Social and emotional development is as important as school readiness and later academic success as cognitive development. The promotion of social development is not an "add on" but rather is an integral part of school and is seen as associated with learning outcomes (Fuller, 2001; Miles & Stipek, 2006; Shepard, Hammerness, Darling-Hammond, Rust, Snowden, Gordon, et al, 2005). Social development outcomes are more likely to be predicted by quality variations than cognitive development outcomes.

The quality of preschool programs in general and specific dimensions of quality in particular affects children's social development. Research efforts to extract the particular dimensions of quality that affect social development concluded that teacher-child interaction (Pillips, McCartney & Scarr, 1987), adult/child ratio and specialized teachers training and experience (Howes, Whitebook & Pillips, 1992) are major contributions to preschooler's social development. Howes et al., (1992) examined the association among the quality of care and social development as well as adult/child ratio and group size. The study had three independent samples, two from Southern California and one from Atlanta. A total of 159 children from infancy to preschool were studied. The results indicated that children whose care giving rated as good or very good were more likely to be emotionally secure with teachers. Children become more competent and have appropriate social skills from teachers who provide context for acquisition of social skills. The study concluded that child care teacher and context of teaching emerge as important when teachers teach in child care centers that meet high quality standards they likely to engage in appropriate care giving activities (Howes et al., 1992).

Social development of children in the learning environment is applied throughout PK-12 grades. Social development fosters other areas of development. Therefore, early educators should emphasize on the "whole" child. In fact, children's social competence with peers (Apple & Spenciner, 2008) may foster cognitive development and encourage

children's communication skills. The MoE of Jordan indeed supports this notion by launching curriculum for arts that consider the child as a whole and help children to understand their culture (MOE, 2006).For the first time in Jordan Art Curriculum put children's social and emotional beings as first priority. The Art Curriculum aimed to help pre-school teachers to have better knowledge and understanding of the social and emotional development of preschool children (MOE, 2006).

The role of research on this matter is growing rapidly. Research found that social development is important for creating a foundation for future learning (Miles & Stipek, 2006). Pianta (2007) in an experimental study examined whether children at risk of low achievement in early grades would benefit from being exposed to high level of observed instruction and social and emotional support from teachers. Two groups of at-risk children at age 4 who are behind their peers, whose mothers had less than four-year College and those who had significant academic, social and behavioral problems. The findings indicated that when children were placed in high quality classroom with qualified teachers, children from low education house hold achievement were at the same level as those whose mothers had a college degree, and children with prior behavioral and social problems showed identical adjustment levels as children who had no history of social problems. The findings indicated that significant benefit for preschool children age 4-to-5-year-olds to enroll in preschool settings in which teachers have higher education, and have more stimulating and supporting interaction with children.

The importance of social development in the early years is greatly reported and showing evidence in research. (Howes, Whitebook & Phillips, 1992; Ladd, Birch & Bush, 1999; Miles & Stipek, 2006). Several studies demonstrated that quality of child care is related to preschool social development. Howes et al. (1992) concluded that preschool-age children attending higher-quality centers were more likely to exhibit pro-social behaviors than were children in lower-quality centers after adjusting for family selection factors. These findings were consistent with prior research sharing that social development is associated with competence gains. Therefore, social competencies predicted children's performance at later years (NICHD Early Child Care Network, 2000; Peisner-Feinberg, 200l: Neuman, 1999).

The results of the Peisner-Feinberg, et al. (2001) study concluded that there was significant correlation between social development and teacher's education. Better educated teachers may be interacting in a manner that enhances sociability and competence for preschool children. This result was in agreement with one other study (Neuman, 1999). Neuman (1999) conducted an experimental study in Pennsylvania and Philadelphia. The sample includes 400 children in the experimental group and 100 children in the control group. The results of the study indicated that teacher's high quality instructional assistance for young children is very important for cognitive and social development. Therefore the quality of early child center-based care has become an important interest for researchers, parents, and policy makers. According to Jordan history on social and emotional research there is a lack of research on young children's development in general and on social development in particular. There is little research, if any, done in Jordan that examined the importance of teacher's abilities to promote social and emotional skills for preschool children (Al-hassan & Betawi, 2005).

One experimental study Al-hassan & Betawi (2005) investigated the effect of DAP in reading stories for Jordanian kindergarten children between 4-6 year-olds on their social and emotional development. The findings of the study indicated that there is a significant difference in the mean scores between control and experimental groups on the post test. This indicates that reading DA stories to teach social and emotional skills to young children in kindergarten has a great impact on the development of these skills. On the other hand the study findings revealed that there was no significant relationship between reading DA stories and the development of social and emotional skills on kindergarten based on gender.

In summary, early childhood literature reveals a growing conviction that child's early years are highly important to his/her later development. High quality of early childhood education, teacher preparation, and professional development as well as teachers' child-rearing beliefs play an important role in preparing preschool children to enter school ready to learn (Early, Maxwell, Burchinal, Bender, Ebanks, Henry, et al., 2007). Social competence is one of the most important developmental task children need to help them reach their full potentials. One of the main theoretical principles of child development and learning is that children learn through social interaction with

peers and adults (Howes et al., 1992). Therefore, social skills that children need for success in school and work begin to develop in early years that make teacher's role is one of supporting, guiding and facilitating. Research found that social development is important for creating a foundation for future learning (Miles & Stipek 2006). Therefore, children's outcome measures should match the content of PK programs including the development of physical, cognitive, social and emotional domains (Shepard et al., 2005). In addition, research on social development of preschool children has shown that it is related to teacher credential, interaction and relationship with children (Clotfelter, 2007).

Summary and Conclusion

During the past two decades, Jordan has experienced significant changes that have had a direct impact on the provision of early childhood programs, as well as the need for preschool and child care programs. In response to these needs, the government introduced several new policies and initiatives designed to increase the number of early childhood programs, and to provide structure and quality for early childhood services. Such rapid expansion of early childhood programs, has inevitably, created its own set of challenges and problems.

According to the previous research literature the current status of early childhood in Jordan shows that there is heavy reliance on the private and voluntary sectors in providing early childhood services for young children (UNESCO, 2006). This has resulted in services concentrating on urban areas leaving those who live in rural areas with minimal services. Accordingly, more than 62% of preschool children are out of school due to the insufficient current capacity to absorb them (UNESCO, 2008). In addition middle to high income families continue to benefit more from such services than low income families. This resulted in big differences in the quality of services offered (UNESCO, 2006) which produce substantial inequalities in children's experience as well as, the lack of quality standards to govern the preschool sector. Thus, the Quality of ECCE programs is greatly enhanced by qualified teachers, adequate training.

Despite all the efforts to enhance teacher's education by offering early childhood program in colleges, offering training programs for mentors for in-service and pre-

service teachers and develop the capabilities of kindergarten staff. Teacher education in early childhood education needs more efforts in implementing these reforms and to follow-up with supervisors, mentors, principals, teachers, and students. The support of international agencies as well as the Jordanian government will ensure that Early Childhood Education in Jordan will no doubt continue to improve in the future.

CHAPTER THREE
METHODS

The purpose of this study was to investigate the relationship between teachers' credentials, teachers' childrearing beliefs and Jordanian preschool children's social development. This study was conducted specifically at The Hashemite Kingdom of Jordan to examine how the credentials, qualifications and child-rearing beliefs of preschool teachers in Jordan relate to preschool children's social development. There were numerous studies that have examined preschool children's social development as well as teachers' qualification in the United States but not in other countries in the Middle East. Jordan lacks studies that investigate teachers' credentials and social development of young children.

Therefore, the goals of this study are: (a) to establish and provides data on teachers' education in Jordan as well as examine young children development especially social development in preschool setting, (b) to determine the relationship between teachers' credentials and teachers' child-rearing and educational beliefs and preschoolers social development within private preschool classrooms in Jordan. The teachers' credentials examined include four levels: teachers' level of education, teachers' major, teachers' training, and years of experience. Teachers' child-rearing and educational beliefs examined include two levels: Authoritarian traditional beliefs and progressive democratic beliefs.

The design and methodology employed in the present study described in this chapter. Included is the description of the participants, research design, procedures, research instrument, data collection methods and statistical procedures of data analysis.

Population and Participants

The population of the study was all the preschool teachers and their students in the governorate of Amman. There are (5,417) Pre-K and Kindergarten teachers (Four et al., 2006) and 37683 children (19933 males and 17799 females) registered at Jordanian

private preschools and kindergarten (Moe, 2008). They were distributed on eight directorates that have the same organizational structure and are government controlled. There is a director heading each directorate who has the authority to communicate directly with the principals, teachers etc.

Although a great similarity exists among directorates throughout the country, the directorate of Amman was chosen for the larger number of private preschools than any other governorate in Jordan and to make the study more manageable. The child care programs in the directorate of Amman represent a wide range of quality and variation of children's background and socioeconomic status as well as variation in teachers' credentials. A total of 78 teachers and their preschool children (average class number is fourteen children) were randomly selected from the eight preschools at the directorate of Amman using fish bowl draw. Based on parental consent forms a total of 956 (474 male,474 female) preschool children age three-to-five year-olds who attended one of the targeted centers for six months or more and their teachers participate in the study.

The following procedures were conducted in selecting the sample of the study: First: A sample of 200 teachers was randomly selected from eight private preschools in Amman directorate. In choosing teachers from Amman Private Directorate, teachers' credentials was taken into account, so, that the sample included all levels of teachers' credentials such as type of education, level of education or major, years of experience, and specialized training. Second: the teachers selected to participate in the study were administered the Parental Modernity (PM) Scale of Child-rearing and Educational Beliefs (Schaefer & Edgerton, 1985). According to the teachers' scores in the (PM) scale and their credentials, they were distributed into two groups: (1) group one: teachers who have democratic child-rearing and educational beliefs and have high credentials. (2) Group two: teachers who have traditional authoritarian child-rearing and educational beliefs and have low credentials.

Research Design

In order to meet the objectives of this study, two types of design were used: Survey design and correlation, explanatory design. Survey designs are used in quantitative research where investigators administer a survey to a sample or to the

entire population to assess opinions, beliefs, attitudes and demographic information (Creswell, 2008). The survey design in this study was used in order to survey teachers' credentials and teachers' child-rearing beliefs, to serve as useful data for the ministry of education MoE, while in the correlational design "investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables" (Creswell, 2008. p. 356). This design allows the investigator to relate two or more variables to see if they influence each other and to predict an outcome. Table (1) represents the framework of the study design. The correrlational design was used to answer the research questions (3 and 4) and to determine the relationship between the two predictor variables (teachers' credentials and teachers' child-rearing beliefs) on the criterion variable (children's social development).

Table (1) shows that there are two predictor variables: Teachers' credentials, (a) high credentials, (b) low credentials; and teachers' modernity beliefs, (a) Progressive democratic child-rearing and educational beliefs, (b) authoritarian traditional child-rearing and educational beliefs.

In this study there was only one criterion variable child social development.

Table 1: The Framework of the Study Design

Teachers' Modernity Child-Rearing & Educational Beliefs	Teachers' Credentials	
	High Credentials	Low Credentials
Democratic		
Authoritarian		

A survey was distributed to teachers at the targeted preschools. The survey was divided into two sections: (a) to collect basic information about teachers' credentials, their educational level, type of education or major, years of experience, and training. (b) to collect information concerning teachers' child-rearing and educational beliefs that will be adapted from other resources (e.g., Parent Modernity (PM) Scale of Child-rearing and Educational Beliefs (Schaefer & Edgerton, 1985). The survey will help the

researcher to identify teacher credentials and their attitudes toward their rearing beliefs and relate these beliefs to their interaction with children.

Both surveys were distributed to the same teacher in each preschool. The survey is more appropriate for this study and design than the interviews. It is easier, cheaper, and save time especially that the survey were distributed to the teachers in an introductory session not mailed. Social measuring scale was used to determine the skills of preschoolers' social development. Social competence and disruptive behavior were assessed by using Social Skills Improvement System SSIS (Gresham and Eliot 2008).

Instruments/Measures

Questionnaire was selected and used as the major tool for obtaining the needed data for the study. The questionnaire was used to collect data from preschool teachers in the governorate of Amman. Selection of questionnaire was based upon: a) Results of previously employed and proven research instruments; b) Researcher understanding of the country, culture, and educational systems in Jordan (e.g., schools, facilities and administrations, etc). The questionnaire was selected according to the following guidelines: a) Assess teachers' credentials in reference to children's social competences and skills. b) Provide valuable data for policy and decision makers in the Ministry of Education and other governmental agencies relative to teacher education. c) Gather general information about preschool teachers such as their level of education, years of experience, type of preschool and kindergarten, training and specialization.

In order to collect the data needed to answer the questions of this study, two instruments were used: Parent Modernity (PM) Scale of Child-rearing and Educational Beliefs (Schaefer and Edgerton, 1985) and Social Skills Improvement system SSIS (Gresham and Elliott, 2008). This section will describe the instruments and discuss the validity and reliability of the measures.

Parent Modernity (PM) Scale of Child-Rearing and Educational Beliefs

The Parent Modernity (PM) Scale (Schaefer and Edgerton, 1985) was developed to assess the traditional authoritarian and non- authoritarian (progressive democratic)

child-rearing and educational beliefs of parents. The factor structure of the measure consists of two factors. One defined as progressive democratic beliefs and the other as traditional authoritarian beliefs. The questionnaire consist of 30 items measured on a 5-Likert scale (1 = “strongly disagree” to 5 = “strongly agree”); where higher scores represent more traditional child rearing and educational beliefs. There are 22 items measuring traditional beliefs such as “the most important thing to teach children are absolute obedience to whomever in authority”, and 8 items measuring progressive beliefs such as “children should be allowed to disagree with their parents if they feel their own ideas are better”.

As tested by Schaefer and Edgerton (1985), reliability of this measure was high: internal consistency (Cronbach’s alpha) and split-half reliability ranges from .88 to .94, and the test re-test reliability was .84. The validity and the reliability of the measure is consistent with other literature “ Cronbach’s alpha for the entire sample with complete data for mothers and fathers, respectively, were .90 and .88 for traditionally; .60 and .59 for progressiveness; and .90 to .87 for the total score” (Peyton, 2000, p. 70). A sample of PM Scale of Child-rearing and Educational Beliefs is in Appendix A.

The final version of the PM scale was developed from items that showed good criterion validity. “ The criterion Keying of parental belief items for samples A and B developed the final PM scale that was cross-validated in sample C” (Schaefer & Edgerton, 1985, p. 308). According to Schaefer & Edgerton (1985), the reliability of the items for the traditional authoritarian beliefs (r = .73) and progressive democratic beliefs (r = .60) and the factor loadings respectively are (r = .79) and (r = 64).

Teachers’ Credentials and Child-Rearing Beliefs

Teachers’ Credentials Variables

In order to score teachers’ credentials, a four levels scale was used to represent the categories of each variable. Where, 4 was given to the most important category and 1 to the less important. The total score of teachers’ credentials was calculated by adding the scores on the credentials variables, this score ranged from 4 - 16. The teachers were categorized into two groups according to their scores, the first group represents

teachers with low credentials who scored ten or less, the second group represents teachers with high credentials who scored more than ten.

Type of Education or Major

Teachers' general education or major will be coded on four levels: 1 = other majors; 2 = education major; 3 = child development; 4 = early childhood education;

Level of Education

Teachers' level of education will be coded on four levels: 1 = high school graduates; 2 = two years diploma or associate degree; 3 = bachelor's degree; 4 = master's degree.

Years of Experience

Teachers' experience will be measured as the number of years of providing care in preschool settings. Teachers' experience will be coded on 4 levels; 1 = less than 3 years; 2 = 4-6 years; 3 = 7-9 years; 4 = more than 9 years.

Teachers' Training

Teachers' specialized early childhood training will be measured as the training that will be provided for teachers' either from a learning institute such as colleges through the practicum courses or other organizations such as the ministry of education, or other foreign organization (NGOs). Teachers' training will be coded on five levels, 0= no training, 1= workshops raining, 2 = in-service training 3 = national KG Curriculum Model 4 = per-service training.

Demographic Information

The demographic information will be measured as the general information about the teachers and their schools, it will be coded on four levels; 1= name of the school; 2 = age; 3 = marital status; 4 = gender. The second part will include the items PM scale. A sample of teachers' credentials and demographic information is in Appendix B.

Teachers' Credentials and Child-Rearing Beliefs Instruments

The preschool teachers' completed a questionnaire designed by the researcher to measure their credentials according to their educational level, attainment, years of experience and training as well as their demographic information (e.g., age, gender,

type of center profit or non-profit, marital status). In addition, a section of the instrument (see Schaefer and Edgerton, 1985) ask the teachers' to indicate on a scale 1 to 5 if they agree or disagree with the democratic beliefs or/and the authoritarian beliefs. This questionnaire included items such as the following:

1 = strongly disagree; 2 = mildly disagree; 3 = not sure; 4 = mildly agree; 5 = strongly agree

Children learn best by doing things themselves rather than listening.

The most important thing to teach children is absolute obedience to whoever is in authority.

Children will be bad unless they are taught what is right.

The Social Skills Improvement System SSIS Rating Scale:

The Social Skills Improvement System SSIS Rating Scale (Gresham and Elliott, 2008) is designed to replace the SSRS Social Skills Rating System that was developed by Gresham and Elliott (1990). This revised tool includes updated norms, improved psychometric and new sup scales. The SSIS helps to assess measure and evaluate social skills, problem behaviors, and academic competence. The SSIS rating scale have teacher, parents and student forms that help provide a comprehensive picture across school, home and community (Gresham and Elliott, 2008). The significant revised instrument features four new subscales (Communication, engagement, Bullying and Autism spectrum), it has national norms for preschool, combined norms and separate sex norms, and standardization based on a nationwide sample matched to the US population (Gresham and Elliott, 2008).

The new features of the SSIS consider one of the SSIS strength. The SSIS Rating Scale helps measure: social skills, problem behavior, and academic competence. Teacher form for students' age 3-to-18-year-olds was used in this study. The scale consists of 83 items, social skills items are from 1-46, problem behavior items are from 47-76 and the academic competence items are from 77-83. Unlike the SSRS rating scale that consist of 40 items. There are seven social skills factors in the SSIS rating scale teacher's form: communication including behaviors that show verbal and nonverbal communication: items (4,10, 14, 20, 24, 30, 40); cooperation including

behaviors such as comply with rules and direction; items (2, 7, 12, 17, 27, 37); assertion, initiating behaviors such as asking others for information and including oneself; items (1, 5, 11, 15, 25, 35, 45), responsibility including behaviors such as take responsibility for oneself and property of others; items (6, 16, 22, 26, 32, 42); empathy including behaviors that show concern and forgive others, items (3, 8, 13, 18, 28, 38); engagement including behaviors such as make friends easily and starts conversation with others, items (9, 19, 23, 29, 33, 39, 43), self-control including behaviors that show compromising and stays calm when teased, items (21, 31, 34, 36, 41, 44, 46).

There are four problem behavior factors: Externalizing (items, 47, 49, 51, 53, 55, 57, 61, 63, 67, 69, 73, 75), bullying (items, 49, 52, 55, 58, 61), hyperactivity inattentions (items, 47, 51, 53, 57, 59, 65, 71), internalizing (items, 56, 62, 64, 68, 70, 74, 76) and academic competences (items 77, 78, 89, 80, 81, 82, 83). Teachers are required to indicate the frequency of exhibition of certain social skills or problem behaviors for each child.

The SSIS includes a check list to assess children social skills and problem behaviors on how often the student displays the behavior where: N (including that the student *never* exhibit the behavior), S (including that the student *seldom* exhibit the behavior), O (including that the student *often* exhibit the behavior), A (include that the student *almost always* exhibit the behavior).

The social skills items also have a check list on how important the teacher thinks the behavior is important in her/his classroom where: n (include that the teacher thinks the behavior is *not important* for success in the classroom), i (include that the teacher thinks the behavior is *important* for success in the classroom), c (include that the teachers thinks the behavior is *critical* for success in the classroom). The academic competence will assess the students learning behaviors in the classroom on a five-point scale: 1 (lowest 10%), 2 (next lowest 20%), 3 (middle 40%), 4 (next highest 20%), 5 (highest 10%).

The SSIS manual reports internal consistency reliabilities ranging from .90 to .94 for social skill-teachers. The internal reliability for problem behavior-teacher ranged from .74 to .85 (Gresham & Elliot, 2008). A sample of the SSIS scale is in Appendix C. Preschoolers' social skills in this study will be measured by using the Social Skills

Improvement System (SSIS) Rating Scale. The questionnaire ask teachers' to indicate how often each student exhibits certain social skills and problem behaviors, and asks them to rate how important those skills are for success in their classroom. The social skills questionnaire included items such as the following:

Try to comfort others.

Take turns in conversations.

Interact well with other children.

Keeps others out of social circle.

Procedures

Data on teachers' credentials and child-rearing beliefs was collected by distributing a survey at the beginning of January 2010. The timing of data collection is essential for the study. The last nine weeks of the first semester is chosen to make sure that preschoolers are getting used to the teachers, peers, class routine and to decrease the maturational effect on the study. The researcher will conduct an introductory sessions for the participant teachers at mid of December at each selected center.

Prior to conducting the present study, approval was obtained from the Ministry of Education (MoE) in the beginning of December 2010 to conduct the study at the private preschools in the directorate of Amman (see Appendix D). After obtaining the approval from MoE and a list of all preschools in the directorate of Amman, the researcher randomly select eight private schools with 200 preschool teachers. The principals of each targeted school were contacted by phone to make an appointment to ask their permission to conduct the study and explained that this school was selected randomly and was one of the targeted schools where the researcher conducted her study.

The researcher setup meetings with the principals of the selected centers were she presented the M0E permission letter and ask the principle to make a copy of the letter. The researcher then explained the purpose of the study, benefits, risks, and participants privacy and have the principle signed the principal consent form (see appendix E) where everything the researcher explained is written in that form. The researcher had one meeting a day with one principal in each of the eight schools. All principals in the targeted schools agreed to participate in the study.

After the researcher got permission to conduct the study, the researcher set a time and a date that is convenient to the school to meet with the participant teachers taking into account the time frame for the introductory session. Meeting the participant teachers at each selected preschool took less than two weeks (8 days) where the researcher had one introductory session a day in one of the selected school after school hours where the teachers had time to answer the questionnaires. In the introductory sessions, the researcher debriefed the participants, explained the purpose of the study, benefits, and participants privacy. IRB consent forms (see appendix F) were signed by the teachers. The teachers were given consent/assent forms for the children's families since most of the children ride the school buses and not being picked-up by the parents. A cover letter was included to explain the importance & purpose of the study, risks, benefits and, privacy of children whose parents will agree to participate in the study (see appendix G).

Each teacher was asked to complete the survey on demographic information and the PM scale that includes two parts: teachers' credentials and the PM child-rearing and educational beliefs scale (Schaefer & Edgerton, 1985) and was submitted it in the session. This procedure helped the participants to ask questions about unclear items in the survey. After three weeks the researcher collected the parents consent forms for the children whose parents agree to participate in the study. According to parents consent forms a second survey was distributed after three weeks to the teachers at the selected centers to complete on children's social competence that was assessed by using the Social Skills Improvement System SSIS (Gresham & Elliott, 2008). The survey was collected after three to four weeks. According to the previous plan, data collection took approximately 10 weeks.

Data Analysis

This study examined the relationship between teachers' credentials and teachers' child-rearing and educational beliefs and the social competences among preschool children at preschool settings. A total of 948 children age 3 to 5-year-olds and 70 teachers participated in the study. For each participant teacher two types of data was collected: teachers' credentials and teachers' childrearing and educational beliefs.

Seventy teachers, each of whom rated each participant child in their classrooms, by completing the questionnaires measuring the child's social competence as well as teacher's perceptions of teacher-child rearing beliefs. Data from teachers' credentials and teachers' child-rearing and educational beliefs instrument Parental Modernity (PM) scale of child-rearing and educational beliefs) was used.

To answer the first research question (1) What are the characteristics of preschool teachers in Jordan according to their credentials and child-rearing beliefs? Descriptive statistical analysis was conducted to provide information about the quality of teacher's credentials. Frequency tables and percentage of teachers' credentials was used. Data related to teacher credentials (education, major, training, years of experience, and child rearing beliefs) was collected on this questionnaire. If a classroom has more than one teacher the lead teacher will be the participant to complete the questionnaire and rate children's social development on the SSIS scale.

To answer question (2),"is there a relationship between preschool teachers' credentials and their child-rearing beliefs?, correlational analysis and Pearson product moment correlation were used .Questions three and four (3), what is the relationship between teachers' credentials and preschool children's social development? (4), what is the relationship between teachers' child-rearing beliefs and preschool children's social development? were answered by using Pearson product moment correlation coefficient to measure the relationship between pairs of variables and multiple regression analysis. The multiple regression analysis was used for its information yield about relationships between various variables. Further, it was used because it provides estimates of both the magnitude and statistical significance of relationships between variables. Since prediction efforts typically involve a number of predictor variables, a multiple regression equation was used to answer these two questions.

CHAPTER FOUR
RESULTS

This study examined the relationships between teachers' credentials and teachers' child-rearing beliefs and preschoolers' social development at Jordanian private preschool settings. A total of 70 teachers and 948 (4 to 5-year-old) preschool children participated in the study. For each participant teacher three types of data were collected, 1) Teachers' demographics, 2) Teachers' credentials, 3) Teachers' child-rearing and educational beliefs. Teachers' child-rearing beliefs were measured using a 30 item instrument. This instrument included 22 items describing traditional beliefs and 8 items describing democratic beliefs.

A total of 948 4- to- 5 year old children participated in the study. For each participant child three types of data were collected: social skills, problem behavior, and academic competence. Seventy teachers, each of whom rated each participant child in their classrooms, completed questionnaires on the SSIS scale with 82 items that measured students' social skills, behavior problems and academic competence. The following questions guided the study:

Question 1 What are the characteristics of preschool teachers in according to their credentials and child-rearing beliefs?

Question 2 Is there a relationship between preschool teachers' credentials and child-rearing beliefs?

Question 3 What is the relationship between teachers' credentials and preschool children's social development?

Question 4 What is the relationship between teachers' child-rearing beliefs and preschool children's social development?

Descriptive statistics were computed to answer the first question. Both descriptive statistics and correlational analyses were used to answer the second question. Multiple regression analyses were used to answer the third and fourth questions as the relationship between teachers' credentials and preschool children's social development, as well as the relationship between teachers' child-rearing beliefs and preschoolers' social development were best addressed by this method.

In the first major section of the chapter, descriptive statistics and the findings from the initial analyses are presented. The initial analyses were conducted in to determine whether the teachers had high or low credentials, and whether they had traditional or democratic beliefs. In the second major section, the results of the correlational analyses are presented. The chapter's third major section reports the results of the multiple regression analyses.

Descriptive Statistics and Results

Child and Teachers Demographic Level Variables

This section presents the descriptive statistics for the child and teachers' level variables.

Demographic Data for Teachers Sample

Initially, there were 78 teachers who had agreed to participate in the study. Eight teachers, however, withdrew from the study before they had completed the evaluations of their students on the SSIS scale. These eight teachers offered no reason for withdrawing from the study.

According to the demographic data,100% of the sample teachers were female. According to the data 35.7% (25) of the teachers were single, 8.6% (6) were divorced, and more than half of them 55.7% (39) were married. Most of the teachers 58.5% (41) were under 30 years of age, 27.1% (19) were between the ages of 30 and 39, 12.9% (9) were older than 40 years old. The mean age for the participating teachers was 28 years (SD=6.8). The numbers and percentages of the sample of teachers according to their demographic data are presented in Table 2.

Table 2: Teacher Demographics and Credentials

Variable	percent	N
Gender		
Female	100.00	70
Marital Status		
Single	35.7	25
Married	55.7	39
Divorced	8.6	6
Age: (Mean=28, Sd=6.8)		
Less than 30	58.6	41
30 – 39	27.1	19
40 and above	12.9	9
Missing	1.4	1

Demographic Data for the Children Participating in the Study

Initially, 1060 children participated in the study. Since several teachers withdrew from the study it was no longer possible to collect data on all of these students. Consequently, 112 children had to be excluded from the study. The final sample included (474) 50% males (474) 50% females. Approximately, 25% of the sample, 244 children, were enrolled in pre-kindergarten classes, another 25%, 241, were enrolled in KG1, and approximately, 50%, 463, were enrolled in KG2. The numbers and percentages of the sample of children according to their demographic data are presented in Table 3

Table 3 :Students Demographics

Variable	Percent	N
Gender		
Male	50	474
Female	50	474
Grade		
Pre-K	25.7	244
KG1	25.4	241
KG2	48.8	463
Total	100	948

Teachers' Credentials Variables

The first question "What are the characteristics of preschool teachers' in Jordan according to their credentials and child-rearing beliefs?" was answered using descriptive statistics. Means and standard deviation were computed for each level of teachers' credential variables, level of education, education major, experience and training. In addition, descriptive statistics, including means and standard deviations, were calculated for the measure of teachers' child-rearing and educational beliefs. The crosstabs analyses were used to determine the number and percentages for each level of teachers' credentials and beliefs.

According to the analyses, a total of 50 (71.4%) teachers had low credentials. According to the data, 51 (72.9%) of the teachers had a BA degree, and 15 (21.4%) had associates Degree. Three of the teachers (4.3%) held a Masters Degree, only 16 (57.1%) of those with a Bachelors degree had specialized in the field of early childhood education, and only 7 (10%) had specialized in a related education field. More than half of the teachers 39 (55.7%) had specialized in majors other than education. Twenty nine (41.4%) of teachers had less than 3 years of experience, and 15 (21.4%), had more than 10 years of teaching experience.

As for the training, half of the teachers 35 (50%) had participated in some type of in-service training, and almost one third 17 (24.3%) had attended workshops in early childhood education. Only 12 (17.1%) had participated in some type of pre-service training.

The data suggested that majority of the teachers held traditional teaching and child rearing beliefs. As reported in Table 3, (50) or 77.1% of the teachers held traditional child-rearing and educational beliefs. This is consistent with the findings reported in Tables 4 below showing that the overall means of the democratic and traditional subscales were 2.28 and 2.77 respectively. This suggests that most of the teachers are traditional and not democratic.

Table 4: Descriptive Statistics for Teachers Demographics and Credentials

Variable	percent	N
Gender		
Female	100.00	70
Marital Status		
Single	35.71	25
Married	55.71	39
Divorced	8.57	6
Age: (Mean=28 Sd=6.82)		
Less than 30	58.57	41
30 – 39	27.14	19
40 and above	12.86	9
Missing	1.43	1
Level of Education		
High school	1.43	1
Diploma	21.43	15
B.A	72.86	51
M.S	4.29	3
Education Major		
Others	55.71	39
Education major	8.57	6
Child Development	1.43	1
Early childhood education	34.29	24
Experience		
Less than 3	41.43	29
4-6 years	20.00	14
7-9 years	15.71	11
10 years and above	21.43	15
System	1.43	1
Training		
Workshops in early childhood education	24.29	17
In-service training	50.00	35
National KG Curriculum model training	8.57	6
Pre-service training	17.14	12
Teacher child-rearing and educational beliefs		
Democratic	22.86	16

Table 4 – Continued

Descriptive Statistics for Teachers Demographics and Credentials

Variable	percent	N
Traditional	77.14	54
Teacher credentials		
Low	71.43	50
High	28.57	20

Teachers' Child-rearing and Educational Beliefs Variables

The descriptive analysis on teacher child-rearing and educational beliefs indicated that, the overall mean of the democratic scale that measures democratic beliefs for the participating teachers shown in Table 6 below, was low (mean = 2.28, SD = 0.33). It also shows that the lowest two means are items 11, "*children learn best by doing things themselves rather than listening*" (Mean = 1.36, SD = 0.539), and 13 "*Children have a right to their own point of view and should be allowed to express it"* (Mean = 1.39, SD =0.767). On the other hand, the highest democratic mean was item 29 "*A child's ideas should be seriously considered in making family decisions"* (Mean = 3.76, SD= 1.148).

On the other hand, the overall mean of the traditional scale was medium (mean = 2.77, SD = 0.53). This can be shown clearly from the two highest means, which are for item 12, "*Children must be carefully trained early in life or their natural impulses will make them unmanageable"* (Mean = 4.06, SD=0.915), and item 14 "*Children's learning results mainly from being presented basic information again and again"* (mean = 4.04, SD=0.984). The means and standard deviations of the educational beliefs are presented in Table 5 and 6.

Table 5 : Means and Standard Deviation for the Items of Democratic Subscale

	Mean	Std. Deviation
Children should be allowed to disagree with their parents if they feel their own ideas are better.	2.26	.736
Children learn best by doing things themselves rather than listening.	1.36	.539
Children have a right to their own point of view and should be allowed to express it.	1.39	.767
Children like to teach other children.	1.94	.759
Its all right for a child to disagree with his/her parents.	2.33	.793
Parents should go along with the game when their child is pretending something.	3.06	1.166
What parents teach their child at home is very important to his/her school success.	2.19	.952
A child's ideas should be seriously considered in making family decisions.	3.76	1.148
Democratic	2.28	.33

Table 6 : Means and Standard Deviation for the Items of Traditional Subscale

	Mean	Std. Deviation
Since parents lack special training in education, they should not question the teacher's teaching methods.	3.14	1.171
Children should be treated the same regardless of differences among them.	2.10	1.320
Children should always obey the teacher.	3.17	1.204
Preparing for the future is more important for a child than enjoying today.	2.77	1.230
Children will not do the right thing unless they must.	1.83	.963
Children should be kept busy with work and study at home and at school.	3.21	1.339
The major goal of education is to put basic information into the minds of the children.	2.80	1.223
In order to be fair, a teacher must treat all the children alike.	2.87	1.393
The most important thing to teach children is absolute obedience to whoever is in authority.	2.17	1.116
Table 7 – Continued		
Children must be carefully trained early in life or their natural impulses will make them unmanageable.	4.06	.915
Children's learning results mainly from being presented basic information again and again.	4.04	.984
The most important thing to teach children is absolute obedience to parents.	3.54	1.125
The school has the main responsibility for a child's education.	3.27	1.179
Children generally do not do what they should unless someone sees to it.	3.97	.992
Parents should teach their children that they should be doing something useful at all times.	2.21	.991

Table 6 – Continued

Means and Standard Deviation for the Items of Traditional Subscale

	Mean	Std. Deviation
Children should always obey their parents.	3.36	1.180
Teachers need not be concerned with what goes on in a child's home.	1.96	.999
Parents should teach their children to have unquestioning loyalty to them	1.89	1.029
Teachers should discipline all the children the same.	2.20	1.281
Children should not question the authority of their parents.	2.27	1.062
Children will be bad unless they are taught what is right.	1.87	1.179
A teacher has no right to seek information about a child's home background.	2.27	1.166
Traditional	2.77	.53

Students' Social Skills Problem Behavior and Academic Performance

Social Skills

The descriptive statistics for the students' social skills show that the students fall in the medium level of overall social skills (mean = 2.91, SD = 0.39). The highest level of the sub-scales was for communication (mean = 3.05, SD = 0.39); the second was the cooperation (mean = 3.04, SD = 0.41); followed by engagement (Mean= 3.02, SD= 0.45). The lowest was assertion (mean = 2.73, SD = 0.43).

The students, as evaluated by their teachers, scored the highest in item 33 "*participates in games or group activities*" under the engagement subscale (mean = 3.34, SD=0.48), then item 15 "*says when there is a problem*" under the assertion subscale (mean =3.26,SD=0.50), then, item 2 "*follows the direction*" under cooperation subscale (mean =3.21,SD=0.44). Item 32, "respects the property of others," under the responsibility subscale was the last highest score.

The lowest social skills as the teachers evaluate their students was item 5 "*students question rules that may be unfair*" in the assertion subscale (mean =2.23,SD=0.63), then item 35 "*stands up for others who treated unfairly*" in the assertion subscale (mean =2.45,SD=0.63), and 45 "*says nice things about herself/himself without bragging*" in assertion subscale (mean =2.48,SD=0.70). The descriptive statistics for the students' social skills are presented in Table 7.

Table 7: Students Social Skills, Problem Behavior and Academic Performance

	Mean	Std. Deviation
Says "please."	2.86	0.64
Responds well when others starts conversation or activity.	3.06	0.47
Speaks in appropriate tone of voice.	3.13	0.48
Takes turns in conversations.	3.02	0.49
Say "thank you."	3.03	0.61
Makes eye contact when talking.	3.11	0.52
Uses gestures or body appropriately with others.	3.05	0.50
Communication	**3.04**	**0.41**
Follows your direction.	3.21	0.44
Complete tasks without bothering others.	3.13	0.43
Participates appropriately in class.	3.11	0.45
Pays attention to your instructions.	3.18	0.47
Ignores classmates when they are distracting.	2.50	0.47
Follows classroom rules.	3.18	0.51
Cooperation	**3.05**	**0.39**
Asks for help from adults.	2.69	0.62
Question rules that maybe unfair	2.23	0.63
Stands up for herself/himself when treated unfairly	2.96	0.49
Says when there is a problem	3.26	0.50
Expresses feeling when wronged.	3.01	0.49
Stands up for others who treated unfairly.	2.45	0.63
Says nice things about herself/himself without bragging.	2.48	0.70
Assertion	**2.73**	**0.43**
Is well-behaved when unsupervised.	2.88	0.42
Takes responsibility for her/his own action.	2.98	0.46
Act responsibly when with others.	2.88	0.48
Takes care when using other people's things.	3.15	0.48
Respects the property of others.	3.20	0.47
Takes responsibility for part of a group activity.	2.94	0.48
Responsibility	**3.00**	**0.41**
Tries to comfort others.	2.55	0.57
Forgives others.	3.06	0.41
Feels bad when others are sad.	2.74	0.53
Shows kindness to other children.	2.76	0.55
Is nice to others when they are feeling bad.	2.71	0.54
Shows concerns for others.	2.88	0.54
Empathy	**2.78**	**0.45**
Make friends easily.	3.03	0.47
Interacts well with other children.	3.10	0.47
Joins activities that have already started.	3.19	0.51
Invites others to join in activities.	2.79	0.54
Participates in games or group activities.	3.34	0.48
Starts conversations with peers.	2.96	0.56
Introduces herself/himself to others.	2.74	0.66
Engagement	**3.02**	**0.45**
Stays calm when teased.	2.75	0.51
Takes criticism without getting upset.	2.68	0.57
Uses appropriate language when upset.	3.04	0.52
Resolves disagreements with you calmly.	2.90	0.52
Response appropriately when pushed or hit.	2.76	0.51
Makes a compromise during a conflict.	2.64	0.59
Stays calm when disagreeing with others.	2.58	0.50
Self-control	**2.76**	**0.47**

Table 8: Students Problem Behavior

	Mean	Std. Deviation
Acts without thinking.	1.62	0.39
Bullies others.	1.36	0.32
Has difficulty waiting for turn.	1.71	0.41
Fidgets or moves around too much.	1.77	0.44
Forces other to act against their will.	1.38	0.35
Has temper tantrum.	1.46	0.34
Is aggressive towards people or objects.	1.37	0.30
Cheats in games or activities.	1.31	0.31
Fights with others.	1.53	0.30
Disobeys rules or requests.	1.52	0.28
Talks back to adults.	1.26	0.31
Lies or does not tell the truth.	1.30	0.28
Externalizing	**1.47**	**0.26**
Bullies others.	1.36	0.32
Does things to make others feel scared.	1.33	0.37
Forces other to act against their will.	1.38	0.35
Keeps others out of social circle.	1.37	0.30
Is aggressive towards people or objects.	1.37	0.30
Bullying	**1.36**	**0.29**
Acts without thinking.	1.62	0.39
Has difficulty waiting for turn.	1.71	0.41
Fidgets or moves around too much.	1.77	0.44
Has temper tantrum.	1.46	0.34
Breaks into or stops group activities.	1.34	0.36
Is inattentive.	1.41	0.35
Gets distracted easily.	1.78	0.43
Hyperactivity/inattention	**1.58**	**0. 31**
Withdraws from others.	1.56	0.36
Gets embarrassed easily.	1.72	0.43
Act lonely.	1.35	0.34
Says bad things about self.	1.17	0.25
Has low energy or lethargic.	1.41	0.31
Act sad or depressed.	1.34	0.30
Act anxious with others.	1.38	0.34
Internalizing	**1.42**	**0.28**

Problem Behavior

The descriptive statistics for the problem behaviors presented in Table 9 indicated that students have low level of the overall problem behavior (mean = 1.47, SD = 0.26). The results showed that all subscales were low with the highest for hyperactivity, inattention (mean = 1.58, SD = 0.29); whereas the lowest was for bullying (mean = 1.36, SD = 0.31). According to teachers' evaluations, students scored the highest in item 71,"*gets distracted easily*" in the hyperactivity, inattention subscale

(mean = 1.78, SD=0.43), then item 53, "*fidgets or moves around too much.*" In the hyperactivity-inattention subscale (mean =1.77,SD=0.44) then item 62, "*gets embarrassed easily*" in internalizing subscale (mean =1.72,SD=0.43).

Academic Competence

The results of the descriptive analysis indicated that the mean score for the academic competence of pre-school students as evaluated by the teachers was over the middle (mean = 3.50, SD=0.53), and shows a medium level in all aspects of academic competence. For example the highest was for item 82, "*this student's overall motivation to succeed academically*" (mean = 3.54, SD=0.55), and item 83, "*compared with other students in my classroom, this student's intellectual functioning is*" (mean = 3.54,SD=0.53), whereas, the lowest was for item 78, "*in reading, how does this student compare with other student*" (mean = 3.45,SD=0.60). The means and standard deviations of student's academic competence are presented in Table 9.

Table 9: Students Academic Performance

	Mean	Std. Deviation
Compared with other students in your classroom, the overall academic performance of this student is:	3.48	0.58
In reading, how does this student compare with other student?	3.45	0.60
In mathematics, how does this student compare with other student?	3.50	0.55
In terms of grade-level expectations, this student's skills in reading are	3.49	0.54
In terms of grade-level expectations, this student's skills in mathematics are:	3.53	0.50
This student's overall motivation to succeed academically is:	3.54	0.55
Compared with other students in my classroom, this student's intellectual functioning is:	3.54	0.53
Academic competence	**3.50**	**0.53**

Differences in Social Skills, Problem Behavior and Academic Competence According to Gender and Grade

Gender

The t-test results and the descriptive statistics for the students' social skills, problem behavior and academic competence show that there is significant difference between males and females in the total score of social skills (t=4.67, 946 DF, p=0.000) The females scored higher in the overall scale (means= 3.00, SD = 0.57) than males (means= 2.82, SD = 0.61) and in all social skills sub-scales, and the means of these sub-scales were higher for females compared to males.

This result can be applied to all aspects of social skills. The results also show differences between males and females in the total score of problem behavior (t=3.76, 946 DF, p=0.000), where the females scored lower in problem behavior (means= 1.43, SD = 0.36) than males (means= 1.52, SD = 0.45). Additionally, the differences between males and females in all aspects of problem behavior were significant in all problem behavior sub-scales, and the means of these sub-scales were lower for females compared to males.

Table 10: Differences between social skills, problem behavior and academic competence by Sex

	Male		Female				
	Mean	Std. Deviation	Mean	Std. Deviation	t-Value	df	p-Value
Communication	2.93	0.69	3.13	0.62	4.66	946	0.000
Cooperation	2.93	0.74	3.18	0.65	5.61	946	0.000
Assertion	2.68	0.65	2.77	0.64	2.21	946	0.028
Responsibility	2.88	0.73	3.11	0.65	5.07	946	0.000
Empathy	2.68	0.70	2.92	0.69	5.34	946	0.000
Engagement	2.96	0.72	3.08	0.72	2.68	946	0.007
Self control	2.68	0.74	2.81	0.69	2.91	946	0.004
Social skills	2.82	0.61	3.00	0.57	4.67	946	0.000
Externalizing	1.53	0.53	1.39	0.42	4.46	946	0.000
Bullying	1.42	0.56	1.31	0.46	3.18	946	0.002
Hyperactivity inattention	1.66	0.58	1.50	0.50	4.46	946	0.000
Internalizing	1.45	0.49	1.39	0.46	2.16	946	0.031
Problem behaviors	1.52	0.45	1.43	0.36	3.76	946	0.000
Autism spectrum A	2.90	0.69	3.08	0.67	4.14	946	0.000
Autism spectrum B	1.60	0.48	1.56	0.43	1.18	946	0.237

Table 10 – continued

Differences between social skills, problem behavior and academic competence by Sex

	Male Mean	Std. Deviation	Female Mean	Std. Deviation	t-Value	df	p-Value
Academic competence	3.44	1.02	3.49	1.05	0.63	909	0.530
Communication	2.93	0.69	3.13	0.62	4.66	946	0.000
Cooperation	2.93	0.74	3.18	0.65	5.61	946	0.000
Assertion	2.68	0.65	2.77	0.64	2.21	946	0.028
Responsibility	2.88	0.73	3.11	0.65	5.07	946	0.000
Empathy	2.68	0.70	2.92	0.69	5.34	946	0.000

Both, males and females have the same academic competence (t=0.63, 909 DF, p=0.530), with an average competence for males (mean = 3.44, SD = 1.02) and a slightly higher for females (mean = 3.49, SD = 1.05). The t-test results and the descriptive statistics for the students' social skills, problem behavior and academic competence for males and females are presented in Table 10.

Grade Level

The ANOVA results and the descriptive statistics for students' social skills, problem behavior and academic competence for the three grades show differences in the total score of social skills between grades (F=7.11, p=0.001), the mean shows that there is an improvement in the social skills in the KG1 (means= 2.90, SD = 0.66) compared to pre-K (means= 2.80, SD = 0.52) and in KG2 (means= 2.97, SD = 0.59) compared to KG1. The same results were found in most subscales of social skills except on the responsibility and the self control subscales, where the result was not significant. The responsibility means were similar in all grades (mean = 2.95, 2.97, 3.04, SD = 0.72, 0.71, 0.67), while the means in the self control subscale were average (mean = 2.69, 2.77, 2.76, SD = 0.74, 0.70, 0.72).

The results of problem behavior show differences between the three grades in the total score (F=3.76, p=0.000). The highest score was for KG1 (mean =1.57, SD = 0.47), the next was the Pre-K behavior (means= 1.55, SD = 0.39) and the least was the KG2 (means= 1.38, SD = 0.36). This result suggests that the effect of school starts from the KG1 to improve the problem behavior. This can be applied to all subscales of problem behavior,

where the differences between the three grades were significant in all problem behavior subscale. The ANOVA results and the descriptive statistics for students' social skills, problem behavior and academic competence for the three grades are presented in Table 11.

The three grades had similar scores for the academic competence subscale (F=0.94, p=0.391), with average competence for the three grades (mean = 3.47, 3.39, 3.51, SD= 1.07, 1.03, 1.03).

Table 11. ANOVA: Differences between social skills, problem behavior and academic competence between grades

	Pre-School		KG1		KG2		Total			
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	F-Value	P-Value
communication	2.87	0.60	3.04	0.72	3.11	0.66	3.03	0.67	9.853	0.000
cooperation	2.99	0.69	2.96	0.70	3.14	0.70	3.05	0.70	6.703	0.001
assertion	2.64	0.56	2.76	0.70	2.76	0.65	2.73	0.64	3.216	0.041
responsibility	2.95	0.72	2.97	0.71	3.04	0.67	3.00	0.70	1.664	0.190
empathy	2.58	0.71	2.82	0.72	2.90	0.67	2.80	0.70	16.920	0.000
engagement	2.87	0.70	2.98	0.78	3.12	0.69	3.02	0.72	10.806	0.000
Self control	2.69	0.74	2.77	0.70	2.76	0.72	2.74	0.72	0.932	0.394
Social skills	2.80	0.52	2.90	0.66	2.97	0.59	2.91	0.59	7.107	0.001
externalizing	1.54	0.51	1.57	0.51	1.37	0.42	1.46	0.48	19.672	0.000
bullying	1.41	0.55	1.50	0.63	1.27	0.40	1.37	0.52	17.914	0.000
Hyperactivity inattention	1.67	0.53	1.69	0.56	1.48	0.53	1.58	0.55	17.184	0.000
internalizing	1.49	0.51	1.52	0.54	1.33	0.41	1.42	0.48	16.458	0.000
Problem behaviors	1.55	0.39	1.57	0.47	1.38	0.36	1.47	0.41	24.697	0.000
Autism spectrum A	2.87	0.63	2.97	0.74	3.07	0.67	2.99	0.68	6.612	0.001
Autism spectrum B	1.68	0.45	1.66	0.50	1.49	0.41	1.58	0.45	20.722	0.000
Academic competence	3.47	1.07	3.39	1.03	3.51	1.03	3.47	1.04	0.94	0.391
communication	2.87	0.60	3.04	0.72	3.11	0.66	3.03	0.67	9.853	0.000
cooperation	2.99	0.69	2.96	0.70	3.14	0.70	3.05	0.70	6.703	0.001
assertion	2.64	0.56	2.76	0.70	2.76	0.65	2.73	0.64	3.216	0.041
responsibility	2.95	0.72	2.97	0.71	3.04	0.67	3.00	0.70	1.664	0.190
empathy	2.58	0.71	2.82	0.72	2.90	0.67	2.80	0.70	16.920	0.000

Correlational Analyses

To answer the second research question, Pearson Product Moment Correlation coefficients were computed to examine the possible relationship between teachers' credentials and teacher child-rearing and educational beliefs. The extent of the relationship among teachers' credentials and teachers' child-rearing and educational beliefs were examined and are reported in this section. Likewise, for the third question, Pearson Product Moment correlations were calculated between teachers' credentials (level of education, education major, experience and training) and child social skills as reported on the social skills improvement scale using the teacher version (Gresham & Elliott, 2008). For the fourth question, correlational analyses were computed between teachers' child-rearing and educational beliefs (traditional, democratic) and children's social skills.

<u>Question 2</u> What is the relationship between teachers' credentials and teachers' childrearing beliefs?

Pearson Product Moment Correlation calculated for teachers' credentials and teachers' child-rearing beliefs revealed statistically significant relationship between teachers' credentials ($r=.244$, $p<.01$) and teachers' child-rearing beliefs. The correlation between the two variables is positive correlation suggesting that low credentials are associated with traditional teachers' beliefs and high credentials are associated with democratic beliefs. These results are presented in Table 12.

Table 12: Pearson Correlations Between Teachers' Credentials and Teachers' Child-rearing Beliefs

		CREDENTIALS	BELIEFS
CREDENTIALS	Pearson correlation	1	.244(**)
	P-value. (2-tailed)		0.000
	N	948	948
BELIEFS	Pearson correlation	.244(**)	1
	P-value. (2-tailed)	0.000	
	N	948	948

**.Correlation is p-value significant at the 0.01 level (2-tailed).

<u>Question 3</u> What is the relationship between teachers' credential and preschool children's social development?

Pearson Product Moment Correlations calculated for teachers' credentials and preschoolers social skills revealed statistically significant relationships between teachers' credentials and preschoolers communication (r= 0.10 p< .01), cooperation (r= 0.11, p<.01), responsibility (r= .104, p< .01), engagement (r= .108, p< .01), and self-control (r= -0.069, p< .05). In addition, the overall total score for social skills indicated that there was statistically significant relationship between teachers' credentials and children's social skills (r= 0.099, p< .01).The highest correlation between teachers' credentials and children's social skills is cooperation. These results are reported in Table 13.

Table 13: Pearson Correlations Between Teacher' Credentials and Preschool Children's Social Development Sub-scales and Overall Scale

	Credentials		
	Pearson Correlation	P-value. (2-tailed)	N
Communication	.100(**)	0.002	948
Cooperation	.110(**)	0.001	948
Assertion	0.059	0.070	948
Responsibility	.104(**)	0.001	948
Empathy	0.042	0.194	948
Engagement	.108(**)	0.001	948
Self-control	.069(*)	0.033	948
Social skills	.099(**)	0.002	948
Externalizing	0.020	0.538	948
Bullying	0.049	0.132	948
Hyperactivity inattention	0.005	0.877	948
Internalizing	0.049	0.131	948
Problem behaviors	0.017	0.597	948
Academic competence	0.050	0.128	911

** Significant at the 0.01 level.
*. Significant at the 0.05 level.

<u>Question 4</u> What is the relationship between teachers' child-rearing and educational beliefs and preschool children's social development?

Pearson Product Moment correlations calculated for teachers' child-rearing beliefs and preschoolers social development revealed that there was a statistically significant relationship between teachers' beliefs and preschoolers' social skills subscale: communication (r= -.038, p<.05), cooperation (r= -138, p<.01), assertion (r= -.078, p< .05), responsibility (r= -.079, p< .05), empathy (r= -.094, p<.01) engagement (r= -103, p< .01), and self-control (r= -.084, p< .01) and overall total score for social skills (r= -.110, p< .01). In addition, the overall total score is statistically significant between teachers' beliefs and children's social skills on academic competence subscale (r=.079, p< .01). The highest correlation between teachers' beliefs and student's social skills is cooperation. Again the correlations are judged to be weak These results are presented in Table 14.

Table 14: Teachers' child-rearing and educational beliefs and preschoolers' social development

	Beliefs		
	Pearson Correlation	P-value. (2-tailed)	N
Communication	.083(*)	0.010	948
Cooperation	.138(**)	0.000	948
Assertion	.078(*)	0.016	948
Responsibility	.079(*)	0.014	948
Empathy	.094(**)	0.004	948
Engagement	.103(**)	0.001	948
Self-control	.084(**)	0.010	948
Social skills	.110(**)	0.001	948
Externalizing	0.022	0.506	948
Bullying	0.042	0.200	948
Hyperactivity inattention	0.010	0.765	948
Internalizing	0.028	0.387	948
Problem behaviors	0.030	0.356	948
Academic competence	.079(*)	0.018	911

*. Significant at the 0.05 level.

**. Significant at the 0.01 level.

Regression Analyses

<u>Question 3</u> What is the relationship between teachers' credentials and preschool children's social development?

<u>Social Skills</u>

The relationship between teachers' credentials and preschool children's social development on the SSIS scale was also investigated. First, the social skills with its subscales (communication, cooperation, assertion, responsibility empathy and engagement) were analyzed as well as the overall social skills scale. The regression indicates that there was a significant relationship between teachers' level of education and the overall social skills scale as shown in Table 15 (R^2 =3.8, t=3.666, p<0.05) and subscales communication (R^2 = 0.018, t= 4.2, p<0.05), cooperation (R^2 = 0.0.009, t= 3,2 , p<0.05), assertion (R^2 = 0.0.009, t= 2.9, p<0.05), responsibility (R^2 = 0.009, t=3.1, p<0.05), empathy (R^2 =2.5, t= 3.009, p<0.05), and engagement (R^2 = 0.0.009, t=3.1, p<0.05), The results are presented in Table 15.

Table 15: Teachers' credentials and Social Skills.

		B	Beta	R	R Square	R Square Change	t-value	Sig.
communication	(Constant)	2.549					21.6	0.000
	Level of Education	0.177	0.135	0.135	0.018	0.018	4.2	0.000
cooperation	(Constant)	2.477					17.5	0.000
	Level of Education	0.149	0.108	0.096	0.009	0.009	3.3	0.001
	Training	0.075	0.104	0.141	0.020	0.011	3.2	0.001
Assertion	(Constant)	2.490					20.5	0.000
	Level of Education	0.121	0.095	0.096	0.009	0.009	2.9	0.002
	Experience	-0.041	-0.072	0.120	0.014	0.005	-2.2	0.019
responsibility	(Constant)	2.488					17.7	0.000
	Level of Education	0.141	0.102	0.094	0.009	0.009	3.1	0.002
	Training	0.055	0.077	0.121	0.015	0.006	2.4	0.019
Empathy	(Constant)	2.591					19.6	0.000
	Level of Education	0.114	0.082	0.083	0.007	0.007	2.5	0.011
	Experience	-0.045	-0.073	0.111	0.012	0.005	-2.3	0.025

Table 15 – continued
Teachers' credentials and Social Skills.

		B	Beta	R	R Square	R Square Change	t-value	Sig.
engagement	(Constant)	2.492					17.1	0.000
	Level of Education	0.145	0.102	0.093	0.009	0.009	3.1	0.002
	Training	0.060	0.081	0.123	0.015	0.006	2.5	0.013
Social skills	(Constant)	2.424					20.3	0.000
	Level of Education	0.145	0.124	0.117	0.014	0.014	3.8	0.000
	Training	0.039	0.065	0.133	0.018	0.004	2.0	0.048

Problem Behavior

The multiple regression analysis for teachers' credentials and problem behavior indicated that there is no significant relationship between teachers' credentials namely the level of education and the problem behavior overall scale ((R^2 = 0.024, t= -5.179, p<0.05). The results show no significant relation between teachers' credentials and all problem behaviors subscales as follows. The problem behavior subscale (externalizing (R^2 = 0.011, t= -3. 432, p<0.05), bullying (R^2 = 0.010, t= -3. 324, p<0.05) and hyperactivity-inattention (R^2 = 0.010, t= -3. 343, p<0.05) and internalizing (R^2 = 0.012, t= -3.780, p<0.05).

Also the multiple regression analysis shows a significant relationship between training and the overall problem behavior scale (R^2 = 0.01, t=-3.058, p<0.05), the results show a significant relation between teachers' credentials and externalizing (R^2 = 0.006, -2.290, p<0.05), bullying (R^2 = 0.008, t= -2.753, p<0.05) and hyperactivity-inattention (R^2 = 0.005, t= -2.092, p<0.05), and internalizing (R^2 = 0.014, t= -3.737, p<0.05). The results are presented in tables 16.

Table 16: Stepwise Multiple regression between teachers' credentials and problem behavior

		B	Beta	R	R Square	R Square Change	t-value	Sig.
externalizing	(Constant)	1.838					18.962	0.000
	Level of Education	-0.106	-0.112	0.104	0.011	0.011	-3.432	0.001
	Training	-0.037	-0.075	0.127	0.016	0.006	-2.290	0.022
Bullying	(Constant)	1.773					17.148	0.000
	Level of Education	-0.110	-0.108	0.098	0.010	0.010	-3.324	0.001
	Training	-0.047	-0.090	0.133	0.018	0.008	-2.753	0.006
hyperactivity inattention	(Constant)	1.989					18.070	0.000
	Level of Education	-0.117	-0.109	0.101	0.010	0.010	-3.343	0.001
	Training	-0.038	-0.068	0.122	0.015	0.005	-2.092	0.037
internalizing	(Constant)	1.873					19.468	0.000
	Level of Education	-0.116	-0.123	0.109	0.012	0.012	-3.780	0.000
	Training	-0.059	-0.121	0.162	0.026	0.014	-3.737	0.000
Problem behaviors	(Constant)	1.938					23.754	0.000
	Level of Education	-0.135	-0.167	0.156	0.024	0.024	-5.179	0.000
	Training	-0.041	-0.099	0.184	0.034	0.010	-3.058	0.002

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Academic Competence

Table 17 indicates that there is no significant relationship between preschoolers' academic competence and teachers' credentials (level of education, education major, experience and training).

Table 17: Teacher credentials and Academic Competence

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value.
		B	Std.Error	Beta		
1	(Constant)	2.957	0.246		12.031	0.000
	Level of Education	0.139	0.074	0.069	1.881	0.060
	Education Major	0.003	0.031	0.004	0.088	0.930
	Experience	-0.009	0.031	-0.010	-0.301	0.763
	Training	0.063	0.042	0.059	1.499	0.134

Question 4 What is the relationship between teachers' child-rearing and educational beliefs and preschool children's social development?

For the final question that guided this study, three analyses were conducted using the social skills overall scale and subscales, problem behavior and academic competence.

Social skills

The overall social skills analysis revealed that there was a significant relationship for teachers belief ($t=-3.401$, $p<0.05$). As for the social skills subscale, the analysis revealed significant relationship for cooperation ($t= -4.296$, $p<0.05$), engagement ($t= -3.200$, $p<0.05$), empathy ($t= -2.914$, $p<0.05$), communication ($t=-2.570$, $p<0.05$), self-control ($r=-2.589$, $p<0.05$), $p<0.05$responsibility ($r=-2.450$, $p<0.05$).

Problem Behavior

According to the multiple regression shown in Table 18 there are no significant relationship between teachers' beliefs and the student problem behavior overall scale ($t=0.923$, $p<0.05$). The results indicated that preschoolers' behavior didn't relate to teacher democratic nor traditional beliefs. The results also indicated that there were no statistically significant relationship between teachers' beliefs and student problem behavior subscales, externalizing ($t=0.666$, $p<0.05$); bullying ($t= 1.284$, $p<0.05$); hyperactivity-inattention ($t= 0.299$, $p<0.05$); internalizing ($t= 0.866$, $p<0.05$)

Table 18: Multiple Regression for Teachers' Beliefs and Problem Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value.
		B	Std. Error	Beta		
1	(Constant)	1.468	0.015		97.301	0.000
	Beliefs	0.029	0.032	0.030	0.923	0.356

a. Dependent Variable: problem behaviors

Academic Competence

That the multiple regression analysis indicates a significant relationship between teachers' beliefs and preschoolers' academic competence (t= 2.375, p<0.05). This analysis reveals that when the teachers have democratic beliefs their children have high academic competence than teachers with traditional beliefs.

Table 19: Multiple Regression for Teachers' Beliefs and Academic Competence

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value.
		B	Std. Error	Beta		
1	(Constant)	3.424	0.039		88.546	0.000
	Beliefs	0.199	0.084	0.079	2.375	0.018

a. Dependent Variable: Academic competence

CHAPTER FIVE
DISCUSSION

The purposes of the study were to determine (a) if preschool teachers' characteristics are associated with their credentials and child-rearing beliefs, (b) if any relationship exists between teachers' credentials and teachers' child-rearing beliefs, (c) whether teachers' credentials are associated with preschool children's social development (d) whether teachers' child-rearing beliefs are associated with preschool children's social development. The study was guided by the following research questions:

Question 1 What are the characteristics of preschool teachers' according to their credentials and child-rearing beliefs?

Question 2 Is there a relationship between preschool teachers' credentials and child-rearing beliefs?

Question 3 What is the relationship between teachers' credentials and preschool children's social development?

Question 4 What is the relationship between teachers' child-rearing beliefs and preschool children's social development?

This chapter discusses the findings related to each of the above research questions in relation to the existing literature. Additionally, educational implications of this study's findings are discussed along with suggestions for future research.

Discussion of the Research Findings

The preliminary analyses revealed that a) preschool teachers in Jordanian preschool settings had low credentials and traditional child-rearing beliefs, b) there were statistically significant yet weak relationships between teachers' credentials and teachers' child-rearing beliefs, c) there were statistically significant yet weak relationships between teachers' credentials and preschool children's social development, d) there were no statistically significant relationships between teachers' child-rearing beliefs and preschool children's behavioral problem, e) there were statistically significant differences in the level of education variable but no statistically

significant differences in education major, experience and training, f) there were significant differences between males and females in the total score of social skills, and behavior problems g) there was no statistically difference between males and females in total score of academic competence.

The relationship between teachers' credentials and preschool children's social development was statistically significant but weak for the total score of the social skills scale and subscales, behavior problems, and academic competence. This result is in agreement with previous research findings suggesting that teachers' level of education and subject specialization are considered critical factors in the quality of preschool programs and student's development (Bogard et al., 2008; Early et al., 2006; Pianta, 2007).

Research studies suggested that teachers of young children should have a bachelor's degree with specialized education related to early childhood education or child development (Saracho & Spodek, 2007; U.S. Department of Education, 2008). According to Pianta (2007), teachers who hold a bachelor's degree and specialized child development or early childhood training were considered to be qualified teachers, and they performed better than those without a bachelor's degree and training.

In addition, the findings of the current study indicated that there were significant differences in the level of education variable, whereas there were no significant differences in education major, experience and training. This finding contradicts the research of Clotfelter, Ladd and Vigdor (2007) who found clear evidence that teachers with more experience were more effective in raising student achievement than those with less experience. This may be justified due to the fact that almost 40% of the teachers had less than 3 years of experience and almost one third of them are not specialized in early childhood education.

The findings also indicated that there was a statistically significant relationship between teachers' credentials and preschool children's social development. In addition it was found that the social skills, problem behavior and academic competence of preschool children's were statistically significant. Also, there were differences between males and females in the total score of social skills where females scored higher than males. In contrast there was no difference in the academic competence of male and

female preschool. These findings are in agreement with previous research findings (UNESCO, 2006; Young & Van-der Gaag, 2002) which indicated that most of the curricula that have been used in Jordanian preschools are traditional curricula. UNESCO (2006), on the one hand, emphasized children's academic improvements; whereas, on the other hand, Young & Van-der Gaag (2002), emphasized teachers' instructions and not teachers' abilities to develop children socially and emotionally. Additionally, there were differences in the total score for social skills amongst the three grades.

The current study did not find a relationship between teachers' child-rearing beliefs and preschool children's behavior problems. Teachers' child-rearing and educational beliefs did not have statistically significant impact on preschool children's problem behavior. This is in agreement with previous research findings indicating that there was no influence of teachers' childrearing and educational beliefs on children's outcomes (Katz, 2006; Abbott, Lanbert & McCarty, 1998). Other research studies seem to contradict this findings in that they suggest that teachers' childrearing beliefs (teacher's interaction, teacher's style, children's daily interaction with teachers and teacher' behavior) had a significant impact on children's behavior (Shankoff & Phillips, 2000). Interestingly, statistically significant differences were found between males and females in the total score of problem behavior where females scored lower in problem behavior than males. Additionally, there were statistically differences between the grades in the total score of problem behavior scale and subscales. Also, differences among the three grades were significant in all problem behavior subscales. One possible explanation for this finding is that more than half of the teachers held traditional beliefs.

Teachers' Characteristics/ Credentials and Child-rearing Beliefs

The first objective was to determine the characteristics of preschool teachers in Jordan according to their credentials and child-rearing beliefs. The preliminary analyses of teachers' characteristics revealed that (71.4%) of Jordanian preschool teachers' in the sample had low credentials concerning education major, experience, and training. More than half (57.1%) of the teachers who had a BA degree (72.9%) were not

specialized in early childhood education, (41.4%) had fewer than three years of teaching experience, and only (17.1%) had participated in some type of pre-service training. These findings are in agreement with other research studies in Jordan. The EFA Global Monitoring Report, (2007) indicated that (77%) of the teachers working with young children in day care centers and nurseries held a university degree. Fewer than half of the teachers had received some form of formal training with few teachers specialized in early childhood education (Young, 2002).

The findings indicated that (77.4%) of the teachers had traditional/non-authoritative child-rearing and educational beliefs and only (28.6 %) had democratic/non- authoritarian child-rearing and educational beliefs. Additionally, the findings indicated that there were more teachers with low credentials and traditional child-rearing beliefs than there were of teachers with high credentials and democratic beliefs in Jordanian preschool settings. These findings are in agreement with the current educational practice in Jordan where traditional rearing beliefs and practices still dominate the educational system in Jordanian schools. Typically these schools adopt more of an authoritarian style.

Teachers' Credentials and Teachers' Childrearing Beliefs

The current study suggested that there was a significant, yet weak relationship between teachers' credentials and teachers' child-rearing and educational beliefs ($r = .244$, $p < .01$). The correlation suggests that low credentials are associated with traditional beliefs and high credentials associated with democratic beliefs. These findings are somewhat in agreement with previous research studies (NICHD, 1996, 2000b) that linked democratic child-rearing beliefs to a set of structural features including: adult-child ratio, higher level of education, major, experience and group size that are associated with quality care for toddlers and preschoolers (NICHD, 1996). Similarly, other research findings associated high credentials with democratic beliefs. For example, Abbott-Shim, et al., (1998) indicated that care givers' style such as authoritarian and non-authoritarian has been associated with structural indicators of child care quality (e.g., teachers' education, training and experience). Also, in the area of teacher education and training, and its relation to child-rearing beliefs during

interaction with children, Arnett, (1989) examined this relationship using 22 day care centers in Bermuda with a sample of 59 caregivers that had different levels of training and education. His findings indicated that training was related to democratic less-authoritarian child-rearing beliefs with positive interaction style. Teachers with four years of college degree in early childhood education were the least authoritarian in their child-rearing beliefs and expressed more warmth and enthusiasm with children compared to teachers with less training or no training. This may be justified by the fact that three fourth of preschool teachers in Jordan had low credentials which affected their beliefs, and three fourth of them held traditional beliefs. As previously indicated, the current educational practices in Jordan adapt authoritarian traditional beliefs.

Teachers' Credentials and Preschoolers' Social Development

The findings revealed that teachers' credentials were somewhat significant for social skills over all scale ($r=.099$, $p< .01$). They were significant in relation to communication ($r= 100$, $p< .01$), cooperation ($r= 110$, $p<.01$), responsibility ($r= 104$, $p< .01$), engagement ($r= 108$, $p< .01$), and self-control ($r= .069$, $p< .05$). One explanation could be that children who have teachers with high credentials tend to cooperate and communicate positively, act more responsibly, engage in positive interaction with the teacher, and have more self-control.

These findings are consistent with Peisner-Feinberg, et al.'s (2001) study that found an association between social development and teacher's education and credentials. Better educated teachers may be interacting in a manner that enhances sociability and competence for preschool children. This is also in agreement with the findings of (Cambpell & Siprestein, (1994); Woodward & Ferguson, (2000) which suggest that social skills are important for success in school and later life

Several studies related the development of social skills with child care quality and structural variables such as, class size, teacher-child ratio, and teachers' education, training, interaction and beliefs. For example, the results of Phillips, McCarty & Scarr (1987) study indicated that the overall quality of teachers predicted children's social development. Children's attending daycare centers that have a high level of teachers' education and training were rated by their teachers as sociable, task oriented and

considerate, compared with children in centers with low level of teachers' education and training. They concluded that children develop positive social skills when their teachers are qualified and prepare stimulating environment in which both teachers and children are engaged. The findings of the current study are in agreement with Neuman's (1999) findings in which he emphasized the significance of teachers' credentials on young children's social development. According to Neuman (1999) teacher's high qualifications and instructional assistance for young children are very important for their cognitive and social development.

The current study found no statistically significant relationship between teachers' credentials and preschool children's problem behaviors and academic competence. In addition, it did not find any consistent relationship between teachers' level of education, major, training, and years of teaching experience and preschool children's academic outcomes and problem behaviors. One explanation for these findings is that most of the curricula in Jordanian schools emphasize learning, language and cognitive development (Four,et al., 2006). These findings, however, do contradict previous research studies (Kane, 2000; Saracho & Spodek, 2007; Pianta, 2008). Pianta (2008), for example, investigated two groups of at-risk children at age 4 who were behind their peers, and had significant academic, social and behavioral problems. His findings revealed a significant relationship between teachers' credentials and preschool children's academic competence and problem behaviors. Additionally, the findings indicated that when children were placed in high quality classrooms with qualified teachers, and children whose mothers had less than a college degree, their achievement level was the same as those whose mothers had a college degree. It was also found that children with prior behavioral and social problems showed identical adjustment levels as children who had no history of social problems. This finding emphasized previous research studies showing that quality preschool programs with highly qualified teachers can significantly improve children's development, behavior and outcomes (Bogard et al., 2008; Howes et al, 2003).

Other research findings seem to be in agreement with the findings reported here (Clotfelter, et al., 2007; Early, et al., 2007). For example, Early et al., (2007) found no positive effects of teacher education on children's learning. Their analyses suggested

that teacher education and certification were not consistently related to better or improved academic skills at the level of pre-k in a sample of six state-funded Pre-kindergarten programs. Their study did not find consistent relationship between teacher degree, major, and certification and preschool children's outcomes. On the other hand, Clotfelter, et al., (2007) investigated the relationship between teachers' characteristics and credentials and children's achievement. They concluded that teachers' credentials matter for student achievement. They also found that teachers with more experience were more effective in raising students' achievement.

Teachers' Child-rearing Beliefs and Preschoolers' Social Development

The findings of this study indicated that teachers' child-rearing and educational beliefs were related, to a certain extent, to preschool children's social development. The most significant relationships were in the areas of cooperation, engagement, empathy, communication and responsibility. The results also indicated that teachers with democratic beliefs had students who were cooperative, engaged, communicate positively and more responsible Young children scored the highest in the following items: *participates in games or group activities, says when there is a problem, follows the direction and respects the property of others*. Preschoolers' ability to follow teacher's directions while participating in activities and respecting others and their property stems from the cultural values that children acquire at a young age and the way the culture view the child as "the good child" (Four, et al., 2006). On the other hand, young children scored the lowest in the assertion subscale items (*students question rules that maybe unfair, stands up for others who treated unfairly, says nice things about herself / himself without bragging*). Preschoolers' inability to question rules and standup for others or say nice things about themselves, may be due to the traditional child-rearing beliefs that dominate the educational system in Jordanian schools which value obedience and control. In addition, the traditional child-rearing beliefs that adopt the authoritarian practice, restricts child's autonomy and demands obedience (Brooks, 1999).

These finding are in agreement with other research findings (e.g., Arnitt, 1989; Holloway and Reichhart-Erickson 1988; NICHD, 1998, 2001a), that emphasized the

effect of teachers' beliefs and parenting style on children's outcomes and social development. They also found that teachers' parenting style in dealing with children is likely to affect children's behavior and knowledge of social problem solving. According to previous research studies a caregiver's beliefs or style (e.g., authoritative or progressive democratic style) affect children's developmental outcome in areas of social and emotional development (NICHD, 1998) and social skills with peers (NICHD, 2001a).

Interestingly, the current study found no statistically significant relationship between teachers' child-rearing and educational beliefs and preschool children's problem behaviors. These findings contradict the findings of Holloway & Reichhart-Erickson (1988) that examined the effect of teacher's child-rearing beliefs and style on 4- 5-year-old children's social development and behavior. The results of their study indicated that teachers with a more positive teaching style (e.g., have a democratic teacher interaction, engaging, respectful and responsive) facilitate children's pro-social behaviors. This contradiction may be due to the high numbers of preschool teachers who have traditional beliefs in Jordanian preschools; since more than three fourth (77.4%) of preschool teachers held traditional beliefs.

Research efforts to extract the particular dimensions of quality that affect social development seem to contradict the current study's findings (Abbott-Shim, et al.1998; Cairns, 1986; Phillips, McCartney & Scarr,1987). Phillips, at el., (1998) concluded that teacher-child interactions and behaviors were major contributions to preschooler's social development. Two other studies contradict the findings of the current study. Abbott-Shim, et al., (1998) found that children's social interaction with teachers was affected by teacher's parenting style that depends greatly on teacher's beliefs about child-rearing. Similarly, Cairns (1986) found that through positive democratic teachers'-beliefs that leads to positive teacher- child interaction, children learn how to approach different social situations that allow them to construct social knowledge and positive behaviors.

Educational Implications and Contributions to Early Childhood Education

The findings of this study provide empirical evidence of the relationship between teachers' credentials and teachers' child-rearing and educational beliefs and preschool children's social development. It is indicated that preschool teachers in Jordan have low credentials and traditional beliefs. This finding implies that preschools in Jordan should hire teachers with BA degrees in early childhood education. For example, the MoE needs to train more personnel to work as trainers for in-service teachers who do not hold a BA in early childhood education. This will help them increase their knowledge and experience in this field. The MoE should develop training programs for in-service teachers and encourage them to join these training programs by giving them incentives and free training sessions and certifications for the in-service teachers who complete the training programs.

Although the MoE minimum requirement for preschool teachers is a BA degree in early childhood education or other education majors, this study indicated that, most teachers working in preschools hold BA degrees in majors other than early childhood education or child development (Foure, et al., 2006). This may be due to the fact that there are a few colleges that have early childhood education programs. On the other hand, colleges that offer early childhood education programs need to work on upgrading their programs by including more practicum courses for pre-service teachers. Additionally, other colleges need to develop stronger early childhood education programs for pre-service teachers. Colleges that have developed and upgraded their early childhood programs need to hire college professors who are specialists in early childhood education. In recent years a few colleges have started to send scholars abroad to specialize in child related fields. Accordingly, colleges should hire mentors for pre-service teachers who are trained in early childhood education. The lack of qualified professional personnel that provide sufficient pre-service and in-service training for early childhood teacher, and a lack of education supervision is evident in Jordanian Colleges and schools (Jordan Times, 2002).

Additionally, the number of preschool teachers who hold BA degrees in early childhood education is considered low since they account only for (34.29%) (see Table

5). Only (17.1%) of the teachers had pre-service training. This implies that some of the early childhood education programs in colleges do not offer practicum courses or training for pre-service teachers in preschool settings before graduating. The researcher's personal experience in this matter indicates that the colleges that offer practicum courses for their pre-service teachers face different problems. There is a gap between the pre-service teacher's new knowledge in early childhood education and the reality in preschools. The pre-service teachers found it hard to implement their new practices in preschool settings. This may be due to the following reasons: a) the lack of qualified professional personnel that provide sufficient training for pre-service teachers; b) the lack of knowledge in early childhood education of the preschool's principals and the in-service teachers in this field; c) colleges need to find cooperative preschools that help pre-service teachers to implement their new practice. Therefore, this study may encourage colleges to spread awareness of the importance of preschool teachers' in promoting preschool children's development. It is worth noting that there is a lack of understanding of the concept of early childhood education even though many effort has been extended to educate parents and teachers through parenting programs and teachers' training programs (Four,et al., 2006). In order to spread awareness for this profession, colleges need to define what is early childhood education profession for new college student? And introduce the organizations that employ early childhood graduates. Finally, colleges need to encourage more male students to enroll in these programs.

The current study indicated that high level credentials were associated with democratic beliefs whereas low credentials were associated with traditional beliefs. This finding implies that the Jordanian school system has been dominated by the traditional child-rearing and educational beliefs. Most of the preschool teachers in Jordan had traditional beliefs, this is due to the fact that the educational system in Jordan still dominated by the Arabic culture that adopt traditional beliefs and value obedience and control. These beliefs and views affect parents' and teachers' practices at home and school. Although in recent years democratic beliefs start to affect parents' practice at home in their child-rearing due to the globalization and the effect of international democratic views toward child-rearing, the traditional beliefs in the school system are

still dominating teachers' behaviors. Therefore, this study suggests that the MoE should set training programs that help in service teachers to recognize the importance of the democratic beliefs and the new teaching approaches that look at the child as an active participant in the educational system not as passive recipient. On the other hand, colleges should include courses that emphasize class management, child guides and discipline, problems modification, and child-rearing and socialization. These courses will equip pre-service teachers with the knowledge and experience needed in classrooms, as well as it will affect their child-rearing beliefs positively.

This study indicated that there was statistically significant relationship between teachers' credentials and preschool children's social development. It emphasized the importance of young children's social development in the early years. Therefore, young children's social development should be taken into account when developing new curricula. For example, the MoE National Kindergarten Curriculum was not implemented in all preschools, thus, training was limited only to a small number of teachers in preschools. MoE should train trainees to help in-service teachers to implement this curriculum and to follow up with the teachers. The new curriculum was developed in order to meet the developmentally appropriate practice guidelines that emphasize on young children's social development. Only 8.5% of the sample teachers in this study were trained to use the National Kindergarten curriculum. This explains the low number of teachers that had this training. Therefore, the MoE should develop training sessions for in-service teachers at the Kingdom to help them implement this curriculum.

In summary, the contribution of the study for the early childhood education particularly in Jordan is evident from the study's findings.

First the relationship between teachers' credentials and child-rearing beliefs in promoting children's social development.

Second, the importance of teacher's child-rearing beliefs in the educational system that help young children develop positive social skills.

Third, the importance of developing professional personnel that are trained and experienced in early childhood education.

Fourth, Jordanian colleges and schools should take these findings into account when developing early childhood programs.

Finally, the MoE should promote and develop training programs for preschool teachers and follow up these programs.

Suggestions for Future Research

The findings of this research revealed the importance of teachers' credentials and child-rearing beliefs for preschool children's social development. A recommendation for future research is to include predictors such as classroom structural quality, age, gender and public schools. This research was conducted in private preschools in Jordan. A recommendation for future research is to include public preschools and compare teachers' credentials, salary, and classroom structural quality between the two sectors. Due to the large number of private preschools, additional research among private preschools of minimal quality is recommended.

. All the teachers in this study were female. Male teachers might have different beliefs about child-rearing. Therefore, another recommendation for future research is to include male and female teachers and compare the differences in their child-rearing beliefs.

In summary, this study has been an attempt to understand how teachers' credentials and childrearing beliefs relate to preschool children's social development. The data presented in this study suggested that teachers with low credentials held traditional beliefs and teachers with high credentials held democratic beliefs. Children who had teachers with high credentials and democratic beliefs were more cooperative, communicate positively, act more responsibly, engaged in positive interaction with teacher and had self-control. The relationship between teachers' credentials and child-rearing beliefs was examined. The findings indicated that there was a statistically significant relationship between teachers' credentials and child-rearing beliefs. Finally, children's social skills, problem behaviors and academic competence with teachers' credentials were examined.

The findings revealed that there was a statistically significant relationship between teachers' credentials and preschool children's social development, problem behaviors and academic competence. The findings revealed no statistically significant relationships between teachers' child-rearing beliefs and preschool children's problem

behaviors and academic competence. Given the findings of this study, young children spend considerable amount of time in preschools, therefore, teachers should have BA degrees in early childhood education with solid training, experience and democratic beliefs. Knowledge of young children's social development can help teachers to promote preschoolers' social skills and behaviors. Future research should examine structural quality within Private preschools in Jordan and also compare teachers' credentials between the private and public sectors. Finally, future studies should examine the effects of teachers' beliefs in preschool settings and compare the beliefs of male and female teachers.

APPENDIX A
PARENTAL MODERNITY (PM) CHILD-REARING AND EDUCATIONAL BELIEFS

	Strongly disagree	Mildly Disagree	Not Sure	Mildly Agree	Strongly Agree
1. Since parents lack special training in education, they should not question the teacher's teaching methods.					
2. Children should be treated the same regardless of differences among them.					
3. Children should always obey the teacher.					
4. Preparing for the future is more important for a child than enjoying today.					
5. Children will not do the right thing unless they must.					
6. Children should be allowed to disagree with their parents if they feel their own ideas are better.					
7. Children should be kept busy with work and study at home and at school.					
8. The major goal of education is to put basic information into the minds of the children.					
9. In order to be fair, a teacher must treat all the children alike.					
10. The most important thing to teach children is absolute obedience to whoever is in authority.					
11. Children learn best by doing things themselves rather than listening.					

	Strongly disagree	Mildly disagree	Not sure	Mildly agree	Strongly agree
12. Children must be carefully trained early in life or their natural impulses will make them unmanageable.					
13. Children have a right to their own point of view and should be allowed to express it.					
14. Children's learning results mainly from being presented basic information again and again					
15. Children like to teach other children.					
16. The most important thing to teach children is absolute obedience to parents.					
17. The school has the main responsibility for a child's education.					
18. Children generally do not do what they should unless someone sees to it.					

19. Parents should teach their children that they should be doing something useful at all times.	Strongly disagree	Mildly disagree	Not sure	Mildly agree	Strongly agree
20. It's all right for a child to disagree with his/her parents.					
21. Children should always obey their parents.					
22. Teachers need not be concerned with what goes on in a child's home.					
23. Parents should go along with the game when their child is pretending something.					
24. Parents should teach their children to have unquestioning loyalty to them					
25. Teachers should discipline all the children the same.					
26. Children should not question the authority of their parents.					
27. What parents teach their child					

at home is very important to his/her school success. 28. Children will be bad unless they are taught what is right. 29. A child's ideas should be seriously considered in making family decisions. 30. A teacher has no right to seek information about a child's home background.					

APPENDIX B
DEMOGRAPHIC INFORMATION FOR PARTICIPATING TEACHERS

Demographic Information and Teachers' Credentials for Participating Teachers:

1. Name of School: _____

2. Age:

   _____ Less than 20 years-old

   _____ 21-25 Years-old

   _____ 26-30 Years-old

   _____ 31-45 Years-old

   _____ 46 years and older

3. Marital Status:

   _____ Married

   _____ Single

   _____ Divorced

   _____ Widow

4. Gender:

   _____ Male

   _____ Female

1) Teacher Type of Education or major

1. _____ Early Childhood Education
2. _____ Child Development
3. _____ Education Major
4. _____ Other Majors. Please specify _____

2) Teacher Level of Education :

1. _____ High School Graduate
2. _____ Two Years Diploma/Associate Degree
3. _____ Bachelors Degree
4. _____ Masters Degree

3) Years of Experience:

1. _____ Less than three years
2. _____ 4-6 years
3. _____ 7-9 years
4. _____ More than 9 Years

4) Teacher Training:

1. _____ Pre-service Training
2. _____ In-service Training
3. _____ MoE Training
4. _____ Other Training

APPENDIX C

THE SOCIAL SKILLS IMPROVING SYSTEM (SSIS) RATING SCALE

	Never	Seldom	Often	Almost always
1. Asks for help from adults.				
2. Follows your direction.				
3. Tries to comfort others.				
4. Says “please.”				
5. Question rules that maybe unfair.				
6. Is well-behaved when unsupervised.				
7. Complete tasks without bothering others.				
8. Forgives others.				
9. Make friends easily.				
10. Responds well when others starts conversation or activity.				
11. Stands up for herself/himself when treated unfairly.				
12. Participates appropriately in class.				
13. Feels bad when others are sad.				
14. Speaks in appropriate tone of voice.				
15. Says when there is a problem.				
16. Takes responsibility for her/his own action.				
17. Pays attention to your instructions.				
18. Shows kindness to others when they are upset.				
19. Interacts well with other children.				
20. Takes turns in conversations.				
21. Stays calm when teased				
22. Act responsibly when with others.				
23. Joins activities that have already started.				
24. Say “thank you.”				
25. Expresses feeling when wronged.				
26. Takes care when using other people’s things.				
27. Ignores classmates when they are distracting.				
28. Is nice to others when they are feeling bad.				
29. Invites others to join in activities.				
30. Makes eye contact when talking.				
31. Takes criticism without getting upset.				
32. Respects the property of others.				
33. Participates in games or group activities.				
34. Uses appropriate language when upset.				
35. Stands up for others who treated unfairly.				
36. Resolves disagreements with you calmly.				
37. Follows classroom rules.				

38. Shows concerns for others. 39. Starts conversations with peers. 40. Uses gestures or body appropriately with others. 41. Response appropriately when pushed or hit. 42. Takes responsibility for part of a group activity. 43. Introduces herself/himself to others. 44. Makes a compromise during a conflict. 45. Says nice things about herself/himself without bragging. 46. Stays calm when disagreeing with others. **Problem Behavior** 47. Acts without thinking. 48. Is preoccupied with object parts. 49. Bullies others. 50. Becomes upset when routine change. 51. Has difficulty waiting for turn. 52. Does things to make others feel scared. 53. Fidgets or moves around too much. 54. Has stereotyped motor behavior. 55. Forces other to act against their will. 56. Withdraws from others. 57. Has temper tantrum. 58. Keeps others out of social circle. 59. Breaks into or stops group activities. 60. Repeats the same thing over and over. 61. Is aggressive towards people or objects. 62. Gets embarrassed easily. 63. Cheats in games or activities. 64. Act lonely. 65. Is inattentive. 66. Has nonfunctional routine or rituals. 67. Fights with others. 68. Says bad things about self. 69. Disobeys rules or requests. 70. Has low energy or lethargic. 71. Gets distracted easily. 72. Uses Odd physical gestures in interactions. 73. Talks back to adults. 74. Act sad or depressed. 75. Lies or does not tell the truth.				

76. Act anxious with others. **Academic Competence** 77. Compared with other students in your classroom, the overall academic performance of this student is: 78. In reading, how does this student compare with other student? 79. In mathematics, how does this student compare with other student? 80. In terms of grade-level expectations, this student's skills in reading are? 81. :In terms of grade-level expectations, this student's skills in mathematics are: 82. This student's overall motivation to succeed academically is:				

APPENDIX D

THE MINISTRY OF EDUCATION OF JORDAN LETTER AND APPROVAL FORM

To The Ministry of Education

I am a graduate student in the Early Childhood Education program at the Florida State University. My major professor is Dr. Ithel Jones in the Department of Childhood Education, Reading and Disability Services at the Florida State University. I am conducting a research study to examine the relationship between teachers' credentials and child-rearing beliefs and preschool children's social development at Jordanian private preschool settings. The participants of the study will be preschool teachers in the governorate of Amman and their students. I would be grateful if you grant me a permission to conduct my study at Amman's private schools.

The participation of the teachers will involve completing two short surveys one for the teachers and one for each child in their classroom, Parent Modernity Child- rearing and Educational Beliefs (PM) (Schaefer & Edgerton, 1985) questionnaire and Social Skills Improvement System SSIS Rating Scale (Gresham & Elliott, 2008). Participation of teachers and children in this study is voluntary. Teachers and preschoolers may choose to withdraw from the study at any time. The results of the research study may be published but participants' names will not be used.

There are no foreseeable risks or discomforts for the participant teachers and preschoolers. Although there may be no direct benefit to the participants, the possible benefit of conducting this study is that early childhood education professionals in Jordan will be provided with valuable insight into the relationship between teacher credentials and child-rearing beliefs and preschool children's social development. This knowledge will assist educators and practitioners and the Ministry of Education in Jordan to develop more effective strategies to enhance preschool children's social; development and emphasize on teacher credentials.

If you have any questions concerning this research study, please call me at 9709669551 and if you need further information concerning this study you may contact my advisor at Florida state University at (850) 644-8486 or by email at ijones@fsu.edu

Sincerely,

Iman Amy Betawi

THE HASHEMITE KINGDOM
OF JORDAN
MINISTRY OF EDUCATION

بسم الله الرحمن الرحيم

المملكة الأردنية الهاشمية
وزارة التربية والتعليم

Ref. No. 63556 3/10
Date .....

الرقم .....
التاريخ .....
الموافق .....

To Whom It May Concern

Subject: Facilitation letter

The Ministry of Education grants permission to the student Iman Amy Betawi to conduct her study titled "The relationship between teachers' credentials and their beliefs about child-rearing and young children's social development at Jordanian private pre-schools". This permission will help the researcher to conduct her research successfully and facilitates her mission in Jordan.

Minister of Education.

THE HASHEMITE KINGDOM OF JORDAN
Ministry of Education

Cc: The head of Educational Research Division.
Cc: File 3/10

APPENDIX E
IRB CONSENT FORMS

Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8673, FAX (850) 644-4392

APPROVAL MEMORANDUM

Date: 2/23/2010
To: Iman Betawi [iab07@fsu.edu]
Address: 2000 N Meridian Rd, Apt # 312 Tallahassee FL, 32303
Dept.: EDUCATION
From: Thomas L. Jacobson, Chair
Re: Use of Human Subjects in Research

The Relationship between Early Childhood Teacher s' Cedentials and Beliefs about Child-rearing and Young Children's Social Development in Jordaian Preschool Settings

The application that you submitted to this office in regard to the use of human subjects in the research proposal referenced above has been reviewed by the Human Subjects Committee at its meeting on 01/13/2010. Your project was approved by the Committee. The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required. If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects. If the project has not been completed by 1/12/2011 you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee. You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others. By copy of this memorandum, the Chair of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Ithal Jones, Advisor [ijones@fsu.edu]
HSC No. 2009.3707

Human Subjects Committee

Parental Consent Letter for Minors

Dear Parent:

I am a graduate student in the Early Childhood Education program at Florida State University. My major professor is Dr. Ithel Jones of the Department of Teacher Education, at the Florida State University. I am conducting a research study to examine the effect of teacher credentials and child-rearing beliefs on preschool children's social development.

I would be grateful if you would allow your child to participate in my study. If give your permission for your child to participate in the study your child's teacher will be asked to complete one short survey about your child. The survey asks your child's teacher about his or her perceptions about your child's social skills and competencies. Your child's participation in this study is voluntary. If you or your child chooses not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect your child's care. The results of the research study may be published, but your child's name will not be used.

Although there may be no direct benefit to your child, the possible benefit of your child's participation is that early childhood education professionals will be provided with valuable insight into the association of teaches' credentials and child-rearing beliefs and preschool children's social development. This knowledge will assist educators and practitioners in developing more effective training programs for preschool teachers and strategies to enhance teachers' knowledge and skills to promote children's social skills.. If you have any questions concerning this research study or your child's participation in the study, please call me at (850)339-2424.

Sincerely,

Iman Amy Betawi

I give consent for my child_____ to participate in the above study. I understand that my child's participation in the study is totally voluntary. My child's social competence and development scores will be kept confidential to the extent

allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.
I understand there is no possibility of risk involved if I agree to allow my child to participate in this study. My child's name will not appear on any of the results or reports.

Parent's Name_____

Parent's Signature_____ (Date)_____

If you have any questions about your rights as a subject/participants in this research, or you feel you have been placed at risk, you can contact the Chair of Human Subject Committee, Institutional Review Board, through the Vice President for the Office of Research at (850) 644-8633, or email

Human Subjects Committee

Letter of Consent for Adults

Dear_____

I am a graduate student in the Early Childhood Education program at the Florida State University. My major professor is Dr. Ithel Jones in the Department of Childhood Education, Reading and Disability Services at the Florida State University. I am conducting a research study to investigate the relationship between teachers' credentials and child-rearing beliefs and preschool children's social competence and development.

I would be grateful if you could participate in my study. Your participation will involve completing two short surveys one for you and one for each child in your classroom, teacher's child rearing beliefs questionnaire and Social Skills Improvement System SSIS Rating Scale. Your participation in this study is voluntary. You may choose to withdraw from the study at any time. The results of the research study may be published, but your name will not be used.

There are no foreseeable risks or discomforts if you agree to participate in this study. Although there may be no direct benefit to you, the possible benefit of your participation is that early childhood education professionals will be provided with valuable insight into the association between teachers' credentials and child-rearing beliefs and preschool children's social development. This knowledge will assist educators and practitioners in developing more effective strategies to enhance preschool children's social; development and emphasize on teacher credentials.
If you have any questions concerning this research study or your participation in the study, please call me at (850)339-2424.

Sincerely,
Iman Amy Betawi

Principals' consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at_____ preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school_____ to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name_____

Principal Signature_____ (Date)_____

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through

the Vice President for the Office of Research **at (850) 644-8633, or I can contact the IRB office by email at humansubjects@magnet.fsu.edu**

If you have any questions concerning this research study, please feel free to **call me at 0799669551** or **email me at iab07@fsu.edu**

Sincerely,

Iman Amy Betawi

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at Al Manhal school preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school Al Manhal school to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name Haneen Zakaria

Principal Signature روضة المنهل العالمية (Date) 14-2-2010

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at humansubjects@magnet.fsu.edu

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at** iab07@fsu.edu

Sincerely,

Iman Amy Betawi

روضة المنهل العالمية

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at MODERN SYSTEMS preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school MODERN SYSTEMS to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name Dia Qaddumi

Principal Signature _____ (Date) 14/2/2010

روضة مدارس النظم الحديثة MSS

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at **humansubjects@magnet.fsu.edu**

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at iab07@fsu.edu**

Sincerely,

Iman Amy Betawi

روضة مدارس النظم الحديثة MSS

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at ALSabelah preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school Al-Sabelah to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name Heba Abu Eisheh

Principal Signature _____ (Date) 14th/Feb 2010

مدارس السابلة

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at humansubjects@magnet.fsu.edu

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at iab07@fsu.edu**

مدارس السابلة

Sincerely,

Iman Amy Betawi

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at Universals Schools 2nd preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school Universals Schools 2nd to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name Amer Abdallah

Principal Signature _____ (Date) 14/2/2010

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at humansubjects@magnet.fsu.edu

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at** iab07@fsu.edu

Sincerely,

Iman Amy Betawi

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at Al-Asriyya Kindergarten preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school Al-Asriyya Kindergarten to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name: [illegible]

Principal Signature: [illegible] (Date) 14/2/2010

المدارس العصرية الروضة K.G Al-Asriyya Schools

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at **humansubjects@magnet.fsu.edu**

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at iab07@fsu.edu**

Sincerely,

Iman Amy Betawi

المدارس العصرية الروضة K.G Al-Asriyya Schools

Principal's consent for research participation

This is consent to grant permission to the student Iman Amy Betawi to conduct her study "The relationship between teachers' credentials and beliefs about child-rearing and young children's social development at Jordanian preschool settings" at Amman National School preschool in the directorate of Amman/Jordan. I understand that the teachers in my school will complete two instruments. One on teachers' credentials and child-rearing beliefs (Parental Modernity Scale) and the other instrument on preschool children's social development where each teacher will rate each of her students in her class using the SSIS rating scale. The participation of teachers and students at my school is voluntary and any one can withdraw at any time. If I or any of the teachers and children in my school choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect the school or the participants. The results of the research study may be published, but names of schools, teachers, and children will not be used.

I give consent for the teachers and student in my school Amman National School to participate in the above study. I understand that the participation in the study is totally voluntary. The child's social competence and development scores and the teachers' credentials and child-rearing scores will be kept confidential to the extent allowed by law and identified by a subject code number. The data will be stored in a locked filing cabinet in the researcher's home office.

I understand there is **minimal** risk involved if I agree to allow the school teachers and students to participate in this **low risk** study. My school's name as well as teachers' and children's names will not appear on any of the results or reports.

Principal Name Carla Zumot

Principal Signature _____ (Date) 14.2.2010

Amman National School

I understand that if I have any questions about my rights as a participant in this study, or I feel my teachers and students have been placed at risk, I can contact the Chair of Human Subject Committee, Institutional Review Board **(IRB) at FSU**, through the Vice President for the Office of Research at (850) 644-8633, or I can contact the IRB office by email at **humansubjects@magnet.fsu.edu**

If you have any questions concerning this research study, please feel free to call me at 0799669551 or **email me at iab07@fsu.edu**

Sincerely,

Iman Amy Betawi

Amman National School

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Pathways of Tennessee, Union City, TN Crisis Clinician	1996-1998
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