

Obstacles Facing Observance of Child's Rights at the Jordanian Kindergarten from the Perspective of Headmistresses and Teachers

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Abstract

The study aimed at identifying the obstacles facing child's rights at the Jordanian kindergartens from the perspective of headmistresses and teachers. The study population consisted of female school teachers and headmistresses, at public and private schools for the academic year 2007-2008 in the central region, which included (873) headmistresses of which 87 from the public school and 786 from the private schools, and (2973) female school teachers of which 70 from the public schools and 2903 from the private schools. The study used the qualitative approach that is based on interviews for headmistresses and teachers.

The study revealed to the following:

- 1- There are varied percentages for the obstacles encountering the observance of children's rights at Jordanian kindergarten from teachers and headmistress's perspective. It ranged between 35%-85% for headmistresses and 15-87.5% for teachers.*
- 2- There is an agreement from the perspective of school teachers and headmistresses on the obstacles that prevent child's rights at the Jordanian kindergartens.*
- 3- There are obstacles that prevent the observance of child rights at the Jordanian kindergartens the most of which are lack of effective laws and legislations, availing educational-teaching environment relevant for the child growth and development, availing adequate training on child's rights for headmistress and teachers and improving families' awareness level in child's rights.*

Keywords: Obstacles, Child's rights, kindergartens, Jordan

Introduction and Theoretical Background

Since the beginning of the twentieth century, a greater attention have been paid to child rights issue by individuals, governments, organizations, and private and governmental committees, that it even became an international issue during the twenty first century. The significance of this issue comes as those rights are strongly related to the nature of human beings, who will not be able to live a fully dignified and natural life if deprived from their childhood rights, since the stage of childhood is very crucial in forming the person's independent personality and defining his trends and directions in the future; just as it is asserted by various educational and psychological studies. Also, educational theories came to make child rights a major issue in human interests, and to assert his basic needs by studying the physiological and psychological aspects of child life.

The need in definition is the individual's sense of a lack of something, so; if he realizes this shortage, he will need to fill it, and then; upon fulfilling these needs, he will feel satisfaction and comfort. That is, fulfilling the person's needs is essential for achieving stability in his life.

If the child needs are physiological (food, drink and breathing), their satisfaction will cause stability in his physical life, while; if they are psychological (such as love, tenderness, respect, appreciation, and acceptance); fulfilling them leads to stability in his psychological life. Meaning that not fulfilling physiological needs affects the child's physical growth, and not achieving the psychological ones will certainly affect his psychological growth. More importantly, fulfilling a certain need and the results following that are directly related to the method of fulfilling it, proving the importance of using the best method possible for satisfying human needs. Accordingly, human needs are considered a main director of human behaviors in their attempts to satisfy them (Jwad, 1999).

Maslow (1970), referred to in Alkateeb (1980), had asserted that point in his famous theory, in which he classified human needs in a gradient pyramids form, arranging needs ascendingly, as he believed that understanding the needs is necessary to understand a human behavior. The needs he studied are: psychological needs, need to love and feel the home, need of self-esteem, need of knowledge, aesthetic needs, need of self-realization. As well, such theories of needs asserted that satisfying the basic needs for child is an indispensable necessity for his physical and psychological health, and that failing to satisfy his basic needs constitutes an obstacle against his physical, psychological, social and mental growth, leaving him in psychological state that hinders his adaptation with his environment. Considering children's intensive need of care, protection and appropriate preservation because of their non – maturity mentally and physically, and their inability to satisfy those needs by themselves, it becomes much more important the role of the family, state and society institution in their commitment to achieve the basic needs and satisfy them in the appropriate methods needed for the child's growth and development (Leer, 2004).

Children all over the world suffered from the failure to have their needs satisfied and were exposed to major crises presented in the high rates of poverty among families, displacement of a very high rate of them, exposure to crimes, begging, thefts, and drugs, in addition to the devastating effects left by wars. Hence, international societies started to raise their interests in issuing legislations and agreements and establishing conventions after realizing that children have their own special humanitarian rights required by their vulnerable nature, and so they attempted to assert children's rights within a global framework. Geneva Declaration of the Rights of the Child in 26th September 1924 was the first that described children as an independent category with its own idiosyncrasy, but it did not fully handle the rights of child. Thus, Declaration of the Rights of the Child was then issued in 1959, following the Universal Declaration of Human Rights (1948) that paved the way for its issuance, which is considered the second declaration that tackles child rights, and although it was much more detailed and comprehensive compared to Geneva Declaration, but it was not binding to the peoples of the world to follow it and ensure child rights.

During the International Year of The Child in 1989, Poland submitted a proposal to the United Nations to prepare for a convention for child rights that aims to grant child more protection and to establish a legal basis to protect his rights. This proposal was taken with great support and zeal from some countries, who realize that there are children in all the countries of the world who live in difficult circumstances and need special care, because they are the slice most weak and damaged among all people (Children Right, 2001). After that, International Convention on the Rights of the Child in 1989 came to assert the basic human rights for children wherever they are, including their right to live, to grow and nurture, and their right to be protected from factors that may hinder their growth.

This convention came also to protect such rights by providing a minimum standards for governments to which they are obliged to commit, and it made the higher interest of the child as the most essential, that is; when there is a collision between child rights and other rights, priority will be given to the child rights. There have not been any other issue that met such an attention and full international agreement just as much as the rights of the child received, that is; childhood is understood to be a stand –alone stage, with its distinguished characteristics and requirements and its own problems that require more understanding and awareness. So, for the child to enjoy a complete and comprehensive growth in all aspects of his personality, be it physical, emotional, mental and social, it is necessary to provide him with a convenient environment for his growth in an atmosphere of comfort, happiness and peace to help him become an active member in building the future of his nation.

From another perspective, child rights are considered a basic part of human rights, but with more specificity since they start with the child from the beginning of his life as an infant in his mother's womb, and because these rights could never be resigned by the child as he does not have the will and sufficient awareness of himself and his actions, as well as the fact that he remains for a long period of his life dependent on others to satisfy his needs, unable to defend himself, and unprepared to face the out-side world. So, children are dependent on those who honestly adopt their rights and defend them with responsibility and real commitment, as these rights are granted to children without demanding from them any duties in return (ateqa, 1992). International Convention on the Rights of the Child in 1989 had been ratified by many countries in the world and was included within their constitutions, putting the concept of child rights within its legal framework. Moreover, contemporary political literature has unanimously agreed upon the significance of such rights. Hence, thanks to the 1989 convention, the global interest in child rights moved from the domain of ethical principles, philosophical theories, and political and social ideologies, to the field of reality and actual practice by individuals, groups, organizations, and international committees. Now, the standard for nations' progress and development is set to how much welfare they provide for their children. Countries that care for the rights of the child and them take into account are the countries most developed and their people are the happiest.

Child's right of education comes at the forefront of the rights asserted by all international conventions, as it is indispensable for ensuring the child's dignity and ensuring a free, proper growth in his personality. Education provides human with knowledge, helps him understand himself and the environment surrounding him, helps him determine his goals in life, and become able to adapt with the life changes around him. Realizing that, education have won the interest of individuals and groups since the ancient civilizations, as well as modern societies that adopted it as a means to achieve its progress and ensure development, and so they exerted every effort to make its educational systems a helpful and successful method in achieving their targets. From that end, countries started to confirm the child's right of education in the international constitutions and charters, as article (28) in the International Convention on the Rights of the Child stated that a child have the right to learn on the basis of equal opportunities setting the primary education as compulsory and free for all, and it encouraged developing the education making its form and content compatible with human dignity of the child. The concept of educational rights of the child is not only limited to the spread of schools and increasing the number of children entering upon education, but also education must be dedicated to the development of the child's personality, talents, mental and physical abilities to their optimum, as asserted in the article (29) of the International Convention on the Rights of the Child (Gaston, 1979).

And as the nature of child requires a special attention, proper preparations, and protection of different forms for his growth and development, it is required from the various institutions of the society to be committed and hold the responsibility to ensure observing the child right of education by providing him with his basic needs and developing his personality in all aspects; be it physical, emotional, social or mental. That is why kindergarten stage became one of the educational institutions in the society that captured the interest of educators and parents as a result of a widespread awareness of its ability to ensure the educational rights of the child through implementing a comprehensive change into the child and providing him with the skills needed to assist him in configuring his personality in an integrated manner and in the emergence of self-orientation. Jordan signed the International Convention on the Rights of the Child in 1990, and ratified it by royal decree in 1999, with reservations of three articles: article (4) concerning the child's right in religious freedom, article (20) concerning child's right of substitute care, and article (21) concerning the child's right of adoption.

One of the indicators of Jordan's commitment to follow the child's rights convention is its initiative in holding the National Conference for Children in Amman in 1992, under the royal patronage, aiming to prepare a national work plan to protect childhood. This plan included a draft law for Jordanian child rights, which several attempts were made for passing it; the first was by the Ministry of Social Development. Then, a legal committee that emerged from the National Council for Family Affairs was formed; the committee cooperated with the Ministry of Social Development and a team of specialists in different fields who are interested in childhood issues in order to issue the draft law. When preparing for the draft law, the committee drew upon the conventions, Arabic and international charters as a basic reference for forming this draft, especially the international conventions for child rights, taking into consideration the idiosyncrasy of Jordanian society, the provisions of Islamic religion, and convenience of the bill with the local legislations and laws (Alqadoomi, 1999).

Moreover, the legislative framework was enhanced for the benefit of children, as great efforts have been exerted to make this frame in accord with the requirements of the international conventions so that to ensure suitable protection and growth for children.

Furthermore, several laws were revised in order to be amended, including the penal code, juveniles law, and nationality law, upon which amendments on these laws were made, and new laws were issued so that to combine between the different articles related to children in all laws in order to make it more consistent with the principle of the International Convention on the Rights of the Child, these legislations are :-

- Juveniles law No.24 of 1968, and its amendments till 2002, as it was amended to give the juvenile more guarantees to protect him before and during the procedures of trial and upon application of penalty, in case of proving his commitment of an act contrary to the law. Also, the description of “homeless child” in the law was amended to become “child in need of care and protection.”

- Labor law. The Jordanian labor law for juvenile insures applying the minimum age criteria. And labor law No.(8) for the year 1996 defined the dangerous and health damaging works, periods of work, rest, and holidays, in addition to the conditions of recruitment as compatible with the international standards of children labor and child's right convention (Karajah , 2003).

- Ministry of Education Law. As the law of education No.(3) for the year 1994 in the article (7) had defined the kindergartan stage as the first stage in the educational ladder, its period being two years. It stipulated in the article (8) that the goal of this stage is to provide a convenient environment for child to prepare him for a balanced upbringing in all aspects of his personality; personal, physical, mental, spiritual and emotional.

As well as preparing him to establish good health habits, develop his social relations, enhance positive trends, and love school life. The ministry works in establishing kindergartens within its available potentials according to a provisional plan, in addition to organizing the administrative and technical affairs of these institutions according to the Minister instructions.

The role of media in enhancing child's rights. National media system played an essential role in shedding the light on the national issues and concerns of women and children, as the awareness of Jordanian media of the challenges facing children in Jordan and the procedures necessary to solve it has increased. A basic survey in 2004 showed that the average of mothers watching television reached (70- 80%), while those listening to radio broadcast formed an average of (50%). And according to a report on human development in Jordan in 2000, reading newspaper among people in the urban areas amounted to (65%), (30%- 40%) in the rural areas, and less than (20%) in some areas with low levels of literacy among women. Moreover, in a sample survey in 2001 that involved all the Kingdom regions, it was found that (45%) of Jordanians and (2%) of youth people of the age (15-20) do not read newspapers (National Council for Family Affairs, 2007).

Role of private sector in enhancing child's rights. Receiving finances from the private sector plays an essential role in financing the health and educational facilities of the public sector, especially in the urban areas, but such services are not easily open for the low-income and rural communities. Other than the financial participation, the private sector also participated in organizing campaigns to collect funds or offering educational grants to children in poor families. It also established allies with non-governmental organizations which works for the benefit of women and children at all levels and in all areas.

International organizations. There are many supporting parties and international organizations in Jordan that cooperate directly with the government from their main headquarters or regional offices. Also, the kingdom hosts a team of united nations agencies, which comprise of 12 agencies working in Jordan, in addition to regional offices for the regions of middle east and north Africa, and the headquarter of UNRWA. Nevertheless, in spite of the existence of such organizations, a better coordination and harmonization between these organizations are needed.

Health care for children. Several achievements were accomplished in the health sector aiming to protect children from diseases they are vulnerable to; as it is noticed the large decrease registered in the percentage of mortality of infant, children, and mothers, as well as the increase noticed in average life expectancy for men and women. Now, almost (98%) of the population enjoy receiving health services.

The political commitment to allocate resources for healthy programs led to ensuring a continual support for preventive and medicinal services for mothers and children. Also, families are encouraged to increase spacing between pregnancies, and adopt needed procedures to improve child nutrition, in addition to making clean water and sanitation largely available for all.

Raising the educational level of Jordanian women also played a vital role in improving health indicators. For further enhancement of the health of infants and children, Early Childhood Development Strategy in 2000, and the action plan of the Early Childhood Development Strategy in (2003-2007) were set, focusing on children from birth till the age of 9 years, at both the health and educational aspects (Child Rights Committee, 2004).

Education in early childhood. With the spread of nuclear families, the increase of woman participation in the economic activities outside house, and the increase of responsibilities held by the mother in procreation and education, it became inevitable to supplement home care with external support. Accordingly, presenting services for early childhood care such as kindergarten has been developed in Jordan, as kindergartens represent the first school experience for most young children. But, kindergartens did not become part of governmental schools only recently because of social and economical factors.

Ministry of Education participated in expanding kindergartens by the great role it played in establishing Kindergartens in the poor and remote regions; through establishing a number of kindergarten in schools in 1999; and through opening (235) kindergartens in the poor and remote regions, in addition to its plan of establishing (50) kindergartens in 2008. In 2003, A survey study showed that (5%) of children registered in kindergartens are attending governmental ones, (77%) are attending private kindergartens, and (18%) attending kindergartens run by non-governmental organizations. Nonetheless, it was shown that the ratio of children attending kindergartens in 2004 had changed to become (15%) in the public sector, (70%) in the private sector and (15%) in non-governmental organizations (al-Rashdan, 2005).

Whereas, the efforts made to improve the services of early childhood includes developing the standards specified for the establishment of kindergartens and authorizing them by the Ministry of Education and National Council for Family Affairs, as those standards had been chosen by the Project of Educational Development towards a Knowledge-based Economy before finally ratifying and adopting them, and that is for determining those standards' applicability in the national context. Also, Ministry of Education with related-partners took the initiative to work in developing a comprehensive system for authorizing and certifying kindergartens. In the framework of professional development, Ministry of Education worked in building the capacities of (313) teachers and (125) trainers in the field of early childhood education, and using new curriculums. For the purpose of providing a suitable healthy educational environment for children, her majesty Queen Rania Al-Abdullah launched in 2008 the initiative of "My School " that aims to develop the kingdom schools in need, mobilizing national companies, members of the local community, and institutions of private and public sector to support this initiative. This initiative came to provide a quality education, because improving the physical and educational environment of children is the essential place for education in the kingdom schools.

The study Problem and Questions

The study problem is in identifying the obstacles facing observing child's rights in the Jordanian kindergartens. In spite of the general recognition of the importance of this stage in the life of community and individual, but still there are obstacles hindering the proper application of child rights, which are stemming from commercial considerations. These obstacles often affect the quality of educational services presented to the child to ensure his right to obtain an education that develops his personality and talents, and raises his mental and physical capacities to their maximum potentials. Moreover, as an example on such obstacles, it is shown that children education is entrusted to non-qualified teachers who are untrained in compliance with stages of development of children. Furthermore, study problem also addresses the issue of inequity in the geographical distribution of educational institutions as they are centralized in large cities and rich neighborhoods. Hence, this study came to uncover the obstacles facing the observance of child's rights at the Jordanian kindergarten from the prospective of headmistresses and teachers.

From here, the problem of study raises the following question:

what are the obstacles facing the observance of child's rights at the Jordanian kindergarten from the prospective of headmistresses and teachers?

Significance of the Study

The significance of study lies in the significance of kindergarten stage and its role in developing the child's integrated personality that is sound and balanced in all of its aspects, the physical, emotional, social and mental .

The study can be helpful for the Ministry of Education, for both the governmental and private sectors, in developing teachers' abilities to deal with children in compliance with their needs and developmental characteristics, and in helping to provide a learning –teaching environment that achieves the rights of child in the Jordanian kindergarten. This study is considered significant also because it will provide the workers in the field of childhood with a background on the obstacles that hinder the proper application of child's rights, through which they can reconsider the quality of educational services presented in order to guarantee the child's right in obtaining an education that develops all aspects of his personality, whether physically, emotionally, socially or mentally .

Purposes of the study

This study aims to identify the obstacles facing observing child's rights in Jordanian kindergartens from the point of view of headmistresses and teachers according to scientific and objective bases, with the final purpose of eliminating such obstacles, developing educational services in the kindergartens so that to be able to apply the teaching-learning rights of the child.

Limitations of the Study

This study was limited to headmistresses and teachers in the Jordanian governmental and private kindergartens in the central region for the academic year 2007/2008.

Study Terms

This study included a number of terms as follows:

Child: Every child whose age is between (4-6) years in the central region and attending one of the Jordanian governmental or private kindergartens.

Child's Rights: Rights adopted by General Assembly of the United Nations in November 1989, and were ratified by world leaders in September 1990, including basic human rights that children in any place in the world must enjoy without discrimination, specifically their right to life, their right to perfectly develop their physical and mental capabilities, their right to be protected from any influences that may hinder his/her growth, their right to participate in family life and social culture (United Nations, 1998).

Kindergarten: Educational institution that cares for children and work to prepare and raise them in the various physical, emotional, social and mental fields.

Kindergarten stage in Jordan: Stage that precedes the primary stage of education, with its period being two years, which children attend in the fourth and fifth years of age. This stage aims to provide children with the proper teaching-learning environment convenient for their growth and development, nurture the hidden potentials inside them to provoke these abilities and facilitate their development in the physical, emotional, social and mental levels.

Previous Studies

Many studies have tackled the issue of child's right from different sides, be it legal, legislative and educational. Some of the most prominent studies on the issue of the rights of the child follow:

First: Arabic Studies.

Abu helal (1988) conducted a study entitled "Trends of Parents towards Kindergartens Programs" that aims to identify the trends of parents towards kindergartens programs.

The study sample consisted of (450) parents whose children attend the second stage (preliminary), distributed on (45) schools that constitutes a kindergarten. The results showed that there are no differences between participants' scores according to their educational level; university degree, diploma, or high school certificate or less, with regard to their view of the effectiveness of programs in the fields of physical, health, emotional, personal, and mental growth, as they think those programs do not provide their children with a suitable educational conditions to achieve the optimum level of growth they looked for.

The Arabic Council for Childhood and Development (1989) conducted an analytical study entitled "The Status of Kindergartens in the Arab Region" aiming to identify the reality of kindergartens in the Arab Region. The results showed that the number of kindergartens is disproportional with the number of children, as the rural areas do not enjoy the same number of children as much as the cities, in addition to a lack of building specified for to be a kindergarten, lack of facilities provided by the government to establish kindergartens, and that kindergarten stage does not receive from the government sector the same support and interest it presents to the other stages of education. Moreover, there are no qualified teachers specialized in the education of children, and the lack of training courses provided for them during their service as teachers.

Alsamadi (1993) conducted a study entitled " Effectiveness of Kindergarten in Al-Zarka Governorate from the Viewpoint of Their Headmistresses and Teachers," the study sample contained (84) headmistresses and (335) teachers who work in kindergartens in Al-Zarka governorate. The results showed that according to the ratings of kindergartens' headmistresses and teachers, the extent to which proprieties of the effective kindergarten are available in Al-Zarka governorate lie above the acceptable level of effectiveness on the educational standards, reaching (79%). The study results also showed the existence of statistically significant differences among mean estimates of headmistresses and teachers of kindergarten effectiveness that are attributed to the difference in the nature of work, teacher's experience, and academic qualifications.

Moawayah (1998) conducted a study entitled "The Reality of Educational Programs for Kindergartens in the Arab Region." The study showed that the academic level and scientific competencies of educators working in kindergartens do not enable them to play their therapeutic educational role, and to set suitable educational programs for kindergarten stage. Moreover, the study showed that programs did not address modern educational theories and learning theories except in general, as well as the fact that there are no distinct Arabic programs in the field of childcare in kindergartens. Khalil (2002) conducted a study entitled " Educational and Psychological Effects of child's right in the Islamic sharia' and the Convention on the Rights of the Child in1989".

The study results showed that Islamic provisions had the advantage of preceding other legislations, whether international or national, with the provisions it established to protect child's right, and provide him with the best psychological, social and physical circumstances in order to grow up full of love and sympathy for others. As well, the study showed that there are rights to the child that were ratified by sharia and then adopted by the international law such as the child's right to life, equality, education, good treatment, and the rights of children with special needs. As, rights of the child ratified by sharia' carries humanitarian characteristics in nature, and respects the feelings and emotions of them and others, as Islam is keen that the child should grow up honored and fully dignified.

Faris(2003) conducted a study entitled " Child's Right to Education", which aims to identify the educational system in Jordan within the period from 1999 to 2001, and to examine Jordan's commitment to apply " The right to education" as stated in the Child's Rights Convention . The study showed that there are many difficulties and obstacles that limited and still limits the positive results expected from the educational process, in spite of the large amounts of money spent on it.

The difficulties include the lack of legislative mechanisms needed to apply the Ministry of Education law issued in 1988, in addition to the high annual cost of the student that led to weakening the ministry's capacity of follow-up and improvement of facilities and needed school supplies. Younus (2003) performed a study entitled "Child's Rights in International Conventions, a Legitimacy Viewpoint." The study showed that Convention on the rights of the child came in its different historical phases from the Fifties to the end of Nineties as a revolution on the painful reality suffered by children in all parts of the world.

Humanity's wise men agree with Allah Sharia' on the importance of child's care and upbringing that ensures a better future for the nation. As it is known, Islam respects various nations' cultures, and calls for studying them and respecting rights of their children in a language and culture that make them close to their ancestors. The study emphasized the responsibility of parents and governments of the thoughts being published and adopted in the society that are received by the youth.

Abdullah (2003) carried out a study under the title of "Child Rights in Islam and the International Conventions." This study clarified that Islamic Sharia' preceded all international conventions in the acknowledgement of Child Right, as it granted the child his rights before and after his birth, aiming to protect him from spoil, loss and homelessness. Besides, sharia' also it encouraged achieving his interests which preserve his humanity, and provides him with noble life and safe future.

Recognizing that the responsibility falls on both parents and the society to supply and maintain these rights. In addition, the researcher concluded that International announcements and conventions came to assert most of the basic rights of the child, and mostly in agreement with the rights granted for child by Islamic Sharia'. It also explains that there is a great difference between the rights stated in the Convention on the Rights of Child in 1989 and the practical application in everyday life, where there are still millions of children in several areas of the world whose rights are being cruelly ignored whether by governments or individuals. Children are exposed to hunger, diseases and to numerous non-human procedures, not to mention the effect of wars that are annihilating them.

Mehrez (2003) conducted a study entitled "Parental Treatment Methods and Its Relation with The Child's Social Adjustment in Kindergarten." The Study aimed to detect the extent of correlation between parental treatment methods for children aged (4-5) years and the degree of their social and personal adjustment in kindergarten. The study sample consisted of (265) fathers and mothers, in addition to (262) children from Damascus. The study showed that there is a negative correlation between parental treatment methods that are based on mastery, severity, negligence, discrimination and rejection on the one hand, and the child's social and personal adjustment in kindergarten. It also showed that practicing mastery, strength and overprotection from the part of parents increases when their children are in lower educational levels compared with practicing these methods when their children are in the middle or high educational levels. Also, practicing methods of discrimination by parents increases with increasing the family's monthly income. Moreover, it is clear from the study that there is an increase in practicing the method of negligence in dealing with children from the part of working mothers compared with non-working ones.

Zaidan (2004) carried out a study entitled "Child Position in International Law" for the purpose of recognizing child's position in Public International Law. The researcher used the comparative study approach and analytical method for analyzing child's rights to life, growth, participation, and personal rights with reference to relevant resources such as International and regional conventions related to child rights. The findings indicated that despite the great interest given to children rights, which was brought to focus in the first place by the Convention on the Rights of the Child in (1989), still; this agreement lacks the elements of effectiveness and commitment. That is in spite of the great role played by International Committee of Child Rights in monitoring the application of the commitments mentioned in the Convention and assuring implementing them in order to record the progress in the field of guaranteeing child rights care.

Ahmad (2006) carried out a study under the title of "Actual Applications of Child Rights in Private School in Jordan from the Teachers' Point of View" with the aim of recognizing the level of applying child rights in accordance with the Charter of the United Nations in private school in Amman from the point of view of teachers in these schools. So, to achieve this aim, a sample of (270) male and female teachers has been chosen.

The findings showed that there is an actual application of child's rights in Jordan in relation to their rights to life, participation, protection and growth. Also, it was demonstrated that with increasing teachers' income, their willingness to achieve child's rights increases. The findings shed the light on several gaps relevant to child's rights, such as the one related to health insurance; as children above the age of 5 years are not covered with health insurance from the government. In addition, there are not any accurate comprehensive statistics to specify the magnitude of the problem of disabled children, and that the awareness and knowledge of teachers about child's rights are still under the level required from them.

Second: English Studies

Lan (1982) conducted a study entitled "A Philosophy of Children's Right's", in order to make a comparison between traditional view of child's rights and modern one. The scholar reached to the conclusion that there is a big difference between the two views, as the first viewed child's rights as those related to a specific group, viewed children as not qualified to gain their rights, and their experiences and experiments were neglected by adults or old people, in addition to disregarding their decisions and view points. However, at present, policy makers and professionals perceive these rights to be their natural rights and that they have the right to be listened to and to be taken seriously, when it is related to issues concerning them.

Kawaguch (2000) in his study entitled "The Rights of the Child and Education in Japan" attempted to recognize the extent of applying child's rights in educational foundations. The study found that there are several obstacles hindering applying child's rights. Many students of the primary stage are missing school days out of psychological, emotional, physical and social reasons. Also, the percentage of children absent from school for more than 30 days in the year is 26%, as they resort to physical excuses for justifying their absentees like headache, stomachache, vomiting and other disorders that commence directly just before they go to school.

Alynch (2006) conducted a study under the title of "Implementing the Rights of Children Protection in Kenya," with the aim of identifying the extent of implementing the rights of child protection in reality. The study explained in its theoretical part that Kenya has ratified and officially approved Right of Child Convention in 1990, and then, consequently, it prepared a national action program for protection of child, and issued a comprehensive law for children. In addition, they had many forms and compositions of national policies for child labor and education, and those related to orphans. On the other hand, in the methodological part of the study, it was found that the percentage of population living under poverty line reaches 85%; there are one million children who do not attend schools in spite of providing free elementary education; there are two million children who working, and one million orphan children.

Archana (2006) carried out a study entitled "Kindergarten Quality and Teacher Beliefs and Practices Related to Developmental Adjustment," in order to realize the correlation between female teachers' beliefs and practices and the beliefs and practices reported in developmental adjustment. Forty kindergartens were studied in Mumbai in India; 20 of which were of a low level and 20 ones enjoy a high level. The findings showed that the female teachers of the low-level kindergartens are more in harmony in their beliefs and practices than those of the high-level kindergartens. In addition, the study found that only 12 female teachers out of 40, the study sample, demonstrated more harmony in their beliefs and practices with those stated in developmental adjustment. Moreover, the classes that enjoy a higher quality are those for female teachers who demonstrate more harmony and cohesion in their beliefs and practices. As well, there are obstacles and difficulties faced by the staff working inside classrooms that prevent them from practically applying their beliefs and practices in the classroom; these obstacles include number of teachers inside classroom and the size of class group.

Carole (2006) carried out a study under the title "Early Childhood Care: Implications to Kindergarten Accomplishments" for the purpose of identifying common traits of children while they are under several types of care situations. Also, his study aimed to verify if there is a correlation between types of care presented for children and their academic performance. It attempted to examine if there is a correlation between entrusting the child to non-house care (without his family) and his performance in mathematics, his level of reading offered to him at the beginning of kindergarten and his improvement during his presence at kindergartens. A sample of (135) children from New York was selected, some were of mothers who work outside their houses, and some are of mothers who are housewives. The results reported that children who attend care centers scored a higher achievement in reading and mathematics in comparison with those who had care from parents only. Besides, children who immediately joined children care organizations without their parents (such as Head Start) achieved much less scores than children who have not been under their families' care from the beginning.

Davis (2006) conducted an exploratory study under the title of "Play as a Form of Academic Assessment for Kindergarten Students". The study purpose was to identify the methods used by teachers to evaluate children achievements. The study concluded that teachers use examinations, where children are expected to excel in accordance with the criteria specified previously for elder students; so, the practices became not appropriate for children growth and development.

Also, these evaluation measures are now considered not suitable by school administration and teachers although they are still used with children now more than any time before. The study also confirmed that play is considered much more suitable for children, yet; it is rarely encouraged or accepted as a valuable method in the kindergarten system. Further, the researcher comes to the result that playing within planned and structured educational centers is an effective and successful method for evaluating children's performance.

Mary (2006) carried out a study entitled "Child Protection Law in British Columbia" with the aim of examining the legislative framework for protecting children in British Columbia. The study focused on studying procedural measures mentioned in legislations, in addition to the directorial measures and their efficiency from the perspective of children rights professionals. The results revealed that child protection legislations in British Columbia are actually void of child rights, as their law concerning the legislations of child protection does need radical reform. Besides, they lack the existence of social work directed towards child rights and the general interest of child.

Maureen (2006) carried out a study under the title "Starting Kindergarten: A Comparison of the Preventions of Parents in Special Education and Regular Education " so as to recognize the relationship between parents and kindergarten and the extent of participation between them.

A statistical survey was conducted on (253) father and mother of children attending kindergartens of private and public education programs in Capital District of New York state. The study stated that the level of parents' satisfaction with their children's joining the kindergarten was positive. Yet, it was shown that 95% of parents varied in their opinion about the services offered by the kindergarten; as parents of children in private education demonstrated satisfaction with the services offered to their children, whereas parents of children in public education showed more satisfaction with the educational subjects taught compared to their counterparts in private education. Also, parents of children in public education demonstrated more satisfaction with services related to special education than those of children in public kindergarten. Mike (2006) carried out a study under the title "An Exploratory Study of Kindergarten Teacher's Beliefs about Music in their Classroom." His study attempted to explore the beliefs of kindergarten female teachers towards employing music inside their classrooms.

Study sample consisted of 4 female and male teachers of music, and it concluded that those teachers do strongly believe in the role of music in the teaching process inside classroom. As well, all of them acknowledged that music is a powerful tool in motivating children to learning. Moreover, the results showed that these beliefs helped in motivating children to learning and affected their educational practices inside classroom. Furthermore, this study made it clear that music participates positively in developing learning, creativity, general intelligence, positive self-image, social skills, emotions and physical health.

Nevertheless, the study indicated to a number of obstacles that stand in the way of teaching music in kindergarten, such as the principals' negative attitude towards teaching music in kindergarten, and not providing necessary environment and instruments for teaching music.

UNICEF (2006) conducted a study entitled: "Implementing the Right to Children" for the purpose of recognizing the range of implementing child rights in 62 countries from all parts of the world and the study lasted for 3 years. The findings stated that there is a great action toward the process of social change in all countries involved in the study. Fifty countries welcomed making legislative reforms including amendments in the constitution. Also, there is a boost in establishing national organizations servicing human and child rights. All countries are taking the necessary measures for promoting for Child Rights Convention through education and media campaigns.

In addition, this study reported that despite of the progress of developing national plans for child rights, these plans do not reflect the real application of these rights, so; there is still a need for more coordination between ministries and between the various levels of governments. Besides, the necessary allocations specified for supporting the social services for these children still need additional planning and organization.

General Comment on Literature

It is clear from previous Arabic and English studies that they stressed on the importance of child rights and the importance of kindergarten stage to fulfill those rights. Also, they came to identify and explain the obstacles that prevent properly implementing child rights. Within the framework of the importance of child rights, the studies of Khaleel(2002), and Younus(2003) came to emphasize on the fact that the provisions of Islamic Sharia have had the previousness in handling the issue of child rights. Whereas, within the frame of the importance of kindergarten stage the studies of Carole (2000), Davis (2006), Archana (2006) and Mike (2000) aimed to recognize the quality of kindergarten education and their achievements, in addition to the importance of employing play and music in children learning. In addition, the studies of Maureen (2000), Mehrez (2003) and Abu Helal (1988) attempted to examine impact of the relationship between parents of children and professional in the kindergarten in satisfying the rights of child.

Within the field of obstacles preventing the proper implementation of child rights, the studies of Kawaguch (2000), Alynch (2006) and Mary (2004) came to focus on the difficulties hindering implementing child rights, which are represented by the concentration of most countries on theoretical frame of child rights rather than the actual application of them. However, in Arab World and Jordan, the findings of the following studies; AL-Smadi (1993), Faris (2003) and Ahmad (2006), emphasized that the obstacles facing the observance of child rights are represented in the high annual cost of student, the ministry's disability to follow-up and improve necessary facilities and school equipments, and that teachers' awareness and knowledge of the rights of the child do not ascend to the level expected from them. This study is considered distinguished from the previously mentioned studies as it handles the issue of the obstacles hindering observing child rights in kindergartens through immediately collecting detailed data from study sample, with the aim of recognizing these obstacles in Jordanian kindergartens.

Method and Procedures

This section includes detailed data about study methodology, its tools, population and sample as explained below:

Study Methodology and Tools

This study is based on the qualitative approach that uses the method of interviewing female headmistresses and teachers of kindergarten for the purpose of collecting detailed data related to the study questions directly from subjects of the sample.

The study adopted the percentage style in classifying the obstacles hindering observing child rights in kindergarten as follows:

- (1–59%) represent a low availability of an obstacle.
- (60–74%) represent a moderate availability of an obstacle.
- (75–100%) represent a high availability of an obstacle.

Study Population and Sample

- Study Population

Population of our study is represented by all female headmistresses and teachers of public and private kindergartens in the middle region of Jordan for the academic year 2007/2008. The number of potential participants from the study population reached (873) female headmistresses and (2973) female teacher as shown in Table (1) below.

Insert table (1) about here

-Study Sample

The simple random sampling method was used to select the sample of the study, as it consists of (40) female headmistresses and (40) female teachers from both public and private sectors in the middle region as shown in Table (2) below.

Insert table (2) about here

Findings and Discussion

This section contains a detailed presentation of the results related to the study question;

What are the obstacles facing the observance of child's rights at the Jordanian kindergarten from the prospective of headmistresses and teachers?

To answer this question, it was divided into two sub-questions. Below, we relate, in specific, the results of every sub-question.

Results related to study question (A):

What are the obstacles facing observing child's rights at Jordanian kindergarten from the prospective of headmistresses?

To answer this question, the frequencies and percentages of headmistresses' responses were calculated. Table (3) shows frequencies and percentages of obstacles facing observing child's rights at Jordanian kindergarten as suggested by headmistresses' responses.

It is noticed from Table (3) that there is variance in the percentages of obstacles facing observing child rights in Jordanian kindergarten from headmistresses' points of view. These percentages ranged between 85% as the highest to (35%) as the lowest. Obstacle that rated the first among all was: (Nonexistence of actual application of child rights), which got the heights percentage of (85%). Whereas, obstacle number 2, which is (Unawareness of child rights), got the second higher percentage of (80%). The lowest percentage was for obstacle number (11) which is (Low level of the family's standards of living), which reached (35%) from kindergarten headmistresses point of view.

Insert table (3) about here

Results related to study question (B):

What are the obstacles facing observing child's rights at Jordanian kindergarten from the prospective of female teachers?

To answer this question, the frequencies and percentages of female teachers' responses were calculated. Table (4) shows the frequencies and percentages of suggested obstacles hindering the proper application of child rights from teachers' point of view.

As shown from table (4), percentages of results of female teachers responses on the obstacles hindering observing child rights in Jordanian kindergartens vary and range between (87.5%) as the highest percentage to (15%) as the lowest. Obstacle number 1, which is (Parents' unawareness of child rights), got the highest percentage (87.5%), while obstacle number two, (Kindergarten's focus on the mental aspect) got the second highest percentage of (82.5%). The lowest percentage went for obstacle number (25), (Not providing enough care for children who suffer from disabilities), and its percentage reached (15%).

Insert table (3) about here

Discussion of results related to study question:

What are the obstacles facing the observance of child's rights at the Jordanian kindergartens from the prospective of headmistresses and teachers?

Discussing results related to question (A): *What are the obstacles facing the observance of child's rights at Jordanian kindergartens from the prospective of headmistresses?*

It is clear from Table (3) that the percentage of obstacles hindering observing child rights in Jordanian Kindergarten from headmistresses' point of view ranged between (35%-85%). It is also noted that obstacle 1 (Nonexistence of actual application of child rights) scored a frequency percentage of (85%).

This is because legislations do not discuss all the necessary conditions needed to provide full protection for children and women from being exposed to the various forms of offence and violence. Moreover, many factors led to difficulties in applying child rights in Jordan. Among those, the legislative factors which led to the accumulation of bills presented in front of the parliament, and so delaying the adoption of these bills in spite of the of Jordanian Government efforts to keep up with the legal developments in the field of child right. For example, the criminal law deals with offensives but not family violence, and it still holds the controversial article (62) which allows parents to punish their children with a conditioned degree of severity; including beating them within the limits of accepted cultural customs. This article causes a worry from misusing it by perpetrators by avoiding social punishments and legal procedures. In addition, there are economical factors represented in Gulf war, occupying Iraq and the war conditions in occupied Palestinian lands; all these conditions badly affected the quantity and quality of projects, programs and services provided to children in Jordan due to lack of facilities and financial resources.

Moreover, there are technical factors like the lack of qualified specialized technical staff in the field of child right. Further, there are the demographic factors; such as the high rate of population growth which reached 2.5% as a result of the increase in birth rate, the drop in death rate and the increase in immigration ; which affected the services provided for children. These factors taken together have participated in hindering the actual application of child right in Jordan.

On the other hand, obstacle (2) (unavailability of adequate courses or publications for enlightenment on child rights) achieved a percentage of (80%). This obstacle is attributed to the Ministry of Education and kindergartens' least interest in this issue. None that the kindergartens receive from the Ministry of Education exceeds official correspondences related to safety conditions and administrative instructions. Female headmistresses are not encouraged to attend courses or participate in conferences related to training on child rights. Although governmental and non-governmental authorities are cooperating with international organizations to increase enlightenment and awareness of child rights, through holding lectures and symposiums in that regard, in addition to working in publicizing the International Agreement to workers in the early childhood environments for social and educational upbringing. Other than some organizations working in the field of childhood which issue training guides on child rights, in addition to posters that give some inadequate information about Child Rights Agreement.

The third obstacle (3) (The Decline in level of performance of female teachers who graduated from Jordan universities) with a frequency of responses that reached (72.5%). This is explained by the low level of qualifications required for a kindergarten teacher to perform her job in teaching early childhood stage. University qualifying is not enough for students to acquire the cognitive capacities about child's specific developmental characteristics, in the physical, emotional, social and mental domains. In addition to the needed skills such the ability to manage class and interact with children, orient their behavior, ability of planning and implementing activities, observing children growth and development, writing reports and other necessary skills for the teacher to perform their role in teaching children. The reason behind this obstacle is missing the link between both sides; the theoretical and practical in University teaching, where focusing on the theoretical side makes graduate teachers unable to efficiently teach in classrooms.

Obstacle number (4) (Unavailability of experts in early childhood field) scored a frequency of (70%) from respondents view. This obstacle refers to the low availability of specialized and qualified technical staff in child rights field. Despite that Jordan already enjoys having many well-qualified specialists in early childhood field; most of them are having their competencies invested by educational institutions outside Jordan, which makes it necessary in most of the time to get aid from external organizations or institutions to hold courses or seminars related to childhood.

Obstacle number (5) is the one about (Misunderstanding the importance of kindergarten stage by parents) with a frequency percentage of (70%). This comes due to the differences in parents' points of view towards the objectives of kindergarten stage. Some parents consider kindergarten as the substitute place that provides care during the absence of parents. Others see that kindergarten is only the place where the child acquires the skills of reading, writing and mathematics.

Some say that it is the place where children spend fun times, while others found the kindergarten to be the place where their children can be raised, socialized, and develop an integrated personality from all aspects; physical, emotional, social and metal aspects in order to enjoy good psychological health.

Discussion of results related to question (B):

What are the obstacles facing the observance of child's rights at the Jordanian kindergartens from the prospective of female teachers?

It is clear from table (4) that there are several obstacles mentioned by teachers as hindering them from observing child rights. These obstacles are (25) and their percentage of frequency is (87.5%) for the highest percentage and (15%) for the lowest. It is seen from the table that obstacle number 1 (Parents' unawareness of child rights) got the first rank where its frequency percentage was (87.5%). Jordan works on strengthening society and family system based on early care of child. Yet, based on the results of a study conducted in 1996, there is a noticeable drop in the level of parents' understanding of the concepts of early childhood. Despite increasing the level of parents' education, they still do not have enough knowledge about the developmental needs of their children and how to satisfy them, that is why they use various strategies, which may not necessarily be appropriate, in rearing their children.

Accordingly, a partnership have been developed f between Jordan government and UNICEF to establish and adopt a program for parents' care, so that to deal with this concept through societal methods. This partnership has become a national network of (13) governmental and non-governmental organizations that offer educative courses for parents. This program mainly targets the least fortunate families due to poverty, unemployment or low educational levels in cities or rural areas. Also, legislative and preventative measures have been taken to offer suitable assistance for parents to help them perform their responsibilities in rearing their children through offering advice and guidance when needed through centers of maternity and childhood care of Ministry of Health, in addition to some non-government organizations. Despite all of these measures, these procedures are not sufficient and it is necessary to increase spreading such programs, especially via different media means, to educate parents about child rights.

Obstacle number 2 (Kindergarten's focus on the mental aspect) had a frequency percentage of (82.5%) in teachers responses. This is due to some kindergarten's wrong belief that the quality of the programs they offer are measured by what the child acquires of the skills of reading, writing and mathematics. Worth mentioning is that the role of child in these kindergarten is to memorize a huge amount of information and then recall them without encouraging him to develop his senses or helping him acquire such skills and concepts in an educational way that suits his developmental level and characteristics. Teaching in these kindergartens is limited to the mental side only as it neglects the other aspects of child's personality, although article (29) of child rights agreement affirms that education has to be directed towards developing the child's personality, talents and his mental and physical perceptions to their maximum capabilities. This positive relation between kindergarten programs and the child's social, emotional, intellectual and linguistic development was also confirmed by many studies and researches in this field.

But still, the educational system is not yet ready to develop child's personality, talents and his physical and mental abilities to their maximum capabilities. Instead; it concentrated more on the prompting method and memorizing information for success rather than providing educational experiences and acquiring skills, this led to the inability of female teacher to satisfy children needs with the proper way to enhance their growth and development.

Obstacle number 3 (Media not performing an adequate role in the spread of child rights) had a frequency percentage of (82.5%). Female teachers think that Jordan media system does not adequately support observing child right, as reports, researches, programs and studies in this field are still not enough to spread awareness about the comprehensive concept of child rights for all groups of society. Programs that confirm these rights and work on simplifying them are still needed so that to make all parts of society able to realize the concept of comprehensive child rights.

As it is also noted from table (4), obstacle number 4 (Unavailability of safety and security in children plays) scored a frequency percentage of (77.5%) among teachers responses. kindergartens do not comply with the conditions of establishing and licensing kindergartens regarding keeping security and safety of children. So, some toys in some kindergartens are built on concrete ground not sandy one, some playgrounds are not covered, sometimes there are not enough toys, and these are not suitable for children; which exposes children to physical injuries, sunstrokes, beside a rise in the percent of behavioral problems resulting from not providing enough toys for all. Although the specifications of internal and external toys were identified in the terms and conditions defined for establishing and licensing Jordanian kindergartens and in spite of confirming the necessity of providing the element of safety and security in children play guards and toys.

Obstacle number 5 (Female teachers' unawareness of child rights) got frequency percentage of (72.5%). It is explained by the unawareness of female teachers of these rights for several reasons, such as the low percentage of specialized female teachers in the field of early childhood accounting for (29.46%), according to a report about kindergartens in Jordan for 2004-2005, which is considered a low percentage. This affects female teachers' abilities to correlate between child rights, satisfying the physical environment and curriculum, and their practices towards children. Yet, the sufficient practical training for female teachers on how children learn is not adequately available for them.

Obstacle (6) (Large number of children in the one classroom) achieved a frequency percentage of (72.5%). This is resulted from the fact that most kindergartens witness an increase in the number of children which exceeds (25) child for each classroom, although conditions of establishing and licensing kindergartens specified a space of 1.5m for each child, but it is obvious that kindergartens are not committed the conditions. Increasing number of children in public kindergartens can be attributed to low number of classrooms; as in each school there is one classroom, which forces the headmistress to increase the number of children in it so as not to prevent them from getting their right to learn.

While the increase that takes place in private school aims to get profits, and this makes female teachers convinced that increasing the number of children in classroom is one of the obstacles facing observing child rights.

Knowing that quality of care provided for children, especially in the process of interaction between teacher and children, is negatively affected by the large number of children, American National Association for Teaching Young Children identified the general lines regarding size of educational group. It recommended that it should not exceed 12 children for each teacher, and should not exceed (20) children in each group at the age of four or five.

Obstacle (20) (Unavailability of enough number of kindergartens in the least fortunate regions) got a frequency percentage of (27.5%). This is due to the great interest from the part of the private sector to provide kindergartens in cities. Ministry of Education exerts efforts to provide educational services to the least fortunate areas, but still there are some difficulties facing the Ministry in its efforts to expand the process of establishing, supporting and increasing number of kindergartens, represented in the lack of financial resources, which restricts the number of these kindergartens (Esaa, 2004). Obstacle (21) (Lack of medical follow-up) achieved a frequency percentage of (25%). This is referred to the general interest towards providing a distinguished health care for children, resulting in the death rate of children in Jordan -children less than 5 years- to become the lowest in the region as it witnessed a drop from 39 deaths per 1000 live birth in 1999 to 27 per 1000 live birth in 2002. Nevertheless, the services provided for children are still not enough as the health sector faces an increased demand on its services, which surpasses the available financial resources, facilities and employees.

In order to enhance children's health and status in early stages, Early Childhood Development Strategy (2000) and Early Childhood Development Work Plan (2003-2007) have been established, focusing mainly on children in the age groups of (0-9) and on both aspects; health and education. Obstacle (22) (Unavailability of transport means from and to kindergarten) had a frequency percentage of (22.5%). This is due to that the Ministry of Education paid great attention and gave care for the kindergarten stage but it did not pay enough attention to safety of transportation of children from and to kindergarten, as there is no article mentioned in the conditions specified for establishing and licensing kindergartens that is related to this issue.

Child safety and security is considered one of the necessary needs that should be observed and cared for by adults responsible of child. The difficulty lies in that many children go to kindergartens and get back from them on foot without being accompanied, most of the time, by the adults and this exposes them to danger.

Also, table (4) shows that obstacle (23) (Family's culture in dealing with children) was related by respondents with a percentage of (17.5%). This obstacle lies in parents' thoughts and beliefs about rearing their children. Relationships between family members are essential in identifying the child's emotional and psychological level of development as well as his attitude toward on life. The child perceives himself in many situations as a grown up man who has to obey the rules of the family. In addition, parents have high expectation about their children, where they expect that their children must possess all the skills of reading, writing and mathematics. Besides, they often mess things up by using the method of comparing their child with other children. In addition to many other practices that are unsuitable for growth and development of children, which helps in the child's beginning to form a negative self-concept and attitudes especially during this sensitive stage.

Obstacle (24) (There is no communication between kindergarten and family) got a frequency of (17.5%). This opinion is seen because family does not participate in activities and meetings prepared by the kindergarten. There are difference in the reasons behind losing communication between kindergarten and family in rural areas and city; in rural areas, the less communication is explained by parents unawareness of the importance of this communication in providing children with an integrated rearing environment, while in cities, the less communication is more explained by parents' being busy in their work. Studies clarified that children get great benefit from parents' cooperation with the early-childhood-care organization in the process of education by commitment to care, openly communicate with their children, and exchange respect with them. On the other hand, losing communication to a degree that parents are not informed with what happens at kindergarten and teachers are been told about important events taking place in the life of child; then there will be failure in communicating with child and continuing with his development (Essa, 2004).

Obstacle number 25 (Not providing enough care for children who suffer from disabilities) had a frequency percentage of (15%). Lack of interest of children who suffer from physical or mental disabilities is also considered one of the obstacles preventing observing child rights.

Families, at first, feel ashamed from having a disabled child, and so it tries to hide him or isolate him from society. This is due to not providing opportunities for these children to attend kindergartens, not providing a suitable learning environment for them, and not having enough number of academically qualified female teachers to deal with such type of children. Disabled children are still in need for more care and attention especially in the least fortunate areas.

Recommendations

In light of the results of this study, the researchers recommend the following:

- Increasing level understanding of female teachers' in kindergartens the rights of the child, in order to make their educational practices more befitting with child's right agreement.
- Activating legislations concerning child rights, in order to force organizations working in the field of early childhood to implement and execute these rights.
- Employing developmental measures of early childhood in public and private kindergartens to achieve a balanced and comprehensive development of children and satisfy their needs.
- Ensuring the application of the conditions of establishing and licensing kindergarten for the purpose of providing a learning-teaching environment that puts the conditions of safety and security into effect and fits their growth and development process.
- Conducting a study on the annual study plans prepared by kindergarten, aiming to recognize the degree to which they provide effective programs to increase the parents' awareness of their child rights.
- Cooperating in establishing an effective partnership between all local-community organizations, so that to increase the awareness of all members of society of child's rights.

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Table 1: Distribution of study population on the directorates of the Ministry of Education in the middle region for the academic year 2007/2008.

Directorate	Public Kindergartens		Private Kindergartens	
	Female Teachers	Female headmistresses	Female Teachers	Female headmistresses
Amman First	5	3	-	-
Amman Second	8	12	-	-
Amman Third	6	3	-	-
Amman Fourth	2	2	-	-
Middle Badia	7	12	-	-
Zarqa First	2	1	352	90
Zarqa Second	1	1	60	16
Russaifa	6	7	198	19
Madaba	3	3	82	5
Thiban	8	11	12	8
Salt Town	4	4	152	56
Deir Allah	6	10	29	7
Ayn AL-Basha	8	8	96	29
Southern Shounah	4	10	15	4
Private Education / Capital	-	-	1907	552
Total	70	87	2903	786

Table 2: Distribution of study sample on the directorates of the Ministry of Education in the Middle Region for the academic year 2007/2008.

Sector	Number of female teachers	Number of female headmistresses
Public Kindergartens	20	20
Private Kindergartens	20	20
Total	40	40

Table (3) obstacles facing observing child's rights at Jordanian kindergarten as suggested by headmistresses' points of view.

Number	obstacle	frequency	Percentage	Degree
1	Nonexistence of actual application of child rights.	34	85 %	High
2	Unavailability of adequate courses or publications for enlightenment on child rights.	32	80 %	High
3	The Decline in level of performance of female teachers who graduated from Jordan universities.	29	72.5%	Moderate
4	Unavailability of experts in early childhood field.	28	70 %	Moderate
5	Misunderstanding the importance of kindergarten stage by parents.	28	70 %	Moderate
6	Unawareness of child rights.	29	72.5%	Moderate
7	Unavailability of financial capabilities.	26	65 %	Moderate
8	Clannishness which makes the child bound by wrong practices toward him.	25	62.5 %	Moderate
9	High cost of training of female teachers.	18	45 %	Low
10	Unavailability of an adequate number of classroom sections which ends up with a large number of children inside one classroom.	16	40%	Low
11	Low level of the family's standards of living.	14	35 %	Low

Table (4) obstacles hindering observing child's rights at Jordanian kindergarten as suggested by female teachers.

Number	obstacle	frequency	Percentage	Degree
1	Parents' unawareness of child rights.	35	87.5%	High
2	Kindergarten's focus on mental aspects only.	33	82.5%	High
3	Media not performing an adequate role in the spread of child rights.	33	82.5%	Moderate
4	Unavailability of safety and security in children plays.	31	77.5%	Moderate
5	Female teachers' unawareness of child rights.	29	72.5%	Moderate
6	Large number of children in the one classroom.	29	72.5%	Moderate
7	Unavailability of enough tools to fit the large number of children.	28	70%	Moderate
8	Unavailability of healthy environment regarding illumination and aeration.	25	62.5%	Moderate
9	Unavailability of proper building for children needs (healthy utilities, playgrounds, etc.)	24	60%	Moderate
10	Society unawareness of child rights.			Moderate
11	Unavailability of proper training for female teachers.	21	52.5%	Low
12	Providing concepts unsuitable for child age.	19	47.5%	Low
13	Administrations' inadequate awareness of the importance of kindergarten stage.	18	45%	Low
14	Unavailability of suitable educational aids.	18	45%	Low
15	Continual changing of curricula.	16	40%	Low
16	Using traditional educational methods which focus on memorizing.	14	35%	Low
17	Lack of effective supervision from the part of the Ministry of Education on kindergartens.	12	30%	Low
18	Low level of family's standards of living.	12	30%	Low
19	Low educational and cultural level of parents.	12	30%	Low
20	Unavailability of enough number of kindergartens in the least fortunated regions.	11	27.5%	Low
21	Lack of medical follow up.	10	25%	Low
22	Unavailability of transport means from and to kindergarten.	9	22.5%	Low
23	Family's culture in dealing with children.	7	17.5%	Low
24	There is no communication between kindergarten and family.	7	17.5%	Low
25	Not providing enough care for children who suffer from disabilities.	6	15%	Low