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Home Teaching Environments for Jordanian Kindergarten Children Under Corona Pandemic 2020

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	Abstract
<p>Article History</p> <p>Article Submission 02 November July 2022</p> <p>Revised Submission 26 December 2022</p> <p>Article Accepted 20 January 2023</p>	<p>In this study, the ethnography method is applied to understand the efficacy of early childhood and kindergarten home teaching environment in enhancing educational success. In particular, the study seeks to determine the effect of teacher-parent collaboration through remote communication in improving a suitable home teaching environment significant in fostering learner success. Teachers will need to work together with parents using new and accessible technologies to facilitate remote communication in providing learning resources, materials, and guidelines to ensure the continuity of early education learning during this COVID-19 season. Conducting an ethnography study will help contextualize the useful model to ensure teacher-parent cooperation to design a playful learning approach and technology to fit the busy parent schedule and meet children learning needs. The sample of this study consisted of (25) female teachers and (25) mothers of kindergarten children in Jordan. The descriptive-analytical methodology was used to achieve the study goals through a questionnaire as a tool for collecting data. Results showed that communication between teachers and parents has proved useful in the home teaching environment's success to a high degree (3.75) and the study identifies patterns from participant observation and provides some suggestions for enhancing the home teaching environment in Jordan.</p> <p>Keywords: Anthropology; Education; Early Childhood; Children; Early Education; Ethnography</p>

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Introduction

Teaching is a process linked to the rise and spread of civilization. Accumulated experiences over the years influence the teaching process. The teaching process and influence are reflected in an individual and society. Jordan's learning process depends on traditional instructional techniques and direct communication between students and teachers. However, with the rise of the coronavirus pandemic, the education process has changed. Coronavirus is a pandemic affecting the entire world that has interfered with the interactive system globally. In response to the pandemic, learning has shifted from traditional modes to electronic platforms. Experts within the education field are obliged to merge the educational processes and not limit traditional learning to classrooms.

Kindergarten education is essential since it aids the formation of a child's characteristics and personality. It aids in the formation of orientations and the determination of tendencies (Ray, 2015). Home teaching is a contemporary technique and an alternative to school and traditional teaching techniques. Home learning provides an environment for creating moral values and improving education under the parents' guidelines and observation (Rose et al. 2017). Homeschooling has become an alternative to public and private schools in most nations while, in others, it is restricted (Ray, 2015). The rise of the COVID-19 pandemic has made homeschooling imperative in the educational system.

In response to the ravaging coronavirus pandemic, most nations worldwide have taken measures to prevent and contain the spread of the disease. One of the measures undertaken includes closing schools and childcare services, lockdown, and guidelines to enforce social distancing. The effects of such actions and measures have impacted families and societies significantly, with likely consequences such as economic crisis, food, and housing insecurity, and mental breakdowns becoming imminent. The disruptions prevent young children from going to school and continuing with their education. In effect, they are reliant on their caregivers for nurturing and meeting their developmental needs. Therefore, this study focuses on teaching environments for kindergarten children in Jordan in a midst of the coronavirus pandemic.

Learning environments are nurturing spaces that support the learning environment and the development of young children significantly. Studying settings include classrooms, play areas, areas set for caregiving purposes, and outdoor areas. The learning environs are organized and have managed settings. The environments offer schedules, lesson plans, and indoor and outdoor changes to foster a child's development. Ihmeideh and Alkhaldeh (2017) indicated that learning environments include age-appropriate equipment, supplies, and materials and help integrate cultures, and are flexible in supporting the changing ages, interests, and group characteristics. The learning environment in homeschooling comprises the community, home, and socialization spaces. Schools provide the right environment to foster early education. In light of the coronavirus pandemic, homes have been transformed into learning environments. The study is essential in assessing the kinds of learning environments that kindergarten children are exposed to, including the teachers' role and their influence in instilling knowledge. The study helps in defining areas in the home learning environment that need improvement. Lastly, the study benefits stakeholders and specialists by understanding the importance of home education for kindergarten children in Jordan in a crisis to enhance future applicable programs. The COVID-19 pandemic forced the closure of schools all over the world. Such measures impacted 103 million learners across the Middle East and North African region. In mid-March, Jordan was one of the countries worldwide to respond to the crisis by enforcing a lockdown and facilitating the closure of educational institutions. To sustain learning in times of a pandemic, the Ministry of Education has turned to online and distance learning techniques. The Jordan officials quickly leveraged materials from the private sector to develop an education portal and set aside two television channels to offer online lectures. The resources cover the curriculum core subjects Arabic, Math, English, and science for grades one to twelve. According to Leach et al. (2010), though voluntary, kindergarten education is a part of Jordan's formal education system and comprises children between the ages of four to six years. Kindergarten is a crucial part of a child's education since it aids in forming a learner's characteristics, and personality, and forms the foundation for future learning.

Primarily, this study seeks to identify and assess the home learning environment for

Jordanian kindergarten children during this COVID-19 season. In particular, the study explores parents' roles in facilitating home education and teachers' impact in ensuring that home education becomes a success. The study seeks to answer the following research questions:

What is teacher support's implication in adopting a home teaching environment for Jordanian kindergarten children during the coronavirus pandemic?

Do educational experiences and attitude influence the parents' support in enhancing efficiency in the home teaching environment for kindergarten learners?

Do qualifications, marital status, and background of teachers affect their teaching ability in this pandemic era?

Will the home duties of parents, their qualifications, and age affect the home teaching environment's support to Jordan's kindergarten children?

To analyze whether the home duties of parents, their qualifications, and age affect the home teaching environment's support to Jordan's kindergarten children.

To identify the educational experiences and attitudes that influence the parents' support in enhancing efficiency in the home teaching environment for kindergarten learners.

To analyze the role of qualifications, marital status, and background of teachers in affecting the teacher's ability in this pandemic era.

To examine the teacher support's implication in adopting a home teaching environment for Jordanian kindergarten children during the coronavirus pandemic.

Literature Review

In anthropological studies, fostering continuity of early childhood education is critical in laying the foundation for a child's development (Fayez et al., 2016). Teaching yields significant benefits for learners and entails the offering of essential skills to foster social and developmental growth. In this season of coronavirus, early education leaders and parents should provide learners with a chance to study through the homeschooling technique. With the existing social restrictions and schools closure worldwide, every child deserved a learning opportunity to acquire reading and cognitive skills (Abu Taleb, 2013).

Collaboration among teachers and parents of kindergarten children in Jordan is critical in fostering home teaching. It will have a substantial implication on the children's early development through cognitive and social skills, hence preparing learners for educational success after they resume (Fayez et al. 2016). Landry et al. (2008) emphasized the importance of parents in participating in children's education, leading to cognitive and social skills acquisition. Notably, the emergency of COVID-19 has created a demand for early teachers. Such demand is bound to increase learning effectiveness by enhancing the formation of partnerships to facilitate home learning. Online learning is a relatively new concept, especially for young kindergarten children and learners, teachers, and parents, to adjust to changing times. According to Alkhaldeh et al. (2017), early childhood educators should master the technology necessary for promoting distance learning and create social and adaptable models for learners. Learning in home environments can be challenging since it requires deep interactions between teachers and learners. The rise of the COVID-19 pandemic has stimulated an interest in distance learning. It has shown teachers' non-preparedness in supporting young learners and enhancing their cognitive growth during such a situation (Alkhaldeh et al., 2017). The success of online learning is dependent on specialized tech know-how in a virtual learning platform that stimulated early childhood development. It highlights the importance of training and equipping early childhood educators with the skills necessary to support e-learning and enhance effective communication that caters to kindergarten children's exceptional learning and needs (Bate & Malberg, 2020).

COVID-19 has presented the world with unique challenges. Amidst these difficulties, the remote learning approach provides an opportunity for continuity of education for kindergarten learners (Fayez et al., 2016). Globally, teachers and school management are dealing with grappling means and techniques to support parents, aiming to enhance home teaching success. A variety of opportunities exists for parents to interact with their children, hence ensuring that they remain

actively involved in their young ones' learning development. The pandemic has created an unprecedented time that requires rapid responses. Teachers have been forced to enhance their creativity to ensure that learning continuity is maintained among preschool learners.

Notably, the home teaching environment provides various dynamics on the effects drawn from literacy development theories at home. The study by Rose et al. (2017) showed that parental support is critical in enforcing a home learning environment's stability and dynamics. The belief supports the claims that forging parent-educator collaboration helps to bridge the functionality of a home learning environment in a way that fosters a child's cognitive growth (Rose et al., 2017). Collaboration between teachers and parents helps to ensure that children keep up with the home learning environments. The kindergarten curriculum is simple and helps in ensuring that a child remains consistent. Thus, it focuses on ensuring that a child's happiness and well-being are maintained.

Icmi and Suryono (2019) conducted a study to define homeschooling education and its future development. Modern forms of parenting are concerned with the children's overall welfare, especially in education matters, and acknowledge the critical role parents have in contributing to learners' academic attainment. The research identified that parents could create home-based models customized towards enhancing adaptations to the children's needs based on their state of mind (Icmi & Suryono, 2019). In addition to that, Glanzer (2008) stipulated that a home learning environment was an alternative to formal education and provided a chance for parents to provide learning tailored to developing the children's moral values while also ensuring that they are safe, comfortable, and happy.

The quality of a home teaching environment has proven to be essential for child development (Kluczniok et al., 2013). However, little knowledge exists on the field sphere's role in promoting early education teaching at home and the importance of family background in educational success. The study by Kluczniok et al. (2013) showed that the physical environment could have adverse consequences on cognition, behavior, and emotions. The environment can influence decision-making processes and relationships with others.

The learning theory informs this study since it explains and helps foster the understanding of how people learn. The three popular learning theories are behaviorism, cognitive, and socially constructive. Behaviorism entails analyzing and assessing the behavior of children in a learning environment. Cognitive entails the concept that the mind has a critical role in fostering learning. The theorist sought to focus on The learning theory is best explained by Bloom's taxonomy Benjamin Bloom was one of the early psychologists who established a taxonomy of learning related to the development of intellectual skills and stresses the importance of problem-solving Bloom's taxonomy is based on essential elements: creating, evaluating, analyzing, applying, understanding, and remembering, as shown in Figure1. Creating entails putting details together to enhance the functioning and success of online learning. Evaluating, in the case of this study, entails judging based on the criteria and standards. Analyzing involves breaking materials into constituents and assessing how parts relate to each other. Applying entails the execution and implementation of online learning among kindergarten students in Jordan. Lastly, remember involves retrieving, recognizing, and recalling relevant knowledge to apply in the future.

What happens between an environmental stimulus and a learner's response. Social constructive asserts that education is an interactive social phenomenon between teachers and learners.



Figure 1. Bloom's Taxonomy Retrieved from Picciano (2017).

Figure 2 shows the conceptual framework for the theoretical concept used. The model is shown as a cylinder from two concentric circles. The outer ring is the context in which a child has direct learning experiences, in this case, the home environment. It can also represent contexts where a child often participates, such as the playground area. Contexts have a direct influence on determining the learning environment. Inside the heart of a cylinder, four conceptual factors build on a child's online learning journey that includes learning, discontinuity or continuity, collaboration, and change. The dynamics of the four factors affect the learning journey of kindergarten learners. Below the concentric circle is an arrow indicating time, and it points forward to demonstrate learning and environment.

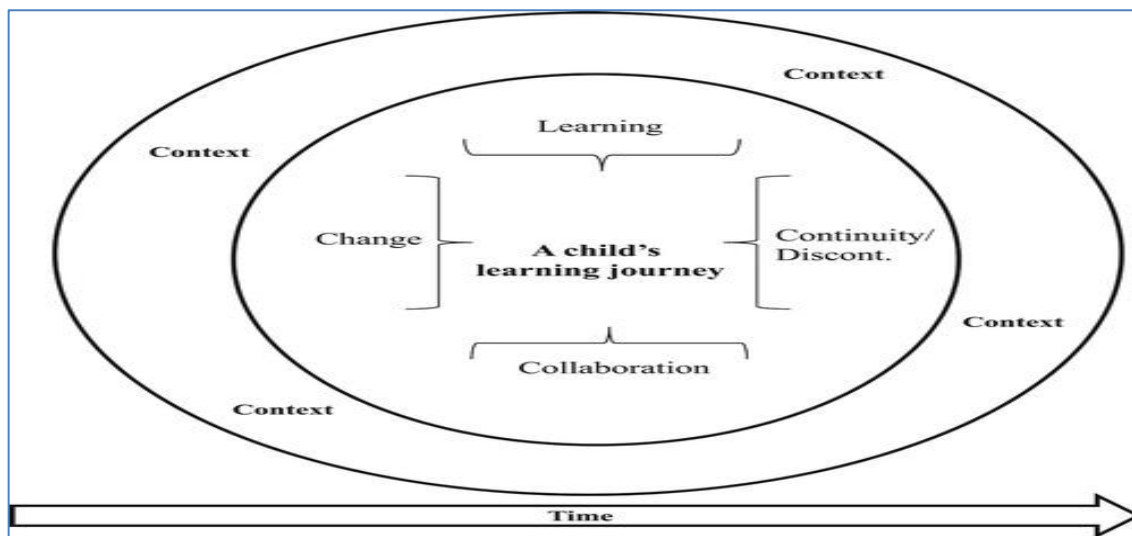


Figure 2. Conceptual Framework Retrieved from Wilder and Lillvist (2018).

Methodology

The study employed a descriptive-analytical study approach to evaluate the home teaching environment for kindergarten children in Jordan during this coronavirus period. The method compares, interprets, and estimates with the hope that generalizations will be attained. The data was collected from both primary and secondary sources. Preliminary data were gathered by distributing questionnaires and analyzing the data collected, while secondary data sources were collected from articles, published studies, reports, publications, and dissertations.

Ethnographic Methodology

An inductive approach accompanied by observation measures was employed in this study.

The inductive methodology offers a suitable technique to enhance scrutiny of the subject population since it enhances vast data collection techniques. The inductive approach through participant observation aided the study process by allowing for the accommodation and development of preconceptions, leading to sufficient information based on teaching-parent relationships to enhance the home-teaching environment for kindergarten children in Jordan.

Antoniadou and Dooly (2017) defined ethnography as the process where a researcher conducts a scientific study on participants through a cultural mirror essential factors to consider in an ethnographic study are the lifestyles of the people and inductive participant observation (Antoniadou & Dooly, 2017). In this study, participant observation was tailored toward identifying teachers' and parents' behavior and establishing a partnership that facilitates the home-teaching model's success for kindergarten children in Jordan. The study's focus was on female teachers and Jordanian women. It determined the collaborations between female teachers and mothers of kindergarten children by assessing remote communication tailored to early education continuity. The primary reason for selecting this approach was the identification of behavioral patterns and essential themes.

The use of interviews offers the participants comfort as they exist in their naturalistic environment, therefore improving the quality of information. The questionnaire was developed to determine the effectiveness of homeschooling as an alternative to formal education in response to the COVID-19 pandemic. There are numerous limitations in acquiring individualized physical participation due to social distance restrictions called remote interviewing to get answers. The involvement of female teachers and mothers as participants sought to understand the extent of collaboration and support provided to kindergarten children through the home teaching environment and how each party embraces children's learning obligation and relieves the burden on either party.

Population, Study Sample, and Data Analysis

In this study, a random sample method was employed. Teachers and mothers in Jordan were randomly selected to participate in the study. The study sample included 25 female teachers and 25 mothers of kindergarten children in Jordan. The participants' names will not be provided in this study since the researcher's duty was to protect the participants' anonymity. The researcher collected and analyzed the questionnaire through the Statistical Package for the Social Sciences (SPSS) program, and the following statistical methods were used. Person Correlation Coefficient was used to measure the questionnaire paragraphs' validity and know the relationship between the variables. Cronbach's Alpha Test to assess the reliability of the scale's items. Independent - Sample T-Test to compare two means values on the female teachers' marital status categories. The one-way analysis of variance (ANOVA) was conducted to determine if there were any statistically significant differences between the means of two or more independent (unrelated) groups.

Ethical Consideration

One of the significant ethical issues witnessed in this study is an honest review and informed consent. In ethnographic research, a researcher cannot anticipate the participants' characteristics and the duration of a project. Besides, it is not easy to define a participant and a direct and indirect person affected by a researcher's presence in the field. Applying autonomous individuals' logic and signed consent forms makes an ethnographic study since it primarily involves observation, non-consensual.

In navigating these ethical concerns, anthropological researchers in this study obtained the informed consent of persons undergoing an examination, provided information, and controlled access to materials studied. The participants' wilful consent issues were dependent on the project's nature and affected by the existing laws, codes, and country ethics. The informed consent process was continuous and dynamic, and the design of the project initiated it. In this study, the emphasis was primarily placed on the consent quality rather than the format.

In reporting the findings, some of the ethical issues experienced included the need to register the research honestly. Honest reporting is applied to the methods, data, and results. Since the study involved human participants, data was not supposed to be made up, and unreasonable extrapolating was avoided. Maintaining objectivity was another ethical issue encountered in this project. In any study process, bias should be avoided in the study, design, and data analysis. The

responses from the participants were numerous, but all data was analyzed and evaluated to maintain objectivity. An ethical study should not inadvertently exclude groups from the study process.

Results and Discussion

Table 1 shows the demographic characteristics of the participants in this study project.

Table 1. Distribution of participants based on marital status, qualification, experience, and age.

Variables	Category	Female teachers		Mothers	
		counts	%	counts	%
Marital Status	Single	6	2	0	.0
	Married	19	7	1	.72
	Widowed	0	0	4	.16
	Divorced	0	0	3	.12
Qualification	Preparatory	0	0	3	.12
	Secondary	0	0	3	.12
	Diploma	4	1	1	.72
	Bachelor	13	5	0	.0
	Postgraduate	8	3	0	.0
Experience	<5 years	3	1	-	-
	5-10 years (exclude 10)	9	3	-	-
	Ten years and more	13	5	-	-
Age	<30 years	-	-	8	.32
	30-40 years (exclude 40)	-	-	9	.36
	40 years and more	-	-	8	.32

The results revealed following observations

1. The highest percentage of the sample distribution according to the Marital Status variable was (68%) is for Married participants.
2. The Age of the sample present (72%) for less than 40 years.
3. The highest percentage of the sample distribution according to the Experience variable was (36%) for ages 30-40 years (exclude 40).

Validity

For this purpose, person correlation is used. Generally, the higher the value of correlation, the better the items relate to the scale. A value of 0.50 or greater is considered a comparison reference in most research. The correlations of the female teachers' scale and mothers' scale are presented in Table 2 and 3, respectively.

Table 2. Results of the item's internal scale validity for the teacher's scale.

Item No.	Item	r	p
1	Homeschooling for kindergarten children is an excellent alternative, and it can support kindergarten	0.70	0.000 *
2	I have the technological capabilities that qualify me for the success of the home education process for kindergarten children	0.57	0.000 *
3	I see a response and effectiveness in implementing home education activities for kindergarten children	0.77	0.000 *
4	I communicate with the mother of the kindergarten child and his family, at all times, with ease	0.64	0.000 *
5	We find a remarkable development for the kindergarten child as a result of his application of the home-teaching activities intended for him	0.84	0.000 *
6	Homeschooling activities include a tool to measure a child's level of growth and mental development	0.66	0.000 *
7	In the implementation of children's home activities, we consider the mental abilities and diversity of styles	0.60	0.000 *
8	It is possible to implement the systematic plan for a kindergarten child at home at the specified time	0.75	0.000 *
9	I can assess children's level of mental and personal abilities through distance teaching	0.56	0.000 *
10	Homeschooling for kindergarten children achieves complementarity with the kindergarten administration, teacher, and family	0.78	0.000 *

As shown in Table 2, the most robust correlation value of (0.84) was observed in item no.5. The minimum correlation value (0.56) was assigned to item no.9; this minimum was >0.50 , indicating good validity for the female teachers' scale.

Table 3. Results of the item's internal scale validity for the mothers' scale.

Item No.	Item	r	p
1	Homeschooling is better for my child and can support kindergarten methodology	0.61	0.000 *
2	I can handle my child and teach him the planned activities correctly	0.67	0.000 *
3	I can provide a suitable home educational environment for my child during the quarantine period	0.82	0.000 *
4	My child's teacher provided me with all the information and activities needed in home education	0.75	0.000 *
5	The Kindergarten Administration has a transparent home-education methodology for kindergarten children	0.80	0.000 *
6	My child feels comfortable during homeschooling and while doing systematic activities	0.69	0.000 *
7	I have no difficulty in helping implement the specified home educational activities for my child	0.87	0.000 *

Item No.	Item	r	p
8	E-teaching activities contribute to developing my child's mental thinking skills	0.75	0.000 *
9	I communicate with my child's teacher with ease during the home quarantine period	0.73	0.000 *
10	I rate my child's level through his development in the implementation of home education activities	0.75	0.000 *
11	The value I give my child is higher than the value that he takes from the female teacher	0.73	0.000 *

As shown in Table 3, the most robust correlation value (0.87) was noticed between item no.7 and the scales' total, while the minimum correlation value (0.61) was assigned to item no.1; this minimum was >0.50, indicating good validity for the mothers' scale.

Reliability

The reliability of a scale indicates the stability in measuring the phenomenon accurately several times. Such variation is the consideration to evaluate the reliability. Cronbach alpha suggested a formula to estimate the scale item's variance relative to the total scales' variation and adjusted it to the number of items. If the item variances sum is close to the scales' total variance, then the plate is reliable. If the result is close to 1.00, then the reliability result is high. Generally, a value of (0.70) is considered adequate reliability (Wilder &Lillvist 2018). The Cronbach alpha value for the female teachers' scale was (0.88) and (0.92) for the mothers' ranking.

The data collected in this study was analyzed and assessed using a Likert scale. One of the study objectives was to determine the impact of female teacher support in-home teaching for kindergarten children in Jordan in amidst of the COVID-19 pandemic. The study results show that homeschooling for kindergarten children was a suitable alternative to continued education. From the table below, teacher participants claimed that they communicated with the mothers of kindergarten children daily. Due to their technological capabilities, homeschooling has led to remarkable development among children. The study results signify the importance of collaboration between teachers and parents in a homeschooling environment. Collaboration is imminent through regular conversations and interactions between teachers and parents. Another essential factor critical in a homeschooling environment is technological capabilities. From the responses gathered and summarized in the table below, communication between teachers and parents has proved useful in the home teaching environment's success, hence supporting the results of the study by Ihmeideh and Alkhawaldeh (2017) and Fayez et al. (2016).

Table 4. The mean and standard deviation of the items were assessed to determine the importance of teacher support.

Item No.	Item	Mean	Std	Mean Order
1	Homeschooling for kindergarten children is an excellent alternative, and it can support kindergarten.	3.92	0.76	1
2	I have the technological capabilities that qualify me for the success of the home education process for kindergarten children.	3.76	0.66	4
3	I see a response and effectiveness in implementing home education activities for kindergarten children.	3.68	0.75	7
4	I communicate with the mother of the kindergarten child and his family, at all times, with ease.	3.88	0.73	3

Item No.	Item	Mean	Std	Mean Order
5	We find a remarkable development for the kindergarten child as a result of his application of the home-teaching activities intended for him.	3.64	0.70	8
6	Homeschooling activities include a tool to measure a child's level of growth and mental development.	3.60	0.65	10
7	In the implementation of children's home activities, we consider the mental abilities and diversity of styles.	3.92	0.64	1
8	It is possible to implement the systematic plan for a kindergarten child at home at the specified time.	3.64	0.70	8
9	I can assess children's level of mental and personal abilities through distance teaching.	3.72	0.68	6
10	Homeschooling for kindergarten children achieves complementarity with the kindergarten administration, teacher, and family.	3.76	0.72	4
	Overall degree	3.75	0.48	

The second objective tested included the influence of educational experience and attitude in impelling parental support to foster efficiency in kindergarten children's home environment in Jordan. Table 5 shows that most of the parents rated their children's development by assessing their growth in the implementation of home education activities. Thus, mothers who participated in the study supported homeschooling. The parent participants also claimed that they would handle and teach their children the planned activities as recommended. However, some of the hindrances included a lack of educational experience. Although some mothers had the will to ensure that their children benefit from homeschooling, their lack of educational experiences impeded their participation.

Table 5. The results of the Likert scale.

Item No.	Item	Mean	Std	Mean Order
1	Homeschooling is better for my child and can support kindergarten methodology.	3.00	0.96	11
2	I can handle my child and teach him the planned activities correctly.	3.36	0.86	9
3	I can provide a suitable home educational environment for my child during the quarantine period.	3.72	0.79	3
4	My child's teacher provided me with all the information and activities needed in home education.	3.52	1.05	4
5	The Kindergarten Administration has a transparent home-education methodology for kindergarten children.	3.44	1.00	7
6	My child feels comfortable during homeschooling and while doing systematic activities.	3.24	0.93	10
7	I have no difficulty in helping implement the specified home educational activities for my child.	3.40	0.91	8

Item No.	Item	Mean	Std	Mean Order
8	E-teaching activities contribute to developing my child's mental thinking skills.	3.48	1.05	6
9	I communicate with my child's teacher with ease during the home quarantine period.	3.88	0.88	2
10	I rate my child's level through his development in the implementation of home education activities.	3.92	0.76	1
11	The value I give my child is higher than the value that he takes from the female teacher.	3.52	0.82	4
	Overall Degree	3.50	0.68	

*Means levels (1.00-2.33:low; 2.34-3.67:moderate; 3.68-5.00:high)

The third objective was to assess whether teachers' qualifications, marital status, and background affected their teaching ability. The table below contains the independent sample t-tests to show the teachers' marital status who participated in the study (Table 6).

Table 6. Independent sample t-tests for teacher participants based on marital status.

Category	n	Means	Sd	t	p	result
Miss	6	3.47	0.14	2.842	0.009*	s
Married	19	3.84	0.52			

*Mean differences are significant at 0.05

The probability was (0.0009), and since it is less than 0.05, the mean differences between married and female teacher participants were significant. In trying to denote differences based on experiences and qualifications, ANOVA was employed and presented in Table 7.

Table 7. One-way ANOVA analysis for qualification and experience.

Variable	Variation source	ss	df	ms	f	p	Result
Qualification	Between groups	0.909	2	0.455	2.113	0.145	ns
	Within groups	4.733	22	0.215			
	Total	5.642	24				
Experience	Between groups	6.367	2	0.579	1.336	0.306	ns
	Within groups	5.633	22	0.433			
	Total	12.000	24				

*Mean differences are significant at 0.05

Table 7 showed the differences among female teachers in their home teaching role according to qualification and experience variables. The observed probability value for qualification was 0.145 while the practical probability value for experience was (0.603). According to these two variables, these two values were >0.05, concluding no statistically significant differences existed among the female teachers. The study results, results show that qualifications and experiences are

critical in the formation of a home learning environment that is effective to enhance homeschooling. Most teachers claimed that technological experiences were essential characteristics in fostering the success of the home teaching environment. The evidence supports the claim that most of them were qualified and highly experienced. The last objective was to identify whether home duties, qualifications, and age support the home teaching environment for kindergarten children in Jordan. The differences in marital status, age, and capability are represented in Table 8.

Table 8. One-way ANOVA results for demographic characteristics of the participants.

Variable	Variation Source	ss	df	ms	f	p	result
Marital status	Between groups	0.301	2	0.151	0.308	0.738	ns
	Within groups	10.775	22	0.490			
	total	11.076	24				
Qualification	Between groups	2.395	2	1.197	3.035	0.069	ns
	Within groups	6.681	22	0.395			
	total	11.076	24				
Age	Between groups	1.102	2	0.551	1.215	0.316	ns
	Within groups	9.975	22	0.453			
	Total	11.076	24				

*Mean differences are significant at $p < 0.05$

Table 8 showed the differences in mothers' roles in kindergartens' home teaching according to marital status, qualification, and age variables. The observed probability value for marital status was (0.738), the experimental probability for staff was (0.069), and the empirical probability value for the experience was (0.316). All the mentioned probabilities were > 0.05 , concluding no statistically significant differences existed among the mothers according to any of the three mentioned demographic variables. From the study, marital status did not affect a teacher's qualifications and experiences; hence, it does not affect distance learning success.

From this study, the results show the importance of training and enhancing teacher and mother qualifications in fostering home teaching success. Communication has also proven effective in creating the right homeschooling environment. A teacher's training and collaboration between teachers should be considered when implementing distance learning. Qualified teachers and active communication lead to the provision of guidance, allowing dependency among students and teachers. Additionally, mothers and children should create interactive platforms that enhance a suitable kindergarten learning environment for learners. Preparing courses for mothers contributes to the success of home teaching.

Limitation

The results of the study were limited to the validity and reliability of the tool of the study and the statistical procedures used to answer its questions.

Conclusion

The current teaching environment is compounded with isolation and anxiety for parents, children, and early teachers. For that reason, teachers are obligated to offer resistance to the parents. Kindergarten children's well-being is threatened considering the increased sensitivity of issues and continued social isolation limiting the much-needed interaction with peers. As such, personal and emotional situations ought to be prioritized, and make comprehensive plans to survive the

pandemic. At the center of the home teaching environment during the COVID-19 pandemic is efficient communication channels. It includes email, online discussion forums, or phone to observe restriction guidelines to promote safe living. The success of Jordan kindergarten children is dependent on teachers and parents collaborating to monitor home environment teaching and online activities.

Future Recommendation

The findings have shown the importance of teacher training, active communication, and the availability of tools to guide teachers on how to proceed with online learning for the success of homeschooling activities. Based on this finding, the following recommendations have been proposed:

1. Train and ensure teachers have the qualifications suitable for enhancing distance teaching and the adoption of home teaching techniques.
2. Active group communication features in virtual programs to facilitate prompt communication between teachers and parents of kindergarten children.
3. Guide teachers on how to proceed with online and distance learning in this COVID-19 era to enhance teachers' and children's dependency.

Similarly, the findings show the vital role that mothers have in enhancing the success of online learning. The results indicate that mothers should provide platforms to improve homeschooling, know about how distance learning occurs, and provide the necessary support to their children by creating a suitable environment. Based on these findings, the proposed recommendations are:

1. Prepare platforms and programs aimed at enhancing teaching for kindergarten children
2. Prepare training and educational courses for mothers to enhance the success of home teaching
3. Ensure that they provide the necessary support for the children and create a suitable environment to allow for the undertaking and completion of home tasks.

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