

THE IMPACT OF RECOGNIZED DAILY NURSERIES EDUCATIONAL MANAGEMENT ON CAREGIVERS WORK COMPARING WITH ARAB AND JEWISH SECTORS

KHIER MASALHA YIHYA

Department of Educational administration and supervision, Girne American University (GAU), Cyprus.
Email: Masalhakhier76@gmail.com

Abstract

The purpose of this study was to compare the influence of recognized daily nurseries educational management on caregivers' work in the Arab and Jewish sectors. The research's sample was drawn at random from the study population in a simple random method, and it comprised a sample of all study members in the Arab and Jewish Sectors during the first semester of the academic year (2022/2023). The research lasted eight weeks during the first semester of the 2021/2022 school year. The researcher employed a questionnaire and interviews to achieve the goal of the study, which was to investigate the perspectives of nursery caregivers on the effects of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors. The results showed that, from both the Arab and Jewish sectors' viewpoints taken together, the educational management of certified daily nurseries had a significant positive influence on the work of nursery caretakers. The results also showed that there are clear distinctions based on the sector variable, and in favor of those with Jewish sectors.

Keywords: Educational management, Nurseries, Nursery Caregivers

INTRODUCTION

The importance of the first year of life for a child's development in general, and for the development of children from underprivileged households in particular, is recognized by Arab and Jewish decision makers, scientists, and educators. The nursery is very important in the life of the child, not only because it comforts the mother and relieves her of burdens, or because it provides a solution while she is at work, but also because the child's integration in it is regarded as his first test in facing life and dealing with people on his own.

During the nursery stage, the kid learns how to play with his colleagues, make friendships, solve issues on his own, engage with people older than him, and deal with other children of varying temperaments. In nurseries, high levels of caregiver burnout may result in depressive symptoms. Researchers studied caregiver depression and discovered that it is more common among them than in the general population (Arpino, & Gómez-León, 2020). Policies and initiatives must be implemented to help and improve the mental health of professionals (Arpino, & Gómez-León, 2020). Those who care for newborns in nurseries may face both physical and mental strain (Faulkner, Gerstenblatt, Lee, Vallejo, & Travis, 2016). Long hours, risky settings (such as workplace violence), and frequent encounters with young children are among challenges they confront. Because of constant occupational stress, Arab and Jewish nursery caregivers reported having more unhealthy behaviors than other groups, such as smoking, eating badly, and not exercising enough (Faulkner, Gerstenblatt, Lee, Vallejo, &

Travis, 2016). Healthcare staff are working longer hours due to a shortage of resources, which has an influence on their own health and well-being (such as employees) (Faulkner, Gerstenblatt, Lee, Vallejo, & Travis, 2016).

Despite the fact that there is a correlation between leadership and workplace well-being, not all nurseries are aware of all the ways that leadership may improve employees' workplace well-being (Digby, WintonBrown, Finlayson, Dobson, & Bucknall, 2021). Furthermore, there are certain gaps in the management of well-known daily nurseries' links with nursery caregivers' work in the arab and Jewish sectors (Digby, WintonBrown, Finlayson, Dobson, & Bucknall, 2021).

STATEMENT OF THE PROBLEM

The growth of society and rising of the national GDP depend on education and care. No country can advance and develop without science and caring. The rehabilitation and acceleration of human development for the benefit of numerous societal sectors depends heavily on quality and innovation. There was tension and anxiety about the future and the conditions of nursery workers due to the lack of an adequate number of nursery caregivers for the number of children in the nursery, as well as through the efforts of the researcher, an inspector of nurseries in the center area in both the arab and jewish sector, who observed through field observations over the years of her work.

In order to find and develop educational methods that keep up with changes and developments, the researcher decided to conduct this study in order to compare the effects of recognized daily nurseries' educational administration on the work of nursery caregivers in the Arab and Jewish sectors from the perspective of nursery caregivers.

PURPOSE OF THE STUDY

The study aims to accomplish the following objective:

- The study aims to comparing the impact of recognized daily nurseries' educational administration on the work of nursery caregivers in Arab and Jewish sectors from nursery caregivers' perspective, in order to search for and develop educational methods that keep pace with changes and developments.

QUESTIONS OF THE STUDY

The following research question is addressed in this study:

- Are there any statistically significant differences ($\alpha \leq 0.05$) between the Arab and Jewish sectors in the role of the educational administration of the recognized daily nurseries caregivers on the work of nursery from nursery caregivers' perspective?

THE SIGNIFICANCE OF STUDY

In order to find and develop educational methods that keep up with changes and developments in the Arab and Jewish sectors, the study's findings can add new knowledge to administrative thought in the field of educational management in the Arab and Jewish sectors. They can also shed light on the role of educational administration of recognized daily nurseries on the work of nurseries in the Arab and Jewish sectors. The practical application of the study's results in the educational sector, as well as by decision- and policy-makers in the ministry within the nation, can help in the development of the role of educational administration in accredited daily nurseries, as well as in improving the standard of work in nurseries in the Arab and Jewish sectors, in order to raise the level of the educational process in those nurseries. In addition, In order to grow and enhance these responsibilities for the benefit of administration, nursery caretakers, and kids, it is believed that the study's findings would elevate the standard of educational management employed in recognized daily nurseries.

DEFINITION OF TERMS

Educational administration: According to Amadi (2008), educational administration is the activity of leading, regulating, or directing people to accomplish a common purpose. In order to accomplish the predetermined and deliberated aims, it is also described as the manner in which education is directed in a particular culture in line with its circumstances, philosophy, and prevalent educational intellectual tendencies (Bush, 2020). In the current study, it comprises the educational supervisor of the institution as well as the director of the association, organization, or basic local authority of the nursery located inside the center area, which offers comfort and flexibility by combining learning and care.

Recognized daily nurseries: an institution that nurtures and educates children aged 30 days to three years in line with their stage of social, physical, emotional, and mental development (Manning, Homel, & Smith, 2010). In the current study, nurseries are defined as official daily nurseries recognized by the Ministry within the facility for children aged three months to three years.

Nursery Caregivers: We know that she is an educated personality who has been carefully picked based on a set of criteria for physical, mental, social, moral, and emotional traits, as well as attributes acceptable for the child-rearing profession (Louw, & Louw, 2014). Nursery Caregivers are defined technically for the sake of this study as the educator in charge of creating creative activities and games, preparing children's meals, feeding them, changing diapers, and overseeing them in a safe and clean environment.

REVIEW OF RELATED LITERATURE

Poor quality education in nurseries and pre-kindergarten jeopardizes the formation of the critical mass of educated young people needed to drive forward growth and safeguard the future of the Arab and Jewish sectors (Diala Abu-Oksa, 2020). Concerns such as family-related variables and sociocultural elements that impact nursery children's learning and development

must be addressed in nurseries in the Arab and Jewish sectors to ensure the provision of excellent education in nurseries and pre-kindergartens. Concerns about the training and well-being of Nursery Care Providers in the Arab and Jewish sectors must also be addressed.

Educational Management

It is critical to provide feedback to nursery caretakers in recognized daily nurseries in the Arab and Jewish sectors. That it is also critical for the job satisfaction of nursery caregiver's feedback from educational management (as well as peers) is required for nursery caregivers to know if they have done an excellent job. Positive feedback is associated with motivation and success in recognized nurseries everyday activities (Herbert, Clary, Owen, Monaghan, Alvarez and Streisand, 2015). To manage performance more effectively with feedback, nursery caregivers in the Arab and Jewish sectors must focus on establishing new possibilities and widening their awareness of what is possible. Prior flaws should not be the primary focus of comments (Herbert, Clary, Owen, Monaghan, Alvarez and Streisand, 2015). Future-oriented feedback is more efficient and may suggest performance improvement in identified daily nurseries nursery caregivers in the Arab and Jewish sectors. When Educational Management possessed high levels of emotional intelligence, the work atmosphere was more favorable FAMOLU, (2018). The instructional management promoted the emotional intelligence of the nursery caregivers (FAMOLU, 2018). A manager with emotional intelligence encouraged the nursery caregiver to communicate intense emotions, both good and negative, during a conversation (FAMOLU, 2018). In this sense, the role of Educational Management of Recognized Daily Nurseries in the socialization of children is particularly concerned with the social assimilation side, which makes up the fundamental expression of their nature, and Nursery, as the first stage of their education, is directly engaged in this action of social training the child in the Arab and Jewish sectors.

The influence of acknowledged daily nursery educational management on the job of nursery caregivers in the Arab and Jewish sectors from their viewpoints an organization is influenced by both workplace culture and educational management of recognized everyday nursery (Meoded Karabanov, Asaf, Ziv and Aram, 2021). To make nursery caregivers feel at ease and that their job is worthwhile, educational administration must build an environment in which they may connect with nursery caregivers and offer opportunities for growth (Meoded Karabanov, Asaf, Ziv and Aram, 2021).

Recognized Daily Nurseries

The child assimilates new forces through association, his psychological development being influenced by the conditions of community life, because all of his capacities develop on a foundation influenced by social life (Moore, 2017). More specifically, with regard to Nurseries Educational Management, many educational researchers note that in the 21st century, the educational system must shift its emphasis from studying defined material and learning by rote to imparting those competencies, thereby enabling kids to deal with a changing world for the rest of their lives. (Rosenthal, 2014). This included information management, logical analysis, innovation and creativity problem solving, collaboration, communication, practical expertise,

self-direction, lifelong learning, ethical and cultural awareness, and flexibility, according to findings based on a meta-analysis of numerous studies (Nir, Ben-David, Bogler, Inbar & Zohar, 2016). Despite these efforts, the Nursery Caregivers in the Arab and Jewish Sectors are still finding it difficult to adapt to the demands of today, as shown by the wide disparity between the reforms' stated goals and objectives and what is actually occurring in their recognized daily nurseries (Ganon-Shilon, & Schechter, 2019). Besides that, despite sometimes justified criticism of their validity, PISA and PIAAC test results reflect Israel's low level of accomplishment in comparison to other nations. This is especially true for the Educational Management of Recognized Daily Nurseries in Israel. (Eisenberg & Selivansky, 2019).

Nursery Caregivers

Encouragement, professional success, expertise in care, and a healthy working connection with others all have an influence on the work of nursery caregivers in the Arab and Jewish sectors (Rosen, Waitzberg, Israeli, Hartal, & Davidovitch, 2021). The capacity to expand one's knowledge and talents is an important component of leadership styles that promote caregiver well-being at work (Nguyen, Le, Trinh, & Do, 2019). The capacity to affect one's own job and the activities of their business was a significant aspect for nursery caregivers. Nursery caregivers who are pleased at work are more likely to provide positive results for children and be more productive (Nguyen, Le, Trinh, & Do, 2019). The awareness of nursery caregivers inside approved day nurseries in the Arab and Jewish sectors affects well-being (Rosenthal, 2006). From their viewpoints, the recognized daily nurseries in the Arab and Jewish sectors are responsible for ensuring that there is no contradiction between the duties that staff do (Rosenthal, 2006). Managers and staff in authorized daily nurseries have specific roles and responsibilities (Honig, 2022). Nurseries caregivers must be proactive, imaginative, and able to carry responsibility in a variety of scenarios in order to assist children and recognized daily nurseries in the Arab and Jewish sectors in accomplishing their goals (Honig, 2022). Nurseries caregivers cannot wait for their managers to tell them what to do. Professionals, for example, are expected to be self-sufficient and capable of making judgments (Mercer, 2006).

The quality vs. quantity conundrum facing policymakers is made even more pressing when it comes to the requirements of "distressed" families with abused or neglected children. In these situations, the placing social worker believes that a subpar child care facility is preferable to staying at home as long as it does not seriously harm the child. In many societies, these pressures are well-known conundrums in the area of social policy pertaining to child care (Rosenthal, 2014). The number of 2- to 4-year-old children attending nursery schools has recently increased significantly (Israel Ministry of Education and Culture, 1989). Even though it is not part of the compulsory and universally free education system, Jewish children attend school at nearly 100% of the time (Rosenthal, 2014).

EMPIRICAL LITERATURE

According to Nelson (1990a, 1990b), based on research conducted in the United States, child minders develop "feeling rules" in order to maintain emotional distance from the children in their care. Mooney, Knight, Moss, and Owen (2001) indicate that child-minders in the United

Kingdom had high levels of job satisfaction despite low earnings and irritation that their labor is undervalued.

Leach, Barnes, Malmberg, Sylva, Stein, and the FCCC team (2008) undertook a research with the goal of comparing the quality of various forms of child care at 10 and 18 months. The quality of care provided to 307 babies at 10 months and 331 infants at 18 months in four distinct forms of non-parental child care was examined, and characteristics associated with greater quality were discovered. The observed quality was lowest in nurseries at all age levels, with the exception of 18 months, when they provided greater learning activities. There were minor variations in the observed quality of care provided by child-minders, grandparents, and nannies, while grandparents had poorer health and safety scores and provided fewer activities to children. Except in child-minding, where higher cost was connected with greater quality, cost was mainly unrelated to care quality. The observed child-to-adult ratio had a substantial influence on the level of nursery care; the more babies or toddlers each adult had to care for, the worse the quality of care she provided. For residence care, mothers' overall happiness with their child's care was positively related with its quality, but not for nursery settings.

In their 2007 study, Saaranen, Tossavainen, Turunen, Kiviniemi, and Vertio explored how to create a theoretical foundation for the promotion of the occupational well-being of school staff. The target group was the staff of 12 comprehensive schools in Eastern Finland (n 5 266). At both times, information was gathered using the "well-being at your work index" questionnaire. The "Occupational Well-being of School Staff Model," or "OWSS Model," was developed as a structural equation model for the occupational well-being of school staff (baseline OWSS Model: Study I in the year 2002). The 2004 data were used to test the model. On the basis of this, the model was improved to become the final OWSS Model (Study II). Planning, putting into practice, and assessing the occupational well-being of school staff can be done using the theoretical Content Model for the Promotion of School Community Staff's Occupational Well-being.

Mizel, (2016) conducted a study, the purpose of this study is to investigate nursery caregivers' views on self-management. It focuses more on determining how these nursery teachers and principals handled the change to self-management. In order to achieve this, I spoke with eight nursery teachers from the villages who had switched to self-management five years prior and who had previously been administratively connected to the neighborhood schools. The study's findings showed that in a society that still does not accept women in administrative positions, women in management face social challenges. The nursery caregivers viewed their success as administrators as a way to demonstrate their skills and as a step towards their professional development and social status advancement. The results point out challenges with self-management within a specific cultural context and in relation to the local authorities.

Munck, C., and A. Marschall (2020) investigated the evaluations and cooperation practices of Danish parents and professionals when their little children attend daily nurseries. The article focuses on how early childhood education policy is linked to initial indication, based on a concept of children as fragile and in need of engagement by nursery caretakers in order to develop appropriately. It is based on practice research in Danish daily nurseries. In this policy

framework, parents serve not only as main caregivers for their children, but also as risk managers in partnership with the professional staff of nursery caretakers. The essay discusses how experts sometimes misinterpret parents' actions of care as a refusal to participate, changing assessments of children's adjustment to the daily nursery environment into judgments of parents' competence. This objectification of the parents has the potential to undermine teamwork and the child's chain of care.

Fatima and Alwi (2021) conducted a study on the recent policies for Nursery education in Karachi. Qualitative research was used, and interviews were conducted with the founders of various Nursery institutes from various areas. These interviews resulted in the discovery that there are no specific government bodies providing any specific policies for establishing the Nursery Institute, but there is a process in place to check on the implementation of their basic requirements, which is not applicable everywhere in the city.

Rákó and Szabó (2022) outlined the educational administration and activities of Hungarian daily nursery services focused on family assistance. The study is based on a survey that was conducted between March and June of 2018. The researchers used the Hungarian Organization of Daily Nurseries database, which contains 1225 daily nurseries in Hungary, and distributed an online questionnaire to each of these daily nurseries. The researchers received a reply from 289 daily nurseries, representing 23.6% of the total number of daily nurseries in the system. The study's goal was to look at how the educational management of daily nurseries is developing and to showcase family support options that go beyond the standard nursery caregiver services in Hungary. According to the findings of the study, the basic program of daily nurseries provides for the provision of various family support services in addition to the basic nursery caregivers services and education duties, but this does not extend to daily nurseries facilities.

METHODS AND PROCEDURES

The mixed methods research methodology was used in the study, which combines qualitative and quantitative research components. Adopting a mixed methods research approach was justified by the need to combine the strengths of the two research components while addressing the drawbacks of using either a qualitative or quantitative research approach alone. The descriptive survey method was used in the study. A quantitative research method that is used to describe phenomena, objects, beings, corporations, groups, and various fields. Thus, grouping concepts makes them easier to understand and associate (Meglino & Ravlin, 1998).

Meglino, B. M., & Ravlin, E. C. (1998). Individual values in organizations: Concepts, controversies, and research. *Journal of management*, 24(3), 351-389. The survey model is ideal for studies that seek to describe phenomena as they occur (Forza, 2002).

The researcher entirely predicated the research questionnaire on two main components: first, the research objectives, and second, a literature review. Before writing her questions, the researcher created a detailed outline of the points she will cover in order to address the research questions and achieve the intended research objectives. As a result, she recognized the research

objectives and the data she would need from respondents to achieve them. The researcher also conducted a literature review. Furthermore, the researcher's familiarity with the study population as an Israeli Arab aid her understanding of the study's cultural, socioeconomic, political, and ethical context as she constructs.

The Study population comprised of all female caregivers serving in the country's recognized daily nurseries, with an estimated number of (2000) caregivers. According to the most recent estimate from the Ministry of Education, according to the records of the Educational Planning Department of the Directorate of Education inside the nation. Academic year 2022/2023, the study's sample was chosen at random from the study population in a simple random manner, and included a sample of all study members during the first semester of the academic year (2022/2023) in the Arab and Jewish Sectors, according to the Morgan and Krejci table (Morgan, Krejci, 1970), from the study population , where (550) questionnaires were distributed, (468) questionnaires were retrieved, and (68) of the (468) questionnaires were eliminated because the research sample did not reply to all paragraphs of the questionnaire, whereas the number of valid questionnaires for statistical analysis was (400), with an 85% recovery rate. Table 1 depicts the distribution of the research sample by independent factors.

Table 1: Demonstrates How The Study Sample Was Split According To The Variables Of Years Of Experience And Certification

%Percent	No	Level	Variable	
13.5%	27	Less than 5 years	Years of Experience	Arab Sectors
86.5%	173	5years and over		
%100.0	200	Total		
93.5%	187	She has a certificate	Certificate	
6.5%	13	She hasn't a certificate		
100.0%	200	Total		
42.5%	85	Less than 5 years	Years of Experience	Jewish Sectors
57.5%	115	5years and over		
100.0%	200	Total		
58%	116	She has a certificate	Certificate	
42%	84	She hasn't a certificate		
100.0%	200	Total		
100.0%	400	The total		

In terms of the sample of caregivers interviewed, ten female caregivers from the Arab Sector and ten female caregivers from the Jewish Sector were chosen at random from the study population during the first semester of the academic year (2022/2023).

Instruments of the Study

In order to answer the research questions, two instruments were used, the researcher uses a questionnaire and Interviews to achieve the purpose of the study.

1. An interview, Interviews conducted on the basis of the study themes according towards the impact of the educational management of recognized daily nurseries on the work of nursery

caregivers in the Arab and Jewish sectors.

2. A Questionnaire to determine the participants' perspectives towards the impact of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors.

A questionnaire was conducted on the basis of the study themes according towards the impact of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors. This will aid in meeting the study's objectives. However, a professional from the University's College of Education modified the first draft of the questionnaire. However, the final draft of the questionnaire included (73) items distributed across five domains: environment, satisfaction with salaries and financial support, satisfaction in psychological aspects, satisfaction in social aspects, satisfaction with the nature of one's relationship with others, and satisfaction with the nature of one's relationship with others . A five-point Likert scale was used. The questionnaire has been divided into three levels in order to analyze the study's findings (low, average, and high). The three levels are now 1-2.33 (low), 2.34-3.67 (moderate), and 3.68-5 (advanced) (high). To examine the internal consistency reliability of the questionnaire, the Cronbach's Alpha was calculated. This technique revealed a highly reliability coefficient ($r=.86$).

INSTRUMENTS VALIDITY AND RELIABILITY

- **Face Validity**

The revised attitudinal questionnaire's face and content validity were validated when it was presented to a jury of five university professors, four caregivers supervisor and four expert caregivers, who made minor changes and certified its validity. In addition, the researcher has created a translated version of this questionnaire in the mother tongue (Arabic language and Hebrew language) of the participants, which will be utilized with the caregivers to acquire more reliable findings. As a result, two English language translators certified the validity of the transition. (Arabic and Hebrew Versions).

- **Construct Validity**

The correlation analysis was used to assess the construct validity. As a result, the questionnaire was piloted to a group of forty (40) nursery caregivers working in recognized daily nurseries who were not part of the study's sample. Pearson The correlation coefficient (r_1) between the item score and the whole questionnaire score was calculated. The corrected item total correlation (r_2) between the item score and the overall score of the questionnaire was also calculated.

RELIABILITY

The reliability of the questionnaire was evaluated by utilizing the Cronbach Alpha approach. It was calculated to be .97, and above the cut-off value of .70 (Cronbach, 1951), as such, a questionnaire is reliable and applicable to measure the impact of the educational management

of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors.

- **The qualitative study instrument:**

The qualitative study instrument: a semi-structured interview was used to evaluate the quantitative data acquired, as well as to expand on the details of the replies and explain what is in them. The interview was designed based on the questionnaire's five domains, and in this type of interview, the questions are defined in advance and then directed to the respondents, and other questions may be asked to them based on the circumstances of the interview in order to clarify some of the answers; To guarantee the interview's clarity and the correctness of its language, it was displayed in its first form to a jury of five university professors, four caregivers supervisor and four expert caregivers, who made minor changes and certified its validity, and some changes were made in response to their suggestions and observations.

- **Analysis of findings**

In terms of data analysis, the Statistical Package for the Social Sciences Program (SPSS version 23) was used to answer the research questions, Proper statistical procedures was used to analyze the data and report the results. The Statistical Package for Social Sciences was utilized to implement many acceptable statistical procedures (SPSS). Cronbach's alpha coefficient is used to measure the questionnaire's Reliability, Validity and stability. To identify the characteristics of the study sample and determine their reactions to the words provided in the study instrument, use frequencies and percentages. Ferries). Standard Deviation It is emphasized that the standard deviation displays the dispersion in the replies of the study sample for each of the study phrases. When the arithmetic mean is equal, expressions based on the arithmetic mean prefer the least dispersion. The mean scores and standard deviations were used to explain the Nursery Caregivers 'Perspectives toward The Impact of the Educational Management of Recognized Daily Nurseries on The Work of Nursery Caregivers in the Arab and Jewish Sectors.

RESULTS OF THE STUDY

The study aimed to reveal the impact of Recognized Daily Nurseries Educational Management on Caregivers work comparing with Arab and Jewish sectors. To accomplish this, data collected from the study sample were analyzed using the Statistical Package for the Social Sciences (SPSS) program, and statistical packages that fit the objectives of the study were employed and answered the study questions that were formulated from those objectives.

Results Pertinent to the Research Question

1. The first question had the following results: This question states: "Are there any statistically significant differences ($\alpha \leq 0.05$) between the Arab and Jewish sectors in the role of the educational administration of the recognized daily nurseries caregivers on the work of nursery from nursery caregivers' perspective?"

In order to answer this question, the Means and Standard Deviation were computed for the respondents' comments regarding the effects of the educational management of recognized daily nurseries on the work of nursery caretakers in the Arab and Jewish sectors from their

viewpoints. The outcomes are presented in Table (2):

Table 2: Means and Standard Deviations of Participants' the effects of the educational management of recognized daily nurseries on the work of nursery caretakers in the Arab and Jewish sectors from their viewpoints

No	Domain	Mean	Standard Deviation	Agreement Level
3	The third domain is concerned with the impact of educational administration in the nursery on salaries and financial support for Caregivers.	3.73	0.82	High
4	The fourth domain is concerned with the impact of nursery educational administration on readiness, as well as the psychological and ethical aspects of Caregiver work.	3.70	0.74	High
2	The second domain is concerned with the impact of the educational administration's role in the daily nursery on the activities and challenges of the Caregivers' work.	3.57	0.83	High
5	The fifth domain is concerned with the effect of the nursery's educational administration on the social and interactive aspects of the Caregivers.	3.59	0.81	High
1	The first domain: The impact of educational administration on the working environment and conditions of nursery caregivers	3.79	0.76	High
	Total	3.68	0.79	High

As according Table (2), the impact of educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors was significant, with a mean (3.68) and a standard deviation (0.79), as the impact of educational administration on the working environment and conditions of nursery caregivers came first, with a mean (3.79) and a standard deviation (0.79). In the second place came the impact of educational administration in the nursery on caregiver salaries and financial support, with a mean (3.73) and a standard deviation (0.82). In the third place came the impact of nursery educational administration on readiness, as well as the psychological and ethical aspects of Caregiver work, with a mean (3.70) and a standard deviation (0.74). In the fourth place came the effect of the nursery's educational administration on the social and interactive aspects of the Caregivers, with an arithmetic mean (3.59) and a standard deviation (0.81). In the fifth place came the impact of the educational administration's role in the daily nursery on the activities and challenges of the Caregivers' work, with an arithmetic mean (3.57) and a standard deviation (0.83).

To answer this question, the means and standard deviations were calculated the viewpoints' nursery caregivers Arab and Jewish according to the variable sector (Arab and Jewish sectors), and the results were as shown in Table (3):

Table 3: Means and Standard Deviations of Participants' viewpoints on the domains

Domain	variable	category	Mean	Standard Deviation
the working environment and conditions of nursery caregivers	Sector	Arab	3.39	0.56
		Jewish	3.84	0.30
the daily nursery on the activities and challenges of the Caregivers' work	Sector	Arab	3.12	0.69
		Jewish	3.80	0.38
In the nursery salaries and financial support for Caregivers	Sector	Arab	3.35	0.56
		Jewish	3.85	0.31
on readiness, as well as the psychological and ethical aspects of Caregiver work	Sector	Arab	3.31	0.57
		Jewish	3.83	0.32
on the social and interactive aspects of the Caregivers	Sector	Arab	3.34	0.56
		Jewish	3.83	0.32
Overall	Sector	Arab	3.30	0.58
		Jewish	3.82	0.33

It can be seen from Table (3) that there are apparent differences between the averages of the viewpoints' nursery caregivers Arab and Jewish on the impact of the educational administration of the recognized daily nurseries on the work of nursery caregivers according to the variable Sector (Arab and Jewish sectors).

There are obvious differences in the means of female caregivers' viewpoints in recognized daily nurseries about the impact of educational administration in recognized daily nurseries on the work of nursery caregivers in the five domains, individually and collectively, according to the sector variable, and in favor of those with Jewish sectors. To determine the statistical significance of the differences between the means of female caregivers' perspectives in recognized daily nurseries about the impact of educational administration in recognized daily nurseries on the work of nursery caregivers in the five domains (linear combination), according to the intermediate variable (Arab and Jewish sectors), test was used, as shown in Table (4) to measure the differences in the viewpoints of nursery caregivers in Arab and Jewish sector on the impact of the educational administration of the recognized daily nurseries on the work of nursery caregivers, according to the variable Sector (Arab and Jewish sectors).

Table 4: Results of the (Hotelling's Trace) examination of female caregivers' views in recognized daily nurseries on the influence of educational administration in recognized daily nurseries on the work of nursery caregivers in the five domains in the five domains (linear combination)

variable	Value	F	DF	Error DF	Sig	Eta Squared
Sector	0.360	3.070	3.00	254.000	0.028	0.035

It can be seen from Table (4) that: There is a statistically significant effect of the (Arab and Jewish sectors) sector variable in the estimates of the female caregivers' perspectives in recognized daily nurseries about the impact of educational administration in recognized daily nurseries on the work of nursery caregivers in the five linear domains, and explains 3.5 % of the variance in estimates.

Qualitative Data Analysis

The interview allowed us to delve deeper into and better understand the field of work within the recognized daily nursery in the Arab and Jewish sectors, as well as learn about the educational management areas of the recognized daily nursery and its spaces, and their impact on the work of caregivers in the recognized daily nursery in the Arab and Jewish sectors from their perspective. The interview was conducted with twenty female nursery caregivers who work in a distinct set of day nurseries in the nation. The goal was to discover their perspectives and points of view on the influence of recognized nurseries' educational management on the work of female caregivers in recognized daily nurseries to compare it in the Arab and Jewish sectors. The nursery is concerned with the work of the nursery caregivers in these areas, which include: the impact of the educational administration on the environment and working conditions of the nursery caregivers, and how the educational administration in the daily nursery deals with the activities and obstacles of the caregivers' work, the educational management in the nursery by affecting the salaries and financial support for the caregivers, Do you believe that educational management in the nursery influences preparation, as well as the psychological and ethical components of caregivers' work? And how about that? Furthermore, do you believe that the educational administration in the daily nursery promotes caregivers to continue being creative? And how about that? The researcher concentrated on the caregivers' question: how can educational administration assist caregivers in completing the duties assigned to them properly and on time within the daily nursery to compare it in the Arab and Jewish sectors? What role does educational administration play in resolving challenges that nursery caregivers may encounter during the implementation of various activities within the daily nursery in the Arab and Jewish sectors? How, in your opinion, does the educational administration handle the daily nursery, including giving additional financial support to support the caregivers' salaries in the Arab and Jewish sectors?

After the researcher thoroughly reviewed the data, the answer from the caregivers was as follows, with regard to the caregivers working in the Jewish sector and having more than five years of experience, and the caregivers were unanimous. There is a lot, and there is a caregiver scarcity, and many new caregivers do not grasp the area of infancy, especially the big change in the faces of caregivers, and there is a caregiver shortage, especially when there are no credentials, poor pensions, and administrative and ministerial obligations. We work in accordance with the rules and the wishes of the parents. We have been working as caregivers for almost five years. We confront several challenges, particularly with a scarcity of entrants, and the administration does not always comprehend us in the Jewish sector. "Please do not reveal our names, because this issue impacts us, and we do not want difficulties," stated the caregivers (K), and the caregivers noted that they work a lot. "Often, we cannot satisfy all of the children's needs," the caregivers (S) stated. Our group is tiny, yet there are many youngsters. We can't keep on. We are exhausted and nervous in the Jewish sector. We work under stress, especially when we are dealing with a challenge. Because of the media, the management does not want any problem to spread beyond the scope of the nursery." "We work with tension occasionally since there is a scarcity of our number in the classrooms, especially with the various requests of parents," caregivers (M) remarked. They spend a lot of money to help their

children manage. Today, parents do not have complete trust in caregivers since they send a recording device due to the huge number of difficulties in nursery caregivers due to a shortage, and our number is insufficient for the amount." As a result, children are always agitated, and we are sometimes exhausted and underappreciated, as the nurse (L) stated, and the Ministry is supposed to amend the regulations and feel with us as caregivers in the acknowledged daily nursery in the Jewish sector.

The interview was also applied to female caregivers working in the Jewish sector with less than five years of experience. When will the situation change, is one of the first popular phrases among female caregivers in the Jewish sector's approved daily nursery. There is a significant shortage of workers in nurseries. What we do is not well compensated by the Babysitter (N). There is not enough appreciation for the amount of work each time they enter a new caregiver, and this affects us and the children a lot of shortages, which is due to a caregiver shortage. We are working harder to address all of the children's needs. The nursery caregiver (K2) stated that the administration requires a lot, and no one feels with us, and there are days when we cannot do the work as it should, because we feel that we are working hard with a bad feeling, especially because of the shortage of our number in the classes, and the caregivers (E) stated that the administration enters a new nursery caregiver, has no work experience or a degree, and does not know what to do. The custodian (B) said: We are working stressfully with the children, especially all of them a young generation, and the expectations of the parents, and we at moments believe that the administration does not want to hear any complaint because of the media, especially the violence within the nurseries. What we're referring to is the fact that you don't mention our names. What did we discuss in terms of the administration? We don't want any complications. The administration, according to the majority of caregivers, wants us to work regularly, not to be away from work, and not to ask for help or boost our pensions.

Female caregivers with more than five years of experience in the Arab industry were also questioned. This assertion was supported by the interview sample. The two instructors (G-D) agree that the most essential thing we'll say is that we hope the administration doesn't know what we're talking about. Fear of management, since management has a tremendous impact, as stated by the caregivers (U), for example, when the nursery manager looks at us without caring about us or our feelings, this affects our job in the nursery, "We are the most important thing," one of them added. We work and perform all of the labor within the nursery, including activities and child care, preparing the nursery and changing diapers for the children, and the kid spends lengthy hours in the nursery." She stated (L-M): Despite the difficulties we confront, we strive to complete all of our job to the best of our abilities. There are various obligations according to the regulations by the administration and the ministry, and it is banned to discuss wages before the family and before the administration.

And the caregivers (R) stated that we nursery caregivers only converse on the phone about matters that affect us. We don't converse inside the nursery because we are constantly afraid, and we are always monitored, thanks to the law of cameras within the nursery. We constantly strive to do our best, even when we are under pressure and working with apprehension. The caregivers (B) stated that if a mistake or a child occurs to him, something will occur to him if

he falls, especially because we only have three caregivers. We deal with a huge number of youngsters and attempt to meet all of their demands under strain and tension so that nothing affects the children. On the one hand, we have the impression that the government does not grasp our predicament. Others, we as caregivers work a lot, and our income (pay) is little, and we have other jobs within the nursery other than the children, such as cleaning and organizing, so we don't have enough time to relax, and despite all of this, with all of the issues, we are still successful, We caregivers have the same feelings and tiredness, and there is no cash reward, so we attempt to collaborate with some on it.

And she said (Y) There are problems that we try to overcome together, even though the administration does not criticize us, and there is a four-hour meeting once a month with a breeding guide, which is insufficient because there is a lot of guidance we need, and although the administration encourages us to complete courses and assistance, the most important thing is that we do not discuss financial or other matters. To protest, the nursery caregivers are only obliged to function and not to accept any problem or subject relating to the nursery outside of the boundaries of the nursery, particularly the numerous demands from parents.

DISCUSSION OF THE FINDINGS OF THE STUDY

The first question of the study, “Are there any statistically significant differences ($\alpha \leq 0.05$) in the role of the educational administration of the recognized daily nurseries in the Arab and Jewish sectors on the work of nursery caregivers from their perspective?”

In order to answer this question, the Means and Standard Deviation were computed for the respondents' comments regarding the effects of the educational management of recognized daily nurseries on the work of nursery caretakers in the Arab and Jewish sectors from their viewpoints. The results revealed that the arithmetic mean highly rated, for the impact of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors from their perspectives as a whole, as shown in Table (2), highly rated. The outcomes are presented in Table (2): Means and Standard Deviations of Participants' the effects of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors from their viewpoints. On the domains, the third one is concerned with the impact of educational administration in the nursery on salaries and financial support for Caregivers, the fourth one is concerned with the impact of nursery educational administration on readiness, as well as the psychological and ethical aspects of Caregiver work. The second one is concerned with the impact of the educational administration's role in the daily nursery on the activities and challenges of the Caregivers' work. The fifth one is concerned with the effect of the nursery's educational administration on the social and interactive aspects of the Caregivers. The first domain: The impact of educational administration on the working environment and conditions of nursery caregivers,

The findings of this question are consistent with those of previous research (e.g., Adamson and Brennan 2017; Belasko, Herrán, and Anguera, Elderiny, Talaat, and El Awady 2019; Vincent & Ball 2006;) in that, the impact of the educational management of recognized daily nurseries on the work of nursery caregivers. The findings are also consistent with those of previous

research of (e.g., Colley 2006; El-Masri and Tarhini 2017; Munck, C., and A. Marschall 2020 ; Rákó and Szabó 2022 ; Saaranen, Tossavainen, Turunen, Kiviniemi, and Vertio 2007) that the impact of the educational management of recognized daily nurseries on the work of nursery caregivers rate high. However, the findings of this study contradict those of some previous research (e.g., O'Connell 2011; Osgood 2012; Sylva, Stein, and the FCCC team 2008 ; Mizel, 2016) which reported that that the impact of the educational management of recognized daily nurseries on the work of nursery caregivers not available and There is no effect .

It can be seen from Table (3) that there are apparent differences between the averages of the viewpoints' nursery caregivers Arab and Jewish on the impact of the educational administration of the recognized daily nurseries on the work of nursery caregivers according to the variables (sector), there are obvious differences according to the sector variable, and in favor of those with Jewish sectors. Sector variable: The results of this question revealed statistically significant differences in the average responses of female nursery caregivers working in recognized daily nurseries in the Arab and Jewish sectors in the five fields combined due to the sector variable. It was in favor of caregivers in recognized daily nurseries in the Jewish sectors, According to the Ministry's annual report; there are over a thousand facilities with no supervision and nannies with no training: failures in early childhood care. The State Comptroller's report paints a troubling picture of the country's treatment of children and babies. In only 20 years, day caregiver training will fulfill legal criteria, 70% of young children will not have a place in supervised settings, and private nurseries do not have a supervision form that ensures caregivers do not have a criminal past. In nursery, there aren't enough aides, and absences aren't reported properly.

In the Jewish sector, the majority of nannies quit nurseries during the first year, monitored settings do not always assist those in need, and at least a thousand private nurseries operated without supervision or monitoring in 2021. This was revealed in the State Comptroller's 2022 report. The investigation also looked into kindergartens and discovered that local governments and commercial operators do not offer regular employment and absence figures. The State Comptroller's report paints a bleak picture of schooling for newborns and young children aged 0 to 3. According to the auditor, more than half of the nannies in supervised settings had no official training, and only a tiny percentage of new caregivers employed in recent years had formal training.

Caregivers in recognized daily nurseries in Arab sectors must be cared for in order for recognized daily nurseries to flourish and grow. Nothing can grow and advance unless those who work on it care. Quality and innovation are critical to the rehabilitation and acceleration of recognized everyday nursery development. Through field observations and the efforts of the researcher, an inspector of society in the Arab and Jewish sectors of the country noted changes in family structure among Israeli Arabs. There was a sense of stress and concern among Israeli Arabs about the future, the circumstances of the family structure, and this affected their employment. This is due to the fact that in the Jewish sector, only 5% of the nannies who need training each year, whether in supervised or private dormitories, receive it, and the state auditor discovered alarming results, with more than 50% of caregivers in supervised places leaving

during their first year of operation. It is projected that the present training pace will take at least 20 years to bridge the gap between the existing situation and the legal requirements for vocational training. The remuneration, which is the minimum wage, is the reason for turnover and quitting work in the Jewish industry. It can be seen from Table (3) that there are apparent differences between the averages of the viewpoints' nursery caregivers Arab and Jewish on the impact of the educational administration of the recognized daily nurseries on the work of nursery caregivers according to the variables (sector), there are obvious differences according to the sector variable, and in favor of those with Jewish sectors.

Much expenditure that parents of newborns and toddlers pay for their children's education are borne by Jewish sectors. Despite the fact that over 80% of parents with toddlers aged 0-3 are eligible for a state subsidy, they nonetheless spent a lot in some situations. "Parents whose children are in a framework that is not a symbol framework (supervised framework - 13) are required to bear a cost that may reach a significant share of the available family income, so they need a lot of services for their children in the recognized daily nurseries in the Jewish sectors, and this makes load for educational administration of the recognized daily nurseries."

Several factors may have contributed to this highly rated for the impact of the educational management of recognized daily nurseries on the work of nursery caregivers in the Arab and Jewish sectors from their perspectives. All of the paragraphs scored highly, this outcome can also be attributed to the fact that the educational administration of the daily nursery is required before the higher authorities to apply instructions, laws in Arab and Jewish sectors, and regulations, and that the failure of the nursery caregivers will result in accountability, and that the laws, regulations, and instructions have a significant impact on the workflow and achievement of goals in terms of time, accuracy, and effectiveness in Arab and Jewish sectors. As a result, in the recognized everyday reality, the educational administration is constantly eager to become acquainted with the laws, rules, and directives issued to it by the Ministry and higher authorities. Furthermore, the nursery caregivers' experience and skill in their work lead them to become more familiar with the laws, regulations, and instructions, making them more capable of assuming responsibilities in the daily recognized nursery in Arab and Jewish sectors, and making the educational administration more efficient and capable of leading the daily recognized nursery.

also be attributed to the fact that the educational administration in the recognized daily nurseries is aware of the importance of the relationships built between the nursery caregivers and the administration in all of its parties, and specialists have unanimously agreed that the presence of a family atmosphere in the nursery caregiver has a positive impact on the nursery caregivers in charge of child care, creating morale for them and helping to raise the level of service provided in Arab and Jewish sectors. The nursery promotes a sense of security, acclimatization, and enthusiasm for work. The main task for the success of the process within the daily nursery is entrusted to the successful educational administration, whose tasks are diverse and include, for example, creating an interactive environment between nursery caregivers free of tension and quarrels, and creating an effective climate capable of imparting a beautiful and creative spirit to the daily nursery in a way that serves the achievement of this

nursery's objectives in Arab and Jewish sectors. Providing chances to work in nursery activities helps to boost the morale of people in charge of providing care for children in the nursery in Arab and Jewish sectors. The educational administration has a variety of effects on how the nursery caregiver interacts with students, including the circumstances for delivering care and the educational atmosphere in Arab and Jewish sectors. Nursery caregivers, children, and parents, and improve the basis for scientific growth and performance improvement, as well as the strength of their relationships with nursery caregivers and children on the one hand, and nursery caregivers and parents on the other in Arab and Jewish.

The educational administration of the recognized daily nursery must work to support female nursery caregivers working within the recognized daily nursery in Arab and Jewish sectors in order to improve their material and living conditions, such as increasing and raising nursery caregiver wages and providing incentives for performance and rewards, and the educational administration must also work to provide professional training for nursery caregivers on an ongoing basis in order to raise their professional capabilities in Arab and Jewish sectors. To meet the needs of developing services within the nursery, a distinct educational environment must be provided within the nursery in order to support the efforts of the nursery caregivers to develop their work, and a new number of nursery caregivers must be appointed to fill the deficit in the members of the nursery caregivers within the recognized daily nursery in Arab and Jewish sectors.

One of the manifestations of positive mental health and its first indicators is the development of professional performance and a sense of psychological reassurance, and that female nursery caregivers working within the recognized daily nursery feel psychological security and success in establishing loving relationships with management and other nursery caregivers and achieving psychological compatibility, distance from sclerosis, and openness to others within the recognized daily nursery in Arab and Jewish sectors. In general, it adds to their growth and performance since it is favorably reflected in numerous dimensions that overlap and interact with each other, rather than as a consequence of one dimension or a single component, such as the nursery service, its level and aims, as well as the extent to which children engage with the nursery caregivers inside the designated daily nursery in Arab and Jewish sectors.

Because work within the recognized daily nursery is undergoing major transformations to meet the renewable needs of the community and the environment surrounding children and nursery caregivers, the issue of developing new skills for nursery caregivers within the recognized daily nursery has become a vital and essential requirement in order to work, and achieve the highest standards of performance to achieve the required goals with kids in Arab and Jewish sectors. Many studies have demonstrated that female nursery caregivers in recognized daily nurseries require review and ongoing training to increase their effectiveness in Arab and Jewish sectors. The other, despite their many years of expertise, may have certain problems in achieving the goals established by working in the nursery, to improve and gain from it in order to benefit caregivers' social and interaction elements in Arab and Jewish sectors.

RECOMMENDATION

- The need of raising the ministry's decision-makers' interest in organizing courses for caregivers in nurseries in the Arab and Jewish sectors, particularly the elderly, to strengthen their abilities in interacting with youngsters.
- Encourage the educational management of certified day nurseries to work to raise interest in the nursery's rooms and equipment in order to establish adequate working circumstances for caregivers and children in Arab and Jewish nurseries.
- The necessity to activate the function of financial and moral incentives to motivate and enhance the circumstances of caregivers in Arab and Jewish nurseries.
- Conducting studies that involve examining the infrastructure of all certified daily nurseries in the Arab and Jewish sectors in order to develop relevant recommendations for assessing the required needs.
- Rethinking training courses and implementation tactics given by reputable childcare facilities in order to absorb new concepts in this sector, merge them with high-quality teaching methods, and present them to children in a way that meets the requirements for creativity and innovation.
- The necessity for ministry officials to focus on encouraging caregivers in Arab and Jewish nurseries to develop sophisticated educational programs.
- Maintaining caregivers' high levels of motivation in Arab and Jewish nurseries by continuing to support and assign them, as well as offering adequate opportunities for self-growth and professional development.

References

1. Amadi, E. C. (2008). Introduction to educational administration: A module. Port Harcourt: Harey Publications.
2. Arpino, B., & Gómez-León, M. (2020). Consequences on depression of combining grandparental childcare with other caregiving roles. *Aging & Mental Health*, 24(8), 1263-1270.
3. Bush, T. (2020). Theories of educational leadership and management. *Theories of Educational Leadership and Management*, 1-208.
4. Diala Abu-Oksa, E. (2020). The Arab Educational System in Israel: Challenges and Changes. *Studia Edukacyjne*, (56), 435-448. Villages in Israel. <https://www.academia.edu/download/71909729/c25a1e780ea2dc588ee8052cbc9526670a41.pdf>
5. Digby, R., Winton-Brown, T., Finlayson, F., Dobson, H., & Bucknall, T. (2021). Hospital staff well-being during the first wave of COVID-19: Staff perspectives. *International journal of mental health nursing*, 30(2), 440-450.
6. Eisenberg, E., & Selivansky, E. O. (2019). Adapting Israel's Education System for the Challenges of the 21st Century. Jerusalem: Israel Democracy Institute [Hebrew].
7. Famolu, F. B. (2018). Effects Of Transactional Analysis And Self-Efficacy Strategies On Emotional Labour Of Nurses In Ilorin, Kwara State, Nigeria (Doctoral dissertation).

8. Fatima, S. A., & Alwi, S. K. K. (2021). Quality assurance policies of Kindergarten Education in Karachi and their implementation. *International Research Journal of Management and Social Sciences*, 2(3), 29-36.
9. Faulkner, M., Gerstenblatt, P., Lee, A., Vallejo, V., & Travis, D. (2016). Childcare providers: Work stress and personal well-being. *Journal of Early Childhood Research*, 14(3), 280-293.
10. Forza, C. (2002). Survey research in operations management: a process-based perspective. *International journal of operations & production management*.
11. Ganon-Shilon, S., & Schechter, C. (2019). School principals' sense-making of their leadership role during reform implementation. *International Journal of Leadership in Education*, 22(3), 279-300..
12. Herbert, L. J., Clary, L., Owen, V., Monaghan, M., Alvarez, V., & Streisand, R. (2015). Relations among school/daycare functioning, fear of hypoglycaemia and quality of life in parents of young children with type 1 diabetes. *Journal of clinical nursing*, 24(9-10), 1199-1209.
13. Honig, A. S. (2022). Essentials for excellence in quality early child care. *Early Child Development and Care*, 192(12), 1940-1951..
14. Leach, P., Barnes, J., Malmberg, L. E., Sylva, K., Stein, A., & the FCCC team 1. (2008). The quality of different types of child care at 10 and 18 months: A comparison between types and factors related to quality. *Early Child Development and Care*, 178(2), 177-209.
15. Louw, D., & Louw, A. (2014). *Child and adolescent development*. UJ Press.
16. Manning, M., Homel, R., & Smith, C. (2010). A meta-analysis of the effects of early developmental prevention programs in at-risk populations on non-health outcomes in adolescence. *Children and Youth Services Review*, 32(4), 506-519.
17. Meglino, B. M., & Ravlin, E. C. (1998). Individual values in organizations: Concepts, controversies, and research. *Journal of management*, 24(3), 351-389.
18. Meoded Karabanov, G., Asaf, M., Ziv, M., & Aram, D. (2021). Parental behaviors and involvement in children's digital activities among Israeli Jewish and Arab families during the COVID-19 lockdown. *Early Education and Development*, 32(6), 881-902.
19. Mercer, J. (2006). *Understanding attachment: Parenting, child care, and emotional development*. Greenwood Publishing Group.
20. Mizel, O. (2016). *The Illusion of Self-Management in Kindergartens in Unrecognized Arab Bedouin*
21. Moore, R. C. (2017). *Childhood's domain: Play and place in child development*. Routledge.
22. Munck, C., & Marschall, A. (2020). From caregiver to risk manager: Professionals assessing parents in Danish childcare institutions. *Nordic Psychology*, 73(2), 175-190.
23. Nelson, M. K. (1990). Mothering others' children: The experiences of family day-care providers. *Signs: Journal of Women in Culture and Society*, 15(3), 586-605.
24. Nguyen, P. V., Le, H. T. N., Trinh, T. V. A., & Do, H. T. S. (2019). The effects of inclusive leadership on job performance through mediators. *Asian Academy of Management Journal*, 24(2).
25. Nir, A., Ben-David, A., Bogler, R., Inbar, D., & Zohar, A. (2016). School autonomy and 21st century skills in the Israeli educational system: Discrepancies between the declarative and operational levels. *International journal of educational management*.
26. Rákó, E., & Szabó, G. (2022). Nursery Services Beyond Primary Care, Supporting Family Education In Hungary. *Különleges Bánásmód-Interdiszciplináris folyóirat*, 8(1), 91-100.
27. Rosen, B., Waitzberg, R., Israeli, A., Hartal, M., & Davidovitch, N. (2021). Addressing vaccine hesitancy and

- access barriers to achieve persistent progress in Israel's COVID-19 vaccination program. *Israel journal of health policy research*, 10(1), 1-20.
28. Rosenthal, M. K. (2006). Early childhood care and education in Israel. In *Early Childhood Care & Education* (pp. 123-140). Routledge.
 29. Rosenthal, M. K. (2014). *An ecological approach to the study of child care: Family day care in Israel*. Routledge.
 30. Saaranen, T., Tossavainen, K., Turunen, H., Kiviniemi, V., & Vertio, H. (2007). Occupational well-being of school staff members: a structural equation model. *Health education research*, 22(2), 248-260.