

THE REASONS OF USING DIFFERENT KINDERGARTEN CURRICULA FROM THE VIEWPOINTS OF THE FEMALE TEACHERS IN JORDAN

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***Abstract** This study aimed to uncover the reasons of using different kindergarten curricula from the viewpoints of female teachers in Jordan. The researchers of this study used the survey method to identify the curricula that are taught in kindergarten stage, specifically for KG2 children. In addition, the researchers developed a questionnaire to explore the reasons of using different kindergarten curricula from the viewpoints of female teachers. The study population included all female teachers who teach KG2. The study sample was selected by using simple random sample. The sample included 150 female teachers which represented 30% of the study population.*

To ensure the validity of the research instrument, the questionnaire was reviewed by number of educational arbitrators. The majority of them suggested deleting five items because they were not relevant to the subject of the study. Therefore, the questionnaire was revised based on their recommendations. In addition, to ensure the stability of the questionnaire the internal consistency (Cronbach's alpha) and the method of the test-retest were administered. Moreover, the questionnaire was applied on a sample of 50 female teachers who were outside of the study sample.

The findings of the study showed that the reasons of using different kindergarten curricula from the viewpoints of female teachers in Jordan were due to the conviction of kindergarten principals, and to the availability of the material resources in kindergarten. The researchers recommended that the Directorate of Private Education needs to provide curricula for all kindergartens.

Keywords: *Decisions, kindergartens, reasons, different decisions, students primer.*