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THE DEGREE OF SATISFACTION OF KINDERGARTEN TEACHERS AND PRINCIPALS WITH THE IMPLEMENTATION OF THE QUALITY ASSURANCE PROGRAMME IN THE DIRECTORATES OF EDUCATION IN KARAK GOVERNORATE

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Abstract: This study examined kindergarten teachers' and school principals' satisfaction with the implementation of the Kindergarten Quality Assurance Programme in the Directorates of Education in Karak Governorate. It investigated satisfaction across the programme's domains and differences according to job position, academic qualification, years of experience, Directorate of Education, and participation in training. It examined the relationship between years of experience and overall satisfaction. A descriptive survey, comparative, and correlational approach was adopted. Data were collected using a 34-item questionnaire covering six domains: Administration, Leadership and Organisation; Learning Environment and Facilities; Curriculum and Educational Resources; Teacher Performance and Professional Development; Children's Learning and Development; and Assessment and Partnership with Families and the Community. The sample comprised 200 participants: 150 kindergarten teachers and 50 school principals. Data were analysed using means, standard deviations, independent-samples t-tests, one-way analysis of variance (ANOVA), and Spearman's rank correlation. The findings showed high overall satisfaction ($M = 3.472$, $SD = 0.489$). All six domains received high ratings. Children's Learning and Development ranked highest ($M = 3.510$), while Administration, Leadership and Organisation ranked lowest ($M = 3.449$). No statistically significant differences were found according to job position, academic qualification, years of experience, or Directorate of Education at $\alpha \leq 0.05$. However, satisfaction differed significantly according to training participation, favouring trained participants. No statistically significant relationship was found between years of experience and satisfaction. The study recommends expanding training, strengthening follow-up and technical support, encouraging staff participation in quality assurance and evaluation, and providing feedback to improve kindergarten services.
Keywords: Satisfaction; Kindergarten Quality Assurance Programme; Kindergartens; Teachers; School Principals; Karak Governorate.

GENERAL FRAMEWORK OF THE STUDY

1.1. Introduction

Early childhood education is considered one of the fundamental stages in shaping a child's personality and developing linguistic, cognitive, social, and emotional abilities. The educational experiences children acquire during this stage contribute to preparing them for the transition to basic education and shaping their attitudes towards learning and interaction with their surrounding environment. International literature emphasizes the importance of