

The culture of quality of kindergarten female teachers and its relationship to some variables (specialization - certificate - experience)

Prepared by



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Abstract

The research aimed at defining the level of application of quality culture for kindergarten female teachers and its relationship to some variables (specialization, certificate, experience,).

In order to achieve the goal of the current research, the two researcher built a quality culture scale for kindergarten female teachers, dependent on previous books and studies, as the final image of the scale consisted of 24 paragraphs, distributed into three fields (leadership, performance evaluation, educational climate, cognitive awareness of the postulates of quality) .

The researcher extracted the indicators of the validity of the scale by extracting the apparent validity by presenting it to a group of experts, who are specialized in child psychology and educational psychological sciences. The validity of the construction was also verified through some of its indicators, and the reliability was estimated by the Fakronbach equation, and the reliability coefficient was (88.0).1

After the psychometric properties of the scale were verified, the scale was applied to the main research sample of (135) female teachers, chosen according to the simple random method, and after data were collected and statistically addressed by applying appropriate statistical methods such as (T-test for one sample, T-test for two independent samples).

The following results were reached: the kindergarten female teachers, invariably apply the culture of quality.

In light of the results, the two researchers made some recommendations, including – the enhancement of kindergarten institutions through conducting scientific courses, seminars and conferences to promote the importance of quality culture and develop the institution and raise it to the required level within the determined standards, and finally the role of media in dissemination of the culture of quality as the researchers suggested.

Key Words: (Quality Culture, Kindergarten Teachers)

Introduction

. The culture of quality is considered one of the most important modern waves that has captured a great deal of interest from researchers and scholars, as the presence of a culture of quality in educational, institutions is one of the lofty goals that an individual seeks to achieve, and the culture of quality in kindergartens is the heart of the body for the stages of education The culture of quality in kindergartens is considered the heart of the body for the stages of education, because it is the beginning and the second social environment in raising the child and building his personality after the family environment, in which the child integrates with his family and interacts with them under the supervision of a teacher specialized in the field of childhood in an environment prepared in a sound scientific manner for education Child The importance of these

institutions in the upbringing of the child is a normal social upbringing and work in these institutions in a scientific manner so that their products are of a high degree of quality.

Many articles have appeared in recent years, all arguing for the importance of reforming and developing pre-service teachers preparation programs, as well as the ancillary activities concerned with the long-term development of their profession, in order to ensure quality in their performance, raise the level of their practice, and assist them in carrying out the consequences and responsibilities imposed by the new educational model.. Many of those societies, especially the educationally advanced ones, have considered these calls as a main route to the application of the standards of quality assurance in their educational system, and to the engagement, based on an integrated vision, in reforming these systems as an inevitable response to the logic of the age and face its new educational requirements and challenges, which differ from all the similar requirements and challenges witnessed by them through their long histories. (Sharif, 2014: 63). In view of what these transformations impose on the educational systems, of necessity of bringing about profoundly radical qualitative changes, their philosophy, objectives and related concepts, ideas and educational practices aim to enhance the foundations of a new educational culture that comply with the new requirements of the civilized type (Al-Bilawi and others, 2006: 119).

The problem of Research

A lot of writings have appeared in the recent years, all calling for the necessity of reforming and developing pre-service teacher preparation programs and the accompanied activities concerned with the sustainable development of his profession, to ensure quality in his performance, raise the level of his practice and help him carry out the consequences and responsibilities of the requirements and demands of his new role, which are imposed by the new educational model that represents one of the secretions of the contemporary scientific and technological developments. Many of those societies, especially the educationally advanced ones, have considered these calls as a main route to the application of the standards of quality assurance in their educational system, and to the engagement, based on an integrated vision, in reforming these systems as an inevitable response to the logic of the age and face its new educational requirements and challenges, which differ from all the similar requirements and challenges witnessed by them through their long histories. (Sharif, 2014: 63). In view of what these transformations impose on the educational systems, of necessity of bringing about profoundly radical qualitative changes, their philosophy, objectives and related concepts, ideas and educational practices aim to enhance the foundations of a new educational culture that comply with the new requirements of the civilized type, and all of this will eventually oblige the teacher to develop the learner and equip him with the capabilities and skills that assist him to coexist safely with challenges imposed by this civilized type, and to actively participate with fellow citizens to enable his society to contribute positively to building the edifice of this civilized type (Al-Bilawi and others, 2006: 119).As these changes have

extended vertically to include the individual since he joins the kindergarten until graduating from university and beyond, therefore, kindergarten institutions are to be modernized through their women teachers in a way that copes with the needs of children and the educational developments and the huge and successive knowledge explosion. This requires the woman teacher to involve children in the process of planning, learning activities and encouraging them to take initiative, and presenting new ideas that can open various fields and interests that contribute to the development of their skills and tendencies (Sharif, 2014: 170). The kindergarten female teacher is the primary element at this stage, she has to play different roles in achieving the educational goals of this stage for the kindergarten, though equipped with the most modern means of education and the finest capabilities cannot achieve its goals without a specialized and scientifically qualified teacher in all professional, academic and cultural fields and with in-service preparation programs, formulated in a way that ensures the demands of the educational process to attain quality of performance (Abu Hamda (2010: 133) and this is largely based on the overall preparation of a quality culture among all workers in the institution as being the appropriate grounding for the application of the concept of total quality, Dale & Cooper indicated and accepted that promotion of the culture of quality and applying it in the institution is considered one of the most challenges facing TQM, which cannot be applied in a hostile environment that objects to development and change, for creating supportive cultural environment is regarded one of the basics of the success of the quality culture (Attia, 2009: 93). Studies and researches, conducted in the fields of learning and teaching, proved that the physical and human environmental elements have an impact on the learning process, as constituting an entry of the educational system entries that affects learning outcomes through its interaction with the inputs or other elements. The most important challenges facing kindergarten institutions are the preparation of an environment suitable for every kindergarten child that assists in development of diverse concepts and learning methods that comply with changes and consider the culture of quality and the individual differences among children (Sharif, 2014: 136). It has become evident, despite serious pursuit of many educational institutions towards quality and obtaining accreditation, some of them did not reach the required level, according to what previous studies mentioned, including (Al-Azab, 2009) study, which refers that the quality culture is weak in these and the study of (Mahmoud, 2009), which showed that the weakness of the quality culture is one of the points of weakness and a grave component that threatens the resulting implementation of the quality system, (Al-Shetaihi, 2015: 59). After the justifications for studying the quality culture have been presented, the researcher is asking; what is the level of the application of quality culture, the Kindergarten women teachers have and are there statistically significant differences for quality culture as per the two variables (specialization, certificate, experience).

Importance of Research.

Being an interdisciplinary school of thought, quality is specialized with organizations, organizational behavior, leadership, quantitative management, psychology, sociology, education, and other interdisciplinary sciences. Hence, quality has become a method of thinking, philosophy and an approach that can be applied in the management of an

organization or institution, for it brings about a kind of integration among organizational concepts and its methods, derived from various disciplines and sources. In order to present a general intellectual framework and a coherent philosophical vision that can be useful in directing the work of organizations and their management to provide a qualified product (Rady and Al-Arabi, 2016: 44). Educational organizations have their own culture, which consists of values, principles, traditions, and expectations that describe human interaction with the system, which seems to be clearly reflected in the procedural level as represented in the culture of the educational institution. As this culture is subject to two basic factors, namely the general culture of society and educational philosophy, out of which higher authorities derive the educational goals which branch into the culture of quality. Paul Heckman (1993) decided that culture underlies beliefs held by managers and teachers and cultural change is the secret of the application of total quality because individuals in institutions descend from different cultures (Al-Qaisi, 2011: 172). Quality is achieved in a transformative sense thanks to the practice of leadership that establishes a vision to be translated into a customer service and constructs structures and organizational culture that allow employees to provide quality service. Also, this sense relies on the improvement that expresses the doing of things correctly and not just doing the right things, and this sense of quality also works to reconcile between customers' aspirations of and empowering of employees. As the pursuit of quality is a difficult process that is dependent not only on the good state of systems and procedures and their understanding, but also on a culture of change that focuses on customers, every individual bears responsibility for the quality of work in their organization, and they can fully contribute to achieving this responsibility (Al-Habib, 2019: 19). In kindergarten institutions, the importance of the quality culture stems from the fact that quality and its standards necessitate that everyone should participate to become an active part within the kindergarten. Consequently, the culture of quality is considered a driving force for this institution to achieve its goals and mission entrusted to it by the society and the various parties related to raising the child. This requires raising the efficiency of teacher quality through (satisfying his competence needs, training him how to use internet in education, developing teachers' performance levels through conducting a set of necessary programs (Sharif, 2014: 173) for being one of the most important elements in the educational process, which advances by to his goodness and setbacks by his weakness. The culture of quality in kindergartens requires the teacher to run a classroom dominated by normal human relations and a psychological and social climate, where affection, compassion and harmony prevail, for the teacher is not in a fight with the children that makes him fear their solidarity and familiarity. It is assumed that cooperation should prevail among children where they help each other and learn according to their potentialities and capabilities. This does not mean that the teacher eliminates competition among them for the sake of success and achievement, but competition is a double-edged sword, that

exaggeration in it may create an atmosphere of jealousy, division and lying in wait for mistakes. The educational climate has great importance in implementing the culture of quality in kindergartens where the fruitful interaction spreads between the teacher and children on the one hand and between the children themselves on the other hand (Sharif, 2005: 260). Encouragement and motivation also play a role in the spreading of the culture of quality for they profoundly support the competent performance and notifying employees that they have a role in the success of the work of the institution, which leads to the development of total quality adopted by the institution. Since the concept of quality management means the continuity of the improvement process, the encouragement and motivation will increase workers' effectiveness and enthusiasm for continuing development and improvement. Therefore, one of the requirements of the application of the program is that the institution has to submit a flexible effective system of motivation and encouragement that contributes to making workers feel they belong to the institution in which they work and consolidating their self-confidence (Attia, 2009: 94)

Here, the importance of kindergarten appears due to its being an educational and social institution seeking to prepare the child for a future life compatible to the quality age and its demands, and to protect him against the feeling of the sudden shift from home to kindergarten. Studies indicate that (50%) of the aspects of child mental growth is formed in the first four years of his life and that (30%) between the fourth and eighth year. Kindergarten has become a source for learning important social skills for the child, where he learns self-expression, self-affirmation and self- assurance away from home, and shows obedience to the institution system (Al-Murraya, 2010: 1).

The importance of the current research is demonstrated in

- 1- The importance of the changes to be brought about, for the culture prevalent in the institution should be comprehensively evaluated and the essence of the required changes identified and enlisted.
- 2- The importance of building a detailed plan to implement the required changes in a way that includes the data of change-effected individuals, both participants and opponents, and the problems that the process of change may confront to achieve the drawn out goals for its success.
- 3- The importance of convincing the organization's employees that the change to be created is important and identifying supporters of making the process of change successful. .

Objective of Research: -

The current research aims at

- Knowing the level of application of the quality culture for kindergarten teachers
- Identifying the statistically significant differences in the culture of quality according to the research variables (specialization - certificate - experience).

Limits of Research:-

The current research is confined to governmental kindergarten women teachers in the city of Baghdad (Rusafa Al Thaniah) for the academic year (2019-2020)

Definition of Terms: -

First: - Quality culture is defined by the followings

1- Aleman (2008):

((as a set of shared values, traditions, customs, and trends among employees within an organization that reflect how they behave while performing their jobs and daily skills, and that strive for continuous improvement))(Aleman, 2008: 34)

2- Attia (2009):

((as all the values, norms, procedures, and expectations that contribute to improving the organization's quality and continuously improving the services and products it offers)).

(Attia, 2009: 93)

Second: - Kindergarten female teacher is defined by:

1- Mortada (2001)

As an educator (nanny) who educates the child in the kindergarten stage, seeking to achieve the desired educational goals for that age stage, as well as she enjoys further personal, educational and social characteristics that make her distinct from other female teachers of the other stages. (Mortada, 2001: 23)

Third: Kindergarten

As defined by the Ministry of Education (1990), it is an educational institution that includes 4-6 years old, whose purpose is to develop all different aspects of the child's personality in a comprehensive and integrated manner. (Ministry of Education, 1990: 19)

Procedural definition of the Quality Culture Scale: -

It is the total score obtained by a female teacher by answering the paragraphs of the Quality Culture Scale.

Theory and Previous Studies

The first Axis: a theoretical framework

There are many benefits of applying quality in kindergartens as per the level of quality of each of them and the attained progress in the field of educational service quality about the justifications of the application of total quality in kindergartens due to the constant urgent need over times to improve education in it, where a lot evaluation types and improvement tools have been developed in association with its improvement. Today, and at a large scale

Studies include terms such as quality and accreditation management, and accountability, to refer to the necessities of educational reform to keep pace with the continuous renewal of knowledge. Kindergarten institutions were not far from the current of reform and the transition towards quality and accreditation, but rather became a major trend and demand in early childhood education, for being important tool that provides evidence on the extent of achievement of quality standards in kindergarten institutions. Being an administrative philosophy concentrating on the beneficiaries' needs, it is defined as consistency of educational outputs with usage, while Crosby, a pioneer advocate of quality, indicated that quality in education is the avoidance defects in educational

processes. (Abdul Karim Al-Hussein, 2016: 49) defined a female teacher, with all of her personal, scientific and cultural components as the main influencing factor in child environmental education inside the kindergarten environment. Not only this influence is associated with her technical skills, but also with her attitudes, values, feelings and habits that are reflected in her thoughts and manners, which are quickly transmitted to the child as being the model and example for him that he imitate, and be identified with her personality in their manners and behaviors. Giving her personality due interest is no less than interest given to her role, work and technical skills, because she prepares the learning environment inside and outside the activity halls in line with the objectives of modern education as per the requirements of quality, she also implements plans and programs crystalized by specialist in child education(Jad,117:2004) through a set of values, traditions and successful expectations from the environment of participation that lead to continuous improvement and upgrading the level of quality, and bringing about a cultural change. This requires commitment on the parts of the society members with an appropriate image that shows that there is potential resistance, resultant from the values that direct and guide behavior, and among the most important components of the application of total quality are: -

- 1- Observing the phenomena of total quality to understand the current conditions and experiences of quality and the desire for renewal.
- 2- Determining the current values which clarify the prevalent values of the quality policies as for the organization
- 3- Defining the principles embodied in the quality policies and the organization's perspectives towards the culture of quality
- 4- Implementing the new policies of quality and working on changing the behavior of workers towards those policies (Rifai, 2003: 16)

As Bunstenkle (1992) observes that quality can be achieved in the educational institutions through effective teaching tools (teacher, learner, organizational environment) for the teacher and environment represent the supportive authority, whereas children represent the beneficiaries. Therefore, whenever the teacher is present, education is available to make of children beneficiaries in the long term through their adaption to the environment and communicating with it, how to evaluate quality in their work and the work of other bodies, and how to invest educational opportunities, in addition to that there are other beneficiaries; parents in particular and society in general who contribute to developing the capabilities of their children to be productive in a way that serves society. The burden of quality achievement is laid on the shoulders of male and female teachers and child one side, and on the educational institution on the other side (Jafar, 2012: 56)

There are standards associated with the system's inputs in the educational field that may assist in determining the total quality standards in the children's education system in kindergarten institutions:

- 1- Child-related criteria as regard to selection, ratio of the number of children to teachers, and the average cost of children and services.
- 2- Standards related to female teachers as regard to size of the teaching staff, professional competence, and extent of women teachers 'contribution
- 3- Criteria related to the curriculum as to the originality of the curriculum, its level, content, method, style, and its relevance to reality.

4- Standards related to school administration as to leadership commitment to quality and good human relations.

5- Standards related to educational administration regarding the commitment of educational leaders to quality as considered a route to improve productivity.

6- Criteria related to material capabilities as to flexibility, the kindergarten building, its ability to achieve goals, and the extent to which children benefit from the library, equipment and tools.

7- Criteria related to the relations between the kindergarten and society as regard to the extent to which the kindergarten fulfills the needs of the surrounding community and participates in solving its problems (Sharif, 2014: 201)

Kindergarten female teacher performance criteria in light of total quality: -

The first criterion / Understanding young children

Kindergarten teachers invest information on the child's development, and form relationships with him and his family in understanding each child individually, and in planning to deal with each child as per his/her needs and abilities and this is done in light of the cultural, historical and values framework of society, and by following up the child's growth and understanding the child and society distinctively , the matter which helps in planning and implementing programs in innovative ways.

The second criterion / Equality of Treatment

This refers to the attainment of equity in treatment of children, and taking their individual differences into account, and this can be done through the creation of safe study environment for the child with considering differences in their needs, urging them to establish good relationships with others, with adherence to the principle of justice and equality between children.

The third criterion / evaluation

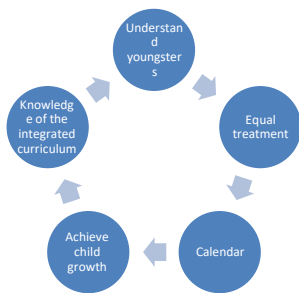
This refers to the teacher 's ability to recognize the points of strengths and weaknesses through some methods such as(multiple assessment tools, how to use assessment tools efficiently, the diversity of evaluation methods used, good guiding, analysis of behavior).

Fourth criterion / Child's growth and learning

The teacher seeks to encourage the child's cognitive, social, emotional, and movement , and linguistic growth, by organizing the environment in the best way that achieves the child growth and learning through identifying the characteristics of the child's growth, developing evaluation methods, and organizing a physical environment).

Fifth criterion / Acquaintance with integrative approach

This standard is based on knowing how young children learn the study materials and evaluate this learning, and on the role of the kindergarten woman teacher in designing and preparing suitable educational experiences that integrate the study materials.(Sheriff, 2014: 204-206)



Standards of performance of kindergarten female teacher

Quality Culture

Every institution has its own culture, which consists of a set of values, traditions, and attitudes common for its personnel, which reflects their behavior while performing their everyday jobs and tasks. The culture of quality also has a major role in the success of total quality management programs in the organization.

In order to build a culture of quality in the organization, the following strategy should be applied: -

- 1- Knowing the necessary changes to be brought about, through comprehensive assessment of the institution prevalent culture and knowing the essence of the required changes to be determined and enlisted in bills.
- 2- working out a detailed plan to implement the required changes, including the details of the change-influenced individuals, both participants and opponents, as well as the problems, which the change may confront while achieving the goals drawn out for its success.
- 3- Convincing the institution staff of the importance of the change to be undertaken, identifying the individuals who are able to support the process of change and ensure its success or those who may impede changing towards quality, and acquaint them about the change plan, and recognize their opinions, suggestions and perceptions about the change process which is to be seriously tackled.
- 4- encouraging and motivating, all those who will be materially and morally influenced by the process of change in the institution (Al-Qaisi, 2012: 175)

Among the quality benefits of kindergarten female teachers:

- 1- Continuity of the professional development for female teachers and its positive impact on the contentment of performance.
- 2- promoting an element of comfort in the working through a well-designed program whose components of the curriculum are clear, so are the roles and responsibilities of workers involved (children - teachers - assistants - administrators).
- 3- Quality promotes a positive, collaborative work atmosphere, where all female teachers entertain a feeling of satisfaction and assurance that develops the positive mutual support among fellow-females.
- 4- The progress which children make in a high-quality program grants female teachers self-confidence and continuous enthusiasm to implement the highest standards of the quality of education for young children (Abdul Karim Al-Hussein, 2016: 58)

Multiple benefits reaped by the institution out of the application of quality, the most important among them are:

- 1- Creating an environment that supports and maintains the constant development
- 2- Following up and developing tools of assessment of the performance events.
- 3- founding a culture that strongly concentrates on customers.
- 4- Improving outputs.
- 5- enhancing efficiency by increasing cooperation between administrations and encouraging teamwork.
- 6- Learning to make decisions based on facts, not feelings.
- 7- Involving all workers in the development process.

The obstacles of quality implementation are:

- 1- The novelty of the issue of total quality management, particularly in developing countries.
- 2- The lack of qualified human resources in this field.
- 3- lack of sufficient funds for the implementation of quality
- 4- some workers believes mistakenly that training is not necessary, though the acquisition of necessary life skills is important enough to satisfy life requirements and cope with the rapid changes of this era.

Children are in a dire need for skills in their life because these skills assist them confront resultant situations and problems, to think about what is going on around, to be self-dependent in decision-making, and to interact with fellow citizens (Ibrahim, 2014: 27-28). Construct of quality culture essentially resembles the laying of firm foundations of pillars and supports in the structural construction of the humanitarian organization. First, it is necessary to lay the foundations and prepare supports through the development of the organization's understanding of the so-called laws or rules of organizational change. One of these rules is the understanding of the history of the organization's culture because the organized culture does not exist by itself, but an outcome of the policies, obstacles, circumstances and times the organization passed through. And what seems inappropriate now, it must have been set for a reasonable reason in the past. Therefore, administrators should be well-acquainted with the history of the organization's culture and the current one, before culture change. There is also another important rule; former systems should not be demolished. On the contrary, they are to be improved and built on because this will help the organization advance and bring about the required change and participate in these processes. In return, administrators should be sufficiently prepared to listen to their employees and their observations and try to involve them in the change process.

The most important aspects of the quality culture

- The process of cultural change is initiated equally with the working out of the final goal of the organization through the understanding of the aspects of quality culture as mainly characterized by the following;

- 1- Concentrating on the importance of human resources for the organization.
- 2- The availability of annual traditions for celebrating anniversaries.
- 3- Rewarding successful employees.
- 4- Availability of established internal network for communication between employees and supporting the culture of the organization at the same time.
- 5- Availability of High standards of performance.

6- Creating a decisive and strong personality for the organization (Hammoud, 2010: 81-82).

A lot of studies, concerned with the application of total quality, demonstrated that the organizational quality culture is considered one of the important and decisive elements in the success of quality application. It plays a pioneer role in initiation and direction of events of the organization. It also influences the organization's behavior and capabilities to make change. Organizational culture gives institutions a sense of responsibility towards the accomplishment of success and distinction pursuant to the importance of the role of organizational culture in the success of quality because it affects the behavior of workers in the organization. It is a wide term, which involves and embodies many aspects of the organization, including leadership style represented in determining authority, responsibility, behavior, motivation, change, structures and systems, method of communication, teamwork, performance evaluation, monitoring, examination, change and improvement processes, and consumer guidance towards the organization's outputs. The success of the quality application is based on making the institution ready to be a work environment, particularly the organizational culture and making it compatible and consistent with the philosophy required by TQM, which it can be called the culture of total quality management, which includes beliefs and values related to the various dimensions and environment of organizing work, style of, and of exercising authority and responsibility, performance evaluation and others (Alwan, 2009: 106)

Dimensions of Quality Culture

1- Leadership: -

Due to its philosophy, style, thinking and behavior, the leadership is considered the essential element governing TQM capability to bring about change in the organization culture and way of working. It also represent a significant factor in achieving a wide success in the implementation of change. Without which, the process of improvement cannot be reinforced or perpetuated for long at all levels of the organization because workers, without having a proper leadership, intend to constitute unaware bureaucracies and adopting endless procedures to avoid holding responsibility. TQM leadership helps people make fact-based decisions, and allows others to actively integrate into leadership roles. Through a more flexible approach, leadership is responsible for inventing a culture in which people's mental abilities can be used to improve the process, and entrusting the process of decision-making for each case to more competent and learned people who are well-informed of the situation, and selection of the right person in the right position. It also promotes the improvement of processes through work teams (Rady and Elaraby, 2016: 107)

2- Performance evaluation: -

The quality of anything cannot be improved unless there is a scale of measurement of the quality as considered a set of features and requirements involved within what is so-called value (The concept of value is broader than quality). Value improvement assists quality to improve continuously, with balancing between the goal and function with costs. In order to be able to define goals, measure and control the required value, there must be a mathematical relationship between job performance, quality and total cost. It is a platitude that the highest value can be obtained if the competence of performance is

raised and the quality is improved and the cost is reduced. This can be translated as (value = job performance + quality / total cost)

Job performance: is the scope of the achievement of the main purpose or goal

Quality: the extent to which the beneficiaries' special needs, requirements and desires are met.

Total cost: It is the initial costs in addition to the annual and periodic costs (Abu Tahoun, 2010: 51)

3- Kindergarten educational climate:

Any educational institution has a certain work atmosphere, which distinguishes the prevalent relations between its personnel, and this is true to all institutions, including kindergartens. Work climate is meant to be the interaction between all personnel in these institutions. Al-Shafi'i and Nas (2000) indicated that the application of quality and the spread of its culture rely on the nature of communication and interaction between the elements of the educational process, as the organizational climate of the institution impacts the culture of quality. The National Criteria Document confirmed that there are a lot of educational experiences, which integrate between learning activities inside and outside kindergarten and employ technology in the educational process.

4- Cognitive awareness of the axioms of quality:

Knowing quality, its concepts and principles is considered one of the very important things for promoting the culture of quality. It is wrong to apply quality without having a clear conscious picture of the quality system (wood, 2010) and the method of its application and conformity with the environment, referring to the necessity of concentration on the set of values while being applied, explaining that behavior is a direct outcome of the individual's values and assumptions, based on the fact that each individual behaves in a manner consistent with a value. He also presented a number of values, which he called the values of quality and its beliefs. Al-Haji indicated that the axioms of quality are basic assumptions about the application of the culture of quality, which neither need dialogue nor argument, except for being applied as they are. the most important among them, is the interaction between the elements of the educational process, participation in decision-making and problems solving and need for self-achievement. (Al-Shetaihi, 2015: 66).

Mechanisms for applying quality standards in educational institutions.

The mechanisms of teacher quality standards can be achieved through the following:

- 1- Conducting in-service rehabilitation courses for all workers in secondary higher education institutions, including teachers, managers and mentors, to raise their academic, teaching and moral competence.
- 2- Conducting a periodical evaluation study for teacher preparation programs in the institutions responsible for preparing them to diagnose weaknesses and deficiencies to address them in order to prepare the competent teacher.
- 3- Reconsidering teacher education programs and curricula continuously to develop and renew them in line with scientific or technological progress and society needs.

4- Forming committees within the education administrations in every city, which holds the responsibility of following up teachers during the educational process, their attendance, and ethics by keeping special records.

5- Activating the teachers' union financially, morally and directing it as being the professional union responsible for supporting and helping teachers and solving their problems.

6- Holding periodical meetings in the educational institutions for teachers so that their problems can be identified and collaboratively settled.

7 - Encouraging creativity among the teachers' ranks by allocating individual awards and rewards to the distinguished and creative teacher.

8- Providing various potentialities that facilitate the work of the teacher and assist him/her to be acquainted with everything new to keep pace with scientific and technological progress (Al-Fatlawi, 2008: 283)

Vision and mission of comprehensive quality standards in kindergartens: -

It seems that the society of globalization, due to its material characteristics, exerts scientific and practical impact on individuals, therefore, kindergarten education assumes higher importance in the process of children education in terms of the standards for this stage.

1- Kindergarten seeks to help the child grow completely and comprehensively and, be properly prepared for the following age stages.

2- Kindergartens works to guide the child and equip him/her with behavioral habits that comply with the customs and traditions of society.

3- Providing opportunities to meet the child's tendencies and grow the exploration of his/her capabilities to be addressed in an educational social context.

4- This stage helps the growth of the general basics of etiquette, mental perception, feelings and relationships with others.

5- Meeting children's needs and promoting the appropriate climate so that these needs can be scientifically treated in a way that results in forming proper behavior consistent with the society values, customs and traditions (Al-Saeed and Abdul-Majeed, 2010: 90)

Means of Achievement of Quality in kindergartens as indicated Deming by as follows: -

1- Study of quality systems.

2- focusing on the principle of scientific unity in education for quality. In other words, it invests the specific content of each science develop a holistic view of quality.

3- Asserting the involvement of individuals and institutions in diagnosing quality obstacles and seeking to solve them.

4- Focusing on studying the effects of not applying quality currently in (agriculture, industry, trade, and various service sectors).

5- Projecting the complexity of problems of lack of quality and problems connection.

6- Education for quality is a life-long education starting from pre-school to the end of higher education and through media channels.

7- Adopting the local environment for the learner (home, school, neighborhood factory) as educational environments.

8- Paying attention to scientific activities so as to equip the learner with direct experiences that quench his/her thirsty for such type of experiences. (Attia 5 200: 65-76)

The second axis: - Previous studies of quality culture

1- Qaliwan's Study (2016) in Libya

(A culture of quality between reality and aspiration, a case study on the College of Education)

This study aimed to identify the extent of the proliferation of the culture of quality among the people inside Misurata through the method of case study on students of the College of Education in particular, where the concentration was laid on measuring the culture of quality among students based on the theoretical framework, investing references, previous studies, and mainly the scientific framework primarily in form of questionnaire, whereas the study community may be a class sample of final-year students at the Faculty of Education in the University of Misurata, as for the most important results of the research, they show the connection of the quality concept, with continuous improvement, and meeting customers' expectations (Qaliwan, 2016: 23)

2- A Study of Amiri (2009) in Iraq

(The effect of quality culture on distinctive performance - a comparative analytical study between a sample of service and productive organizations operating in Baghdad)

This study aims at disseminating the culture of quality and the continuous development of its contents as a fundamental source of characteristic performance, and in light of that, the research aimed at determining the relationship between the research variables (quality culture, characteristic performance) and its sub-variables and what is the impact left by the quality culture on the distinctive performance, as well as demonstrating the type of the differences between service and

productivity organizations towards research variables. There are three hypotheses, the first involved the relationship between the culture of quality and outstanding performance, the second is the effect of the quality culture on outstanding performance, and the third goal is the recognition of the differences between service and productivity organizations towards research variables. The researcher used the descriptive and analytical approach. He also used a questionnaire form, distributed among ten service and productive organizations, where the research sample involved (30%) of its community. Several statistical methods were used for the purpose of statistical analysis to achieve the research objectives and come out with its results. The most important results obtained by the research are that there are significant differences between service and productive organizations in the variable (culture of quality) and variables (outstanding performance individually and collectively). The research also recommended that it is necessary for the organizations in research to continue to pay attention to (the method of excellence, the variable of technical performance at work, and the variable of respect and honesty in dealing with others) with more consideration for other factors and enhancing their effectiveness and efficiency in order to increase their impact on the survey. It should also pay attention to the variable of non-restriction in official relations in order to make more effective contacts (Al-Amiri, 2016: 2)

Methodology and Procedures

This chapter studies the research methodology and the procedures used by the two researchers to attain the objectives of the research involved, starting from the research community, selection of the sample, the steps taken for preparing the research tools and verifying their validity and reliability, and the statistical methods used to analyze the data.

First: Population of Research:

It is defined as the group on which the researcher seeks to generalize the results in relation with the research problem (Odeh and Melkawi, 1992: 159). The population of research is also considered a necessary approach in educational researches on which research procedures and results are based. (Muhammad, 2001: 184). The population of this research consists of 466 female teachers, who belong to the governmental kindergartens in the city of Baghdad (Rusafa II) for the academic year (2019/2020) *1. Table (1) illustrates this.

Table (1)

The numbers of directorates and Kindergarten woman teachers involved

No	Kindergarten No	Directorates No	Teacher No
1	50	Rusafa II	466

Second: Research Sample:

It is a sub-group of the research population, which best represents the population elements that allows the generalized results of the sample to cover the population as a whole and make inferences about its features (Abbas and others, 2007: 218). The sample of this research was selected as per a simple random method, which includes (135) female teachers from the Second Rusafa Education Directorate / Baghdad Education Directorate (after the researcher was officially authorized to conduct the task) according to the following steps

- 1- The researcher chose what equalizes (30%) of the kindergarten population. The sample included 15 governmental kindergartens chosen from the six directorates of Baghdad Educational Directorate.
- 2- The researcher determined the number of the female teachers according to the percentage of their numbers in Kindergartens.
- 3- The researcher chose (9) female teachers from each kindergarten as shown in Table (II)

Table (II)

Distribution of the research sample to Rusafa kindergartens / the Second Education Directorate

No	Kindergarten Names	Female Teaches No
1	Yarmouk	9

2	Al-Faris	9
3	Al-Muqdam	9
4	Al-Zinbaq	9
5	Al-Muruj	9
6	Al-Qhiwan	9
7	Al-Anwar	9
8	Al-Nusoor	9
9	Al-Shimus	9
10	Al-Basma	9
11	Childhood Ehlam	9
12	Al-Esal	9
13	Al-Qhwan	9
14	Al-yasamin	9
15	Al-Rayahin	9
Total	15	135

*1. based on the Ministry of Education/ statistics department

Third: Quality Culture Measure:

In order to accomplish the research objectives, a scale should be available for measuring the quality culture. Due to the lack of such a scale for this variable that goes with the research sample (and as per the best knowledge of the researcher, this required to establish a scale for the quality culture. This scale was established through a set of steps:

1- Accessing previous books and studies.

2- The data, obtained from the answers of the female teachers by the researchers, were unpacked. and building on that, the researchers worked out (24) measurement paragraphs for quality culture in its initial form:

Validity of the Quality Culture Scale:

In order to ascertain the validity of the measurement paragraphs, the draft form was submitted forward to (7) specialized experts in the fields of education, psychology and child sciences. The two researchers adopted about (80%) of the arbitrators' agreement on the paragraphs, which were all approved without dropping or adjusting any of them. The experts also agreed upon the correction key, which is to be a Likert's scale for it fits to the scale (always, often, sometimes, rarely, never), with a correction key (1, 2, 3, 4, 5) respectively. Thus, the scale becomes ready for application to the sample.

Exploratory application of the scale:

The scale was applied to a random sample (10 female teachers) chosen from governmental kindergartens*2 so that the clarity of its instructions and paragraphs, and the extent of the understanding of the sample member are ascertained. It was shown that all instructions of the scale regarding its formula and design were clear and

understandable for the sample members and the average time allotted to the answer was (8) minutes.

Statistical analysis of scale paragraphs:

The scale of the quality culture was applied to a sample of (135) female teachers taken from the governmental kindergartens belonging to (Rusafa Al Thani) / Baghdad Education Directorate chosen as per the teacher’s answer to its paragraphs, which measure the level of the application of quality culture in the kindergarten institutions. The responses on the scale were corrected and the total score of each form was calculated. Afterwards, the responses to the paragraphs were statistically analyzed and this process considered the calculation of the discriminatory strength of the paragraphs, and the veracity of the paragraph (the relationship of the score of the paragraph to the total score).

A- Distinguishing the paragraphs of the Quality Culture Scale

The discriminatory strength was calculated for each of the scale paragraphs, as per the following procedure:

- Calculating the total score of each application form.
- Arranging the forms from the highest degree to the lowest degree.
- 2* the application was conducted on 5 female teachers from Amina, Atfal Al-Iraq, Rusafa II directorate kindergarten
- Adopting the percentage (27%) for the forms of the highest grades and 27% for the forms of the lowest grades. And Anstasi affirmed that it is better that the percentage of each group is not less than (25%) and not more than (33%), and that the optimal percentage is (27%) because it represents the largest size and the least variation. (Al-Zobaie, 1978: 74)

The percentage of 27% was taken from the construct sample of (135) female teachers, and the (T-Test) was applied to two independent samples to determine the discriminatory coefficient for each paragraph. When comparing the calculated T value with the tabular values of (1.96) with a degree of freedom (133) at a level of significance (5%), it was found that all the paragraphs are of high discriminatory power, as the calculated T value was higher than the tabular as shown in table (3);

Table (3)
The discriminatory factors the paragraphs of the quality culture scale

No	Highest Group		Lowest Group		Calculated T.Value	Significance
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
1	4.14	0.69	3.11	1.04	6.76	Significant
2	3.94	0.89	2.91	0.80	7.04	Significant
3	3.75	0.87	2.55	0.93	7.68	Significant
4	3.91	0.85	2.51	1.92	9.13	Significant
5	2.75	0.90	2.57	1.05	6.78	Significant
6	3.88	0.98	2.41	1.06	8.34	Significant
7	4.08	0.80	2.32	0.81	12.67	Significant
8	4.04	0.72	2.26	1.01	6.76	Significant

9	3.85	0.79	2.35	0.98	7.04	Significant
10	4.07	0.77	2.36	1.17	11.77	Significant
11	3.82	0.79	2.27	0.97	9.74	Significant
12	3.69	0.83	2.35	1.03	10.00	Significant
13	4.01	0.88	2.41	1.05	10.41	Significant
14	3.85	0.86	2.07	0.98	8.31	Significant
15	4.17	0.80	2.19	0.93	9.85	Significant
16	4.02	0.79	2.30	0.90	11.19	Significant
17	3.79	0.83	2.45	0.99	13.24	Significant
18	3.80	0.81	2.27	1.06	11.82	Significant
19	3.86	0.75	2.29	1.06	8.46	Significant
20	4.13	0.71	2.72	1.35	9.41	Significant
21	4.11	0.76	2.60	1.06	9.59	Significant
22	4.23	0.79	2.67	1.11	7.59	Significant
23	4.02	0.77	2.48	0.96	9.52	Significant
24	4.00	0.88	2.47	0.96	79.62	Significant

*Tubular T.Value (1.96) at the significance level of (0.05) and freedom degree (133)

B- The relationship of the paragraph score to the total score of the scale:

Anastasia shows that the veracity coefficients of the paragraphs are calculated by linking them to an external or internal criterion. When an external criterion is not available, it is better to apply an internal criterion as considered the total score of the scale. (Anastasia, 1976: 256)

In order to extract the correlation of each of the paragraphs with the total score of the scale, Pearson's correlation coefficient was calculated. The results showed that all correlation coefficients are statistically significant when compared to the tabular value of the correlation coefficient of (0.98), at a level of significance (0.05) and a degree of freedom (398), as illustrated in Table (4):

Table (4)

The relation of the paragraph score to the overall score of the scale

No	The relation of the paragraph score to the overall score of the scale	Significance	No	The relation of the paragraph score to the overall score of the scale	Significance
1	0.36	Significant	12	0.399	significant
2	03.43	Significant	13	0.64	significant
3	0.48	Significant	14	0.65	significant
4	0.57	Significant	15	0.58	significant
5	0.49	Significant	16	0.55	significant
6	0.54	Significant	17	0.58	significant
7	0.64	Significant	18	0.55	significant
8	0.60	Significant	19	0.48	significant
9	0.55	Significant	20	0.56	significant

10	0.58	Significant	21	0.544	significant
11	0.58	Significant	22	0.56	significant
12	0.15	Significant	23	0.56	significant
13	0.57	Significant	24		significant

* The tabular value (1.96) for Pearson's correlation coefficient and the significance level (0.05)

B- The relationship of the paragraph score to the total score of the scale:

Pearson's correlation coefficient was applied to extract the correlation of the paragraph score with the total score of the field, and the results showed that all the correlation coefficients are statistically significant when compared to the tabular value of the correlation coefficient of (0.139) at the level of significance (0.05) and the degree of freedom (198) as indicated by Table (5):

Table (5)

The relation of the paragraph score to the overall score of the scale

Area	Paragraph No	Correlation coefficient
Leadership	1	0.48
	2	0.58
	3	0.61
	4	0.68
	5	0.60
	6	0.66
Cognitive Awareness	7	0.62
	8	0.70
	9	0.74
	10	0.68
	11	0.62
	12	0.65
Performance valuation	13	0.59
	14	0.60
	15	0.63
	16	0.68
	17	0.72
	18	0.69
Educational Climate	19	0.67
	20	0.75
	21	0.67
	22	0.72
	23	0.70
	24	0.65

*Tabular Degree (0.139) freedom degree (189) significance level (0.05)

Psychometric characteristics of the Quality Culture Scale:

First: Validity:

It is a scale of measurement used by a researcher to measure a certain phenomenon or characteristic as validly as possible

(Attayah, 2009: 109). The two researcher have verified the validity of the scale as shown below.

1- Face validity:

The researcher verified the face validity by submitting their scale of measurement to 7 specialized experts in education, psychology and child sciences to determine the extent of the fitness of the paragraphs in the process of measuring the quality culture and their suitability for the current research sample.

2- Construct Validity:

This was verified through some of its indicators such as the calculation of the discriminatory strength of the paragraphs, and of the correlation coefficients of the paragraph score with the total degree. It was showed that the scale has internal consistency.

Second: Reliability

The term reliability refers to the consistency of a research study or measuring test, which remains reliable if the findings obtained are the same when the same individuals are re-tested under conditions identical to those under which the first test was carried out (Al-Husseini, 2013: 298). There are many methods of reliability for which the researchers used (Fakronbach equation) to estimate the scale reliability.

B - Fakronbach equation

Fakronbach equation was used to calculate the reliability coefficient, because of its consistency in calculation of the correlations between the scores of all the scale paragraphs, under which every paragraph is considered a scale by itself indicating the coefficient of reliability and the performance consistency and homogeneity of paragraphs.

The two researcher randomly chose a sample of 10 forms to assess the scale reliability for the quality culture scale A from the sample of statistical analysis, and by using the Fakronbach equation for the internal consistency and homogeneity between the scale paragraphs, where the reliability coefficient was shown to be (0, 88), which is considered a good coefficient and can be based on.

Ultimate form of description of the Quality Culture Scale:

After those procedures, the final form of the quality culture measure was to be applied to the main research sample, which consists of (24) paragraphs corresponding to five alternatives (always, often, sometimes, rarely, never)) with a correction key (5, 4, 3, 2, 1) respectively.

Statistical Methods:

The researcher used the statistical bag for social sciences (SPSS) and the package (AMOS) in the research procedures and its findings:

- 1- T-test was applied to one sample to know the level of quality culture.
- 2- Fakronbach equation in estimation of the reliability of the quality culture scale.

Pearson Correlation coefficients in calculating the paragraphs validity.

3- T-test for two independent samples to calculate the paragraphs discrimination.

Chapter Four / Presentation, interpretation and discussion of results

This chapter deals with presentation, interpretation and discussion of the results obtained by the research.

The first objective: to identify the level of application of quality culture among kindergarten female teachers.

To identify the level of application of quality culture from the final application of the scale among kindergarten female teachers of (135) teachers, it was found that the arithmetic mean of the quality culture is (95,763) and with a standard deviation (11,327) or more than

the hypothetical average of the scale of (72), and to know the significance of the difference Between an assumed average and arithmetic means, the researchers used the T-test for a single sample. The results showed that the difference is statistically significant. The calculated T value (24,380) was higher than the tabular T value of (1.96) at the level of significance (0.05) and the degree of freedom (134), as shown in Table (6).

Table (6)
T-test of one sample for the quality culture scale

variable	sample	arithmetic mean	Standard deviation	Assumed average	T. Value		Significance
					Calculated	Tabular	
Quality culture	135	95.763	11.327	72	24.380	1.96	significant

This outcome shows that all of them are significant, that means the kindergarten female teachers have quality culture, but at varying levels as per the averages of fields, in the field of leadership, the arithmetic mean reached (23,437) and reached (23.111) in the cognitive awareness field, and (24.5111) in the performance evaluation, and in the educational climate field, it reached (24,703). This is considered an indication to the ability of the educational system in kindergartens to achieve the generally acceptable goals, which makes the knowledge goal its central issue, with concentration on better performance, adherence to international competition standards and the priority of education and which also spares no efforts to reform and exceed problems, which are to be carefully observed and settled, building on improvement strategies and raising quality within a cooperative framework, well familiar with the philosophy and mission of quality. This result was consistent with the Qaliwan study (2009), which links the concept of quality to continuous improvement and continuous application of quality and the spread of its culture. (Children).

The second objective: To identify the statistically significant differences in the quality culture according to each of the two variables

A- Specialization

B- Certificate

C- Experience

A- Specialization

To identify the statistically significant differences of the quality culture as per the variable (specialization), the T-test was used for two independent samples to compare the arithmetic means. The results showed that there are no statistically significant differences at a significance level, for it appeared that the calculated T value of (1,720) is less than the tabular value of (1.96) at the level of significance (0.05) and the degree of freedom (133), as shown in Table (7).

Table (7)

T-test for two independent samples according to the variable of specialization

variable	Kindergarten specialization	Sample	Freedom degree	Arithmetic mean	Standard deviation	T. Value	
Quality culture	specialized	84	133	97.059	1.720	calculated	tabular
	Non-specialized	51		93.627		1.720	1.96

B. Certificate

To recognize the statistically significant differences of the quality culture as per certificate variable, the T.test was used for two independent samples to compare between arithmetic means. The results showed that there were no statistically significant differences at significance level, where the T.value of (1.473) was shown to be less than tabular value of (2.60) at the level of significance (0.05), degree of freedom (131) as demonstrated in Table (8)

Table (8) T. test for two independent samples as the certificate

variable	Variation source	Total sum of squares	Degree of freedom	Squares average	T. value		Significance
certificate	Between groups	56.882	3	18.961	Calculated	tabular	insignificant
	In-groups	16625.533	131	126.912	1.473	2.60	
	Total	17186.415	134				

c. To identify the differences of significance as per experience, the T. test was used for two independent samples to compare between arithmetic means. The results showed that there were no statistically significant differences at the level of significance because the

calculated T. value of (1.473) was less than the tabular value of (0.938) at the level of significance of (0.05) and degree of freedom (134) as shown in Table (9)

Table (9)

T. test for two independent samples as per experience

variable	Variation source	Total sum of squares	Degree of freedom	Squares average	T. value		Significance
					Calculated	tabular	
experience	Between groups	240.722	2	120.361	0.938	3.00	insignificant
	In-groups	16945.693	132	128.376			
	Total	17186.415	134				

Table (9) indicates that there are no statistically significant differences as per variables of (specialization-certificate-experience) and this signifies that the end of the sample members was to attain the highest degree of competence and discrimination in performance obedient to the same conditions, that's what made the female members concentrated on professional future and development of kindergarten institutions in a way that cope with quality standards and participation in decision-making. This is positively reflected on the educational process, its outputs, clarity of career satisfaction for female teachers of kindergartens.

Conclusions

The children of the research sample apply the quality cultures at different levels.

The female teacher continuously acquaints herself with the quality standards regardless her specialization, experience and certificate, her sole goal is to raise the standard of action in the kindergarten institutions and accomplish her mission.

Recommendations

Conducting courses, seminars, scientific conferences to consolidate kindergartens and promote the culture of quality and develop the institution and raise its level to cope with the determined standards.

The Ministry of Education and curricula- makers should focus on providing a suitable environment and study its suitability for both learners and teachers as being the ground for the application of quality projects and success of every institution.

Suggestions

To conduct a study on

kindergartens quality standards and their relationship with the educational climate.

The role of media in the promotion of the quality culture in the kindergarten institutions.

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