

# Evaluation study of government kindergartens between the city and the rural area

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## Abstract

**Aim:** To find out the reality of Jordanian experience in governmental kindergartens between the city and the rural area.

**Method:** The study based on descriptive evaluative method. This was done through a survey on some kindergarten teachers in public schools in the three cities. The researcher followed the qualitative method through in-depth interviews on the study sample.

**Results:** The results of the present study showed that there are statistically significant differences due to the variable of school location in all areas of the tool as a whole. The results also showed significant statistical differences in the field of teachers, and kindergarten curricula of children.

Twelve members of the study confirmed that the Jordanian experience in the evaluation of kindergartens in public schools has been considered a pioneering and useful experience for the educational learning process for several reasons.

**Keywords:** Curricula, Facilities, Governmental Kindergartens, Teachers, Ministry of Education.

## 1. Introduction

Early learning experiences play an important role in children's growth and behavior [1-3]. Through these experiences, children develop a number of important skills and knowledge and form trends that play a significant role in the future [4-6]. The importance of kindergartens is considered as the stage that precedes the primary education stage and takes care of children and meets most of their basic physical, mental, cognitive and social needs [7], [8].

The experience of the governmental kindergartens in Jordan is relatively recent, compared to the establishment of kindergartens worldwide [9-11]. The Ministry of Education began in 2000 to develop the governmental kindergartens in Jordan as an educational stage, as in other stages. This covers children between the ages of 3 and 8 months to 5 years and 8 months [12-14].

The educational process in Jordan has developed very significantly at all levels, both those related to the educated individual, the educational environment, or the curriculum and the written book [15-17].

Kindergartens in Jordan include private kindergartens and public kindergartens. The private pre-governmental kindergartens established before the governmental ones. Examples of private kindergartens, the Roman Orthodox Kindergarten in 1860, the Latin Patriarchate in 1876 in Karak, two Latin Roman nurseries in 1883 and 1897 in Madaba, in 1888, the Patriarchate of the Latin Patriarchate of 1890 in Irbid, and the Bishop's bishop in 1898 in Amman [18-22].

After 1921, the number of kindergartens increased, like the Islamic Kindergarten in 1922, the National Kindergarten in 1926, the Arqam Kindergarten in 1935, the Adventist Nursery in 1942, and

the Nazareth Sisters' Nursery in 1949 in Amman and the Latin Kindergarten in Mafraq in 1940 [23-25].

The care and education for children in Jordan began in January 1999, when Queen Rania Al Abdullah commissioned a team of specialists in kindergarten for planning and writing a national strategy for early childhood in Jordan that aims to develop the institutional capacity required to coordinate between the institutions concerned with early children stage. The strategy in kindergartens is to improve all the services provided to kindergartens by means of educational materials, method, aids and education for all children during the pre-school period [26-29].

The Educational Conference in Jordan was held from 15 to 16 September 2002, entitled "Towards a Future Vision for the Jordanian Educational System." The conference adopted a number of educational issues, including the development of early-childhood education programs. This includes developing children's programs in Jordanian universities and preparing trained staff who are equipped with the necessary knowledge and skills to develop rehabilitation and training programs [30-32].

## 2. Method

### 1.1. The Study's problem and questions

The field visits carried out by the researcher for kindergartens helped to form a clear idea behind the research on the subject of governmental kindergartens in Jordan. The researcher noted that there is a difference between the civil and the rural areas in terms of teachers, potentials, methods of teaching and support provided by the ministry to kindergartens.

To achieve the objectives of the study, the study tried to answer the following questions:

First question: Are there any statistically significant differences ( $\alpha = 0.05$ ) in the Jordanian experience in kindergartens in Jordan related to the location of the school" ?

Second Question: How do you evaluate the Jordanian experience in the field of child education?

Third Question: Describe the reality of the Jordanian experience in kindergartens between the city and the village in terms of the following axes:

- a) Qualifications of teachers.
- b) The classroom and the area of kindergarten.
- c) Learning resources.
- d) The educational staff system.
- e) Follow-up of educational supervision.

## 1.2. Objectives of the study

To find out the reality of Jordanian experience in governmental kindergartens between the city and the rural area.

Study limitation:

The research is limited to the analysis and evaluation of the Jordanian experience in public kindergartens and within the following fields:

- 1) The Ministry of Education.
- 2) kindergarten teachers.
- 3) Kindergarten method.
- 4) Facilities and capabilities and facilities.

The spatial limitation of research stands in its analysis and evaluation of the Jordanian experience in public kindergartens from the point of view of kindergarten teachers in three cities namely Amman, Jerash and Mafraq.

Time Limits: This study was implemented during the academic year 2015/2016.

## 3. Method and procedures

### 3.1. Study methodology

The study based on descriptive evaluative method. This was done through a survey on some kindergarten teachers in public schools in the three cities. The researcher followed the qualitative method through in-depth interviews on the study sample.

### 3.2. Study society

The study population consists of all kindergartens in public schools in the three cities of Amman, Jerash and Al Mafraq during the academic year 2016-2017, and the estimated number of teachers was (143) according to the statistics of the Ministry of Education in Jordan. The study sample was chosen in a simple random way.

### 3.3. The study sample

The study sample consisted of kindergarten teachers in the departments of Education in Amman cities, Jerash and Mafraq and the number of the sample (48%) of the study population was randomly chosen.

### 3.4. Study tool

The researcher prepared and developed the study tool and scale reality of the Jordanian experience in public kindergartens in the form of a questionnaire containing a list of areas of the study through the adoption of the theoretical literature and previous studies on the subject of the study.

### 3.5. Validation tool

To make sure of the validity of the tool (validity level), the researcher consulted 10 arbitrators in the Ministry of Education and the College of Education at the University of Yarmouk, al-Bayt University, the Hashemite University the researcher asked the arbitrators to study the questionnaire and read its paragraphs and express their points of views.

Based on the opinions of the arbitrators, which obtained the degree of agreement (8) arbitrators out of (10), the researcher took the opinion, observations and suggestions of the arbitrators, and thus the tool consists of (29) paragraphs divided into four fields and after the arbitration has been prepared the standard in its final appendix (3).

### 3.6. Stability of the study tool

To ensure the stability of the study tool, the stability variable is calculated by the internal consistency in accordance with Cronbach's alpha fields and the tool as a whole equation, as it ranged from (0.73-0.92), and these ratios were considered appropriate for the purposes of this study.

### 3.7. Study procedures

The researchers followed the following procedures:

- Determining the problem of the study, its questions and variables, and statistical analysis
- Preparing and developing the study tool in its final form
- Bringing the names of kindergartens in the three cities (Amman, Jerash, Mafraq)
- In collaboration with teachers in the Ministry of Education, the researcher distributed the questionnaire to the sample of the study.
- The questionnaires were collected after respondents of the study sample, after a period of time and separated them and put the date into the computer to be treated statistically.
- Conducting appropriate statistical analyzes and then view the results, interpret and discuss.

First question: "Are there any statistically significant differences ( $\alpha = 0.05$ ) in the Jordanian experience in kindergartens in Jordan related to the location of the school"?

In order to answer this question, the statistical averages and standard deviations of the Jordanian experience in kindergartens in Jordan extracted according to the variable of the place of school.

Fields of study (scale) and number of paragraphs of each field

**Table 1:**

Filed	Number of paragraphs
The Ministry of Education	9
the teachers	8
method	7
Facilities and capabilities	6

**Table 2:** Internal Consistency Cronbach Areas and the Tool as a Whole Coefficient

field	Internal consistency
The Ministry of Education	0.89
the teachers	0.73
Kindergarten method	0.78
Facilities and capabilities and facilities	0.87
The tool as a whole	0.92

Internal consistency Cronbach areas and the tool as a whole coefficient.

**Table 3:** The Statistical Averages, the Standard Deviations and the T Test of the Effect of the School's Place on the Reality of the Jordanian Experience in Kindergarten in Jordan for the Student from the Point of View of Teachers

		N <sup>#</sup>	SMA	standard deviation	Value of "T"	Degrees of freedom	Statistical significance
The Ministry of Education	City	71	3.32	.850	.722	141	.471
	rural area	72	3.23	.610			
Teachers	City	71	3.60	.658	3.215	141	.002
	rural area	72	3.26	.586			
Kindergarten Teaching methods	City	71	3.50	.790	2.328	141	.021
	rural area	72	3.21	.655			
Facilities and capabilities and facilities	City	71	3.28	.897	1.769	141	.079
	rural area	72	3.03	.785			
Total degree	City	71	3.42	.671	2.246	141	.026
	rural area	72	3.19	.548			

Table (3) shows statistically significant differences  $\alpha = 0.05$ ) due to the effect of the place of the school in the teachers, the kindergarten method, and the total degree.

#### 4. Discussion

The present study aimed to find the reality of the Jordanian experience in kindergartens in public schools from the perspective of kindergarten teachers, and by answering the study questions already mentioned, the following discussion of the results of the current study by the sequence of questions:

Discussion of the first question: Are there statistical differences ( $\alpha = 0.05$ ) in the Jordanian experience in kindergartens in Jordan related the location of the school?

The results of the present study showed that there are statistically significant differences due to the variable of school location in all areas of the tool as a whole. The results also showed significant statistical differences in the field of teachers, and kindergarten curricula of children. The results of this study agreed with the study and interpretation of the researcher in that the provision of a qualified school cadre in the city is more than the village[33-35], because the experience of children kindergarten is old as opposed to rural people as well as that the physical and psychological stability of the people of the city are better than the people of the rural area as well as the awareness of the importance of kindergarten i.e., social, psychological and mental health establishment of the people of the city are more than the people of the rural area. Teachers in the city possess teaching experience over the rural area and this is reflected on their ability to teach in kindergartens. The researcher also finds that teachers should take courses about teaching children's methods, which provides them with modern teaching ways and methods.

Question 2: How do you evaluate the Jordanian experience in the field of child rearing?

Twelve members of the study confirmed that the Jordanian experience in the evaluation of kindergartens in public schools has been considered a pioneering and useful experience for the educational learning process for several reasons, Most notably associated the specificity of the target age group from the age of three years and eight months to five years and eight months, providing them with opportunities to learn and benefit from the integration ladder of education qualifies them for the development and improvement and life skills in various fields, experiments, which led to the future of the privileged, and the second of these reasons the physical conditions of most families and this measure reflect the good planning for the future, which led to the consideration of the kindergarten stage within the educational ladder adopted in Jor-

dan, and this may be a fruit of the fruits of the knowledge economy[36-38]. Followed by the most prominent statements of those quoted

"Jordanian experience in the field of raising children every day in continuous progress"

"Most of our government schools have a typical kindergarten"

The excellent but necessary development includes the interactive curriculum that has developed in 2007, and we are now 2017 reasonable what develop as.

"If we need the future we need to care about childhood"

"Our students are in the class and the reason is good preparation in kindergarten"

Discussion of the third question: Describe the reality of the Jordanian experience in kindergartens between the city and the village in terms of the following pivot:

A. Academic Qualifications:

All the study participants agreed that most of the teachers in the kindergarten are university degree holders, especially in schools with government kindergartens, regardless of location in the city or the rural area.

B - Classroom and kindergarten area:

The participants in the study gathered that the classrooms in both the city and the village are equipped with the best furniture and learning resources suitable for the learning process and the target age group and the commitment to the specific area for each child. The teaching room is equipped with the latest international standards [39-41].

This may be explained by the similarity of the supervising body responsible for the classroom, the Ministry of Education, and because of the similarity of donors or supporters of such ideas USAID.

C. Learning Resources:

(10) members of the study onfirmed that the sources of mulching are available, both in the city and the rural area , and the reason for the conviction of those who are on the learning process learning that the concepts provided to children in this educational stage requires the teacher to provide a huge amount of educational sources to help transform educational concepts For a kindergarten child from complex to simple, it is difficult to easy, it is unknown to the information, it is far to close, and without their availability the child will experience great difficulty in learning and mastering[24-45].

The most important sources of learning available on both sides of the interactive national curriculum, educational bags, electronic series, pictures, cards, graphics, work papers, educational programs.

On the other hand, (2) members of the school confirmed that the sources of learning in some kindergartens in the capital Amman,

specifically, are higher than those of state kindergartens because of the high fees for such kindergartens, which are more than (2000) dinars annually. The level of services provided to the child from the sources of learning, and confirmed these participants that this does not apply to all kindergartens in cities, but in Amman, specifically kindergarten that meets the best international standards [46-48].

#### D - Educational Staff System:

All members of the study agreed that the system of education staff in which the role of kindergartens in the public sector agree on the role of kindergartens belonging to the private sector is due to the efforts of the external donors to this educational system which is characterized by its financial cost. The availability of several teaching staff in the classroom helps each learner to master the knowledge according to his intelligence. The child with linguistic intelligence and the other with logical intelligence and social intelligence and physical intelligence and motor and so all the intelligences have educational tools, which helps each child to master the learning [49-51].

E - Follow-up of educational supervision :(10) members of the study Confirmed that the system of educational supervision adopted in both the city and the rural area is somewhat similar, where the specifications are determined according to the academic qualification and experience and specialization for those who wish to work within the team of educational supervision and this team carries out specific visits throughout the school year to help The teacher helps to improve and improve performance and provide appropriate feedback. The supervisor also helps the teacher to overcome errors and provide them with updates in early childhood science and holds specialized training courses enriched and therapeutic [52-53].

On the other hand, one member of the study stressed that educational supervision in the rural area is much better than the educational supervision in the city. This is due to the educational supervision in the city in some kindergartens (commercial only), not appointing a specialized supervisor, negatively affects the number of classroom visits carried out on the one hand and the nature of qualitative development observations on the other hand[54].

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