

*

2006/2005

(62)

	%43		26	"	"		
.%21	13	"	"		%36	22	" "

:

.2008/12/13

2007/10/12

*

(

(2006)

(

(The National Association for Education of Young Children)

:

.1

.2

0.05 ≥

"
.(Kid Source on Line, 2006) "

2006/2005

" " " " " "

(2003)

.1

.2

(2003)

.3

:

.4

.5

.6

.7

(1988)

(2004)

.1

.2

(Feldman, 1991)

()

) ()

(

(2003)

:

(2001)

:
 () .1
 .2
 () .3
 .4
 .5

(Emmer, 1996)

:

.1
 .2
 .3

(1991)

.1

(Single-age Grouping) :
 (Family Grouping) :
 (Parallel Grouping) :
 :

.3

.(2001)

.2

(Emmer, 1996)

:

(Integrated Day)

()

/

.1

.2

.3

.4

(The National

Association for Education of Young Children)

.(Team Teaching)

-
-
-
-
-

(Yuen, 2004)

(Emmer, 1996)

(Saude, and Carioca, and Sirag, and Sheridan, and
(The Genov, and Nuez, 2005)
KINDERET)

(2006)

(Liu and Elicker, 2005) ()

%7

)

:

.1

.2

.3

.4

.5

2006/2005

311

314

283

104

118

61)

.(

2-1 :

6

5-3

:

(1)
(62)

29	2-1	
23	5-3	
10	6	
28		
24		
10		

%25 79

%77

(12)

62

%78

.(1)

" " " "

" "

" "

" "

.2006/2005

:

" "

" "

" " 2.00 1.75

" " 1.74 1.50

(%83)

" " 1.50

%75
" " "

(26) (2) " "

" (54)

(1.97)

%96.8 (60) (0.178)

(21) .%3.2 (2)

" :

" :

(59) (0.216) (1.95)

.%4.8 (3) %95.2

" (31)

(58) (0.248) (1.94) (1.61)

.%6.5 (4) %93.5 .(2.00)

15 22 4 56: (%79)

10 17 12 5 27 19 16 1 20 18 50 30 " " " "

46 26 55 13 58 29 14

" "

" "

(1.76) (1.48) "%21"

(47) (0.432) .2.0 (1.1)

.%24.2 (15) %75.8 (2)

(2)

%	NO	%	YES					
3.2	2	96.8	60	0.178	1.97		54	1
4.8	3	95.2	59	0.216	1.95		21	2
6.5	4	93.5	58	0.248	1.94		31	3
6.5	4	93.5	58	0.248	1.94		56	4
8.1	5	91.9	57	0.275	1.92	()	4	5
11.3	7	88.7	55	0.319	1.89		22	6
12.9	8	87.1	54	0.338	1.87	- -	15	7
12.9	8	87.1	54	0.338	1.87		30	8

%	NO	%	YES					
12.9	8	87.1	54	0.338	1.87			50 9
14.5	9	85.5	53	0.355	1.85			18 10
14.5	9	85.5	53	0.355	1.85			20 11
14.5	9	85.5	53	0.355	1.85		()	1 12
16.1	10	83.9	52	0.371	1.84			16 13
16.1	9	83.9	52	0.371	1.84			19 14
17.7	11	82.3	51	0.385	1.82			27 15
19.4	12	80.6	50	0.398	1.81			5 16
19.4	12	80.6	50	0.398	1.81			12 17
19.4	12	80.6	50	0.398	1.81			17 18
21.0	13	79.0	49	0.41	1.79			10 19
21.0	13	79.0	49	0.41	1.79			14 20
21.0	13	79.0	49	0.41	1.79			29 21
21.0	13	79.0	49	0.41	1.79			58 22
22.6	14	77.4	48	0.422	1.77			13 23
22.6	14	77.4	48	0.422	1.77			55 24
24.2	15	75.8	47	0.432	1.76			26 25
24.2	15	75.8	47	0.432	1.76			46 26
25.8	16	74.2	46	0.441	1.74			40 27
27.4	17	72.6	45	0.45	1.73			23 28
27.4	17	72.6	45	0.45	1.73			25 29
27.4	17	72.6	45	0.45	1.73			57 30
29.0	18	71.0	44	0.458	1.71			8 31
30.6	19	69.4	43	0.465	1.69			11 32
30.6	19	69.4	43	0.465	1.69		()	39 33
30.6	19	69.4	43	0.465	1.69			41 34
32.3	20	67.7	42	0.471	1.68			6 35
32.3	20	67.7	42	0.471	1.68			53 36
33.9	21	66.1	41	0.477	1.66			34 37
35.5	22	64.5	40	0.482	1.65			24 38
35.5	22	64.5	40	0.482	1.65			28 39

%	NO	%	YES					
35.5	22	64.5	40	0.482	1.65			59 40
37.1	23	62.9	39	0.487	1.63			7 41
37.1	23	62.9	39	0.487	1.63			9 42
37.1	23	62.9	39	0.487	1.63	- -		60 43
38.7	24	61.3	38	0.491	1.61	()		35 44
38.7	24	61.3	38	0.491	1.61			48 45
41.9	26	58.1	36	0.497	1.58			36 46
48.4	30	51.6	32	0.504	1.52			38 47
50.0	31	50.0	31	0.504	1.5			2 48
51.6	32	48.4	30	0.504	1.48			49 49
53.2	33	46.8	29	0.503	1.47			47 50
56.5	35	43.5	27	0.5	1.44			45 51
56.5	35	43.5	27	0.5	1.44			61 52
59.7	37	40.3	25	0.495	1.4			44 53
62.9	39	37.1	23	0.487	1.37			37 54
67.7	42	32.3	20	0.471	1.32			3 55
67.7	42	32.3	20	0.471	1.32			42 56
69.4	43	30.6	19	0.465	1.31			32 57
69.4	43	30.6	19	0.465	1.31			33 58
77.4	48	22.6	14	0.422	1.23			52 59
80.6	50	19.4	12	0.398	1.19			43 60
90.3	56	9.7	6	0.298	1.1			51 61

(1.19) " (22) " "

(12) (0.398) 34 53 6 41 39 11 8 57 25 23 40

- %80.6 (50) %19.2 .2 38 36 48 35 60 9 7 59 28 24

(51) " "

" :

(1.23) " (13)

(14) (0.422) 51 33 32 42 3 37 44 61 45 47 49

.%77.4 " " (40) %22.6 " ") (52) .52 43

:

(1.1)

(6) .(0.298)

(56) %9.7

" (43) .%90.3

)
 .((3)

9.098	100.93	29	2-1	
8.101	101.48	23	5-3	
9.390	104.20	10	6	
8.340	102.46	28		
9.021	101.16	24		
9.230	100.12	10		

(3)

28
 8.340 102.46
 2-1 :
 101.16 24 29
 9.021 9.098 100.93
 10 23 5-3
 100.12 101.48
 .9.230 6 8.101
 (10)
 104.20
 .9.390

.(4) (4)

	F				
0.241	1.403	110.316	2	110.316	
0.370	1.013	79.629	2	159.257	
0.482	0.739	58.062	1	116.124	×
		78.603	56	4401.795	
			61	4787.492	

(4)

:

61

48

1.50

%79

" " " " "

.(2006)

:

0.05 ≥

(4)
0.05 ≥

)

6

5-3

2-1

(

.(2006)

(2005)

:

.1

:

()

2005

.2

.3

.4

.2005

2005

2007

- Before School Starts. Athens/ Delphi, 2005.
- DiGiulio, Robert. 1995. *Positive Classroom Management*, Corwin Press, Inc. California. .2005
2004
- Emmer T. Edmund. et al. 1996. *Classroom Management for Elementary Teachers*. Dammam, Alturki House for Publishing and Distributing. 2002
- Feldman, Jean R. 1991. *A Survival Guide for the Preschool Teacher*. The Center for Applied Research in Education, New York. 2003
- Liu, Jingbo and Elicker, James. 2005. Teacher-Child Interaction in Chinese Kindergartens: an Observational Analysis. *International Journal of Early Years Education*, 13(2): 129-143. 2006
-
- .1 22
- Saude, Carioca, Sirag, Sheridan, Genov, and Nuez. 2005. KINDERET: Developing Training for Early Childhood Educators in Information and Communications Technology (ICT) in Bulgaria, England, Portugal, Spain, and Sweden. *International Journal of Early Years Education*. 13(3). 1988
(6 -3)
2006
- The National Association for Education of Young Children. 1996- 2003. Kid Source on line. .4 44
- Yuen, Ling Li. 2004. A School Based Project in Five Kindergartens: The Case of Teacher Development and School Development. *International Journal of Early Years Education*. 12(2): 143-155. 2001
2003

...

Developing the Performance of Kindergarten Teachers' Classroom Management in Light of the National Interactive Kindergarten Curriculum in Jordan

*Mahmoud Abu Qudais**

ABSTRACT

This study aimed at investigating the viewpoints of the kindergarten teachers at the government schools that encompass kindergarten classes regarding the National Interactive Kindergarten Curriculum and its effectiveness on their performance in classroom management. A clustered random sample was selected from the study population that comprised all teachers at these schools located in the three districts in Jordan, for the scholastic year 2005/2006. The study sample included (62) teachers. A special instrument was designed for the purpose of this study based on the educational literature and the kindergarten curriculum elements, and in particular the National Interactive Kindergarten Curriculum. Validity and reliability of the instrument were established before it was distributed with the cooperation of the Ministry of Education.

Data analysis was performed through applying the descriptive statistical procedures for computing the tallies and average means and percentages of the study questionnaire items in order to calculate their compatibility. Furthermore, One Way analysis of variance was applied in order to detect any differences between the variables.

The results of the study revealed that the number of items that received high ranking, according to the study criterion, was 26 items out of 61 (43%), while 22 items (36%) were ranked medium, and 13 items were ranked low (21%). It was also revealed that no statistically significant differences existed between the effectiveness of the study variables owing to teachers' experience in teaching kindergarten classes of their field of specialty, or due to the interaction between them.

Finally, a number of recommendations were suggested, that proposed developing the National Interactive Curriculum, as related to the Ministry of Education, the schools' administrations, and the local community.

Keywords: Kindergarten Classroom Management, Kindergarten Programs, National Interactive Curriculum, Teacher Interactive With Children, Classroom Environment.

* Faculty of Educational Sciences, The Hashemite University, Jordan. Received on 12/10/2007 and Accepted for Publication on 13/12/2008.