

The Professional Academic Requirements for the Kindergartens Female Teachers in South of Jordan and Knowing the Effect of the Scientific Qualification and the Experience on These Needs

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Abstract

This study aimed to know the professional academic requirements for the kindergartens female teachers in south of Jordan, and to know the effect of the scientific qualification and the experience in teaching on these needs. Study sample consisted of (2001 Kindergartens female teachers in the public schools in the Ministry of Education for the scholastic year (2013-2014). It was selected by the comprehensive survey method, and to collect the data, a questionnaire is prepared and developed, which included (54) clauses distributed to five fields. Study results showed that most of the professional academic requirements considered professional academic requirements, while the social fields occupied the first rank, the health field in the second rank, the academic field in the third rank, the psychological field in the fourth rank; the family field came in the last rank. Also, the results indicated to the absence of differences with statistically significance attribute to both the scientific qualification variable and the experience variable in teaching.

Keywords: Professional Academic Requirements, Kindergartens, South of Jordan.

1. Introduction

Kindergarten female teacher is the basic element in the education program at this stage; it is required from her to play different roles in achieving the special educational outputs for this stage (Mo'tamen, & Jaber, 2006). The kindergarten that is equipped with the most advanced teaching means and the highest capabilities will not be able to achieve its objectives without a specialized female teacher, and scientifically qualified in all fields, the professional, academic and the cultural (Mosleh, 1990). Also, without the accompanied in-service education programmes in a form that guarantees the female teachers at this stage will continue in knowing, acquiring the special competences to teach the children at kindergarten age, to be able to perform her work in an appropriate and effective from (Abo-hamdeh, 2007; Al-Khalidi, 2008; Fahmi, 2004).

In order to implement the program appropriately, there is the need for the availability of many issues related to the kindergarten's female teacher, including: The female teacher's personal and professional aspects, because the work with the young children requires that the female teacher acquires the scientific, academic, educational cognitive competences with the educational practical elements, also to be full aware of the children's needs and characteristics, also in the cognitive, mental, social, spiritual, moral and physical basis and in the ways of their growth and development according to scientific researches specific to the children, and seeks to develop her work through the training, discussion circles, workshops, or the meetings that will help the development of her work and performance (Beaty, 1997; AL-daraba'h, 2011).

In addition to continuous reading, reviewing the educational researches about the child's education, also posses the ability to communicate effectively with the children, able to use the instruments and the materials easily, effectively and skillfully always good listen to the children & to what they say (Abd- Alsameh, 2007).

The educational curricula no matter the development they reached, whatever the quality of education provided to our children, the basic factor that was and will be real translator to this learning and the development is the female teacher (Abdalaheem, 2008). The most important features that should be available in the kindergarten female teacher and her success in her task in this critical, difficult, important stage of the child's life consider success to the kindergarten in achieving its objectives (Al-Hareeri, 2002). From this point came the interest of the educators in educating the kindergarten's female teachers, also many advanced countries considered that this education has great importance in educating their future generations (Al-Nashef, 2005). Specialization in the kindergarten field and it correlation with the academic, professional, cultural and technical education considers necessary in the kindergarten's field that deal with the child at a stage that differ in many sides in it from the school's child (Al-Omary, 2004).

2. The Professional Academic Requirements for the Kindergartens

The previous researches in the childhood field agreed that there are needs consider important, necessary and instructional to the kindergartens' children female teachers, and divided into five domains (fields), which are the following:

2.1 The psychological Side

Care about them, refrain from abusing and, insulting them by relying on guiding and directing them, providing the advice and rewards, the work to free the children from the shame, anger, and fear. The emotional climate that the kindergarten female teacher provides it to the children help them to develop their self-confidence, if that climate was friendly and emerges from understanding the child and respecting his needs, this will help him revealing and expressing his feelings, to others, with feeling the embarrassment from that. If he is surrounded with an atmosphere of severity and coerce, many commands and prohibitions that issued from the kindergarten female teacher he will feel the fear, introverts, or inclines towards the aggressive behavior (Bdair, 2007; Adas & Mosleh, 1983).

2.2 The Family Side

Parents are able to create in their children the feeling of security and tranquility inside the kindergarten if they cooperate with the kindergarten, strengthening the communication between the two parties for one objective, which is to know the child from all of his sides, and his characteristics and traits, in addition to what he has of talents and capabilities to work on developing and enhancing them, building the child's personality to be a growing and independent personality (Ali, 1993). So, the kindergarten female teacher should make the children feel confident in her work and performance, and the work to make the parents participate in the programmes and the activities planning, and strengthening the relationship with the parents (Al-Khaldi, 2008).

The female teacher should have a listening ear to the parent's questions and suggestions, to benefit from their opinions and experiences in some problems, and to make everything that can engage the parents and making them exiting, rising their interests in the kindergarten, and establishing good relation with them (Al-Omary, 2004). It is beneficial that the kindergarten's female teacher invites one of the parents to spend one day or more in the kindergarten to see his child by himself, or through the exchange of opinions in periodic meeting, or through the personal contact or sending the organized reports the female teacher send to the parents (Al-Doy, 1997). The goal from that is to make the parents acknowledged about the reality of their Childs, and what they have of talent & capabilities or weakness and disability in these capabilities (Mosleh, 1990).

2.3 The Social Side

The kindergarten's female teacher has the responsibility for many things, regarding providing the appropriate climate for them in encouraging what they need and select of activities (Al-Naeem, 1996). She shares with them their interests and activities, and the work to treat them through the recommendation, guiding, and counseling, for the kindergarten atmosphere to become like the house atmosphere in which the child find in it more capabilities that grant him the freedom to select the appropriate materials that he works with and the instruments he uses in the participation and cooperation in building works, drawing & playing (Al-Swaeq, 1996). Also the work to develop the child's feeling, then by participating with the others in the work. It is required from the kindergarten's female teacher to act cautiously in front of the children, and to think in every step she makes towards them, in order to be the positive effective of her acts on strengthening the Child's social interactions, through the children's practices inside the Kindergarten supervised and guided by their teacher (Al-Nadi, 1988; Bdair, 2007). They know the reality of the society, and understand the importance of the individual to the society.

The teacher prepares to them the opportunity by providing the different experiences and experiments, encouraging them to practice and exchange these experiences and participate in them, each according to his capabilities and readiness by providing the social work opportunities, in a friendly atmosphere in which the children perceive how to act toward the others, and how to know them & what they have of ideas (Haroon, 2005). So, the kindergarten's teacher has the duty to encourage every positive attitude toward take and give, and toward the positive participation, to refrain from selfishness, installing in them loving the others, love the public interest, and through the children participation in the social work (Ramsey, 1980).

2.4 The Hygienic Side

Children interest in the hygienic sides considers one of the basic tasks of the kindergarten's teacher, also making the children acquire the accepted habits, providing security and interest, making the activities available, developing the free movement, comfort, relaxation, training them on how to care about their health, preserving

their bodies from the diseases, acquiring them the hygienic habits, for the body care to become a daily habit practiced by the children is one of the basic duties of the kindergarten's female teacher (Endress, & Rockwell, 1990). The female teacher is required to make the child accustomed to the appropriate habits, such as regular time for eating, sleeping, practicing the physical training, to refrain from the harmful habits, and provide the children with the experiences, activities and hobbies according to their development and health features (Vergeront, 1989, Endree & Rokwell, 1990).

2.5 The Academic Side

The kindergarten female teacher should focus her attention on developing the children's perception and attention, also the work on helping the child in stimulating his thinking, developing his imagination, in addition to developing his language through the cognitive training method, the child gets acknowledge with simple concepts, this helps him on expression, either through the language, drawing, music or acting (Barham, 2005). Providing the child with the opportunity to speak what he wants and wishes within his experience and experiment, without fear from the teacher's blame or punishment, or fear from failure. From here, the kindergarten teacher should guide and work to establish the confidence in the children's soul, encouraging them to speak and listen, acquiring the knowledge's and the experience (Bdair, 2007).

3. Childhood Programmes in Jordan

In the year 1999, Jordan did not hesitate to establish the public kindergartens and to generalize them in the future to all the public schools pertain to the Ministry of Education that is in change of establishment and licensing these kindergartens that the age group from (4-6) years enroll in them, according to legislative principles and standards enforced by the modern education law, number (3) for the year 1994, that has emphasize the importance of the kindergarten stage as an educational stage and a chain of the education chains in Jordan (Ministry of Education. 2006). This importance became prominent in the regal view in the era of King Abdalla the Second Ben Al-Hussein, from which has emerged the basics of the educational development plan toward knowledge Economy that included components that focused on the early childhood stage and preparing the children for learning in the kindergarten stage, also focused on improving the classroom environment, preparing a well- designed curriculum, and the work to provide the opportunities for development and learning (Abd-Alsameh, 2007). Providing the children with the knowledge's, skills, and the necessary experiences in an integrated way in all the developmental sides, in addition to focusing the educational development program on rising the educational institutional competence to achieve continuous professional development for the workers in the kindergarten's field (Ministry of Education, 2006).

4. Literature Review

Taylor (1997) has conducted a study on the kindergarten female teacher's opinion in the United States. The study showed that the role of the kindergarten female teachers represents in helping the children in formulating the balanced social relations, holding the responsibility, and self-confidence, concern about the others feeling and desires. The results showed that the sample's individuals did not support changing the role of the kindergartens to achieve cognitive or academic goals.

Obaid (1982), conducted a study entitle "kindergartens female teachers' practices in Jordan Towards the child through their verbal Reponses". Study sample consisted of (18) female teachers from Amman and Al-Zarqa. The results showed that the educational practices that should be practiced greatly by the teachers were practiced at low degree, the practices that should not be practiced were practiced at variable degrees, and that three were no differences with statistically significance about the motor, social, emotional and sensory practices. Practice by the female teachers towards the child attribute to the three in dependent variables) the female teacher's social status, the scientific and the behavioral qualification and the female teacher's experience in working in the kindergartens.

In a study conducted by Strong, (1982), entitle "the consoler's professional & Technical competence" aimed to develop the effectiveness and the competence of the consoler's and their supervisor points of view taking into account the counselors needs for the continuous training and education. Study sample consisted of (33) counselors and (36) supervisors. The study reached that the counselors effectiveness and their professional development depend on assertion the skills and the capabilities through the continuous education and the other developed professional effectivenesses.

Al-Nadi (1987) has conducted a study entitle "The Required competences for the kindergartens female teacher" that aimed to determine the needed basic instrumental competences for the kindergarten female teacher, and the extent of the availability of some of these competences in a group of kindergarten female teachers in Helwan City in Arab Egypt . The results reached the superiority of educational qualified female teachers over the un-qualified female teacher's group in seven competences. The study did not know a relation between the experience variable at work in the kindergarten and the extent of the availability of the instrumental competences, also did not show that the experience and the qualification have relation with the availability of the competences.

Al-Naem (1996) has conducted a study about the required professional competences for the kindergarten's female teachers in the Kingdom of Saudi Arabia and the State of Kuwait comparative study. The study results reached that there are six fields of the professional competences fields consider important and necessary for the kindergartens female teachers, and that the teachers and their `educational counselors in both Saudi Arabia and Kuwait place the interaction competences with the children at the top of the professional competences fields for the kindergartens female teachers. Also, revealed that the teachers and their counselors in Saudi Arabia confirm the importance of the professional competences in two fields: Class management, and strengthening the human relations, while in the State of Kuwait the female teachers have confirmed the competences of the educational experiences goals.

Yaseen (2003) study was entitle, "Evaluating the kindergartens, skills in the Holy capital", the study aimed to determine the general basic competences of the kindergartens' female teachers in the public kindergartens in the Holy capital, and the degree of their availability in every female teacher of the study sample that consisted of (78) female teachers in (7) public kindergartens. The study reached that the female teachers in the public kindergartens school enjoy excellent personal competences, and at a high degree, and the degree of these competences does not differ by the differences of the major or the scientific qualification, and the performance level of the female teachers of the teaching competences was weak and requires training and mastery of the all the teaching skills, and the degree of the availability of the basic educational competences of the kindergartens female teachers did not differ by the difference in the year of experience, or the number of the training course s they have attended.

Al-Omari study (2004), aimed to know the professional training requirements for the students counselors in the Ministry of Education schools in Al-Madeena Al-Manawara region. Study results showed that the guiding and the counseling means fields have occupied the first rank, then the development field, the human and educational growth, the third rank for the planning field, then the field and the practiced field, the fifth rank for the guiding and counseling and their services field, Finally the personal competence field that has occupied the sixth rank.

Al-Khaldi (2008) has conducted a study entitle: "The Kindergarten Female Teacher between the Reality and the Aspiration". The results reached that the female teacher's personal Traits were low, and the percentage of the answer that expresses the female teacher's relation with her colleagues was positive, and came medium the answer's percentage that expresses the teacher's positive feelings toward her profession. While the answer's percentage the expresses her perception of the importance of the professional scientific qualification was good.

5. The Problem of the Study

Despite the interest of Jordan in the early childhood stage regarding providing the buildings, the teachers, the curricula, and the multiple programmes, still there is the shortage in many sides regarding educating the qualified teachers to mentoring the children at this stage. In addition to un-sufficient attention to the counseling professional needs that those female teachers should acquire.

At this stage, the children have critical characteristics, and have needs should be fulfilled, the issue that requires the teacher to be aware of such needs and characteristics. Because of the shortage in this side, this current study came to reveal the counseling and the professional needs for the kindergartens female teacher in Jordan (AL-daraba'h, 2011). The female teacher consider one of the most important influential factors in the child's adaptation, and his acceptance of the kindergartens as the first to deal with the child outside the family frame, she performs an important role in helping him to develop his talents, interesting and caring about them.

The presence of the un-qualified female teacher might shock the child, and makes him feel frustrated, because she does not care about the growth characteristics of this stage, since the kindergarten female teacher has the strong influence on the child emotional growth and his psychological health and on his attitudes generally. The

educational specialists agree that the extent of the child's benefit from joining the kindergarten to a high degree depends on the personality and the competence of the female teacher, so those who work in the kindergarten should be qualified female teachers educationally and professionally (Adaraab'h, 2011).

6. The Study Objectives

This current study aims to know the professional and the counseling needs of the kindergartens' female teachers in Jordan Through answering the following questions:

- What are the required professional and academic requirements for the kindergartens female teachers in Jordan? .1
- Are there differences with statistically significance of the kindergartens female teachers attribute to the experience and the scientific qualification variables? .2

7. Significance of the Study

Significance of the study stems from the active role that the kindergartens female teachers play in activating the child's mental and perceptual capabilities, and training his senses, and the free play. The success of any society in achieving its objectives and continue its growth and development depends on the individual's competence, and this competence does not occur unless placing the individual in the profession that fits the general frame of his personality and match's his readiness, capabilities and trends, the kindergartens, female teacher in Jordan needs to rise her level through guidance, counseling, and providing her with new experiences that contain, attitudes trends, concepts, and thinking methods that leads to raising her professional performance level. So, this study came to know the academic professional requirements for the kindergartens' female teachers. The appropriate selection, education and then in-service training of the kindergartens female teaches are fundamental provisions for success at this stage. The kindergartens' female teachers are required the knowledge in the principles of guiding, counseling, psychology, heath and nutrition issues, and the modern methods that enable them to follow the child's growth, and appropriately guiding him at this stage that considers the most important stage of the children growth.

Also, it is hoped that this study will contribute to providing those enhance of the kindergartens stage in Jordan with some suggestions that have the potential to help in improving the female teachers' level at this stage regarding the needed professional academic requirements to perform their roles effectively and efficiency.

So, knowing these academic professional requirements by those female teachers rises their competences in selecting the methods for dealing with the children, and in selecting the experiences and the activities that might satisfy the children needs, and helping them to achieve the integrated growth, mentally, physically, linguistically, emotionally, and socially.

8. Study Population and Sample

Study sample population consisted of all the public kindergartens female teachers in south of Jordan (Al-Karak, Ma'an, and Al-Aqaba), the number is (200) kindergartens, female teacher, according to the Ministry of Education statistic for the scholastic year (2013-2014). The descriptive method is used because of its relevance to this kind of study and its purposes. The study is conducted on (200) kindergartens female teachers; also a survey study was conducted on (30) kindergarten female teachers.

Table 1. Distribution of the Study Sample to the Study Variables: Scientific Qualification and Years of Experience

Scientific qualification	Number	Years of Experience	
		Less of 3 years	60
General Secondary	70	5-10 years	64
Diploma	60	10 years above	70
Bachelor	70		
Total	200		200

9. Study Instrument

To achieve the study objectives, a questionnaire was designed with the objective to know the professional academic requirements for the kindergartens female teachers in south of Jordan. In building the questionnaire there was the dependency on reviewing the educational and psychological literature related to the professional academic requirements for the kindergartens female teacher, and the roles and the tasks. The personal traits and her skills, through referring to the studies: Al-Swaig, (2000), Fahmi, (2004), Beeti (1997), Ministry of Education (2006), Zabadi (1988), Al-Nae'm (1996), Yaseen (2003), Katbi (1998), and Al-Khaldi (2008), reviewing the female teacher's guide for the self-teaching curriculum for the kindergarten's children. Finally, conducting interviews, and consulting teaching board members who hold the higher certificates and those with the experience in the early childhood field. The instrument consisted of two main parts: and limited to five fields: The psychological, family, social, health, and academic fields.

Part one: Includes general demographic information that consists of the scientific qualification, year of experience. -a

Part two: consists of (54) clauses express the professional academic requirements for the kindergartens female teachers to be answered according to alternative selection from three alternatives to answer the clauses. -b

Few -1
 Medium -2
 High -3

9.1 Instrument Validity

To confirm the instrument validity, the questionnaire in its initial form was introduced to (10) arbitrators from the teaching board members with the experience and specialty in the early childhood field, psychological and educational counseling, measurement and evaluation to present their opinion about the extent of belongness of each clause (to the field in which it is under it), belong, does not belong, appropriate linguistics warding, inappropriate, clause clarity: un-clear, in addition to any notes and any suggestions they see are relevant. After collecting the instrument from the arbitrators, and reviewing their opinions and suggestions, the agreed upon clauses by (7) arbitrators from (10) arbitrators remained. Also, some of the clauses were modified and omitted based on the arbitrators opinions because of their irrelevance to the study.

The number of the instrument clauses in its final form became (54) clauses distributed to five fields: a) Psychological field (13) ;b) Family field (4); c) Social field (14); d) Health field (12); e) Academic field (11).

9.2 Instrument Stability

The instrument stability is confirmed through the use of the following procedures (Test- Retest): Confirming stability through conducting the test –retest, by applying it to a sample of kindergartens female teachers in Al-Karak Governorate, that consisted of (30) kindergartens female teacher, to obtain the significance of repeating stability, with a time span two weeks between the first application and repeating the second application.

Table 2. Stability Consistency Coefficients for the Instrument's Fields and the Instrument As a Whole

The Field	Stability Consistency
Academic field	0.81
Family field	0.89
Psychological field	0.79
Social field	0.80
Health field	0.83
The instrument as a whole	0.88

Also, the internal consistency was calculated by using Cronbach- Alpha equation on the sample. Table three clarifies the values of the internal consistency coefficients.

Table 3. Internal Consistency coefficients for the Instrument's Fields and the Instrument as a Whole

The Field	Stability Consistency
Academic field	0.79
Family field	0.85
Psychological field	0.77
Social field	0.78
Health field	0.80
The instrument as a whole	0.88

9.3 The Statistical Treatment

The statistical program (SPSS) is used, and many of the statistical tests were used to analyze the data -1 (Arithmetic means and the standard deviations).

10. The Results

This study aimed to determine the professional academic requirements for the kindergartens female teachers in South of Jordan (Al-Karak, Ma'an, and Al-Aqaba), in addition to know whether the female teachers consultative needs differ by the scientific qualification and the experience, the answer was through the following :

10.1 First Question:

What are the professional academic requirements needed for the kindergartens female teachers in south of Jordan (Al-Karak, Ma'an and Al-Aqaba)? To answer this question, the arithmetic means and the standard deviation will be calculated for the assessments of the kindergartens female teachers' need for their consultative needs in every field of the fields, and for the instrument as a whole. The need degree standard will be used as follows:

Low need – 1.99 -a

High need – 2-3 -b

Table 4. The Arithmetic Means and the Standard Deviations of the Kindergartens female Teachers' need in The Academic Field

No.	The Clause Text	S.D	Arithmetic Mean	Assessment
1	Determining the names of the children with special needs	0.78	1.83	Low
2	Preparing a program that increases the child's his free time	0.79	1.92	Low
3	Cooperation with the administration to rise the children's creative and scientific level	0.83	2.31	High
4	Determining the names of the over achieving children in the out of the curriculum subjects	0.86	1.82	Low
5	Helping the children to use all of their senses in discovering their world	0.82	2.18	High
6	The work to make available the appropriate atmospheres for the gifted	0.81	2.11	High
7	The interest in studying the individual children cases in the achievement field	0.83	1.95	Low
8	Posing open ended questions that stimulate the child's thinking	0.77	1.98	Low
9	Conducting the educational and the procedural researches and studies in the kindergarten	0.85	2.22	High
10	Participation in the educational activities and courses in counseling	0.80	2.01	High
11	Introducing concepts that stimulate the children's interest and	0.82	1.85	Low
	The Arithmetic mean for the field	0.32	2.02	High

Table Number (4) indicates that the needed professional academic requirements for the kindergartens female teachers in south of Jordan in the academic field were high the general mean reached 2.02 cooperation with the administration to rise the children's creative and scientific levels, the first rank, with the mean (2.31) and S.D (0.83), followed by the ninth clause that states (conducting the educational and the procedural studies and researches in the kindergarten) with the mean (2.22) and S.D (0.85), then the sixth clause that states (helping the children in using all of their senses in discovering their world), with the means (2.18) and S.D (0.82), the first clause that states (determining) the names of the children with special needs came in the last rank, with the mean (1.83) and S.D (0.78).

Table 5. Means and Standard Deviations for the Kindergarten Teacher Needs in the family field

No.	The Clause Text	S.D	Arithmetic Mean	Assessment
1	Parents awareness of the children's health, body or psychological problems	2.41	0.82	High
2	Encourages the mother to provide what she has of relevant experience to the school's activities	1.89	0.80	Low
3	Knowing the school's problems and helping in solving them	2.13	0.79	High
4	Helping the fathers and mothers in dealing with their sons	1.51	0.82	Low
5	Arithmetic mean for the field	1.99	0.46	Low

Table Number (5) shows that the needed professional academic requirements for the kindergartens female teacher in south of Jordan in the family field were low, since the general mean was low (1.99), with standard deviation (0.46) clause number one that states (parents awareness of the children's health, body and psychological problems) occupied the first rank with the mean (2.41) and standard deviation (0.82), followed by the third clause that states (knowing the school's problems and helping in solving them) with standard deviation (0.79) and mean (2.13), then the second clause what states (Encouraging the mother to provide what she has of relevant experiences to the school's activities) with the mean (1.89) and standard deviation (0.80), the fourth clause that states (helping the fathers and mothers in dealing with their sons) came in the last rank with the mean (1.51) and standard deviation (0.82).

Table 6. The Means and Standard Deviations for the Kindergarten Teacher Needs in the psychological field

No.	The Clause Text	Mean	S.D	Assessment
1	I care about my external appearance and cloths	1.99	0.81	Low
2	I accept the issues objectively in dealing with the children	1.95	0.82	Low
3	I share with the children the play at the external playground	1.76	0.81	Low
4	My personal and professional behavior is in accordance with what I hold of principles and values	2.12	0.78	High
5	I behave in emotional balance	1.92	0.78	Low
6	I work to develop the self-control in side the classroom	1.82	0.84	Low
7	I help the children in understanding and accepting themselves	2.02	0.86	High
8	I use the positive enhancement techniques to help the child	1.86	0.80	Low
9	I monitor the child who accomplish his work and encouraging him by describing what he did	1.72	0.79	Low
10	I work to enhance the children's self-trust	2.10	0.86	High
11	I work to solve the children's psychological, social and health problems	2.04	0.85	High
12	I help the children in making the personal decisions	1.84	0.76	Low
13	I work to refer those with severe cases to the specialists	2.01	0.82	High
14	The field Arithmetic mean	1.93	0.30	Low

The table above shows the presence of differences with statistical significance in this field attribute to the experience and scientific qualification variables. To test in favor of which levels the differences were, scheffe

post hoc comparisons were used with the variables. Also, there were differences attribute to the interaction of the qualification with the experience.

a- Scientific Qualification:

Scientific qualification	Mean	General secondary and less	Diploma	Bachelor	Master and above
General secondary	2.089	-	-0.122*	0.125*	0.756*
Diploma	1.967	-0.122*	-	0.003*	0.634*
Bachelor	1.964	-0.125*	-0.003*	-	0.630*

Significant at significance level ($\alpha=0.05$)

The table shows that the differences on this field for the scientific qualification variable were for the General Secondary and less, because they are the most needy, followed by the scientific qualification diploma then the Bachelor.

Table 7. Arithmetic means and Standard for the Kindergarten Teacher Needs in the Family Field

No.	The Clause Text	Mean	S.D	Assessment
1	Parents knowledge about the children's health, physical or psychological problems	2.41	0.82	High
2	Encouraging the mother to provide what she has of relevant experiences in the scholastic activities programmes	1.84	0.80	Low
3	Being aware of the scholastic problems and the help in solving them	2.13	0.79	High
4	Helping the fathers and the mothers in dealing with their sons	1.51	0.82	Low
5	Arithmetic mean for the field	1.99	0.49	Low

Table number seven indicates that the professional academic requirements needed to the kindergartens female teachers in south of Jordan in the family field were low, the mean was low and reached (1.99), with standard deviation (0.46), clause number (1) that states (parents knowledge about the children's health, physical and psychological problems) came in the first rank with the mean (2.41) and standard deviation (0.82) followed by the third clause that states (Being aware of the scholastic problems and helping in solving them) with the mean (2.13) and standard deviation (0.79), then the second clause that states (Encouraging the mother to provide what she has of relevant experiences in the scholastic activities programmes) with the mean (1.89) and standard deviation (0.80), the fourth clause that states (helping the fathers and mothers in dealing with their son) came in the last rank, with the mean (1.51) and standard deviation (0.82).

Table 8. The means and Standard Deviations for the Kindergarten Teacher Needs in the psychological field

No.	The Clause Text	Mean	S.D	Assessment
1	I care about my external appearance and cloths	1.99	0.81	Low
2	I accept the issues objectively in dealing with the children	1.95	0.82	Low
3	I share with the children the play at the external playground	1.76	0.82	Low
4	My personal and professional behavior is in accordance with what I hold of principles and values	2.12	0.78	High
5	I behave in emotional balance	1.92	0.78	Low
6	I word to develop the self-control in side the classroom	1.82	0.84	Low
7	I help the children in understanding and accepting themselves	2.02	0.86	High
8	I work to enhance the children's self-confidence	2.10	0.86	High
9	I use the positive enhancement techniques to help the child	1.86	0.80	Low
10	I monitor the child who accomplish his work and encouraging him by describing what he has done	1.72	0.79	Low
11	I work to solve the children's psychological, social and health problems	2.04	0.85	High
12	I help the children in making the personal decisions	1.84	0.76	Low
13	I work to refer those with severe cases to the specialists	2.01	0.82	High
14	The field Arithmetic mean	1.93	0.30	Low

The table number (8) indicates to the low requirements, the professional academic requirements needed to the kindergartens female teacher in south of Jordan in the psychological field, the general mean came low, and reached (1.93) with standard deviation (0.30), clause number (4) that states (my personal and professional behavior is according to what I hold of values and principles based on the kindergarten's philosophy) occupied the first rank with the mean (2.12) and standard deviation (0.80), then the 11th clause that states (I work to solve the children's psychological social and health problems) with the mean (2.04) and standard deviation (0.85), the 10th clause that states (I monitor the child who accomplishes his work and encouraging him by describing what he has done) in the last rank, with the mean (1.72) and standard deviation (0.82).

Table 9. Arithmetic means and Standard Deviations for the Kindergarten Female Teachers' Needs in the Social Field

No.	The Clause Text	Mean	S.D	Assessment
1	I use the books and the stories with the children to motivate them to communicate and talk	1.96	0.80	Low
2	I interact with the children in the ways that encourage them to express	1.98	0.86	Low
3	I help the shy child in dealing with the others	2.06	0.79	High
4	I give the children the different roles for the effective contribution	1.92	0.86	Low
5	I deal with the children with the relevant methods and means	2.12	0.81	High
6	Providing the materials and the activities to develop the language	2.15	0.82	High
7	I work to deepen the care about the public properties in the children	1.94	0.83	Low
8	I listen to the child's speech and I accept what he says	2.28	0.79	High
9	I ask the child to listen to his peer till his turn comes	2.09	0.79	High
10	I encourage cooperation and dealing between the children	2.02	0.80	High
11	I exchange the visits and communication with the specialists	1.82	0.82	Low
12	I deal with the children's all behaviors in an appropriate way	2.01	0.82	High
13	I encourage the friendships between the children	2.19	0.81	High
14	The field's Arithmetic mean	2.04	0.41	High

The table number (9) indicates to the high professional academic requirements needed to the kindergartens female teacher in south of Jordan in the social field. The general mean came high, and reached (2.04) with standard deviation (0.41), the 8th clause that states (I listen to the child's speech and accept what he says) occupied the first rank, with the mean (2.19) and standard deviation (0.81), then the 6th clause that states (providing the materials and the activities to enhance the language development) with the mean (2.15) and standard deviation (0.82) clause number (12) that states (I deal with the children's all behaviors in an appropriate way) came in the last rank, with the mean (1.82) and standard deviation (0.82).

Table 10. Arithmetic Means and Standard Deviations for the Kindergarten Female teachers' Needs in the Health field

No.	The Clause Text	Mean	S.D	Assessment
1	Encouraging the children to follow the right practice of the health and nutrition	2.03	0.84	High
2	Assessing the physical needs of every child to make the plans	1.90	0.83	low
3	Providing the equipments and the activities to develop the motor skills	1.98	0.84	low
4	Providing the opportunities to the children to move their bodies in opportunity ways	1.78	0.85	low
5	Knowing the symptoms that might appear on the children that it is possible to be infecting	1.91	0.82	low
6	Placing the instruments that might cause harm on high shelves	2.10	0.80	High
7	Providing the necessary materials to the children's health and cleanness	1.99	0.85	low
8	Following the security procedures during practicing the activities	1.88	0.84	low
9	Participation in the special programs in awareness about the first aids	2.02	0.75	High
10	Encouraging the children to follow the common security procedures	1.94	0.84	
11	I work to stop or change the dangerous behavior	2.08	0.75	High
12	I follow up the referring of the children to the health centers	1.96	0.83	low
13	The field Arithmetic mean	1.97	0.32	low

Table number (10) indicates to the low professional academic requirements for the kindergartens female teachers in south of Jordan in the health field, the general mean came low and reached (1.97), with standard deviation (0.32). the sixth clause that states (placing the instruments that might cause the harm at high shelves for from the children reach) came at the first rank, with the mean (2.10) and standard deviation (0.80), followed by the 11th clause that states (I work to stop or change the dangerous behavior) with the mean (2.08) and standard deviation (0.79), then the first clause that states (encouraging the children to follow the appropriate health and nutrition practices), with the mean (2.03) and standard deviation (0.84). The fourth clause that states (providing the

children with the opportunity to move their bodies in different ways) came at the last rank, with the mean (1.78) and standard deviation (0.85).

Table 11. Arithmetic Means and the Standard Deviations for the Kindergartens Female Teacher in the Field as a Whole

The Field	Mean	Standard deviation	The rank	Assessment
Academic field	2.02	0.32	2	High
Family field	1.99	0.46	3	Low
Psychological field	1.93	0.30	5	Low
Social field	2.04	0.41	1	High
Health field	1.97	0.32	4	Low
The measure as a whole	2.01	0.24		High

Table Number (11) indicates that the needed professional academic requirements for the kindergartens female teachers in south of Jordan in the health field were high, the mean was (2.01) with standard deviation (0.24), the social field occupied the first rank, with the mean (2.04) and standard deviation (0.41), followed by the academic field, with the mean (2.02) and standard deviation (0.32), then the family field with the mean (1.99) and standard deviation (0.48), the psychological field came in the last rank, with the mean (1.93) and standard deviation (0.30).

9.2 The Second Question

Are there differences with statistical significance in assessing the training needs of the kindergartens female teachers in each of the following fields (social family, academic, psychological and health fields) attribute to the experience and the scientific qualification. To answer this question, the ANOVA three way regression analysis will be used with each field of the fields.

Table 12. The Three Way ANOVA Analysis in the Academic Field

Variance source	Sum of the squares	Freedom degree	Mean squares	F	Significance level	decision
Qualification	1.633	2	0.544	9.090	0.000	Significant
Experience	0.370	2	0.185	3.087	0.048	Significant
Qualification x experience	0.163	2	0.041	0.676	0.607	Significant
The error	9.464	200	0.060			

The table shows the presence of differences with statistical significance in this field attribute to the experience and the scientific qualification. To test in favor of which levels the differences were, scheffe post hoc comparisons will be used with each of the three variables.

Table 13. The Three Way ANOVA analysis in the Academic Field

Variance source	Sum of the squares	Freedom degree	Mean squares	F	Significance level	decision
Qualification	1.633	2	0.544	9.090	0.000	Significant
Experience	0.370	2	0.185	3.087	0.048	Significant
Qualification x experience	0.163	2	0.041	0.676	0.607	Significant
The error	9.464	200	0.060			

a- Scientific qualification variable:

Scientific qualification	Mean	General secondary and less	Diploma	Bachelor	Master and above
General secondary	2.130	-	*0.100	*0.221	*0.797
Diploma	2.030	*0.100	-	*0.121	*0.697
Bachelor	1.909	-*0.221	-*0.121	-	*0.576

Significant at significance level* (a=0.05)

The above table shows that the differences on this field for the scientific qualification were for General Secondary scientific qualification and less, because they are the most needy, followed by the diploma, the Bachelor, master and above scientific qualification.

b- Experience Variable:

Experience	Mean	Less than 5 years	5-10 years	More than 10 years
Less than 5 years	2.105	-	-0.080*	-0.187*
5-10 years	2.025	-0.080*	-	-0.107*
More than 10 years	1.918	-0.187*	-0.107*	-

Significant at significance level* (a=0.05)

The above table shows that the differences on this field for the experience variable were for the experience 10 years then more than 10 years, less than 5 years, they are the most needy, followed by those with 5 years experience.

Table 14. The Way ANOVA Analysis in the Family Field According to the Experience and Scientific Qualification

Variance source	Sum of the squares	Freedom degree	Squares Mean	F	Significance level	decision
Qualification	1.511	3	0.504	3.083	0.029	Significant
Experience	1.907	2	0.954	3.838	0.004	Significant
Qualification x experience	1.632	4	0.408	0.498	0.9.77	Significant
The error	25.807	200	0.163			

The table above shows the presence of differences with statistical significance in this field attribute to the experience and the scientific qualification, To test in favor of which level the differences were, scheffe post hoc comparisons will be used, also there are differences attribute to the interaction of the qualification with the experience.

a- Scientific Qualification Variable:

Scientific qualification	Mean	General secondary and less	Diploma	Bachelor	Master and above
General secondary	2.127	-	0.206*	0.216*	0.710*
Diploma	1.921	-0.206*	-	0.010*	0.505*
Bachelor	1.911	-0.216*	-0.010*	-	0.494*

Significant at significance level (a=0.05)

The above that the differences on this field for the scientific qualification variable were for the General Secondary and less, because they are the most needy, followed by the diploma scientific qualification, then the Bachelor then the master and above.

b- Experience Variable:

Experience	Mean	Less than 5 years	5-10 years	More than 10 years
Less than 5 years	2.139	-	*0.163	0.301*
5-10 years	1.976	-0.163*	-	*0.138
More than 10 years	1.838	-0.301*	-0.138*	-

Significant at significance level* (a=0.05)

The previous table shows that the differences on this field for the variable the experience were to the experience 10 years then more than 10 years, less than 5 years, because they are the most needy, followed by those with 5 years experience.

Table 15 .Three Way ANOVA Analysis in the Psychological Field

Variance source	Sum of the squares	Freedom degree	Squares Mean	F	Significance level	decision
Qualification	1.031	3	0.344	2.792	0.042	Significant
Experience	0.933	2	0.466	3.789	0.035	Significant
Qualification x experience	0.838	4	0.210	1.703	0.071	Significant
The error	19.454	200	0.123			

Table (15) shows the presence of differences with statistically significance in this field attribute to the experience and the scientific qualification, To test in favor of which levels the differences were, scheffe post hoc comparisons will be used.

a- Scientific Qualification Variable:

Scientific qualification	The Mean	General secondary and less	Diploma	Bachelor	Master and above
General secondary	2.093	-	0.107*	0.193*	0.682*
Diploma	1.986	-0.107*	-	0.086*	0.575*
Bachelor	1.9000	-0.193*	-0.086*	-	0.489*

Significant at significance level (a=0.05)

The previous table shows that the differences on this field for the scientific qualification were for the general secondary scientific qualification, because they are the most needy, followed by the scientific qualification Diploma, then the Bachelor.

b- Experience Variable :

Experience	The Mean	Less than 5 years	5-10 years	More than 10 years
Less than 5 years	2.100	-	0.089*	0.251*
5-10 years	2.011	-0.089*	-	0.162*
More than 10 years	1.849	-0.251*	-0.162*	-

Significant at significance level* (a=0.05)

The above table shows that the differences on this field for the experience variable were to the experience 10 years and more than ten years, less than 5 years, because they are the most needy, followed by those with 5 years experience.

Table 16. Three Way ANOVA Analysis in the Psychological Field

Variance source	Sum of the squares	Freedom degree	Squares Mean	F	Significance level	decision
Qualification	0.773	3	0.258	6.294	0.000	Significant
Experience	1.142	2	0.571	13.935	0.000	Significant
Qualification x experience	0.987	4	0.247	6.025	0.000	Significant
The error	6.472	158	0.041			

b- Experience Variable:

Experience	The Mean	Less than 5 years	5-10 years	More than 10 years
Less than 5 years	2.129	-	0.135*	0.255*
5-10 years	2.1994	-0.0135*	-	0.120*
More than 10 years	1.874	-0.255*	-0.120*	-

Significant at significance level* (a=0.05)

The table shows that the differences on this field for the experience variable were for the experience 10 years, then more than ten years, then less than 5 years, because they are more needy, followed by less than five years.

Table 17. Three Way ANOVA Analysis in the Health Field

Variance source	Sum of the squares	Freedom degree	Squares Mean	F	Significance level	decision
Qualification	1.077	3	0.359	3.041	0.039	Significant
Experience	0.389	2	0.195	1.647	0.061	Significant
Qualification x experience	1.097	4	0.274	2.321	0.048	Significant
The error	18.662	158	0.118			

The table shows the presence of differences with statistically significance in this field attribute to the experience variable. To test in favor of which level the differences were, scheffe post hoc comparisons were used also, there are differences attribute to the interaction of the qualification with the experience.

a- Scientific Qualification Variable :

Scientific qualification	The Mean	General secondary and less	Diploma	Bachelor	Master and above
General secondary	2.064	-	0.104*	0.145*	0.786*
Diploma	1.960	-0.104*	-	0.040	0.682*
Bachelor	1.919	-0.145*	-0.040*	-	0.642*

Significant at significance level ($\alpha=0.05$)

The table above shows that the differences on this field for the variable the scientific qualification were the General Secondary Scientific Qualification, because they are the most needy, followed by the scientific qualification Diploma, then the Bachelor.

10. Conclusion

Discussing the Results Related to the first Question: This section includes discussing the results reached by the study and explaining them according the first question. Results revealed that the professional requirements considered important from the kindergartens female teacher in the south of Jordan were the professional academic requirements, the social field in the first rank, followed by the academic, then the family, the health and finally the psychological field at a low degree, this might attribute to the social field, because the education profession is a social profession more than any other profession, it requires dealing with others, and the necessary to understand their point of views, also away in dealing with the children. For this reason this field came at the first rank as a guiding need from the kindergartens female teachers' point of view then came the academic field, this might attribute to the fact that some kindergartens teachers are not qualified scientifically, then need training and qualification. This study agrees with AL-swaig (2000) that indicated to the importance of the social and academic qualification. While the health requirement came the last requirement in the academic professional requirements from the teachers point of view, this might attribute to the south of Jordan pays great care to the kindergartens through the direct supervision on the kindergartens and their health affairs. As for the social field occupying the first rank, the researcher sees that this field is the responsibility of the female teacher in many issues, such as providing the appropriate climate to the children, making them feel secure, sharing their interests and activities and works to treat them by the guiding and counseling way. This result agrees with Taylor's study that indicates to the social goal is the first objective from the kindergartens.

Discussing the Results Related to the second Question: Results showed the presence of differences with statistically significance in the degree of the female teachers assessment of their consultation need in the academic field attribute to the educational level, this differences is in favor those female teachers with the general secondary education level, they were the most needy, followed by the diploma, the bachelor and master. This might attribute to receiving more training and qualification than those with higher education. Also, the results showed the presence of differences with statistically significance in the female teachers' assessment of their consultation need in the academic field attribute to the experience, this difference is in favor of those who have less than five years of experience, this might attribute to the increase in experience that leads to the increase

of the individual's capabilities, with the experience the teacher employs more experiences, this what those of less experience are lacking.

The results of the three way analysis showed the presence of differences with statistically significance in the female teachers degree of assessment of their consultation need in the family field according to the experience and the scientific qualification. This difference is in favor of the female teachers with the general secondary then the diploma, they are the most needy for the consultation needs, this might attribute to that the teachers at this level lack the experience, and the majority are young, so their experience is less than that with higher educational level.

Then the results showed that the female teachers with less than five years of experience were the most needy for the consultation needs in the family field than those with more experience. This might attributes to the experience that plays the role in understanding the family interaction, and understanding the children's needs, and making them feel secure and trusting inside and outside the house. Also, the results showed the presence of interactive between those with the general secondary education and less than five years of experience; they are the most needy for the consultation needs in the family field.

Three way ANOVA analysis results showed the presence of differences with statistically significance in the degree of the teachers assessment according to the qualification variable, this difference is in favor of the teachers with the general secondary educational level, they are the most needy for the consultation needs in the psychological field, this might attribute to those female teachers with the general secondary educational level are unqualified regarding taking care of the child psychologically, not abusing him, and the lack of understanding the age stage he is passing through.

The three way ANOVA analysis results showed the presence of differences with statistically significance in the degree of the female teacher assessment of their consultation needs in the psychological field according to the experience variable. This difference is in favor of the female teachers who have less than five years of experience, this might attribute to the experience that plays the role in acquiring the female teachers the ways in dealing with the child and understanding his age's stages, and that the child has feelings, senses, suffers from timid check at some times.

The results of the three way ANOVA analysis showed the presence of differences with statistically significance in the female teachers assessment of their needs for the consultation needs in the social field according to the qualification, experience and the courses, this difference is in favor of the general secondary educational qualification, because they are the most needy for the consultation needs in the social field, this might attribute to the scientific qualification that plays an important role in openness to the others and acquiring their experiences, accepting their opinions, even though they are children, this is what the female teachers lack at this low educational level.

Also, was found the effect of the experience variable, this difference is in favor of those with less than five years of experience, they are the most needy for the consultation needs in the social field, this might attribute to the experience that plays important role in the social interactive, and acquiring the social competence. Also, found the effect of the interaction between the secondary qualification and the experience less than five years, because they are the most needy to the consultation needs in the social field. Finally, the three way variance analysis results showed the presence of differences with statistically significance in the female teachers' assessment of their consultation needs in the health field according to the qualification and the interaction between the qualification and the experience.

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