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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

providing equitable access to early childhood education and care services, given their role in enhancing school readiness, developing foundational skills, and supporting long-term learning and well-being (UNESCO & UNICEF, 2024). Therefore, it is essential to provide a safe and stimulating educational environment based on teaching practices appropriate to children's developmental characteristics, responsive to their individual needs, and offering equal opportunities for learning and development.

In light of the growing interest in the quality of early childhood education, educational systems have increasingly sought to develop frameworks and standards that help monitor the performance of educational institutions, verify the availability of quality requirements, and identify strengths and areas for improvement. Quality in kindergartens is not limited to the availability of buildings, facilities, and educational materials; rather, it also encompasses the effectiveness of leadership and management, teachers' competencies, the quality of educational practices, the monitoring of children's learning, and communication with parents and the local community. In this context, the Organization for Economic Co-operation and Development (OECD) (2021) explained that the quality of early childhood education and care is a multidimensional concept shaped by children's interactions with teachers, peers, the learning environment, educational materials, families, and the community. Improving this quality requires integrated policies covering quality standards and governance, curricula and teaching approaches, professional development for staff, monitoring and data collection, and strengthening family and community engagement.

In Jordan, the Planning Committee at the Ministry of Education approved the Kindergarten Quality Assurance System on November 1, 2023. The system covers both public and private kindergartens and aims to enhance the quality of services provided to children by establishing a framework based on domains and indicators that support the evaluation of educational practices and the identification of areas for improvement. The system comprises six main domains: leadership and management, environment, curricula and educational materials, teachers, children's learning, and assessment and partnerships (Ministry of Education, 2023a). This direction reflects institutional interest in improving the quality of early childhood education through a more systematic identification of quality dimensions and guiding educational institutions towards improving their services based on clear indicators.

The successful implementation of a quality assurance programme is closely associated with the clarity of its objectives and procedures for staff, the extent to which its requirements are appropriate to the school context, the availability of the resources needed for its implementation, the effectiveness of training, guidance, and follow-up, as well as the degree to which teachers and principals participate in applying and developing its procedures. Kindergarten staff play a fundamental role in implementing the programme, and their ability to meet its requirements is influenced by their understanding of these requirements, the administrative and technical support they receive, and the extent to which the required

procedures are compatible with the nature of their daily work. The findings of the Organisation for Economic Co-operation and Development (OECD) support the importance of these aspects, highlighting the role of initial preparation, continuous professional development, and supportive working conditions, alongside the contribution of leadership in creating the organisational conditions necessary for providing high-quality education and care (OECD, 2022).

Furthermore, teachers' and principals' satisfaction with the programme represents an important indicator for understanding their attitudes towards its implementation procedures, their acceptance of these procedures, the challenges they encounter, and the extent to which they perceive the programme as contributing to the improvement of educational practices. Identifying their level of satisfaction can provide valuable information for interpreting staff responses to the programme's requirements and determining the areas that require further clarification, training, or support. Nevertheless, it is important to distinguish between satisfaction with programme procedures and the actual achievement of quality. Satisfaction reflects participants' perceptions and experiences, whereas evaluating the quality of educational practices also requires reliance on indicators and evidence related to the learning environment, teachers' performance, children's learning, and the effectiveness of the implemented procedures. This distinction is consistent with research examining educators' perceptions of quality assurance systems, which highlights the importance of considering practitioners' experiences and the actual implications of quality assessment procedures for their professional practices (Phillips & Fenech, 2023).

The importance of investigating this issue becomes particularly evident in the Directorates of Education in Karak Governorate, through identifying the views of kindergarten teachers and principals of schools that include kindergarten classes regarding the implementation of the Quality Assurance Programme, and examining differences in their levels of satisfaction in relation to selected personal and professional variables. The significance of this study stems from its direct relevance to the field implementation of Jordan's Kindergarten Quality Assurance System. Its findings may contribute to identifying aspects of implementation associated with higher or lower levels of satisfaction, revealing professional development needs, improving follow-up procedures, and strengthening the support provided to practitioners in the field, thereby contributing to the improvement of the quality of educational services provided to children.

Accordingly, the present study aims to measure the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate, and to analyse differences in satisfaction levels in light of selected personal and professional variables identified by the study. It also seeks to propose developmental measures based on empirical findings that support

improvements in the programme's implementation and enhance the quality of services provided in kindergartens.

### 1.2. Study Problem

The implementation of quality assurance programmes in kindergartens represents an important direction towards improving the learning environment, developing administrative and technical practices, and promoting continuous evaluation. However, the effectiveness of these programmes does not depend solely on the existence of standards and organisational guidelines; rather, it is also associated with the clarity of implementation procedures, the availability of resources, the adequacy of training, the effectiveness of follow-up, and the extent to which staff accept the requirements imposed by the programme.

Kindergarten teachers and principals of schools that include kindergarten classes are among the groups most directly involved in implementing quality assurance procedures in practice. Their responsibilities include planning and organisation, providing an appropriate learning environment, implementing activities, monitoring children's learning, communicating with parents, and documenting educational and administrative practices in accordance with the approved requirements.

Therefore, identifying their level of satisfaction with the implementation of the Quality Assurance Programme can provide a deeper understanding of the aspects they perceive as contributing to the improvement of educational practices, as well as the aspects that may present difficulties or implementation-related burdens. Furthermore, examining differences in satisfaction according to academic qualifications, years of experience, educational directorate, and participation in training on the programme may help identify groups that require additional support or training.

Although a previous study examined staff satisfaction with the Kindergarten Quality Assurance System in public kindergartens in Jordan, differences in the scope and target population of the present study, in addition to the developments that have taken place in the quality assurance system, justify conducting a field study focusing on the Directorates of Education in Karak Governorate and investigating teachers' and principals' satisfaction with the implementation of the programme within the local context.

Accordingly, the problem of the study lies in the need to determine the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate, and to identify differences in their satisfaction according to selected personal and professional variables. The problem of the study can be expressed through the following main question:

What is the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate, and how is it related to selected variables?

### 1.3 Study Questions

The study seeks to answer the following questions:

1. What is the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate?
2. What is the level of satisfaction of the study participants with each of the domains of the Quality Assurance Programme proposed in the study instrument?
3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of satisfaction with the implementation of the Quality Assurance Programme attributable to job position (teacher or principal)?
4. Are there statistically significant differences in the level of satisfaction attributable to academic qualifications?
5. Are there statistically significant differences in the level of satisfaction attributable to years of experience?
6. Are there statistically significant differences in the level of satisfaction attributable to the educational directorate to which the kindergarten belongs?
7. Are there statistically significant differences in the level of satisfaction attributable to participation in training on the Quality Assurance Programme?
8. Is there a statistically significant relationship between years of experience and the level of satisfaction with the implementation of the Quality Assurance Programme?

### 1.4 Study Objectives

The study aims to:

1. Determine the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate.
2. Identify the level of satisfaction with the different domains measured by the study instrument.
3. Identify the domains that receive the highest and lowest satisfaction ratings.
4. Examine differences in satisfaction levels according to job position.
5. Identify differences in satisfaction levels according to academic qualifications and years of experience.
6. Examine differences in satisfaction levels according to the educational directorate and participation in training on the programme.
7. Analyse the relationship between years of experience and satisfaction levels, where relevant to the study questions and hypotheses.
8. Propose developmental measures based on the actual findings of the study, with the aim of improving the implementation of the Quality Assurance Programme in kindergartens.

### 1.5 Significance of the Study

**First: Theoretical Significance**

The theoretical significance of this study stems from its potential to enrich the educational literature on quality assurance in early childhood education in Jordan and expand scientific knowledge of kindergarten teachers' and principals' satisfaction with the procedures involved in implementing quality assurance programmes. It also seeks to clarify the relationship between participants' professional characteristics and their perceptions of quality assurance requirements and implementation. Furthermore, the study provides a theoretical framework that may inform future research on early childhood education quality, the effectiveness of training and follow-up programmes, and staff attitudes towards institutional development. Finally, it highlights the distinction between measuring staff satisfaction with a quality assurance programme and evaluating the actual extent to which quality standards are achieved.

**Second: Practical Significance**

The findings of this study may benefit several groups. The Ministry of Education may use the findings to develop procedures for implementing the Quality Assurance Programme and identify areas requiring further clarification or support. The Directorates of Education in Karak Governorate may benefit from understanding teachers' and principals' perspectives, identifying training needs, and improving follow-up mechanisms and technical support. School principals may use the findings to organise quality-related activities, distribute responsibilities, and encourage teachers' participation in self-evaluation and continuous improvement. Kindergarten teachers may benefit from having their perspectives highlighted regarding the clarity and appropriateness of programme requirements and the availability of support needed for their implementation. Finally, researchers may draw on the proposed research instrument and methodology to develop further studies and conduct similar research in other educational contexts.

### 1.7 Study Limitations

The proposed study is defined by the following limitations:

- **Subject Limitations**: Measuring kindergarten teachers' and principals' satisfaction with the implementation of the Quality Assurance Programme within the domains covered by the study instrument.
- **Human Limitations**: Kindergarten teachers and principals of schools that include kindergarten classes in the Directorates of Education in Karak Governorate.
- **Geographical Limitations:** The Directorates of Education located within Karak Governorate, according to the administrative boundaries approved by the Ministry of Education at the time of conducting the study.
- **Temporal Limitations**: The first semester of the 2026/2027 academic year.

### 1.8 Study Terminology and Operational Definitions

- **Level of Satisfaction:** The degree of positive or negative evaluation expressed by an individual towards a particular experience, procedure, or system, based on their expectations, experiences, and perceptions of its appropriateness and effectiveness. Operationally: The score obtained by a respondent on the questionnaire measuring satisfaction with the implementation of the Kindergarten Quality Assurance Programme, either at the overall level or within each domain of the instrument.
- **Quality Assurance Programme:** A set of standards, procedures, and practices aimed at evaluating the quality of educational services provided in kindergartens, determining the extent to which quality requirements are met, and guiding continuous improvement efforts. Operationally: The quality assurance system adopted by the Jordanian Ministry of Education for kindergartens, in accordance with the official guidelines, forms, and procedures in force, as specified in the study.
- **Kindergartens:** Educational institutions or classes that provide educational services to children at the kindergarten stage in accordance with the regulations in force in Jordan.
- **Kindergarten Teachers:** Female teachers responsible for carrying out educational and instructional tasks in the kindergarten classes included in the study.
- **Kindergarten Principals:** In this study, this term refers to female principals of schools that include kindergarten classes and who are responsible for supervising the administrative and organizational aspects related to the implementation of the Quality Assurance Programme.

## RESEARCH METHODOLOGY

### 3.1 Research Design

This study adopts the descriptive survey method to examine kindergarten teachers' and principals' satisfaction with the implementation of the Kindergarten Quality Assurance Programme in the Directorates of Education in Karak Governorate, Jordan. This method is appropriate for the purpose of the study, as it allows for the collection and analysis of data concerning participants' perceptions and levels of satisfaction with the programme's implementation. The study also examines whether participants' levels of satisfaction differ according to the following variables: job position, educational qualification, years of experience, Directorate of Education, and participation in training related to the Kindergarten Quality Assurance Programme.

### 3.2 Study Population

The study population comprises all kindergarten teachers and principals working in public schools that include kindergarten classes in the Directorates of Education in Karak Governorate during the 2025/2026 academic year. These participants represent the main groups directly involved in implementing the Kindergarten Quality Assurance Programme and are therefore considered relevant to examining satisfaction with its implementation.

### 3.3 Study Sample

For the purposes of the statistical analysis presented in this draft, a simulated dataset comprising 200 participants was generated. The dataset was structured to reflect the proposed distribution of the study sample across the demographic and professional variables. The distributions are presented in Tables 1–5.

**Table 1. Distribution of Participants by Job Position**

| Job Position | Frequency | Percentage |
|---|---|---|
| Kindergarten Teacher | 150 | 75.0% |
| Kindergarten Principal | 50 | 25.0% |
| Total | 200 | 100% |

Table 1 shows that kindergarten teachers constitute 75% of the sample, while kindergarten principals represent 25%.

**Table 2. Distribution of Participants by Educational Qualification**

| Educational Qualification | Frequency | Percentage |
|---|---|---|
| Diploma | 30 | 15.0% |
| Bachelor's Degree | 130 | 65.0% |
| Postgraduate Studies | 40 | 20.0% |
| Total | 200 | 100% |

Table 2 indicates that the largest proportion of participants hold a bachelor's degree (65%), followed by those with postgraduate qualifications (20%), while diploma holders account for 15%.

**Table 3. Distribution of Participants by Years of Experience**

| Years of Experience | Frequency | Percentage |
|---|---|---|
| Less than 5 years | 45 | 22.5% |
| 5 to less than 10 years | 62 | 31.0% |
| 10 to less than 15 years | 51 | 25.5% |
| 15 years or more | 42 | 21.0% |
| Total | 200 | 100% |

Table 3 shows that the largest group of participants has between 5 and less than 10 years of experience, representing 31% of the sample. Participants with 10 to less than 15 years of experience account for 25.5%, those with less than 5 years represent 22.5%, and those with 15 years or more constitute 21%.

**Table 4. Distribution of Participants by Directorate of Education**

| Directorate of Education | Frequency | Percentage |
|---|---|---|
| Karak Directorate | 70 | 35.0% |
| AL-Qaser Directorate | 40 | 20.0% |
| Southern Al-Mazar Directorate | 50 | 25.0% |

| | | |
|---|---|---|
| **Southern Al-Aghwar Directorate** | **40** | **20.0%** |
| **Total** | **200** | **100%** |

Table 4 presents the distribution of participants across the four directorate categories used in the dataset. The largest proportion belongs to the Karak Directorate (35%), followed by the Southern Al-Mazar Directorate (25%), while the AL-Qaser and Southern Al-Aghwar Directorates each account for 20%. The provisional labels should be replaced with the official names of the Directorates of Education before the final submission of the study.

**Table 5. Distribution of Participants by Participation in Quality Assurance Training**

| Training Participation | Frequency | Percentage |
|---|---|---|
| **Participated in training** | **120** | **60.0%** |
| **Did not participate in training** | **80** | **40.0%** |
| **Total** | **200** | **100%** |

Table 5 indicates that 60% of participants belong to the group that participated in training related to the Quality Assurance Programme, whereas 40% did not participate in such training.

### 3.4 Research Instrument

The questionnaire was adopted as the proposed research instrument to examine kindergarten teachers' and principals' satisfaction with the implementation of the Kindergarten Quality Assurance Programme. It consists of 34 items distributed across six domains reflecting the main aspects of quality assurance in kindergarten settings.

The questionnaire domains are as follows:

1. **Administration, Leadership and Organisation:** This domain consists of seven items addressing administrative procedures, clarity of responsibilities, leadership practices, organisational arrangements and administrative follow-up.
2. **Learning Environment and Facilities:** This domain consists of five items addressing the suitability of the physical and educational environment, the availability of facilities, safety requirements and the adequacy of kindergarten resources.
3. **Curriculum and Educational Resources:** This domain consists of five items addressing the suitability of curricula, the availability of educational materials and resources, and their use in supporting children's learning.
4. **Teacher Performance and Professional Development:** This domain consists of five items addressing teachers' professional practices, access to professional development opportunities, and the support provided to improve their performance.
5. **Children's Learning and Development:** This domain consists of five items addressing the extent to which educational practices respond to children's developmental needs, support their learning, and take individual differences into consideration.
6. **Assessment and Partnership with Families and the Community:** This domain consists of seven items addressing assessment practices, the use of assessment information, communication with families, and cooperation with the local community.

The questionnaire contains 34 items in total. The item responses in the simulated dataset are coded from Q01 to Q34, with each item assigned to its corresponding domain.

### 3.5 Scoring System

A five-point Likert scale was used to determine participants' responses to the questionnaire items, with scores ranging from 5 to 1, as follows: Very Satisfied (5), Satisfied (4), Neutral (3), Dissatisfied (2), and Very Dissatisfied (1). The level of satisfaction was interpreted according to the following mean score intervals: 1.00 to less than 1.80 indicated a Very Low level, 1.80 to less than 2.60 indicated a Low level, 2.60 to less than 3.40 indicated a Moderate level, 3.40 to less than 4.20 indicated a High level, and 4.20 to 5.00 indicated a Very High level of satisfaction. The mean scores for each domain and for the questionnaire as a whole were calculated by adding the scores of the relevant items and dividing the total by the number of items. Higher mean scores indicate higher levels of satisfaction with the implementation of the Kindergarten Quality Assurance Programme.

### 3.6 Validity and Reliability of the Research Instrument

#### 3.6.1 Validity

Content validity is to be established by submitting the questionnaire to a panel of specialists in educational administration, early childhood education, educational measurement and evaluation, and quality assurance. The reviewers are expected to examine the clarity and relevance of the items, their linguistic accuracy, and the extent to which they represent the intended domains. Any amendments to the questionnaire should be made in light of the reviewers' comments before it is administered to the actual study sample. Since the dataset used in the present statistical draft is simulated, expert review and actual field validation should not be reported as completed procedures unless they have been carried out.

#### 3.6.2 Reliability

The internal consistency reliability of the questionnaire was examined using Cronbach's alpha coefficient, calculated from the 200 simulated responses. The results are presented in Table 6.

**Table 6. Cronbach's Alpha Coefficients for the Questionnaire Domains**

| Domain | Number of Items | Cronbach's Alpha |
|---|---|---|
| **Administration, Leadership and Organisation** | **7** | **0.725** |
| **Learning Environment and Facilities** | **5** | **0.644** |
| **Curriculum and Educational Resources** | **5** | **0.650** |
| **Teacher Performance and Professional Development** | **5** | **0.624** |
| **Children's Learning and Development** | **5** | **0.629** |
| **Assessment and Partnership with Families and the Community** | **7** | **0.760** |
| **Overall Questionnaire** | **34** | **0.914** |

The results indicate that the overall questionnaire achieved a Cronbach's alpha coefficient of 0.914 in the simulated dataset. The coefficients for the individual domains ranged from 0.624 to 0.760. These values are reported as computational results from the simulated responses and should not be interpreted as empirical reliability evidence for the final questionnaire. Reliability should be recalculated using responses collected from the actual study sample before the final research report is submitted.

**3.7 Study Procedures**

The proposed study procedures involve the following stages:

1. Reviewing the literature and the relevant documents concerning the Kindergarten Quality Assurance Programme.
2. Preparing the questionnaire items in accordance with the study objectives and the six identified domains.
3. Submitting the questionnaire to specialists to examine its content validity and making the necessary amendments.
4. Conducting a pilot study, if required, to examine the clarity of the items and estimate the instrument's reliability.
5. Obtaining the necessary official approvals to conduct the study in the targeted Directorates of Education.
6. Identifying the study participants from among kindergarten teachers and principals in public schools in Karak Governorate.
7. Distributing the questionnaire to the participants and collecting their responses.
8. Coding the collected responses and entering them into a statistical analysis programme.
9. Analysing the data using the statistical methods appropriate to the research questions.

For the purposes of preparing the present draft, a simulated dataset of 200 records was generated to match the proposed sample distributions and questionnaire structure. Accordingly, the dataset is intended for demonstrating the statistical analysis and organising the anticipated results; it does not represent questionnaires actually distributed to or completed by study participants.

**3.8 Statistical Analysis**

The study data were analysed using the Statistical Package for the Social Sciences (SPSS). Frequencies and percentages were used to describe participants' characteristics, while means and standard deviations were calculated to determine satisfaction levels. Independent-samples t-tests were used to examine differences according to job position and training participation, and one-way analysis of variance (ANOVA) was used to examine differences according to academic qualification, years of experience and Directorate of Education. Cronbach's alpha was used to assess the internal consistency reliability of the questionnaire. Spearman's rank correlation coefficient was also employed to examine the relationship

between years of experience and overall satisfaction. The level of statistical significance was set at ($\alpha = 0.05$), with appropriate post-hoc tests applied where significant ANOVA results were obtained.

## RESULTS AND DISCUSSION

### 4.1 Results and Discussion of the First Research Question

**Research Question 1: What is the level of satisfaction of kindergarten teachers and principals with the implementation of the Quality Assurance Programme in the Directorates of Education in Karak Governorate?**

To answer this question, the overall arithmetic mean and standard deviation of the participants' responses to the 34 questionnaire items were calculated.

**Table 7. Overall Mean and Standard Deviation of Satisfaction with the Implementation of the Quality Assurance Programme**

| Variable | N | Mean | SD | Satisfaction Level |
|---|---|---|---|---|
| Overall satisfaction | 200 | 3.472 | 0.489 | High |

The simulated results in Table 7 indicate that the overall mean satisfaction score of kindergarten teachers and principals regarding the implementation of the Quality Assurance Programme was 3.472, with a standard deviation of 0.489. According to the classification criteria adopted in this study, this mean falls within the high satisfaction level (3.40 to less than 4.20).

Within the simulated dataset, this finding indicates a generally positive orientation towards the implementation of the Quality Assurance Programme. The standard deviation also suggests some variation in participants' responses, although their satisfaction scores show a degree of overall consistency.

However, this result should be interpreted as a descriptive measure of satisfaction rather than direct evidence that all quality requirements have been fulfilled or that the programme has improved children's learning. Assessing these aspects requires independent field evidence and relevant performance indicators.

### 4.2 Results and Discussion of the Second Research Question

**Research Question 2: What is the level of satisfaction of the study participants with each of the domains of the Quality Assurance Programme proposed in the study instrument?**

To answer this question, the arithmetic means and standard deviations of participants' responses to the six questionnaire domains were calculated. The domains were then ranked in descending order according to their mean scores.

**Table 8. Means and Standard Deviations of Satisfaction Scores across the Quality Assurance Programme Domains, Ranked in Descending Order**

| No. | Domain | Mean | SD | Satisfaction Level | Rank |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **1** | **Children's Learning and Development** | **3.510** | **0.611** | **High** | **1** |
| **2** | **Teacher Performance and Professional Development** | **3.498** | **0.591** | **High** | **2** |
| **3** | **Learning Environment and Facilities** | **3.478** | **0.587** | **High** | **3** |
| **4** | **Assessment and Partnership with Families and the Community** | **3.457** | **0.607** | **High** | **4** |
| **5** | **Curriculum and Educational Resources** | **3.455** | **0.645** | **High** | **5** |
| **6** | **Administration, Leadership and Organisation** | **3.449** | **0.604** | **High** | **6** |
| | **Overall Questionnaire** | **3.472** | **0.489** | **High** | |

The simulated results in Table 8 show that all six domains achieved a high level of satisfaction. Children's Learning and Development ranked first, with a mean of 3.510 and a standard deviation of 0.611. It was followed by Teacher Performance and Professional Development, with a mean of 3.498, and Learning Environment and Facilities, with a mean of 3.478.

Assessment and Partnership with Families and the Community ranked fourth, with a mean of 3.457, followed closely by Curriculum and Educational Resources, with a mean of 3.455. Administration, Leadership and Organisation ranked last, with a mean of 3.449. Despite these differences in ranking, all domain means remained within the high satisfaction category.

The relatively high ranking of Children's Learning and Development may indicate that participants place considerable importance on aspects directly related to children's needs and learning. Similarly, the position of Teacher Performance and Professional Development suggests a positive evaluation of the professional practices and development-related aspects represented in the questionnaire.

By contrast, the relatively lower mean for Administration, Leadership and Organisation suggests that administrative and organisational aspects may warrant further examination when actual field responses are analysed. Nevertheless, the differences between the domain means are small and should not be interpreted as substantial differences in participants' perceptions.

Overall, the simulated findings indicate a high level of satisfaction across all six domains, with relatively close mean scores, suggesting broadly similar evaluations of the different aspects of the Quality Assurance Programme within the simulated dataset.

**4.3 Results and Discussion of the Third Research Question**

**Research Question 3: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of satisfaction with the implementation of the Quality Assurance Programme attributable to job position (teacher or principal)?**

To answer this question, the means and standard deviations of satisfaction scores were calculated for kindergarten teachers and principals. An independent-samples t-test was then

conducted to determine whether the difference between the two groups was statistically significant.

**Table 9. Independent-Samples t-Test Results for Differences in Satisfaction According to Job Position**

| Job Position | N | Mean | SD | t-value | df | p-value | Decision |
|---|---|---|---|---|---|---|---|
| Kindergarten Teacher | 150 | 3.457 | 0.485 | -0.741 | 198 | 0.460 | Not significant |
| Kindergarten Principal | 50 | 3.516 | 0.502 | | | | |

The simulated results show that the mean satisfaction score among kindergarten principals was 3.516, compared with 3.457 among kindergarten teachers. This represents a small descriptive difference of 0.059 in favour of principals.

The calculated t-value was -0.741, with 198 degrees of freedom and a p-value of 0.460. Since the p-value is greater than the adopted significance level of 0.05, the results do not indicate statistically significant differences in satisfaction attributable to job position within the simulated dataset.

This similarity may be associated with the fact that teachers and principals work within the same organisational framework and are subject to common requirements relating to the implementation of the Quality Assurance Programme, despite differences in their responsibilities. Principals are more directly involved in administrative and organisational procedures, whereas teachers are more directly involved in implementing educational practices within kindergarten classrooms.

The absence of statistically significant differences does not mean that teachers and principals hold identical views. Rather, it indicates that the observed difference between their mean scores did not reach the specified level of statistical significance.

**4.4 Results and Discussion of the Fourth Research Question**

**Research Question 4: Are there statistically significant differences in the level of satisfaction attributable to academic qualifications?**

To answer this question, the means and standard deviations of satisfaction scores were calculated according to participants' academic qualifications. A one-way analysis of variance (ANOVA) was then conducted to examine differences among the group means.

**Table 10. Means and Standard Deviations of Satisfaction According to Academic Qualification**

| Academic Qualification | N | Mean | SD |
|---|---|---|---|
| Diploma | 30 | 3.413 | 0.441 |
| Bachelor's Degree | 130 | 3.498 | 0.501 |
| Postgraduate Studies | 40 | 3.434 | 0.487 |
| Total | 200 | 3.472 | 0.489 |

**Table 11. One-Way ANOVA Results for Differences in Satisfaction According to Academic Qualification**

| Source of Variation | Sum of Squares | df | Mean Square | F-value | p-value | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 0.248 | 2 | 0.124 | 0.517 | 0.597 | Not significant |
| Within Groups | 47.334 | 197 | 0.240 | | | |
| Total | 47.583 | 199 | | | | |

The simulated descriptive results indicate that participants holding a bachelor's degree recorded the highest mean satisfaction score (3.498), followed by those with postgraduate qualifications (3.434), while diploma holders recorded a mean of 3.413.

Despite these descriptive differences, the one-way ANOVA results showed an F-value of 0.517, with 2 and 197 degrees of freedom and a p-value of 0.597. Since this value exceeds the significance level of 0.05, the results do not indicate statistically significant differences in satisfaction attributable to academic qualification within the simulated dataset.

This pattern may suggest that differences in academic qualifications do not necessarily correspond to differences in satisfaction with programme implementation, particularly when participants operate under common organisational procedures and requirements. Other factors, such as professional experience, training and administrative support, may also contribute to shaping participants' perceptions of the programme.

**4.5 Results and Discussion of the Fifth Research Question**

**Research Question 5: Are there statistically significant differences in the level of satisfaction attributable to years of experience?**

To answer this question, the means and standard deviations of satisfaction scores were calculated across the four experience categories. A one-way analysis of variance (ANOVA) was conducted to determine whether the differences among the group means were statistically significant.

**Table 12. Means and Standard Deviations of Satisfaction According to Years of Experience**

| Years of Experience | N | Mean | SD |
|---|---|---|---|
| Less than 5 years | 45 | 3.498 | 0.470 |
| 5 to less than 10 years | 62 | 3.470 | 0.519 |
| 10 to less than 15 years | 51 | 3.450 | 0.529 |
| 15 years or more | 42 | 3.475 | 0.424 |
| Total | 200 | 3.472 | 0.489 |

**Table 13. One-Way ANOVA Results for Differences in Satisfaction According to Years of Experience**

| Source of Variation | Sum of Squares | df | Mean Square | F-value | p-value | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 0.056 | 3 | 0.019 | 0.077 | 0.972 | Not significant |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Within Groups** | **47.526** | **196** | **0.242** | | | |
| **Total** | **47.583** | **199** | | | | |

The simulated results indicate that satisfaction scores were relatively similar across the four experience categories. The highest mean was recorded among participants with less than five years of experience (3.498), while the lowest mean was recorded among those with 10 to less than 15 years of experience (3.450).

The one-way ANOVA results showed an F-value of 0.077, with 3 and 196 degrees of freedom and a p-value of 0.972. Since the p-value is greater than 0.05, the results do not indicate statistically significant differences in satisfaction attributable to years of experience within the simulated dataset.

The similarity of the mean scores may suggest that years of experience alone do not account for differences in satisfaction with the implementation of the Quality Assurance Programme. Participants' perceptions may also be influenced by other factors, including job responsibilities, training opportunities, administrative support and the clarity of implementation procedures.

**4.6 Results and Discussion of the Sixth Research Question**

**Research Question 6: Are there statistically significant differences in the level of satisfaction attributable to the educational directorate to which the kindergarten belongs?**

To answer this question, the means and standard deviations of satisfaction scores were calculated according to the educational directorate. A one-way analysis of variance (ANOVA) was then conducted to examine whether the differences among the group means were statistically significant.

**Table 14. Means and Standard Deviations of Satisfaction According to Educational Directorate**

| Educational Directorate | N | Mean | SD |
|---|---|---|---|
| **Karak Directorate** | **70** | **3.540** | **0.448** |
| **AL-Qaser Directorate** | **40** | **3.485** | **0.511** |
| **Southern Al-Mazar Directorate** | **50** | **3.426** | **0.548** |
| **Southern Al-Aghwar Directorate** | **40** | **3.396** | **0.456** |
| **Total** | **200** | **3.472** | **0.489** |

**Table 15. One-Way ANOVA Results for Differences in Satisfaction According to Educational Directorate**

| Source of Variation | Sum of Squares | df | Mean Square | F-value | p-value | Decision |
|---|---|---|---|---|---|---|
| **Between Groups** | **0.667** | **3** | **0.222** | **0.928** | **0.428** | **Not significant** |
| **Within Groups** | **46.916** | **196** | **0.239** | | | |
| **Total** | **47.583** | **199** | | | | |

The simulated results indicate that the highest mean satisfaction score was recorded in the First Directorate (3.540), followed by the Second Directorate (3.485), the Third Directorate (3.426), and the Fourth Directorate (3.396).

Although descriptive differences were observed among the directorates, the one-way ANOVA results showed an F-value of 0.928, with 3 and 196 degrees of freedom and a p-value of 0.428. Since the p-value is greater than 0.05, the results do not indicate statistically significant differences in satisfaction attributable to educational directorate within the simulated dataset.

The relative similarity of the scores may be associated with the common organisational framework and general procedures governing the implementation of the Quality Assurance Programme across the directorates. Nevertheless, possible differences in resources, administrative support and monitoring practices may require further examination using additional qualitative or objective indicators.

### 4.7 Results and Discussion of the Seventh Research Question

**Research Question 7: Are there statistically significant differences in the level of satisfaction attributable to participation in training on the Quality Assurance Programme?**

To answer this question, the means and standard deviations of satisfaction scores were calculated for participants who had attended training related to the Quality Assurance Programme and those who had not. An independent-samples t-test was conducted to determine whether the difference between the two groups was statistically significant.

**Table 16. Independent-Samples t-Test Results for Differences in Satisfaction According to Participation in Training**

| Training Participation | N | Mean | SD | t-value | df | p-value | Decision |
|---|---|---|---|---|---|---|---|
| **Participated in training** | 120 | 3.548 | 0.503 | 2.716 | 198 | 0.007 | Significant |
| **Did not participate in training** | 80 | 3.359 | 0.447 | | | | |

The simulated results indicate that participants who had attended training recorded a mean satisfaction score of 3.548, compared with 3.359 among those who had not attended training. This represents a descriptive difference of 0.189 in favour of the trained participants.

The calculated t-value was 2.716, with 198 degrees of freedom and a p-value of 0.007. Since the p-value is lower than the adopted significance level of 0.05, the results indicate statistically significant differences in satisfaction attributable to participation in training, in favour of those who participated.

This difference may be explained by the possibility that training helps kindergarten teachers and principals understand the requirements of quality assurance, become familiar with implementation and documentation procedures, use self-evaluation tools, and connect evaluation findings with improvement plans. Training may also clarify roles and responsibilities and reduce uncertainty regarding programme requirements.

Nevertheless, this result does not establish that training is the direct cause of higher satisfaction. Other factors, including professional experience, administrative support and working conditions, may also contribute to the observed differences.

### 4.8 Results and Discussion of the Eighth Research Question

**Research Question 8: Is there a statistically significant relationship between years of experience and the level of satisfaction with the implementation of the Quality Assurance Programme?**

To answer this question, Spearman's rank correlation coefficient was used to examine the relationship between years of experience and overall satisfaction. This coefficient was selected because years of experience were represented in the dataset by ordered categories rather than exact numerical values.

**Table 17. Spearman's Rank Correlation between Years of Experience and Overall Satisfaction**

| Variables | Spearman's Correlation Coefficient | p-value | Decision |
|---|---|---|---|
| **Years of experience and overall satisfaction** | **-0.016** | **0.825** | **Not significant** |

The simulated results showed that Spearman's correlation coefficient between years of experience and overall satisfaction was -0.016, with a p-value of 0.825. Since the p-value exceeds the significance level of 0.05, the results do not indicate a statistically significant relationship between years of experience and satisfaction with the implementation of the Quality Assurance Programme within the simulated dataset.

The correlation coefficient, which is very close to zero, indicates an extremely weak association between the ordered experience categories and satisfaction scores in this model. This suggests that moving from one experience category to another was not associated with a consistent increase or decrease in satisfaction.

This finding is consistent in direction with the results of Research Question 5, which showed no statistically significant differences in satisfaction across the experience categories. However, the two analyses address different aspects of the relationship: ANOVA examines differences among the mean satisfaction scores of the experience groups, whereas Spearman's coefficient examines the direction and strength of the rank-based association between the two variables.

It should be noted that categorising years of experience rather than recording the exact number of years may limit the precision of the correlation analysis. Therefore, collecting participants' actual years of experience, where possible, would allow for a more detailed examination of this relationship in the final field study.

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary of Findings

Based on the simulated statistical results presented in Chapter Four, the findings revealed that the overall level of satisfaction among kindergarten teachers and principals regarding the implementation of the Quality Assurance Programme was high, with a mean of 3.472 and a standard deviation of 0.489. All six programme domains also recorded high satisfaction levels, with Children's Learning and Development ranking first ($M = 3.510$), followed by Teacher Performance and Professional Development ($M = 3.498$), Learning Environment and Facilities ($M = 3.478$), Assessment and Partnership with Families and the Community ($M = 3.457$), Curriculum and Educational Resources ($M = 3.455$), and Administration, Leadership and Organisation ($M = 3.449$). The findings indicated no statistically significant differences in satisfaction attributable to job position ($t = -0.741$, $p = 0.460$), academic qualification ($F = 0.517$, $p = 0.597$), years of experience ($F = 0.077$, $p = 0.972$), or Directorate of Education ($F = 0.928$, $p = 0.428$). However, statistically significant differences were found according to participation in training on the Quality Assurance Programme ($t = 2.716$, $p = 0.007$), in favour of participants who had received training. Furthermore, no statistically significant correlation was found between years of experience and overall satisfaction (Spearman's $\rho = -0.016$, $p = 0.825$).

### 5.2 Conclusions

Based on the simulated findings, it can be concluded that kindergarten teachers and principals demonstrated a generally high level of satisfaction with the implementation of the Quality Assurance Programme. All six programme domains received high satisfaction ratings, with relatively close mean scores, indicating broadly similar evaluations of the programme's different aspects. Children's Learning and Development achieved the highest mean score, while Administration, Leadership and Organisation recorded the lowest, although both remained within the high satisfaction category. The findings also revealed no statistically significant differences in satisfaction according to job position, academic qualification, years of experience or Directorate of Education, suggesting relatively similar perceptions across these groups. However, participation in training was associated with statistically significant differences in satisfaction, favouring those who had received training, highlighting the importance of professional development in supporting programme implementation. Furthermore, no statistically significant relationship was found between years of experience and overall satisfaction. Finally, satisfaction levels alone cannot establish the actual quality or effectiveness of programme implementation; such assessments require additional field evidence and performance indicators related to the learning environment, educational practices, family involvement and children's learning.

### 5.3 Recommendations

In light of the study findings and conclusions, the following recommendations are proposed:

1. Strengthen specialised training: Provide regular training for kindergarten teachers and principals on quality assurance requirements and implementation procedures.

2. Enhance implementation support: Develop clear guidelines and provide continuous technical and supervisory support.

3. Promote continuous improvement: Strengthen family partnerships and use evaluation findings to improve kindergarten services.

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