

# Teachers Degree of Acceptance for the Parental Kindergarten Participation Program and its Impact on the Educational learning process

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## Abstract

This study aimed at examining the effectiveness of parental participation program in a Jordanian sample, and to achieve the objectives of the study, a questionnaire consisting of 48 paragraphs distributed on four dimensions were built, adopted after its appropriate validity and reliability evidences, 120 members as the study sample were subjected to the study tool, distributed as follows: 90 volunteer (parents), and 30 kindergarten teacher, with a ratio of 28% of the study population. The study results confirmed the presence of positive attitudes towards the parental involvement program on the kindergarten teacher, and confirmed the presence of positive attitudes towards the daily kindergarten program in activating the parental involvement program and the contribution of volunteers, and confirmed the presence of positive attitudes towards the program on kindergarten children in activating the parental involvement program and the contribution of volunteers. According to the study results, the study established a set of recommendations for the attention necessity of the educational institutions to increase their interest in this age group through programs that will enhance the relationship between the kindergarten and the local community for its effectiveness in the development of the educational and learning processes

## 1.1 Introduction

Childhood profoundly affects our grown-up lives. Numerous psychological wellness conditions in adulthood give their first hints in youth and, if left untreated, can form into conditions which require consistent consideration. Be that as it may, over and over again, youngsters and youngsters' passionate wellbeing and emotional wellness is not given the consideration it needs. Unreasonably numerous families have encountered poor kids' and pre-adult psychological well-being consideration. This isn't endemic, and we have gained incredible ground in the most recent couple of years, yet it stays inadmissible that not each youngster or youngster gets the offer they some assistance with needing when and where they require it. Some don't get any consideration by any stretch of the imagination, and their issues heighten to an emergency point. This isn't because of absence of positive attitude – there are numerous profoundly gifted and exceedingly esteemed staff working with kids and youngsters who need to have a genuine and enduring effect to their lives, however there are obstructions in the framework itself which avert change (Department of Health, 2014).

Children are an essential section of the society as they are the future generation, along these lines concentrating on the early youth stages safeguards the improvement of the HR, and it is viewed as a standout amongst the most imperative points of reference that show the arrangement of group mindfulness and its advanced society. The primary years of a tyke's life are viewed as a vital stage in the arrangement of the principle elements of his character, as the diagrams of his capacities and his slants are drawn amid this period, numerous sociologists and therapists have perceived this significance, as they focused on the requirement for dealing with tyke raising at this stage to ensure an appropriate and adjusted development of the youngster, not just as it is a long arrangement of changes, yet to be the most delicate and exact phase of the persons development; conveying a colossal impact contrasting and the resulting formative stages (Wolpert et al, 2014).

Childhood is a stage with extraordinary qualities, recognized from whatever is left of the life's stages by safeguarding the youngster's entitlement to make the most of his youth with such satisfaction that would ensure him/her an existence achievement. Explores performed on cerebrum have unequivocally demonstrated the degree of the basic significance of the initial six years of the kid's life; as the nature of the earth and the support given to the kid will decide his level of improvement and advancement. The mind development and advancement is practically finished as he enters school, in this way, the encounters confronting the kid amid these years will choose the level of his development and development in all his formative perspectives (McGregor, 2007).

Ministry of Education in Jordan has given a unique consideration regarding pre-school training for youngsters with the age around 4 and 6 years of age, exemplifying that intrigue the Ministry has begun giving kindergartens in government funded schools including all territories, especially in remote ones, which rare the private

segment's commitment in this angle, as affirmed by the Education Law No. 3 of 1994 as per the procurements of Article (8 \ b) depicting it as a critical level of training and an essential connection of instruction procedure in Jordan. For that 15 kindergarten classes were opened in 1999/2000 in nine instructive Directorates in the territories, which have started to increment over the previous years as the quantity of kindergartens has come to (1114) kindergartens in 2015 covering all districts of Jordan (Ministry of Education, 2015).

Continuing with the vision of the Ministry of Education to enhance the kindergarten stage by recognizing this age with the capacity of giving background to youngsters to accomplish the instructive and formative goals in it, the Ministry corporate with the instructive advancement support program in enhancing all zones identified with kindergarten including all gatherings that serve this age stage, which is specifically and by implication identified with the administrative kindergarten including teachers and parents.

## 1.2 Problem Statement and Questions of the Study

Factors indicating the importance of parental involvement in kindergarten classes reflects the deep faith that the parental- school partnership is an essential need for any educational development, in this way given the significance of parental contribution in kindergarten numerous advantages will be considered all gatherings included: the youngster , the educator and the folks, as the children's' availability for school and learning is expanding, the parents will have the capacity to comprehend the formative qualities of their kids bitterly, the children's association with his family will be reinforced not specifying that the instructor will have the capacity to dedicate more opportunity for every tyke bringing down the anxiety levels, and that consequently will score better results and improve the entire instructive learning framework, in this way the issue of the study lays on the extrapolation of the level of adequacy of the parental inclusion program with the children, teachers, and parents volunteers.

Therefore the study aims to answer the following questions:

1. What is the effectiveness of the parental involvement program for the kindergarten's teachers?
2. What is the effectiveness of the parental involvement program for the children in the kindergarten?
3. What is the effectiveness of the parental involvement program for the parents' volunteers in the kindergarten?

## 1.3 Significance of the Study

The significance of this study originates from its real objective by knowing the level of viability of the parental association program in the kindergarten, as the relationship between the parents and the school is a vital procedure for the instructive advancement, which benefits all parties in the instructive frameworks. Likewise the significance of the present study rises up out of the modernistic of its subject; accordingly sort of studies are not accessible at the neighborhood and local levels in this way. This study might contribute in drawing the consideration of the instructive pioneers, instructors and folks to the significance of the parental inclusion in the kindergarten, and upgrade their part in urging their kids to learn, and make a protected domain that backings youngsters' availability to learn. Notwithstanding that, the significance of this concentrate likewise originates from the extreme need to spot light on such projects for its essential part in reinforcing the parent's school relationship and make everybody accomplices in the instructive learning framework which thusly prompts the advancement of the instructive learning process. The present study groups its own hypothetical significance which is exhibited in what it adds to past writing and ponders identified with kindergartens, and highlighting the relationship between parental inclusion in the instructive learning process and its effect all in all educational procedure components.

## 1.4 Literature Review

Constructive working relationships between teachers and parents can enhance Kid's knowledge and understanding of children and children's learning opportunities, and so contribute to children's learning and wellbeing at home.

Bronfenbrenner's (1979) ecological model of human development offers a theoretical rationale for teachers and parents working in close collaboration. Children's most direct day-to-day reality is within their immediate settings of home, early childhood education service, and neighborhood. Children's interactions with significant others and their experiences within these settings influence their wellbeing, learning, and development. The quality of children's experiences is also influenced by surrounding ecological systems, such as workplace and community, and the Macrosystem of cultural and ideological beliefs and values (Bronfenbrenner, 1999).

The establishment of public prekindergarten programs throughout the nations (Barnett, Epstein, Friedman, Sansanelli, & Hustedt, 2009) indicates the priority of kindergarten readiness as a goal of national, state, and local

educational policies (National Educational Goals Panel, 1997; Maine Department of Education, 2004; Texas Education Agency, 2008).

The primary focus of preschool education has shifted in recent years from experiential, play-based programs to a more academic model. Teachers and parents assume that a major outcome of preschool includes increased readiness of children for kindergarten in social/emotional and academic aspects. The increased academic demands of kindergarten resulted in expectations that preschool children will enter kindergarten having some familiarity with print, letter and sound recognition, and beginning writing skills. The changing culture of kindergarten has given rise to significant questions about how preschool fits into children's overall school careers, and states have begun to create learning standards for preschool-age children (Goldstein, 2007).

As accessibility of public and private preschool programs increase, parents describe heightened awareness about preschools' roles in specific school preparation and readiness. In contrast, preschool teachers traditionally address readiness through a developmental "whole child" approach (Copple & Bredekamp, 2009). Preschool teachers' and parents' ideas about readiness and preschools have been explored in a variety of contexts (Kim, Murdock, & Choi, 2005).

Doyle, Antoinette; Zhang, Jing, study, 2011, entitled "Interest Structure Impacts on Parent Engagement in Family Literacy Programs", in this study, parents partook in one of two family proficiency program models with fluctuating cooperation structures-one in which folks went to with their kids, the other in which folks went to alone. The reason for this study was to distinguish folks' inspirations for taking an interest the system, their desires of what the project would involve, and their explanations behind staying in the project. The aftereffects of this study demonstrated that family proficiency programs including folks can bring about beneficial outcomes on kids' dialect and education advancement (Al Haris & Jarrar, 2014).

Herrold, Kathleen; O'Donnell, Kevin study, 2008, entitled "Guardian and Family Involvement in Education, 2006-2007 School Year, From the National Household Education Surveys Program of 2007", this report presents information on folks' and families' contribution in their kids' instruction in the United States as indicated by folks' reports for the 2006-07 school year. The information originates from the Parent and Family Involvement in Education Survey (PFI) of the 2007 National Household Education Surveys Program (NHES, 2007). PFI tended to different subjects, including school decision, self-teaching, family association in youngsters' schools, components influencing guardian and family interest in school, guardian support for and fulfillment with the school, folks' correspondence with different folks, school endeavors to include families, guardian contribution with kids' homework, guardian and family inclusion in exercises outside of school, and kid wellbeing and handicap status. The center of the report is on how folks interface with schools, homeschoolers are prohibited from the investigations.

Also in Manz, Patricia study, 2012, entitled "Home-Based Head Start and Family Involvement: An Exploratory Study of the Associations among Home Visiting Frequency and Family Involvement Dimensions", the study highlighted that the cornerstone of Head Start is the promotion of caregivers' involvement in their young children's development and early learning. The home-based Head Start program in US can occur alone or be combined with a classroom-based program. Relative to its classroom-based counterpart, the home-based program has received little empirical attention. To this end, this study explores the association of home visiting frequency to caregiver involvement as it occurs naturally in a combined Head Start program serving families in small urban communities. Notably, home visiting frequency did not correspond with families' report of their involvement with their child at home or preschool or their communication with classroom teachers. Although the exploratory nature of this study does not yield conclusions, it does call attention to the need to empirically investigate the development and integration of evidence-based caregiver involvement interventions in the home-based Head Start program.

## 1.5 Terminology

**Parental involvement program:** There are several definitions of the term parental involvement, including: "The relationship or cooperation or partnership" between the school and home, "parental involvement in the school", but it can be defined as " the complex and interlocking behavioral relationship between the parents and the school" and it is a continuous process that benefits both sides in knowing the aspects related to the child to work on activating his best abilities (Cotton, 2001).

**Kindergarten teachers:** Teachers of the governmental kindergartens, who are qualified and who underwent training sessions on many kindergarten programs in dealing with children's primer grade with the age stage of (5-6 years) (Ministry of Education, 2002).

**Volunteers:** Mothers and relatives who have a desire to support the educational program of their children by participating in the daily kindergarten programs, including mothers, grandmothers, aunts or even sisters, it is not required to have a specific certificate to participate (Ministry of Education, the initiative of parental involvement, 2007).

**Learning educational process:** Giving the child experiences in different subjects, and developing his mental processes like acquiring, conservation and storage, through educational activities that encourage the development of his skills, abilities and readiness to learn, and this requires the knowledge of the developmental properties of kindergarten children to work with them in the best way.

## **1.6 Method and the procedures**

### **1.6.1 The Study Methodology**

Descriptive analytical approach is used for the convenience of this study nature, and to get the maximum and the exact facts for examining the effectiveness of the of parental involvement program.

### **1.6.2 The Study Population and Study Sample**

The study population is consisted of the schools with kindergartens in Amman area, where there are 36 kindergartens, while the study sample was chosen purposely, 30 teachers, 90 volunteers, forming 28% of the research's population.

### **1.6.3 Study Tool**

The researcher have prepared a questionnaires with four dimensions, and consisting of 48 paragraphs, distributed on two targeted groups, the first one is for teachers; consisted of three dimensions: the first dimension is directly related to the teacher, and it is composed of 12 paragraphs, the second dimension is about the daily program performed by the teachers, and it is composed of 12 paragraphs, and the third dimension is related to the children who undergo this daily program in the kindergarten, and it is composed of 12 paragraphs, while the fourth dimension is for the parents, and it is composed of 12 paragraphs. The answers were to be chosen from 4 levels of intensity: always, often, sometimes and never.

### **1.6.4 Validity and Reliability of the study tool**

In order to verify the validity of the questionnaire, it was presented to six experienced specialists, in order to determine the validity of the paragraphs performance and its clarity and representation of the purpose it was built for. The focus of the given notes was mainly to amend the language of some of the paragraphs in terms of construction, language, and the deletion of some paragraphs that are somehow similar, these notes were taken into consideration and the questionnaire with its final layout became applicable, consisting of (48) paragraph distributed among the four dimensions mentioned earlier. Also and in order to verify the Reliability of the questioner, it has been applied on an exploratory sample of the study population outside the study sample, consisted of (12) volunteers of the parents, (8) teachers, and the reliability was measured by Pearson's correlation coefficient between the two applications, the first and the second with a time lag of 3 weeks and the result was (0.87), the reliability coefficient was calculated using the Cronbach alpha reliability coefficient, and the result was (0.89) which means that the questionnaire display a degree of stability acceptable for the purposes of study.

## **1.7 Results and Discussion**

### **1.7.1 Discussing the Questionnaire Paragraphs Results**

This section aims to display and analyze the arithmetic means and the standard deviations of the respondent's answers to the questionnaire paragraphs, then testing the respondent's point of view regarding the questionnaire (48) paragraphs.

#### **1.7.1.1 Trends toward the impact of the parental involvement program on the kindergarten teacher**

The first part of the questionnaire consists of 12 statements, focusing on the impact of the parental (family) involvement program on the kindergarten teacher.

**Table (1): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the parental (family) involvement program on the kindergarten teacher**

No	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	motivating working with children	2.98	0.90	4	Medium
2	increase self-confidence	2.48	0.95	8	Medium
3	Increase positive communication with children	3.22	0.92	1	High
4	effectively manage the class	2.26	0.87	9	Medium
5	Creating more opportunities for creativity with children	3.05	0.96	2	High
6	Reforming teacher's relationship with parents	2.54	0.91	7	Medium
7	Enhancing the relationship with parents	2.88	0.83	5	Medium
8	Increase the appreciation of the local community for the kindergarten teaching career	2.70	0.88	6	Medium
9	Working with the children individually	2.19	0.93	11	Medium
10	having more time to assess children	3.01	0.95	3	High
11	Increasing appreciation for the teacher's work by the director	2.12	0.97	12	Medium
12	Reforming teacher's relationship with directors	2.20	0.84	10	Medium
Total		2.69	0.90	-	Medium

Results in table (1) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (2.69), and the standard deviations is equivalent to (0.90), which is higher than the default arithmetic mean scale equivalent to (2). The paragraph, which states "Increase positive communication with children" had the highest approval grades; as its arithmetic mean was (3.22) and its standard deviation was (0.92), while the paragraph, which states "Increasing appreciation for the teacher's work by the director" had the lowest approval grades; as its arithmetic mean was (2.12) and its standard deviation was (0.97). The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the parental involvement program on the kindergarten teacher confirm the presence of positive attitudes towards the parental involvement program on the kindergarten teacher.

#### 1.7.1.2 Trends toward the impact of the daily kindergarten program

The second part of the questionnaire consists of 12 statements, focusing on the impact of the daily kindergarten program, so that activating the parental involvement program and the contribution of volunteers would help in.

**Table (2): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the daily kindergarten program**

No	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	enhancing monitoring over children while playing	2.48	0.92	11	Medium
2	enhancing monitoring over during their activities at tables	3.51	0.85	1	High
3	Prior preparation for the daily activities of the program	3.15	0.90	2	High
4	Activating the morning part in a better way	2.73	0.91	7	Medium
5	exercising what has been planned during the day	2.55	0.87	10	Medium
6	Better supervision for children during meals	3.09	0.84	3	High
7	organizing movement of children between activities of	2.60	0.75	9	Medium
8	Presentation knowledge in a better way	2.65	0.95	8	Medium
9	Reception of children individually	3.00	0.94	4	High
10	Increasing the safety of children	2.35	0.90	12	Medium
11	Enriching the curriculum subjects through the experiences of the volunteers	2.81	0.92	6	Medium
12	using more educational tools	2.85	0.86	5	Medium
Total		2.62	0.88	-	Medium

Results in table (2) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (2.62), and the standard deviations is equivalent to (0.88), which is higher than the default arithmetic mean scale equivalent to (2). the paragraph which states "enhancing monitoring over during their activities at tables" had the highest approval grades; as their arithmetic means were (3.51) and their standard

deviations were (0.85), while the paragraph, which states "Increasing the safety of children" had the lowest approval grades; as its arithmetic mean was (2.35) and its standard deviation was (0.90). The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the daily kindergarten program confirm the presence of positive attitudes towards the daily kindergarten program in activating the parental involvement program and the contribution of volunteers.

### 1.7.1.3 Trends toward the impact of the program on kindergarten children

The third part of the questionnaire consists of 12 statements, focusing on the impact of the program on kindergarten children, so that activating the parental involvement program and the contribution of volunteers would help in.

**Table (3): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the program on kindergarten children**

No	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	Increasing Children's commitment to rules	2.90	0.91	5	Medium
2	Increasing the readiness of learning in children	2.55	0.95	9	Medium
3	Increasing children's awareness of the importance of cleanness	3.12	0.93	3	High
4	Motivating children to accomplish activities	2.23	0.82	11	Medium
5	Increasing children's self-confidence	3.01	0.76	4	High
6	Increasing children's love towards kindergarten	2.40	0.93	10	High
7	Developing positive interaction with the children	3.32	0.90	2	Medium
8	Developing children's interaction with adults	2.83	0.95	6	Medium
9	Developing positive interaction among children	2.63	0.94	8	Medium
10	Improving children's self-expression	2.18	0.97	12	Medium
11	Developing cognitive -linguistic skills	2.71	0.93	7	Medium
12	Developing social - emotional skills	3.48	0.85	1	High
Total		2.78	0.90	-	Medium

Results in table (3) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (2.78), and the standard deviations is equivalent to (0.90), which is higher than the default arithmetic mean scale equivalent to (2). The paragraph, which states "Developing social - emotional skills", had the highest approval grades; as its arithmetic mean was (3.48) and its standard deviation was (0.90), while the paragraph which states "Improving children's self-expression" had the lowest approval grades; as its arithmetic mean were (2.18) and their standard deviations is (0.97). The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the program on kindergarten children confirm the presence of positive attitudes towards the program on kindergarten children in activating the parental involvement program and the contribution of volunteers.

### 1.7.1.4 Trends toward the impact of the program on family and parents

The fourth part of the questionnaire consists of 12 statements, focusing on the impact of the program on family and parents, so that activating the parental involvement program and the contribution in the kindergarten activities would help.



**Table (4): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the program on family and parents**

No	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	enhancing director's appreciation of parents	2.80	0.85	3	Medium
2	understanding of the daily routine of kindergarten	2.30	0.90	10	Medium
3	Developing relationship with community members	2.25	0.78	11	Medium
4	improving parents' relationship with children	2.74	0.83	5	Medium
5	Enhancing parents' self-confidence	2.60	0.91	7	Medium
6	Creating positive views of teachers and kindergarten	2.78	0.95	4	Medium
7	Increasing the parents' appreciation by teachers	2.43	0.97	9	Medium
8	Informing parents about the ways children learn	3.43	0.88	1	High
9	Strengthening the participatory relationship between parents and kindergarten	2.68	0.94	6	Medium
10	Increase children's respect of parents	2.54	0.86	8	Medium
11	Increasing parents' awareness of the importance of curriculum	3.31	0.92	2	High
12	Increasing parents' awareness of kindergarten aims	2.06	0.99	12	Medium
Total		2.61	0.89	-	Medium

Results in table (4) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (3.61), and the standard deviations is equivalent to (0.89), which is higher than the default arithmetic mean scale equivalent to (2). the paragraph, which states "Informing parents about the ways children learn" had the highest approval grades; as its arithmetic means were (3.43) and its standard deviations were (0.88), while the paragraph, which states "Increasing parents' awareness of kindergarten aims" had the lowest approval grades; as its arithmetic mean was (2.06) and its standard deviation was (0.99). The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the program on family and parents confirm the presence of positive attitudes towards the program on family and parents in activating the parental involvement program and the contribution of volunteers.

### 1.8 study findings

Concerning the trends toward the impact of the parental involvement program on the kindergarten teacher; results show the presence of positive attitudes towards the parental involvement program on the kindergarten teacher; and this goes in line with Al-Haris and Jarrar study (2014) in showing the positive attitudes of the parental involvement in the kindergarten program, besides that, and concerning the trends toward the impact of the daily kindergarten program; results show the presence of positive attitudes towards the daily kindergarten program in activating the parental involvement program and the contribution of volunteers; as agreed by Manz and Patricia study (2012), showing of the associations among home visiting frequency and family involvement dimensions by highlighting the cornerstone of parents' involvement in their young children's development and early learning.

Results also show the presence of positive attitudes towards the program on kindergarten children in activating the parental involvement program and the contribution of volunteer; concerning the trends toward the impact of the program on family and parents, which is confirmed by Doyle, Antoinette; Zhang, Jing, study (2011); emphasizing that, the aftereffects of this study demonstrated that family proficiency programs including folks can bring about beneficial outcomes on kids' dialect and education advancement. And finally results show the presence of positive attitudes towards the program on family and parents in activating the parental involvement program and the contribution of volunteers; and this result is confirmed by Barnett, Epstein, Friedman, Sansanelli, & Hustedt study (2009) which indicates the priority of kindergarten readiness as a goal of national, state, and local educational policies.

### 1.9 Recommendations

Based on the results obtained from the study, the researcher recommends the following recommendations:

1. Coordinating the consideration of the educational institutions and the interested on this age group through the projects that fortifies the relationship in the middle of kindergarten and the community group for its viability in building up the educational learning process.
2. Providing incentives to the volunteers by the Ministry of Education like giving out certificates of experience, and enrolling them in training programs.
3. Conducting more studies on the same program that would take other variables into account, or the application of the program to other age groups.
4. Officials at the training center of the Ministry of Education should start preparing plans, training manuals and training sessions for the parents to make them aware of the importance of participating in such programs.
5. Local and civil community institutions to support such programs and develop it because of their importance in the best investment in early childhood.

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