
Motivation of kindergarten teachers in the future kindergarten

Hoda Abu Afash

Abstract

This qualitative study aims to examine the attitudes of kindergarten teachers in the Bedouin sector in the south of the country, on their perception of their motivation in the future kindergarten. At the center of the study is the question: How can motivation be stimulated in the future kindergarten according to the Bedouin kindergarten teacher's perception. For this purpose, the study was based on a structured interview with questions prepared in advance. After analyzing the interviews, four central themes emerged: Play and satisfying children's needs is a tool for developing motivation.; Building a strong system with parents to motivate children.; Professional support and providing the opportunity for career development is a tool for increasing motivation.; Dealing with kindergarten management and childcare is a challenge for the kindergarten teacher and harms motivation. These four themes answered the research question based on which the study came to the conclusion that teachers should be encouraged, and self-efficacy, belonging and autonomy should be strengthened to encourage motivation in the future.

Keywords: Future kindergarten, motivation in kindergarten, kindergarten teachers' perception.

Introduction

This work aims to examine the perceptions of kindergarten teachers regarding the importance of motivation in the future kindergarten. This perception stems from the work that today there are many concerns regarding the importance of working with children in the future as part of their success in kindergarten in the future. Although schools today have a role in developing academic skills and social skills, whose role is to strengthen students' skills and adaptation. Social and academic are related and lead children to learn in a better way in the future.

The motivations of kindergarten teachers may change according to the changes they undergo during their work in kindergartens. According to Kaplan (2014), previous studies have focused mainly on teacher motivation from a changing perspective that examines several elements that may affect the work of the kindergarten teacher. Both in kindergarten and outside it, which can be one of the tools for her success in kindergarten.

According to Kaplan (2014), this approach can be a basis for investigating the unique connections between two types of motivation and its independent results. In their study by Goldhaber, Quince, Theobald, (2018) they played with motivation, discovering four hidden motivation profiles among teachers: high intrinsic-high extrinsic motivation, low intrinsic-high extrinsic motivation, low intrinsic-high extrinsic motivation, and balanced motivation. These four profiles have been used to examine the motivation of teachers in education systems in the Western world. Moreover, using this tool has allowed many researchers to examine the degree of motivation of children in kindergartens and schools. Therefore, it is of great importance to encourage children and strengthen the desire among them to learn and explore, although children in kindergarten are energetic and it is important for them to explore everything, the role of the kindergarten teacher is to make children want to learn and complete tasks, which she asks of them. These tasks will increase the children's intrinsic and extrinsic motivation and will allow them to strengthen their ability to learn. And for this reason, this research work aims to examine the attitudes of kindergarten teachers in the Bedouin Arab sector in the south.

What is motivation?

The concept of motivation represents the internal factors that motivate people to engage in a particular activity for a long period of time, to achieve goals that the person has set for them. In the academic context, the study of motivation often focuses on students' motivation to learn (Desi and Ryan, 2011), which refers specifically to the factors that lead students to engage in learning activities. But there are countless theoretical frameworks that have been developed to explain students' motivation to learn. Researchers divide the concept of motivation into two important parts that can complement each other, and this has a very large contribution to the study of student motivation in general.

Researchers divide motivation into internal and external, one of which complements the other, one of which depends on the internal part of the individual to fulfill what is asked of him, while the external one is driven by rewards, which motivate the individual to fulfill the goal. According to Kaplan (2014), the three frameworks are all different ways of addressing students to strengthen motivation, each of which has been proven to lead to positive results, which strengthen students' motivation. The Self-Directedness Theory of Dickey and Ryan (Kaplan, 2021)

According to Kaplan (2021), highly engaged students are more likely to receive higher grades and better test scores than their less engaged peers, and they are also less likely

to drop out of school. On the other hand, students who are dissatisfied with their studies are at risk of poor academic performance compared to other children. Strengthening the motivation of children in kindergarten depends largely on literacy in kindergarten, whose role in kindergarten is to prepare children for the future.

Motivation in Kindergarten

Literacy motivation is generally considered multifaceted and complex. Researchers in this field argue that motivation cannot be reduced to a single factor that children in kindergarten have or do not have. The conceptual framework of children's motivation makes them want to learn better. Researchers explain several structures for children's motivation, according to Kaplan (2014). Some of these structures are related to the child's beliefs, values, and goals to grow as an individual, other tests relate to intrinsic and extrinsic motivation and social motivation, which are key components of understanding literacy motivation. Therefore, literacy motivation should be understood in terms of goals or reasons for the child's reading or writing in kindergarten, as a future goal that the kindergarten teacher must work on. These reasons may be related to various aspects such as task value, expectations, self-efficacy, or goal orientation. Children may differ in their reasons, goals, and expectations, and as a result, motivation can be interpreted in a variety of ways.

This multifaceted structure is evident when writers in the field of literacy link reading and motivation to writing, which is developed in preschool and reaches almost full maturity at the end of preschool. At this stage, children are very curious to write and read and are found trying to read and also playing reading games. According to Dicey and Ryan (2011), it is very important for children at this stage to increase their curiosity in preschool, and to make them want to read and write.

According to Shaham and Shuretzky (2016), most children come to school curious about learning and with high expectations of success. Despite this, the belief that children have their own abilities tends to decrease as they advance in age, and they direct most of their attention to play, and this is because they do not find means that stimulate them. Intrinsic motivation also often decreases, it also reaches a very low state or the opposite, but there is agreement with researchers that children between the ages of 10 and 12 decrease and this depends on their puberty.

Research on literacy motivation also reflects these features of decline. As children age, it appears that, at least in some respects, their motivations for reading and writing decline. When comparing fourth- and fifth-grade students, researchers identified differences in several dimensions of reading motivation (efficacy, recognition, and

social reasons), with fourth-grade students having higher scores than fifth-grade students. Similar results were presented by Shaham and Shuretsky (2016). When comparing fifth- and sixth-grade students and examining other elements that included the social aspect, the researchers found that children in more elementary grades preferred the connection with friends over the academic aspect. The findings of the study by Sverdlov, Aram, and Levin (2017) who examined children's motivation in kindergarten found a relationship between the behavior of the kindergarten teacher and the children's desire to follow her instructions. There is much evidence in professional traditions that kindergarten activities have an impact on kindergarten motivation. Therefore, one of the most prominent theories to explain the concept of motivation in general and in kindergarten in particular is the self-definition described by Dickey and Ryan (2011).

Self-Direction Theory

The self-determination theory (Ryan & Deci, 2018) began by focusing on intrinsic motivation, which is a broad framework for explaining factors that influence intrinsic motivation, autonomous extrinsic motivation and psychological well-being, and all issues related to educational settings. The theory describes three main elements: autonomy, self-efficacy and belonging.

According to Shaham and Shuretzky (2016), who examined freedom of action in working with children, they found that giving children complete autonomy may have a negative impact on children's learning ability. Goldhaber, Quince and Theobald (Goldhaber, Quince, Theobald, 2018) found in their study that workers with autonomy at work use longer working hours to reinforce their work style. On the other hand, more autonomy at work will reduce collaboration in teamwork and may lead to a loss of the ability to achieve individual goals. This finding connects with the work of the kindergarten teacher, it was found that the relationship of kindergarten teachers in the workplace will depend on the relationship with children, peer relationships and cluster managers. The researchers (Sverdlov, Aram and Levin, 2017) noted that the support of supervisors will be important for the success of the kindergarten teacher at work. According to 99999, a balance between autonomy and social support (both supervisor support and teamwork support), especially in the challenging work environments typical of kindergarten.

This suggests to the work that kindergarten teachers need to have enough skills in the workplace. The modern world's labor market is pressuring systems to act accordingly (Arar and Masri-Harzallah, 2016). And for this, kindergarten teachers are required to

have very high skills, whose role is to help children be different. A kindergarten teacher with high skills can adapt to the environment at a high pace and loves to learn new things and understand that modern working life involves constant change that must start from kindergarten.

According to the description of child development, in the first stage, the importance of play in the child's life that allows the child to acquire skills (Sverdlov, Aram and Levin, 2017) Within the framework of kindergarten, kindergarten teachers plan and implement pedagogical activities with the children during circle time, group work, reading time, where we call learning by doing. During this learning process, the teaching process, kindergarten teachers' role is to build games according to the children's ability, whose role is to enable children to cope with difficulties. In addition, (Gholam, 2018)) describes the importance of several conditions of a flow state and setting a clear goal, immediate feedback, challenges, and equally adapted skills (Goldhaber, Quince, Theobald, 2018)). A flow state is related to achievement, and thus it can increase satisfaction and achievements in working with children, which is considered one of the foundations of kindergarten teachers' success.

In conclusion, the professional literature in the field sees great importance in the role of the kindergarten teacher in using literacy in kindergarten, based on farms, to encourage the motivation of children in kindergartens, who at this age are very important to raise their motivation to learn. Therefore, the purpose of this study is to examine the attitudes of kindergarten teachers in the southern sector, on how to raise motivation in the future kindergarten, in a world that changes from day to day. Therefore, this study comes to answer the research question: How can motivation be raised in the future kindergarten according to the Bedouin kindergarten teacher's perception?

Type of study

The study is an interpretive qualitative study that is considered one of the most prominent paradigms in qualitative research. According to Shkedi (2011), interpretive research is a qualitative research approach that aims to understand phenomena through the meanings that people attribute to them. It is rooted in the belief that all human knowledge is contextual and consists of meanings shared by all those studied. Furthermore, this approach considers it important for interpretive researchers to build knowledge together with the participants, considering their experiences and beliefs. This approach is often used in fields such as education, history and other fields.

Considering this, this qualitative study aims to examine the attitudes of kindergarten teachers regarding children's motivation and how they motivate children.

Research tools

The study is a qualitative study based on a structured interview, with questions prepared in advance. The choice of a closed-ended interview was intended to obtain uniform answers from kindergarten teachers. This approach of prepared questions is very common in qualitative research, and it allows us to understand the attitudes of kindergarten teachers regarding children's motivation and how to raise it.

Research population

Five kindergarten teachers participated in the study, below is a description of the kindergarten teachers:

1. Iman is a kindergarten teacher in a compulsory kindergarten in Kasifa in the south of the country. Iman has a bachelor's degree, is 34 years old, this is her eighth year working as a kindergarten teacher and is a mother of three daughters.
2. Hoda is a kindergarten teacher in a compulsory kindergarten in Kasifa in the south of the country, is 45 years old, a mother of four, has a master's degree and is the manager of a cluster in the village.
3. Wisal, a kindergarten teacher with a master's degree, 41 years old from the Hura area in the south of the country, mother of three children, previously managed a cluster of kindergartens.
4. Ahlam, a kindergarten teacher in a compulsory kindergarten in the Kassifah area in the south of the country, with a bachelor's degree, single, 26 years old, this is her third year working as a kindergarten teacher.
5. Hitam, a kindergarten teacher, this is her 12th year in a compulsory kindergarten, in the Kassifah area in the south of the country, 37 years old, married and mother of two daughters. She has a bachelor's degree and is studying for a master's degree at KI College in Be'er Sheva, in education systems management.

Analysis Method

The method of analyzing the findings was done according to the qualitative method. In the first stage, the interviews were analyzed separately, and in the second stage, all the interviews were combined to build central themes that answer the research question and describe the kindergarten teachers' perception of the concept of motivation and the

way in which it can be applied. During the data analysis, the ethics of the study were maintained, and we did not influence the kindergarten teachers to answer the questions as we wanted, and we also chose quotes that are appropriate for the study, with a view to maintaining ethics in the study.

Findings

This qualitative study examined the attitudes of kindergarten teachers regarding the concept of motivation in kindergarten and the tools to encourage it. Analysis of the research findings raised four central themes that answer the concept of motivation in kindergarten and the way in which motivation is increased.

Theme No. 1: Play and satisfying children's needs is a tool for developing motivation.

Preschool children need play and means that will stimulate them and make them think and cooperate with the preschool teacher, and on the other hand, the preschool teacher's role is always to stimulate the children and make them learn. This combination of play and enthusiasm, both preschool teacher and the child, can be one of the tools to strengthen the preschool teacher's motivation in the kindergarten, and will also allow them to feel that they can.

A preschool teacher described this and said:

Listen to me carefully, the success of work in the kindergarten, it depends on the way of working, we as preschool teachers must always build activities for children, purchase new games, the child learns by inventing games, otherwise he will not want to, they are by nature at a young age, it is very important for them to discover everything, you see their curiosity and this in itself has an impact on the work in the kindergarten.

According to the interviewees, there is a connection between the preschool teacher's work in the kindergarten, which is based on games, which will increase the curiosity of the children in the kindergarten, and the motivation of the preschool teacher. In other words, preschool teachers, seeing their success in the kindergarten can be a very important means of motivation and a sense of guidance and happiness in the kindergarten.

A kindergarten teacher described this and said:

I feel a deep sense of responsibility towards my future work as a kindergarten teacher [Are you happy? Very much so]. I understand very well that children of

this age are very sensitive to guidance and that they are working on us intentionally to guide them on the right path. This sense of responsibility makes me prepare well to ensure that I am a positive role model and that I provide them with the right tools that I can give them to learn and the main thing is the game.

The kindergarten teachers pointed out the importance of role models for children, that they feel that they are a model that the children learn from. The children's success depends on their success, in other words, something that creates in them a satisfaction and a sense of self-efficacy to always succeed at work.

A kindergarten teacher described this and said:

I feel very happy and satisfied when I think about my future work in kindergarten. Learning is my passion and working with young children gives me a sense of achievement and satisfaction. I believe that every day in kindergarten will be a new opportunity to learn to play and always provide him with the right game direction, so that he can learn. Don't forget that children at this age, for them everything is a game, and they develop cognitively only through play, and for that I must always work only through play.

In summary of this finding, kindergarten teachers pointed out the importance of their role modeling for children, who learn from them and see them as a person who can be learned from. A positive influence encourages the sense of belonging, and the autonomy that the kindergarten teacher gains to work harder, and allow the child to succeed, and constitutes a challenge to increase motivation and work in kindergarten with the children, where she does like to work.

Theme No. 2. Building a strong system with parents to motivate children.

Kindergarten teachers attach great importance to the relationship between the kindergarten teacher and the parents, as one of the tools for success in kindergarten work. The more the kindergarten teacher involves the parents, especially the mothers, the more she can cope with the challenges, succeeds in her work and her self-image increases, and thus her personal motivation for work increases.

A kindergarten teacher described this and said:

One of my main challenges in kindergarten is building a strong and effective relationship with the parents and good communication with the parents, which is essential for ensuring the child's development, but sometimes it can be

complicated due to differences in perspectives and lack of sufficient time. As a teacher, I must find the best ways to involve the parents [do you mean yes] in the process of educating their children and be able to provide correct information to the students in a supportive manner. This requires high communication and the ability to negotiate and reach joint solutions in cases that require additional intervention or changes in teaching methods.

Involving the parents, and especially the mother, is important for the kindergarten teacher's success, as well as strengthening the kindergarten teacher's self-efficacy and autonomy at work. According to the respondents, when the kindergarten teacher feels capable, free at work and finds support from her parents, she can deal with the challenges very easily, and this will motivate her at work.

A kindergarten teacher described this and said:

There is a difference in educational abilities among children, and this contradiction requires me, as a kindergarten teacher, to be able to provide personalization that meets the needs of each child. The challenge here is how to design and implement educational programs that are appropriate for the child, and this depends largely on a very important point in my opinion, which is working with the parents. In my opinion, for each child to be able to learn at a pace that suits him or her without feeling frustrated, it is necessary to use many varied strategies in teaching, such as learning through play and interactive activities, while maintaining the motivation of all children. Encourage them to learn.

Working with parents is of great importance for achieving the goals. The kindergarten teacher also claimed that she felt more capable, autonomous, and more involved thanks to the successful educational work thanks to the involvement of the parents. Kindergarten teachers linked parental involvement in educational activities with the ability to cope with challenges.

A kindergarten teacher described this and said:

I feel that the challenges and stressful situations in my future work as a kindergarten teacher constitute an opportunity for growth and development. Although dealing with these situations may be difficult at first, I see them as an opportunity to learn new skills and gain deeper experience, which cannot be successful without working with parents. Cooperation with parents in kindergarten is very important and can also be a tool for success in

kindergarten. Understanding what is meant, that is, is it part of your work? It strengthens you and motivates you to work.

Cooperation between parents and kindergarten teachers, and especially mothers, is a lever for achieving the educational work on the one hand and also motivates the kindergarten teacher to work more on the other hand, and to feel that she is part of the educational process. Therefore, the kindergarten teachers in this finding attach importance to the involvement of parents in the educational work, which is important for increasing their motivation as well. To summarize this finding, the kindergarten teachers attach importance in cooperation with the mothers mainly, to increasing the sense of belonging, autonomy and self-efficacy, since they are in self-management and are responsible for managing the kindergarten.

Theme No. 3: Professional support and providing the opportunity for career development is a tool for increasing motivation.

The kindergarten teachers attached great importance to the importance of professional support, which will lead them to succeed in their work in the kindergarten as well as to start a career. The kindergarten teachers attached even more importance to the contribution of the professional development that they acquire during training.

A kindergarten teacher described this and said:

The basic elements that influence my motivation as a kindergarten teacher to work in a kindergarten are the support and professional guidance that I receive when I work in an educational environment that provides me with opportunities for continuous professional development, and giving my best from my experienced friends and sharing ideas with the work team increases my enthusiasm at work. In addition, the training workshops help me acquire new skills and learn the latest learning methods to raise my morale and always make me enthusiastic about my work.

The renewal and acquisition of the kindergarten teachers' skills, has a very big contribution in strengthening their sense of self-confidence and personal motivation to work as part of the innovation, which they need in maintaining motivational development.

A kindergarten teacher described this and said:

The supportive educational environment is another important factor that influences my motivation to work in kindergarten. When I work in an

environment that encourages collaboration and innovation, I feel motivated to present new ideas and try different working methods. I also have the opportunity to develop in terms of my career. I am always paid, renewed and this in itself has a very important impact on my work as a kindergarten teacher. It also helps me not only to succeed but also to feel a sense of self-efficacy, and what I do is personally interesting to me. I understand what is meant.

Another kindergarten teacher agreed with her words and said:

Providing opportunities for career advancement and development is also one of the elements that influences my motivation to work in kindergarten. When I see a clear path for development in my professional career, for example, promotion or moving into leadership roles, I feel motivated. To work harder, there are training and development programs dedicated to suitable teachers to move to higher levels. To achieve my long-term professional goals.

Kindergarten teachers attached great importance to providing career development opportunities, which include studies and training that allows them to succeed in kindergarten management.

A kindergarten teacher described this and said:

One of the basic types of support that is given to me to increase my motivation to work in kindergarten is continuous training and professional development, when the institution provides me with opportunities to participate in workshops and training courses specifically for kindergartens that deal with the development of my learning and leadership skills.

To summarize this finding, kindergarten teachers attached great importance to professional training and support, which is one of the tools to start a career, which will allow them to study and gain cluster management or continue, advancing in the ranking that allows them to advance in salary.

Theme No. 4: Dealing with kindergarten management and childcare is a challenge for the kindergarten teacher and undermines motivation

The kindergarten teachers described the importance of providing support and help to kindergarten teachers to deal with the difficulties they may encounter, and thus they can cope with the difficulties. This approach may first of all allow kindergarten teachers to increase their sense of belonging and deal with anger and rage attacks.

A kindergarten teacher described this and said:

Anger, anxiety and fear attacks with their peers in kindergarten, and these behaviors require me, as a teacher, to be a flexible and sensitive teacher, able to identify some of the causes of their behaviors and understand the factors that affect them. , such as changes in the environment, at home and emotional development, dealing with these behaviors requires a multifaceted approach, which includes working with the family, providing a supportive environment in the classroom, and also using positive strategies.

Kindergarten teachers' coping with the challenges with the children may be one of the factors that will harm the kindergarten teacher and prevent her from continuing her work.

A kindergarten teacher described this and said:

One of my biggest challenges is managing time effectively to ensure a balance between all the tasks assigned to me as a teacher, and I have to divide my time between planning time for each task, carrying out activities, assessing the children's progress, communicating with parents, and in addition, dealing with any urgent challenges that arise during my day at kindergarten, which requires a high level of organization and the ability to adapt to all rapidly changing circumstances. I also need to make sure that I have enough time to take care of myself, as daily pressures may lead to exhaustion if they are not handled in a smart and simple way.

Kindergarten teachers attach importance to the way they work with the children, in addition to handling the administrative elements that they are required to propose in a collaborative manner. The kindergarten teacher is currently the director of the kindergarten, or she works within a kindergarten cluster that requires her to work, for example, caring for children with disabilities, for which she must fill out forms, build a plan in addition to working with the other children in the kindergarten.

A kindergarten teacher described this and said:

The balance between the work that I have to do with the children, such as preparing them for first grade, in addition to integrating children with special needs, this in itself sometimes has a negative effect on my ability to cope. A second point is that my ability to balance professional and personal life is also an important element that affects my motivation to work in kindergarten. When I can maintain the balance, I feel comfortable and am able to focus on my work with mothers, such as maternity leave, can help increase my motivation. In

addition, an environment that values the importance of mental and physical health

The kindergarten teacher sees her work as a kind of challenge, which sometimes she cannot meet on the one hand, and on the other hand, this challenge can be encouraging and motivates her to work. According to the kindergarten teachers' perception, working with children with special needs is very difficult and requires the kindergarten teacher to cope with the difficulties they encounter, which always require them to deal with the difficulties and think about success, which is one of the important elements that she needs. They are in her work.

Discussion and Conclusions

The qualitative study examined the kindergarten teachers' perception of motivation in the future kindergarten. Analysis of the five interviews revealed four central themes: Play and satisfying children's needs is a tool for developing motivation.; Building a strong system with parents to motivate children.; Professional support and providing the opportunity for career development is a tool for increasing motivation.; Dealing with kindergarten management and caring for children is a challenge for the kindergarten teacher and harms motivation. These four themes answered the research question on the basis of which the study concluded that teachers should be encouraged, and self-efficacy, belonging, and autonomy should be strengthened to encourage motivation in the future.

The research findings indicate that playing and satisfying children's needs is a tool for developing motivation. The interviews revealed that motivation is of great importance for promoting children's learning abilities. At the same time, the kindergarten teacher is committed to building appropriate games that will allow children to cooperate with the kindergarten teachers. There is much evidence in professional literature of the importance of game-based learning. Preschool children (Shaham and Shuretzky, 2016) have behavioral problems due to their limited exposure to the environment. The structure of learning through play may strengthen creativity and curiosity among preschool children. The academic concept is not the same as the understanding and perception of memorization and learning through the game. On the other hand, one of the issues and challenges that should be included in game-based gaps, which children can close. The researchers (Shaham and Shuretzky, 2016) present tools through which creativity can be opened, one of the most prominent tools is the use of the game. These findings support the findings of this study and teach that the child learns through play,

which allows him to connect with the environment, shape behavior and thus facilitate the work of the kindergarten teacher.

The study findings suggested that building a strong system with parents to motivate children may be one of the tools for creating motivation among children and encourages kindergarten teachers to work more effectively. The findings of Kaplan's (2021) study indicated the contribution of the personal support that the teacher receives at school to strengthening the teacher's sense of self-efficacy, sense of belonging, and autonomy. These findings support the findings of this study and teach that for the kindergarten teacher to feel highly motivated and capable, she needs support. Arar and Masri-Harzallah (2016) conducted a study that examined the motivation of Arab teachers. The findings of the study indicated two directions in the study, the first being social and professional support and providing the opportunity to advance professionally and build a career. These findings support the findings of this study and contribute to understanding the tools for increasing the motivation of Arab teachers.

According to Arar and Masri-Harzallah (2016), the second direction is that Arab teachers are different from other teachers in Israel, and according to the findings of the study, they cannot find jobs, unlike Jews, who if they do not find themselves leaving the system, while Arab teachers are forced to stay. And for this reason, Arab teachers at all levels can work not out of motivation to work or desire, but out of constraints that greatly oblige them, and thus support and career development cannot always be a tool for developing motivation to work in the education system among Arabs.

The respondents suggested in the study that professional support and providing the opportunity for career development are a tool for increasing motivation, that they feel they can contribute to children and strengthen their ability. Kaplan (2021) studied the needs of teachers in school. According to Kaplan (2021), the role of motivation and behavior related to learning ability and children's achievements has been widely recognized. In addition, students' interests, goal orientations, and achievement-related beliefs and behaviors are recognized as key motivation-related constructs that reflect students' goals and the reasons behind activities. Therefore, the researcher concluded that teachers in the education system need support and space for action in the classroom or kindergarten. She focuses on three components of the self-direction theory: self-efficacy, belonging, and autonomy. These three concepts contribute to strengthening the teacher, which will lead to career development and the ability to achieve the goals of the organization. These findings support the research findings and

teach that teachers cannot develop and achieve their goals with a better feeling, which motivates them more to work.

Interviewees in the interview suggested challenges in managing kindergarten and caring for children is a challenge for the kindergarten teacher and undermines motivation. Teachers in the education system need support in managing the classroom or kindergarten, through which they can succeed and achieve their goals (Kaplan, 2014; 2021). These findings support the findings of the study and teach that to create learning motivation (defined as interest in kindergarten activities) and task-driven behavior displayed in learning situations with learning tasks that serve as the main motivational structures, the teacher must be given support. According to Kaplan (2014), learning motivation and academic achievement and behavioral improvement are theoretically aligned motivational structures. One of the prominent theories described by Dicey and Raine (2011) focused on them and sees them as one of the prominent tools through which it is possible to interpret what motivation-based learning is. According to Dicey and Raine (2011), academic motivation focuses on students' evaluation and interest in various subjects, tasks, or activities in kindergarten and school. To this end, this framework uses various concepts, such as task-value, task motivation, intrinsic motivation, and interest. Using these concepts, it is possible to examine the degree of success of the teacher or kindergarten teacher in kindergarten.

Summary and conclusions

The findings of professional literature indicated the importance of motivation, for strengthening the learning ability of children both in kindergarten and at school. Which is considered a measure of children's success in school. The conclusion that the study reached:

1. Kindergarten teachers should be encouraged to use innovative tools in their work with children in kindergartens.
2. Open the possibility for kindergarten teachers to open a career that will allow them to advance in the workplace.
3. Expand the horizons of kindergarten teachers in the field of motivation, and how they can be opened, especially in kindergarten where they need it.

Research limitations

The research findings are difficult to generalize to the entire population of kindergarten teachers in the Southern District in the Bedouin sector. This is because the sample is small, and for this purpose, it is necessary to conduct a comprehensive study, based on

a representative sample of the kindergarten teacher population in the sector. The whole must be mixed (qualitative and quantitative) that will allow obtaining, InforUnderstanding and addressing the issue more broadly.

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