

EVALUATION OF THE ASPECTS OF DEVELOPMENT OF KINDERGARTEN CHILDREN FROM THE PERSPECTIVE OF THEIR MOTHERS: A COMPARATIVE STUDY BETWEEN PUBLIC AND PRIVATE KINDERGARTENS

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ABSTRACT

The study aims at evaluating the aspects of development of kids in public and private kindergartens from their mothers' perspectives. It also studies the differences in the ratio of development in both types of kindergartens. The study specimen comprised 122 mothers of kids in grade 2 (5-6 years), randomly selected from 6 kindergartens, in Amman, 3 of each type. This study made use of the questionnaire. The results of the study showed that the private kindergartens make a good development in all aspects, whereas the public ones make a relatively medium development. The results also showed that there are significant differences between the public and private kindergartens in the aspects of development of each individual in favor of the private ones.

Keywords: Public and private kindergartens.

INTRODUCTION

Caring for the child at the early stage of childhood is considered to be one of the most important criteria by which the progress of any society is measured. This caring prepares children to face civilization challenges dictated by the inevitability of social development that forced educational systems to show concern with children upbringing from the early years of their life as this marks one of the most important stages in building their personalities. At this stage, the child is vulnerable to various environmental factors surrounding him which leave a clear impact on his corporal, mental, and psychological lives in particular.

International Association of childhood Educational stressed the significance of pre-school years, which the child spends in the kindergarten, with regard to the various stages of his development: corporal, mental, social, emotional, and spiritual. (ACEI) assures "The significance of education of children at the kindergarten and stresses the high quality of securing experiences that suit children linguistically and educationally (Holland, 2007). (Denham, 2006) stressed the need to develop the child's social, emotional, and organizational skills and to have a control over emotional reactions, as such things are considered significant behaviors in preparing children for school.

The interest in children's study, in order to understand their growth and development, is basically due to the fact that the early childhood is an important stage in their growth and development. Neither theories of last decades nor the interests of people of concern showed any apparent interest in the assessment of growth of pre-school children, instead their concern was directed toward identifying the children who are capable of learning and those who aren't, in other words, they focused an children of school age.

Through the sixties of the last century, some specialists in psychology conducted an assessment for the mental side of pre-school children. Afterwards, some specialists showed interest in the learning aspect of the child as (Binnet) did when he only focused on preparing tests which only measure the mental aspect.

In the last decade, a great interest in preparing a device to measure the child's skills in several areas appeared: Wenk; Stock; Newbor. Guidable & Svinick developed Battle Development list- a measurement battery to measure the social, motional, cognitive, and communicative personal skills. Franken; Lourg; Dodds; Archer, Brenick; Moschko; Fdleman & Shapiro (1990) prepared (Winfer) test to diagnose the development which tackles four areas of skill: cognitive, social, motion skills- minor and major, - in addition to linguistic development. Among the contemporary criteria to measure these skills is Devereux's (1999), modified in (2012). Devereux Early pre-school childhood Assessment which measures, in collaboration with parents and teachers, children's social and emotional behaviors of pre-school stage.

Early childhood assessment is a process of: observing, collecting information development, and methods of learning of children that present important information on which educational decisions are based. This process helps teachers in planning, and creating the stimulating educational melieu, in addition to preparing for the development of children and communication with parents. Pre-school assessment tackles all aspects of educational development related to the child. The assessment of aspects of development requires persons who are able to determine such aspects. Parents and teachers, with whom children deal all the time, are the only authority on that.

Parents, specially the mother, is the one who is mostly able to observe her child. She can observe signs of growth and development through the child's behavior in difficult situations. The mothers can observe their children while playing and participating in individual or collective activities. Thus, they are able to determine the progress in all fields of development. They can observe the development of social skills through the success their children achieve in the playground. Such a thing is an indicator of the children's social development. The children who try to keep a balance between devices using a scale show cognitive development. As for motion development, it can be evaluated by mothers observing their children while using external courtyard equipment and devices. (Wartham, 2008)

This study, therefore, attempts to know the aspects of development that the kindergarten develops from the perspective of children's mothers.

Problem of the Study

Developing education in its various stages in general and the pre-school stage in particular became a major concern for international scientists and educators such as: (Frogpel, Pestalozzi, and Piaget). This century witnessed a clear interest, by specialists and parents, in the pre-school stage for the role that kindergartens play in qualifying the child to be correctly prepared before joining the preliminary stage so that he/she might not feel the sudden departure from home to school. Their activities should be given ample space to grow, and enough freedom to be able to develop new skills and abilities.

Modern education, therefore, paid attention to all aspects of the physical growth of the child, with special emphasis on thinking. Educational institutions tried to develop the process of thinking to make it easy to acquire and develop in children. This, however, needed new

methods of education which could help, as was done by Montessori (1973), Piaget (1978), and Gardner (1991), in order to establish educational programs that could help children acquire varied skills and speed up their cognitive and intellectual growth. The traditional methods proved to be lagging in this respect.

Jordan is considered among the countries in which kindergartens Curricula varied. A study of (Mattar, Sharim, Al-Zu'bi, 2011) showed that there are different curricula in Jordanian kindergartens. Some of them follow the content-wise curricula as an academic educational method; others follow the children's developing characteristics; whereas the third type is mid-way between the academic and developmental methods, and is called the National Interactive Curriculum (NIC).

Furthermore, in Amman, world renowned Curricula (Montessori's and Multi-Intelligence Curriculum) are followed by some kindergartens. Each of these methods has several educational activities for children. The problematic question (of this research) is: to examine the efficiency of the Montessori's Curriculum in developing the logical thinking in children. Due to the increasing interest in the aspects of development in the pre-school children, and due to the scarcity of Arabic and foreign studies, the majority of which focused on the assessment of kindergarten principals and teachers on such a development, the researchers, to their knowledge, no study was done on all aspects of child development with the exception of Qubeilat (2015) who only modified Devereux's measure for pre-school social and emotional behaviors, decided to conduct this study.

The two female researchers wanted to evaluate the child's development from their mothers' perspectives. Thus, the problem of the study lies in the following question. What are the aspects of development the kindergarten develops from the perspective of mothers of children in private and public kindergartens?

Objectives of the study

The study aims at:

- 1- To evaluate aspects of development the kindergarten develops from the perspective of mothers whose children join private and public kindergartens

To know how these two types of kindergartens differ in developing every aspect of from the perspective of children's' mothers

Importance of the Study:

The significance of the study emerges form:

- The increasing interest: global, Arabic and local in assessing aspects of child development
- The addition of an educational literature on the assessments of kindergarten child
- The importance of the kindergarten stage as is the one of acquiring the correct habits, skills, and behavioral trends
- To meet the recommendations of some studies and conferences concerned with the study of aspects of child's development
- To provide kindergarten teachers with a list of mothers' opinions on evaluating aspects of development in kindergarten child
- To benefit kindergarten expertise in preparing enlightenment lessons in order to increase the interest in devising activities that help develop deficient aspects.

- To reveal the significant role kindergartens play in achieving an integrated development of the child.
- To help those who are concerned with childhood to benefit from the study's recommendations

Study Limitation:

Objective Limitation:

Evaluating aspects of kindergarten children from the perspective of their mothers

Human Limitation:

A sample of mothers of kindergarten children from private and public ones in the city of Amman, Jordan:

Place Limitation: Private and public kindergartens in Amman.

Time Limitation:

End of the second semester of the school year 2015-2016.

Terminology: Kindergartens:

These are social educational institutions which help educate children of 4-6 years of age. They aim to achieve integration and development for all aspects of children: corporal, mental, psychological and behavioral, in addition to developing their capabilities through programs and activities that suit such a level of age.

Atif (2002) defined the kindergarten to be an educational institution with special specifications to which children from 3-6 years of age join. It aims to achieve an integrated development as presented in its (corporal, motional, sensational, mental, linguistic, emotional and social) dimensions, within the child's potentials, through practicing activities provided by the kindergarten.

The two researchers define kindergartens as educational institutions with special specifications which accept children of pre-school age 4-6, but not beyond. It aims to achieve an integrated development of the child through the purposeful activities which help him acquire the skills by which he will be able to face life problems and cooperate with others.

Aspects of Development:

These are the changes which affect all aspects of child development as seen in: the corporal, sensational, motional, linguistic, mental, emotional, social, national, religious, aesthetic and creative ones.

Assessment of Aspects of Development:

It is the process of observing and collecting information about children's development and their ways of learning, with regard to education. This will be measured through the answers of mothers to the questionnaire on aspects of development.

THEORETICAL FRAME

Characteristics of development at the kindergarten stage

This stage is the most important and serious one in the life of the child as it formulates his psychological, social, and biological components through which his mental and creative abilities develop. During this stage the child acquires several different behavioral skills dictated by family and the surrounding environment. Therefore, this stage is regarded the

primary one in which the child is prepared for the future. It is the safe valve in his upbringing. The most important characteristics of this stage are:

- The child enjoys using his senses: sight, taste, and smell through which he starts to discover the world around him.
- This stage is labeled the stage of inquisition because of the frequent questions the child asks. Aspects of mental development are manifested in the formation of the concepts of time and place. Here, the child's ability to understand, learn, and remember increases. This stage is also characterized by domination of imagination and playing as the child becomes fond of playing with toys and the role of adults.
- At this stage the child can understand the instructions given to him and the meaning of stories narrated.
- The child at this stage can distinguish between the bad and good behavior as he bases it on the acceptance or rejection by the society. (Felfili, 2009).

Evaluating Aspects of Child Development

Evaluating the pre-school Stage tackles all educational and developmental aspects of the child. Assessment means observing and collecting information about children with regard to their development and ways of learning.

Studies concerned with children imply that the early childhood stage, with regard to growth and development, is an important one. Many of the theories that appeared during the last decades didn't deal with the evolution of child development at this stage; instead, they focused on children who are capable or not capable of learning. But during the sixties of the last century, many psychologists conducted assessment for pre-school children using horizontal and longitudinal methods in their studies.

Many studies which dealt with the assessment of other several aspects of development have been conducted. Most of these studies used to focus on the assessment of children's intelligence (like Pinett) who prepared devices to evaluate intelligence; more than that, he also developed the concept of mental age through the study of memory and consciousness of children.

Among the studies that were concerned with aspects of development are: (winsler & Minci Crane, 2011), suleiman's (2011), Haroun's (2011), and Qubeilat (2015) .

Aims of Children's Assessment

The aims of evaluating aspects of development in pre-school children are:

- Contacts with families about assessment results in an attempt to know if there is any discrepancy between the teacher and family concerning their child's assessment.
- Planning and following up child's progress. Whenever the mother starts the assessment process, she can mark the change that the child achieves through a specific period of time.
- Evaluating programs and their effectivity which can be gained through the mother's views regarding the nature of the given programs and the children's need for experiences to be focused on.
- Teacher's self assessment, as reflected in the results assessment and the progress the children achieved in all field, as such things raise the morale of the teacher. (Gordon & Broun, 2000)

LITERATURE REVIEW

(Adams & Kinsman 1975) started a study which aimed at designing an assessment card to follow up children's development in kindergartens. That card was used in several kindergartens and was later credited as a tool of assessment in kindergartens and primary schools. The card contained five items: Personal desires such as: reading, acting, social development as represented in shouldering responsibility, self dependence, handcrafts, of school skills like, music, writing, physical growth seen in motion and voice control. The study emphasized child creative development as manifested in handcrafts, personal desires, and school skills.

(Freeman, 1989) conducted a study on evaluating children in kindergartens. Such a study is one of those analytical ones on child's assessment cards at kindergartens in (Ohio). Its aims were to know how to design assessment cards, how to collect data and save them, and what is expected from children to know and learn. Findings of that study indicated the following: designing the assessment card is related to the academic desire of the kindergartens. The adopted registration system provides a negative assessment of the kindergarten child as it presupposes that the child may fail the expected skills and behaviors. The child is expected to learn definite skills, specifically academic ones.

(Enaiah, 1995) conducted a study by which she aimed at designing a proposed form to evaluate kindergarten children in the district of Nablus – West Bank. She also aimed at writing a description on the assessment status in kindergartens in order to find whether or not the study sample copes with the criteria and the proposed form. The researcher used a questionnaire consisting of seven indicative evaluation criteria which comprise (60) paragraphs. The questionnaire was distributed to the study sample (105) principals, supervisors and teachers of kindergartens in the governorate of Nablus. Results of the study showed that all sample members approved of the proposed assessment sample with regard to its criteria and indicator which could be attributed to job differences and academic qualification. The results also showed that there were differences between the assessments of the study sample on the proposed form which could be attributed to the variance of experience.

(Al-Sumeir,2004) put down a general framework to build child's electronic file by which he can evaluate the performance of the kindergarten child in the school unit in the city of Riyadh. The study adopted an analytical method for the content of the electronic files of the 65-children sample. The files were analyzed, using the reviewing list prepared earlier by the researcher. The results recommend the child's electronic file to include child's experiences and achievements. The file also presented growth, development and progress of child's learning.

(Suleiman's, 2001) study aimed at discovering the range in which social skills, emotional partnership and interaction with adults and system spread in kindergartens' children 4-5 years of age- male and female. It also aimed at figuring out if the children. Recognize the relationship between such skills and their parents' evaluation. The sample of the study comprised 200 male and female children from Damascus governorate, in addition to 400 parents. The results showed a natural spread among kindergarten children for social skills (cooperation, emotional partnership, and interaction with adults and the system), but it didn't show any differences with statistical indications in the social skills among the children with

regard to gender. It also didn't show any differences with statistical indications between fathers' and mothers' evaluation of such skills in their children.

(Libanbeh's, 2001) study attempted to know the degree of achievement the integrated kindergarten institutions the pre-school child gained. Integrated education requirements were specified in the physical, mental, and emotional aspects. Sample of the study comprised (60) public kindergartens in Irbid governorate. A questionnaire was used as a tool to assess the performance of public kindergartens. Results of the study revealed that the achievement of the institution of integrated public kindergartens was (56%) and the activities presented were integrated, comprehensive and varied, regarding all aspects. The results also showed that performing activities help the kindergarten child to healthily develop in all aspects: physical, mental, and emotional.

(Ahmed's study, 2013) investigated the assessment criteria which the proposed assessment form should include and to what extent it is accepted by members of the study sample which consisted of (64) school principals and teachers. The study used a questionnaire with seven-assessment criteria which have 65 paragraphs with indicative reference. Results of the study showed that all members of the sample approved of the proposed assessment form regarding criteria and indicative reference. The results also showed that there were no differences between the principals and teachers, for the assessment criteria and the indicative reference might be attributed to the nature of the job, academic qualification, years of experience, and social status.

(Sreweh's study, 2013) investigated the role kindergarten institutions play in achieving the goals of early childhood (cognitive, motional, and emotional) from the perspective of teachers in Ein- Elbasha District. Sample of the study comprised (60) teachers. The researcher prepared a questionnaire on achieving the goals of early childhood and its development. The results showed that kindergarten institutions could achieve the early childhood goals: cognitive, motional, and emotional with an "average" rate in all aspects. The results also showed that there were differences in the cognitive goals between the public and private kindergartens in favor of the private ones.

(Matar and Sheim's study, 2013) investigated the developmental differences of the cognitive, physical, and social aspects between working and non-working mothers. The corpus of the study comprised children in private kindergartens in Amman. The sample comprised (233) male and female children who were randomly chosen; sixty eight of them belong to working mothers and (147) to non-working ones. To achieve the goals of the study, children performance scale, developed by Al-Batash (2001) in Jordan, was used. The results showed that there were no differences with statistical reference in the cognitive, physical, and social aspects and in the total performance of the scale between children of working mothers and those of the non-working ones. With regard to comparison between the two genders regarding the three developmental aspects, the result revealed that there were differences with statistical reference in favor of females in the social aspect and in the total degree of scale. The results also revealed that there were no differences with statistical references attributed to the interaction between mothers' job and child's gender.

(Qubeilat's study, 2015) aimed at developing Devereux's criterion of the behavioral, social, and emotional aspects in the pre-school children in the Hashemite Kingdom of Jordan. The sample of the study comprised (500) male and female children selected from pre-school

children. After developing the scale, Qubeilat used it to measure the social and emotional levels on Devereux's scale, regarding gender and type of assessor.

DISCUSSION OF PREVIOUS LITERATURE

In the light of previous studies, the following might be indicators:

- Previous studies contributed to preparing the questionnaire and the method of the study.
- The majority of studies tackled the assessment of aspects of developments or aims of kindergartens from the perspectives of teachers or school principals, while this study tackled the assessment of aspects of child's development from mothers' perspectives.
- Some of the studies were limited to specific aspects of development like the cognitive or the social, while this study discussed all aspects of child's development: the physical, cognitive, linguistic, emotional, social, national. Religious, creative, and aesthetic.
- The present study, like most of the previous ones, used different statistical methods with the aim of data analysis to come up with logical results as most of the literature used arithmetic mean, percentage, and (T) test.

METHODOLOGY

Study Method:

The descriptive analytical method was used as it suits the nature of the study which depends on the questionnaire as a study tool in order to collect data from members of the study sample for description and analysis.

Corpus of the study:

The corpus of the study comprises of all mothers of the second level of children enrolling in public and private kindergartens in Amman.

Sample of the study:

It comprised of (122) mothers of the second level of children joining private and public kindergartens of 5-6 years of age. They were randomly selected from (6) kindergartens in Amman (3) from the private and other (3) from the public.

The following table shows the number of mothers from those kindergartens:

Table (1) sample of the study distributed according to type of the kindergarten

Name of private Kindergartens	No.	Name of public kindergartens	NO.
As – Sarh	18	Al-Hadaiqiya	23
AL-Eman	22	Al-Quneitrah	26
Thu Al-Nurein	13	AL-SHami AL-Gharbi	20
Total	53		69

Instrument of the study

In order to know how the programs of the private and public kindergartens help the aspect of development in children to grow, the questionnaire was adopted as the instrument for this study, after reviewing the theoretical studies of concern. The questionnaire was based on the following steps:

- 1- Open questionnaire which included many open questions each of which is concerned with one aspect of the child's development: the coporal, motional, sensational, mental, cognitive, linguistic, social, emotional, moral, national, religious, creative, and

aesthetic. The open questionnaire was applied to (30) mothers of children joining private and public kindergartens outside the sample of the study.

- 2- Closed questionnaire: after analyzing answers of the study sample of the open questionnaire, (179) paragraphs concerned with (13) aspects of the child's development, were composed. Table No. (2) illustrates the initial preparation of paragraphs on each aspect.

Table (2) Preparing initial paragraphs on each aspect

Aspects of Development	Paragraphs No.
Physical	20
Motional	12
Sensational	7
Mental	13
Cognitive	20
Linguistic	14
Social	25
Emotional	6
Moral	11
National	17
Religious	17
Creative	7
Aesthetic	10
Total	179

Five alternatives were given as answers ranging from: (very good, good, average, poor, weak). Answer instructions were attached to the initial format of the questionnaire.

Validity of the Instrument:

The Validity of the questionnaire was verified through was a group of judges specialized in educational and psychological sciences at Isra University. The group consisted of (7) people whose job was to assess every single paragraph to judge its validity and suitability for the aspect for which it was written.

After analyzing the judges responses, paragraphs that got 85% approvals or more were considered and 15% were discarded as their contents were similar to those of others. Some of the judges suggested merging 28 paragraphs. The motional and sensational aspects were merged with the physical one; the mental was also merged with the cognitive, and finally the moral and emotional were merged with the social.

The modified paragraphs were again given to new judges who unanimously approved of them. In its final shape, the questionnaire consisted of (136) paragraphs distributed to (7) aspects of development. Table No. (3) illustrates that.

Table (3) Numbers of paragraphs in each aspect of development (final shape)

Aspects of Development	No. of paragraphs
Physical	28
Cognitive	24
Linguistic	11
Emotional & social	32
National	14
Religious	15
Aesthetic & Creative	12
Total	136

Reliability of the Instrument

Internal reliability method was used to secure the questionnaire validity. The reliability coefficient was checked by using Lakert's scale method. The questionnaire paragraphs were divided into two parts: the first is concerned with odd paragraphs and the second with even ones. Pearson's coefficient was used in the two parts which was (0.81) after being modified by Spearman's & Brown's equation – reliability coefficient became (0.90).

Questionnaire Modification

Lakert's scale was adopted to measure mothers' points of view regarding the aspects the kindergartens develop.

Answers which state that the kindergartens develop the aspects very good were given (5) point, good (4) points, average (3) points, poor (2) points, and weak (1) point. The following scale is used to judge arithmetic means:

1. 1.80 weak
2. 1.81-2.60 poor
3. 2.616-3.40 Average
4. 3.41-4.20 good
5. 4.21-5 very good

Study procedures

- Reading theoretical literature that includes Arabic and foreign literatures, in addition to studies of concern
- Limiting corpus of the study
- Conducting a pioneer study on mothers of children, outside the study sample joining public and private kindergartens in order to know the mothers' view point on the aspects of development kindergarten; programs perform
- Preparing the questionnaire and testing its validity and reliability
- Applying the questionnaire on (122) mothers who comprise the study sample
- Organizing data in a special table
- Treating the statistical data by using the SPSS statistical scale
- Presenting and discussing the results

Statistical Treatments

The program of statistical parcel of social sciences (SPSS) was adopted in the treatment of data to tabulate the aims of the study. The following statistical treatments were used.

- Finding the arithmetic mean for all the questionnaire paragraphs in all fields
- Using Pearson's coefficient to examine the reliability of the questionnaire in halves
- Using Spearman- Brown's equation to modify the coefficient
- Using (T-test) for two independent samples

Results of the study

In order to achieve the first goal regarding the assessment of aspects of development which private and public kindergartens do from the perspective of children's mothers, the average of arithmetic mean of the (136) paragraphs of the questionnaire was calculated. It was also used to specify the level of development each paragraph functions in the light of the criterion adopted by the study. The appendices that follow illustrate that.

By examining the results as provided by the mothers whose children join private kindergartens, it was found that (50) paragraphs out of (136) indicated that the level of

development was "very good"; the arithmetic mean ranged between (4.28-4.88) constituting (36.76%) of the questionnaire paragraphs. It was also found that (40) paragraphs out of (136) rated the development "good"; the arithmetic mean ranged between (4.41-4.20) constituting (29.41 %) of the questionnaire paragraphs. (37) paragraphs rated "average". The arithmetic mean ranged between (2.65-3.3) constituting (27.21%). (9) paragraphs rated "poor". The arithmetic mean ranged between (1.91-2.59) constituting (6.62%).

As for the results taken from answers of the mothers whose children go to public kindergartens, (50) paragraphs out of (136) rated "good". Its arithmetic mean ranged between (3.42-3.79) constituting (36.76%) of the questionnaire paragraphs. (36) paragraphs out of (136) rated "average". The arithmetic mean: ranged between (2.64-3.40) constituting (46.32%); (22) paragraphs rated "poor" the arithmetic mean ranged between (2.00-2.60) constituting (16.15%); one paragraph only rated "weak", it's arithmetic mean was (1.60) constituting (0.74%). The results show that (50) aspects of development which rated "very good" were of great concern to private kindergartens, while none of these got the same assessment from public kindergartens. This might be due to the facilities private kindergartens have as seen in the independent building, various teaching aids, internal and external playgrounds, health care, private kitchen, in addition to a library provided with stories and tales that develop child's cognition, values, and behaviors.

They also provide classrooms with several comprehensive educational concepts which help the kindergarten child achieve the development. More than that, some private kindergartens provide classrooms with computers by which children learn how to deal with technology; public kindergartens are short of all such facilities. Al-Suroor (1999) and Abdul Hameed (2002) indicated that classes in some of the public kindergartens are overcrowded and short of places for relaxation or sleep; while Abu Jado (2016) indicated that the majority of public kindergartens in Jordan are unable to meet the needs for the personality development of an integrated and developed child, and that needs an overall national effort at all levels to reconsider the variations related to kindergartens and to reorganize them in order to serve the socialization process at its inception.

To achieve the second goal related to the differences between public and private kindergartens with regard to several developments, the arithmetic mean for each aspect was calculated. In the private kindergartens, the physical aspect scored the highest, rating "very good" while the same aspect scored "good" in the public ones. Other aspects, excluding the aesthetic-creative aspects, rated "good" in the private kindergartens and "fair" in the public ones. Table No. (4) illustrates it.

Table (4) The arithmetic mean and the assessment responses of mothers' whose children join private and public kindergartens

Aspects of Development	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Physical	4.45	Very good	3.41	Good
Cognitive	3.45	Good	2.97	Average
Linguistic	3.94	Good	3.29	Average
Emotional and social	3.70	Good	3.15	Average
National	3.59	Good	2.79	Average
Religious	3.81	Good	3.08	Average
Creative and aesthetic	3.17	Average	2.62	Average
Total average	3.78	Good	3.09	Average

The following illustrates study results of the various aspects of development

First, the physical aspect

The arithmetic mean of this aspect was calculated to determine the level of development for each paragraph in the two types of kindergartens. With regard to mothers, answers of children in private kindergartens. Table No. (4) shows that the average of this aspect got (4.45) rating "very good".

Table No. (5) shows that (23) paragraphs out of (28) rated "very good" and their arithmetic mean ranged between (4.87- 4.22) constituting (10.71%) of the paragraphs; while (3) paragraphs rated "Good" with an arithmetic mean ranging between (3.99-4.20) constituting (10.71%).

The rest, (22) paragraphs, rated "Average" with an arithmetic mean ranging between (3.20-3.28) constituting (7.14 %).

Table No. (5) The Arithmetic mean of the Assessment of the physical aspect as presorted in responses of mothers whose children join private and public kindergartens

Paragraph	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Keep body & clothes clean	4.67	Very good	3.62	Good
Distinguishes between healthy an non-healthy food and chooses the healthy	4.32	Very good	2.98	Average
cleans his teeth to avoid decay	4.33	Very good	3.13	Average
Clips fingernails	4.52	Very good	3.40	Average
Washes hand with water and soap	4.84	Very good	3.79	Good
Gets along with doctor and takes medicine when sick	4.51	Very good	3.43	Good
Abides by health tradition in Eating & drinking	4.35	Very good	3.26	Average
Protects himself from diseases	4.28	Very good	3.02	Average
Prefers Juice and milk to soft drink	4.61	Very good	3.34	Average
Eats fruits and vegetables	4.68	Very good	3.43	Good
Takes meals punctually	4.48	Very good	3.32	Good
Observes safety measures	4.20	Good	3.00	Average
Sleeps and wakes up early	4.61	Very good	3.45	Good
Correctly uses bathroom	4.16	Good	3.68	Good
Dresses well and combs his hair	4.67	Very good	3.60	Good
Keeps balanced walking and stands firm on foot	4.84	Very good	3.72	Good

tips				
Uses finger while painting, coloring and pasting	4.86	Very good	3.74	Good
Uses scissors	4.22	Very good	3.11	Average
Holds and controls the pen	4.81	Very good	3.72	Good
Follows safety rules in using tools	3.20	Average	2.87	Average
Ties shoe lace	3.28	Average	2.49	Poor
Sits upright	4.54	Very good	3.43	Good
Uses table tools (spoon, fork, knife)	4.57	Very good	3.45	Good
Distinguishes tastes	4.87	Very good	3.75	Good
Distinguishes sounds	4.87	Very good	3.75	Good
Distinguishes smells	3.99	Good	3.74	Good
Distinguishes touch	4.74	Very good	3.77	Good
Distinguishes visual stimulants	4.55	Very good	3.57	Good

The overall rating of public kindergartens was (3.41) rating "Good"

The results of public kindergartens show that (17) paragraphs rated "Good" with arithmetic mean ranging between (3.43-3.79) constituting (60.71%), (10) paragraphs rated "Average" with arithmetic mean ranging between (2.87-3.40) constituting (35.71%) , and one paragraph rated "poor" (2.49) constituting (3.57%) of the total number.

From the previous table, one can notice that the paragraphs private kindergartens developed which were higher than (4.80) rating "very good" were: (sounds and tastes distinguish, using fingers in drawing, coloring, and gluing, using water and soap to clean hands, keeping balanced while walking, standing firm at tips of fingers, and finally holding and controlling the pen). These were approximately the same paragraphs in which public kindergartens rated (3.79) with an average "Good".

To know whether or not there were differences with statistical indication between the answer samples of the two types of kindergartens. T-test whose result are presented in table No. (6) show that there were differences with statistical indications between the two types, in favor of private kindergartens. This shows that these kindergartens lay more emphasis on collective activities and individual game more than direct teaching. Some of these kindergartens also showed interest in health conditions as shown in having enough windows for ventilation in classrooms. As the kindergarten stage is the one of action, energy, and playing in child's life, it helps him practice all types of games and activities to have a sturdy healthy body. Mardan (2004) indicated that kindergartens' decline from practicing play and avoidance of practicing collective hobbies in such institutions negatively affects the physical growth of the child.

Through their material capacities of having playgrounds in addition to external and internal games, they develop the physical aspects of child's growth due to the presence of sanitary facilities, health care, special kitchen providing health meals, which are missing in public kindergartens that do not even have a special building for the kindergarten. Such things were noticed by the two researchers through their visits to some public kindergartens in Amman.

Table (6) T-Test Results on differences between public and private kindergartens in relation to aspects of development

Aspects of development	Kindergartens type	Sum	Arithmetic mean	Standard deviation	T value	Indication level
Physical	Private	69	4.45	.341	15.028	000
	Public	53	3.41	.420		
Cognitive	Private	69	3.45	.314	7.112	000
	Public	53	2.97	.434		
Linguistic	Private	69	3.94	.393	8.128	000
	Public	53	3.29	.489		
Emotional & social	Private	69	3.70	.254	8.818	000
	Public	53	3.15	.438		
National	Private	69	3.59	.654	6.793	000
	Public	53	2.79	.640		
Religious	Private	69	3.81	.527	7.418	000
	Public	53	3.08	.551		
Aesthetic & creative	Private	69	3.17	.402	6.983	000
	Public	53	2.62	.454		
Total	Private	69	3.78	.298	10.991	000
	Public	53	3.09	.398		

Second – Cognitive Aspect

According to table No (4) the general rating of this aspect was (3.45) with average "Good" in private kindergartens. Table No. (7) of the same kindergarten shows that (6) paragraphs out of (24) rated "very good" with arithmetic mean ranging from (4.52-4.83) constituting (25%) of the total number; while (4) paragraphs rated "good" with arithmetic mean ranging from (2.65-3.06) constituting (54.17%); and one paragraph rated "poor" with an arithmetic mean (2.59) constituting (4.17%).

Table (7) the arithmetic mean and rating of the answers of mothers whose children join private and public kindergartens, in relation to the cognitive aspect

Paragraph	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Counts form 1-20	4.83	Very good	3.77	Good
Distinguishes lengths and sizes	4.83	Very good	3.70	Good
Distinguishes geometrical shapes	4.64	Very good	3.53	Good
Distinguishes solids from liquids and gases	3.78	Good	3.51	Good
Knows causes of environmental pollution	2.68	Average	2.45	Poor
Distinguishes computer components using the set well	2.59	Poor	2.45	Poor
Distinguishes types of soil (rocks, dust, sand)	2.88	Average	2.64	Average
Knows causes of some	2.65	Average	2.30	Poor

natural phenomena				
Distinguishes some kinds of animals and their way of reproduction	2.99	Average	2.85	Average
Distinguishes inanimate form animals and plants	2.96	Average	2.87	Average
Distinguishes the four seasons	4.52	Very good	3.57	Average
Can perform some simple addition and subtraction processes	3.51	Good	2.83	Poor
Knows how to use watch to figure out time	3.41	Good	2.58	Poor
Knows his week days	4.52	Very good	3.55	Good
Distinguishes money units and uses them well	2.75	Average	2.57	Poor
Solves house problems	2.80	Average	2.40	Poor
Watches surrounding excitements and discovers them	2.94	Average	2.72	Average
Absorbs some scientific concepts	2.97	Average	2.81	Average
Remembers what he learnt in the kindergarten	3.88	Good	2.94	Average
Remembers incidents and situations he passed through	2.99	Average	2.91	Average
Raises questions on topics he likes	3.00	Average	2.91	Average
Classifies and distinguishes things	4.65	Very good	3.55	Good
Imagines incidents and situations	2.94	Average	2.79	Average
Asks about things unclear for his	3.06	Average	3.02	Average

As for public kindergartens, the general average of this aspect got (2.97) rating "average". Table (7) shows that (7) paragraphs whose arithmetic mean ranged between (3.51-3.77) rated "good" constituting (29.17%), (11) paragraphs whose arithmetic mean ranged between (2.64-3.02) rated "Average" constituting (45.83%), (6) Paragraphs whose arithmetic mean ranged between (2.30-2.58) rated "weak" constituting (25%) of the total. It is noticed from the table that the paragraphs whose arithmetic mean was (4.52) and rated "very good" were: who could count from (1-10), distinguishes things with regard to length or size, distinguishes geometrical shapes, distinguishes four seasons, counts week days, and, finally who can classify things. The same paragraphs got (3.51) rating "good" in public kindergartens. (T) Test results presented in table (6) indicate the presence of difference with statistical references between the two types of kindergartens. This reflects that private kindergartens care more about this aspect than the public ones because of what private kindergartens provide regarding: educational games, geometrical tools, and educational boards which help

logical and educational thinking to develop. This gets along with Mattari's study (2006) on the role educational institutions play in developing child's mental abilities. Results of the study also cope with the study of Mater, Shreim, and Zubi (2011) who found out that the curricula used in private kindergartens, whether academic or developmental, are better than those used in public ones. The studies of Abdel Haq and Alfilili (2014-2015) indicated that most of the kindergartens having educational corners or adopt modern educational programs which contain equipment and different games play an important role in developing growth aspects in general and the cognitive one (creative and logical thinking) in particular. Sreiwah's study (2013) indicated that there were differences with statistical references in the level of realizing the cognitive goals between private and public kindergartens in favor of the former. (Barghans, Golsteyn, Zolists, 2015) indicated that high quality kindergartens which have facilities for child's development care for the cognitive aspect more than those which have less of such facilities.

Third – The Linguistic Aspect

The results shown in table (4) indicate that this aspect rated "very good" with a general average of (3.94) for the sample of the private kindergartens, while table (8) indicates that (4) paragraphs out of (11) of this aspect rated "very good" with an arithmetic mean ranging between (4.43-4.75) constituting (36.30%), five paragraphs rated "very good" with an arithmetic mean ranging between (3.65-3.97) constituting (45.45%), two paragraphs rated "average" with an arithmetic mean ranging between (2.87-3.04) constituting (18.18%).

Table (8) Arithmetic mean and rating of the answers of mothers whose children join private and public kindergartens regarding the linguistic aspects.

Paragraph	Private Kindergartens		Public Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Utters & writes letters	4.75	V. good	3.74	Good
Can explain picture stories	4.55	V. good	3.75	Good
Can retell the story in his own words	4.43	V. good	3.49	Good
Can Answer questions addressed to him	3.65	Good	2.87	Average
Enjoys listening skills	3.86	Good	3.32	Average
Reads and writes his name	4.58	V. good	3.62	Good
Initiates speech	3.97	Good	3.51	Good
correctly uses prepositions and some pronouns	3.93	Good	3.85	Good
Spells and utters some words	3.65	Good	3.30	Average
Expresses meanings of some words in gestures	2.87	Average	2.60	Poor

As for the public sample, this aspect rated "Average" (3.29). Results of the study showed little interest in this aspect as no single paragraph rated "very good" while (6) of them rated "good" with an arithmetic mean ranging between (3.49-3.74) constituting (54.55%), (3) paragraphs rated "Average" with an arithmetic mean between (2.87-3.22) constituting (27.72%) (2) paragraphs rated "poor" with an arithmetic mean between (2.55-2.60) constituting (18.8%).

From the table, we notice that the paragraphs developed by private kindergartens and rated "very good" with an average of (4.43) were: (utters and writes letters, can explain picture stories, can rewrite the story in his own words, reads and writes his name). The same paragraphs rated "very good" with an average higher than (3.49) in public kindergartens.

T (test) results presented in table (6) show differences with statistical reference between the two types of kindergartens. Such a thing reflects the private kindergarten interest in providing means of development like: educational bulletins, posters, learning, pronunciation and writing letters. What the two researchers noticed in their visit was the absence of such means.

Fourth: socio- emotional Aspect

The results presented in table (4) show that this "good" is expected in private kindergartens with a general average of (3.70). As for the results of private kindergartens presented in table (9), (8) paragraphs out of (32) rated "very good" with an arithmetic mean ranging between (4.32-4.88) constituting (25%); (13) paragraphs rated "good" with an arithmetic mean ranging between (3.43-3.99) constituting (40.63%); (11) paragraphs rated "Average" with an arithmetic mean ranging between (2.70-3.00) constituting (30.43%).

Table (9) Arithmetic mean and rating of the answers of mothers with children joining private and public kindergartens with regard to socio –emotional aspect

Paragraph	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Expresses his feelings (joy, sorrow, anger)	4.88	V. good	3.77	Good
Controls his emotions	3.81	Good	2.81	Average
Is aware of friends' feelings	3.86	Good	3.17	Average
Feels with others	3.43	Good	2.81	Average
Trusts himself	3.88	Good	3.25	Average
Cooperates with family members	2.97	Average	2.87	Average
Respects rights of brothers in playing	3.74	Good	2.91	Average
Daringly cooperates with adults	2.96	Average	2.75	Average
Helps others	2.97	Average	2.77	Average
Leads his friends in playing	4.32	V. good	3.26	Average
Communicates with friends	2.99	Average	2.83	Average
Shows responsibility in doing tasks assigned for him	3.83	Good	2.98	Average
Abides by family customs and traditions	2.96	Average	2.70	Average
Participates in family activities	3.94	Good	3.51	Good
Participates in birthday parties held by friends	3.80	Good	3.30	Average

Loves friends and co-play with them	4.72	V. good	3.60	Good
Gets along well with friends	3.00	Average	2.75	Average
Buys things from the supermarket	2.97	Average	2.83	Average
Helps in home duties	4.41	V. good	3.26	Average
Loves & welcomes guests	3.93	Good	3.62	Good
Plays with neighbors children	4.33	V. good	3.47	Good
Eats with guests	2.91	Average	2.64	Average
Moves from one place to another without help	3.94	Good	3.64	Good
Makes phone calls	4.39	V. good	3.47	Good
Misses friends	3.99	Good	3.68	Good
Honest and trustworthy	2.99	Average	2.85	Average
Clement with animals	3.88	Good	3.55	Good
Listens well and respects others	2.97	Average	2.79	Average
Sympathizes with younger children	3.87	Good	3.42	Good
Obeys parents orders	4.71	V. good	3.58	Good
Follows instructions	4.46	V. good	3.45	Good
Abides by speech politeness	2.70	Average	2.34	Poor

As for public kindergartens, this aspect got (3.15) rating "Average". Results of the study presented in table (9) show that non of the paragraphs of this aspect rated "very good"; (12) of them rated "good". The arithmetic mean ranged between (3.42-3.77) rating (37.5%), (19) paragraphs rated "average" with an arithmetic mean ranging between (2.64-3.30) and rating (59.38%) while one paragraph only rated "weak" with an arithmetic mean (2.34) constituting (3.13%). From the table, we notice that the paragraphs the private kindergartens develop and rated "very good" with an average higher than (4.32) were: expresses his feelings (joy, sorrow, fury", leads playmates, help in house work, loves friends and participates in their games, communicates with others, plays with neighbors children, obeys parents orders, and abides by instructions given to him). These paragraphs rated "good" or "average" in public kindergartens.

(T) test results presented in table (6) show that there are differences with statistical reference between the "average" of private kindergartens and those of the public in favor of the private ones. The reason might be referred back to the various social activities and to the better interest in children's feelings who are less in number in private kindergartens than in the public ones. Private kindergartens celebrate children's birthdays; perform various activities and events that help develop this aspect, in addition to the collective activities that secure a psychologically safe environment. Such activities help in developing the child's growth in general and his emotional and creative aspects in particular. As for public kindergartens, their major concern is to teach reading, writing, and develop some other aspects at a lower level.

Five: The National Aspect

Table (4) shows that this aspect in private kindergartens got (3.59) rating "good". Table (10) shows that this aspect was of more concern to private kindergartens than to public ones. (3) paragraphs out of (14) rated "very good" with an arithmetic mean ranging between (4.23-4.83) constituting (21.4%), (6) paragraphs rated "good" with an arithmetic mean ranging between (3.39-4.10) constituting (42.86%); (3) paragraphs rated "average" with an arithmetic mean ranging between (2.04-2.49) constituting (28.57%).

Table (10) Arithmetic mean and rating of mothers answers whose children join private and public kindergartens

Paragraph	Private Kindergartens		Public Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Sings national songs	4.03	Good	3.06	Average
participates in family discussion of national issues	3.39	Good	2.85	Average
Follows up national news on TV.	2.59	Weak	2.13	Weak
Distinguishes images of king, queen and other family members	3.86	Good	2.66	Average
Distinguishes Jordan ruins form other ruins	2.77	Average	2.25	Weak
Distinguishes Jordan flag form other flags	4.10	Good	3.06	Average
Recognizes colors of the Jordanian flags	4.23	V. good	3.15	Average
Recognizes names of some governorates and cities	3.33	Average	2.64	Average
Distinguishes national anthem	3.65	Good	3.11	Average
Distinguishes Jordanian costumes	3.90	Good	2.77	Average
Recognizes some Jordanian meals	2.48	Weak	2.04	Weak
Knows the capital of Jordan	4.32	V. good	3.13	Average
Recognizes Jordanian folklore	2.81	Average	2.49	Weak
Knows the name of his city	4.83	V. good	3.70	Good

As for public kindergartens, this aspect got (2.79) rating "Average". Table (10) shows that none of the paragraphs none of this aspect rated "very good" while one paragraph only rated "good" with an average of (3.70) constituting (7.14%); (9) paragraphs rated "average" with arithmetic means ranging between (2.66-3.15) constituting (64.28%); (4) paragraphs rated "weak" with arithmetic means ranging between (2.04-2.49) constituting (28.57%). From the

table we notice the paragraph which the private kindergartens develop with an average higher than (4.23) rating "very good" were: recognizes colors of Jordanian flag, knows Amman to be the capital of Jordan, and knows the name of the city he lives in. The same paragraphs rated "good" or "Average" in the public kindergartens.

(T) test results presented in table (6) show that there were differences with statistical reference between averages in the two types of kindergarten in favor of the private ones. Such a thing reflects the concern the private kindergartens show in: national events, celebration of national occasions, in addition to having a hall with posters and pictures of national figures. This is what the two researchers noticed in their visits to these kindergartens. Although there have been a unit entitled "Watani" (My country), yet means of developing this aspect were missing.

Six (Religious Aspect)

Table (4) shows that the general average of private kindergarten was (3.81) rating "good".

Table (11) shows that private kindergartens have more interest in this side than public ones: (4) paragraphs out of (15) rated "very good" with arithmetic means ranging between (4.23-4.70) constituting (26.67%), (7) paragraphs rated "good" with arithmetic means ranging between (3.87-4.19) constituting (46.67%), (2) paragraphs rated "average: with arithmetic means ranging between (2.80-2.87) constituting (13.33%) and other (2) paragraphs rated "weak" with arithmetic means ranging between (2.55-2.57) constituting (13.33%).

Table (11) Arithmetic mean and rating of answer of mothers whose children join private and public kindergarten with reference to the religious aspect

Paragraph	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Rembers to read Basmala verse (in the name of Allah) and thanks god after meals	4.86	V. good	3.58	Good
Knows the pillars of Islam	4.07	Good	3.26	Average
Knows holy months	2.57	Weak	2.04	Weak
Can recite short suras (from the Quran)	4.70	V. good	3.60	Good
Expresses his love and fear from God	3.88	Good	3.62	Good
Expresses his love for the prophet (peace be upon him)	3.87	Good	3.58	Good
Knows names of Prophet companions	2.80	Average	2.40	Weak
Distinguishes religious festivals	4.19	Good	3.04	Average
Memorizes some Hadiths	4.10	Good	3.09	Average
Respects other religions	2.87	Average	2.58	Weak
Knows ablution steps	4.01	Good	3.17	Average
Knows prayer steps and number of Rakaas	3.87	Good	2.98	Average
Knows his religion	4.68	V. good	3.62	Good

Knows that God is the creator of everything	2.28	V. good	3.32	Average
Frequently visits mosques	2.55	Weak	2.28	Weak

The general average of this aspect was (3.08) rating "average". The results in table (11) show that (5) paragraphs rated "good" with arithmetic means ranging between (3.58-3.62) constituting (33.33%), (6) paragraphs rated "average" with arithmetic means ranging between (2.98-3.32) constituting (40%) , (4) paragraphs rated "weak" with arithmetic means ranging between (2.04-2.58). From the preceding table one can notice that the paragraphs which rated "very good" higher than (4.28) were: (remembers Basmalah, memorizes some short suras, knows his religion, knows that God knows everything.

The same paragraphs rated "good" or "average: in public kindergartens. (T) test results presented in table (6) show that there were differences with statistical reference between the two types in favor of private kindergartens. The reason behind that is the interest private kindergartens show in the religious aspect as curricula of some kindergartens use a special book on Islamic education and concepts. The financial side in private kindergartens helped in holding religious activities on certain occasions.

Seven "The Aesthetic Creative Aspect"

The results in table (4) show that average of this aspect in private kindergartens was. The general aspect in private kindergarten was (3.17) rating "average". From table (12), we notice that (2) paragraphs out of (12) rated "very good" with arithmetic means ranging between (4.81-4.84) constituting (16.67%); (2) paragraphs rated "good" with arithmetic means ranging between (3.45-3.93) constituting (16.67%); (4) paragraphs rated "average" with arithmetic means ranging between (2.77-2.99%).(4) paragraphs rated "weak" with arithmetic means ranging between (1.91-2.51) constituting (33.33%).

As for public kindergartens, the general average of this aspect was (2.62) rating "average". The results in table (12) show that (2) paragraphs rated "good" with arithmetic means ranging between (3.62-3.72) constituting (16.67%), (5) paragraphs rated "average" with arithmetic means ranging between (2.66-2.83) constituting (41.67%), (4) paragraphs rated "average" with arithmetic means ranging between (2.00-2.58) constituting (33.33%), (1) paragraph rated "weak" with an arithmetic mean of (1.60) constituting (8.33%).

Table (12) Arithmetic mean and rating of answer of mothers whose children join private and public kindergartens with reference to the Aesthetic- creative aspect

Paragraph	Private Kindergartens		Pubic Kindergartens	
	Arithmetic Mean	Rating	Arithmetic Mean	Rating
Makes form and models from cubes	2.96	Average	2.79	Average
Makes models from sand and clay	3.45	Good	2.66	Average
Makes some toys from raw materials found at home	2.94	Average	2.70	Average
Imitates personalities and actors	2.77	Average	2.58	Weak
Gives smart suggestions	2.99	Average	2.83	Average
Sings well	3.93	Good	2.72	Average

Plays music	1.91	Weak	1.60	Weak
Imitates sounds of others	2.51	Weak	2.11	Weak
Creates artistic things from environment raw materials	2.41	Weak	2.00	Weak
Distinguishes tones	2.48	Weak	2.08	Weak
Loves picnicking	4.81	V. good	3.68	Good
Loves entertainment trips	4.84	V. good	3.72	Good

The preceding table shows that the paragraphs developed by private kindergartens which rated "very good" higher than (4.81) were: (loves picnicking, and loves entertainment trips). These paragraphs rated "good" in public kindergartens.

(T) test results presented in table (6) show that there are differences with statistical reference between the two kindergartens in favor of the private ones.

This might be referred back to the presence of tools and toys which help develop the aesthetic- creative aspect, in addition to the picnics the private kindergartens provide and help all aspects in general to develop and the aesthetic one in particular. Private kindergartens also have coffee tables for children, paper, coloring pens, clay molds, and sand area which are missing from public ones, due to the shortage of capabilities and the big number of children in the room.

RECOMMENDATIONS

1. Present result of the study to the people of concern in the ministry of education to benefit from them and improve the needs of public kindergartens and to monitor public ones.
2. Show more concern in teachers of both kindergartens because of the role they play in the aspects of growth in children.
3. Furnish kindergartens in general and public ones in particular with hygienic and educational needs.
4. Equip kindergartens with an independent building that has quality specification needs for such institutions.

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