

THE READINESS OF KINDERGARTENS TO RECEIVE CHILDREN WITH SPECIAL NEEDS IN TULKARM FROM THE VIEW POINT OF ITS TEACHERS

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Introduction

The knowledge, scientific and technology developments on the one hand, and the economic developments on the other hand, that the world witnessed had a positive impact on the interest in the human being as the most important human capital, which prompted the countries of the world along with the concerned international organizations to work to implement the principle of democracy, equality and equal opportunities for the people of societies in all aspects of life in general and in The field of education in particular in order to uncover and develop creativity. Considering that children with special needs represent a segment of society, special education programs and services have developed tremendously, in terms of philosophies, strategies, systems, content, processes, and girls. , 2012).

Since the percentage of disabled children in pre-school age constitutes approximately (10%) of the size of disability in any society, this reflects the volume of services and programs that must be provided to them, and the sum of these services and programs represents early special education, or what is widely called The early intervention began in its early stages by providing newborns and infants with services necessary to stimulate their senses, and then became concerned with the role of parents as teachers for their children until this field focused most of its attention on the family as the social system affecting the growth and development of the child, through Family support, training and guidance (Al-Khatib and Al-Hadidi, 2011).

Special education is based on a set of principles, including that early special education is more effective than education in advanced age stages. A child with special needs is also taught in a normal educational environment whenever possible, and is not isolated except for necessity, which confirms the need to move towards a policy of integration. Since early childhood. In the context of activating the integration policy and applying the principle of equal educational opportunities, the special education policy must be integrated with the general education policy for the success of inclusion. Providing children with special needs, rather than ordinary children, with some skills to help them adapt to different environments (Al-Jaafari, 2011).

point of its teachers according to the place of the kindergarten?

3 - Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers, according to the specialization variable?

Study Objectives

This study aims to:

To identify if there are statistically significant differences in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers according to the type of kindergarten variable.

To identify if there are statistically significant differences in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers, according to the place of the kindergarten.

To identify if there are statistically significant differences in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers, according to the specialization variable.

Study importance

The importance of the study lies in that it elaborated the issue of receiving children with special needs in kindergarten through the interpretation of all vague terms that are specialized in children with special needs and the readiness of kindergartens to receive them through explanation and analysis. The two researchers - which will enrich the Arabic library, and the results that will be reached will benefit

The readiness of kindergartens is represented in several aspects, starting with the infrastructure of the kindergarten, including special elevators that allow children to move through them, also with awareness, training and sufficient experience of kindergarten teachers that enable them to deal and teach in ways that suit the categories of children with special needs, in addition to certain means that help the teachers and facilitate them to deliver The ideas that it adopts to present the contents of the daily lessons, and amendments are required to the kindergarten curriculum, which includes the teachers' guide, the contents of books and preparation. This study came in order to shed light on the subject of kindergarten readiness to receive children with special needs from the view point of kindergarten teachers in Tulkarm.

Problem Study

The problem of the study is to answer the following main question:

How long is the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers? The following sub-questions are derived from the main question:

1 - Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers according to the type of kindergarten variable?

2 - Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view

teachers expressed a generally positive attitude towards students with disabilities. Special educational needs. While all participating teachers supported the idea of inclusion, none were positive in terms of how inclusion was achieved in their environments. Most of the participants expressed many challenges in educating children with special needs. The study also revealed how the environment and the teacher's experience affected their willingness to work with children with special needs. Moreover, the participants addressed the gaps in achieving inclusive education in the pre-school education system.

(Ediyanto&Atika& Kawai &Prabowo, 2017) Entitled: Implementation of Inclusive Education for Physically Handicapped Children in Kindergarten in Indonesia from the Perspective of WidyaIswara PL. WidyaIswara PLB. The research used the qualitative method. Data were collected using an interview questionnaire regarding perceptions of special and inclusive education. The interview process used the tool in the form of an interview with experts called WidyaIswara with closed questions. A total of 3 experts in inclusive education at PPPPTK participated in this activity. From the results and discussion of the research, WidyaIswara's perception of students' awareness of going to school was explained, the grouping of students with special needs in private and public schools, the distribution of private schools in Indonesia, the support of educational facilities and infrastructure in private and comprehensive schools, the teacher in private and inclusive

kindergartens with all its staff. This study will direct the efforts of those in charge and those interested in kindergartens in order to maintain its readiness and work to increase that readiness to receive children with special needs.

Study Limitation

This study was limited to the following limits:

1 - Human Borders: Kindergarten Teachers in Tulkarm District.

.2 -Spatial boundaries: Kindergartens (public and private) in the Tulkarm area

3 - Time limits: the academic year 2020-2021

Study Terminology

Kindergarten: Program for pre-school children, usually from 3 – 6 years old, and these programs combine education andA game carried out by a group of professionally qualified female teachers (Alawneh, 2021).

People with special needs: People who need special treatment to be able to understand what is going on around them. Because they have a type of disability that hinders their ability to adapt to things as healthy people do (Al-Habit, 2014).

Previous studies

Sultan's study (Sultan, 2020) entitled: Kindergarten teachers' attitudes towards integrating children with special needs into the current pre-school education system. In order to achieve this, the descriptive analytical method was used and a questionnaire was relied upon as a study tool that was distributed to the study sample consisting of (340) kindergarten teachers in the Czech region. The results showed that most pre-school

place, as well as the application of a strong curriculum that supports family participation, and also included a structure Class, routine, teacher interactions with the child, and guidance of the child's learning, but implementation was poor in relation to the physical environment and use of the child assessment system.

The study of Akcamete and others (Akcamete, 2012) entitled: Special Education Practices for Pre-school Education in the European Union and Turkey. This descriptive study aimed to identify the existing situation of pre-school education institutions through comparison with regard to variables such as: the age of the pupil with disabilities to start The purpose of this study is to compare and analyze pre-school institutions, including the attendance of students with special needs, the model of education being implemented, the age of start of education, and the number of This study is descriptive, and aims to identify and define the current conditions. The study found that generalization (unification of the path), or integration is used in most of the European Union countries, and during the pre-school years, and the study also found that: Some important findings and recommendations that can be used in the field.

Brancato study (2013 Brancato,) entitled: The pursuit of quality inclusion in early childhood This study aimed to identify the practices and principles that support the inclusion of children with disabilities well, and the Quality of Early Childhood Inclusion Scale was used to determine the practices and principles currently in

schools, educational activities Children with special needs after graduation at an educational level, government efforts.

Carol (Rasowsky, 2017) conducted a titled Qualitative Indicators for Full Integration Programs in Preschool, which aimed to identify qualitative indicators for full integration programs in preschool, where the case study methodology was used to verify three dimensions of quality in the preschool program, And verification of adherence to the application of a chosen curriculum for the program, and qualitative measures were used to collect data through formal and informal observations, personal interviews, and document review. The study sample included (40) participants from principals, special education teachers, pre-school teachers, teacher assistants, and parents. The characteristics of high-quality early educational programs were identified, as follows: aspects of building quality, qualified staff, small classes, The teacher-student ratio is low, qualitative indicators of processes such as the use of educational practices that develop thinking and encourage children to ask questions, the use of positive mentoring strategies, and a strong focus on helping children develop problem-solving and showing respect for others. The results showed that content-based education activities, and continuous assessment practices for the child were among the aspects that need to be developed and among the positive aspects demonstrated by parents and teachers, and the integration of special education provides child care services in one

research method that deals with the interpretation of the existing situation of the phenomenon or problem by defining its conditions and dimensions and describing the relationships between them with the aim of concluding an accurate and integrated practical description of the phenomenon or problem based on the facts associated with it.

Study population and sample

The study population consisted of all kindergarten teachers in the city of Tulkarm, from whom a random sample of (120) teachers was selected, where the questionnaire was computerized electronically and distributed to them via e-mail and social networking sites. Study sample according to its variables:

early childhood programmes, and the scale was also used to identify practices and principles that need to be improved to ensure quality. The results of the study found practices and principles that support the inclusion of children with disabilities well, including that some children will need additional support, and individual accommodations for Achieving success in these programs It is essential that cooperation occurs between professionals and parents of children with special needs for the success of the inclusion.

Study Approach

The two researchers used the descriptive approach due to its relevance to the nature and objectives of this study, which is defined as a

Table (1) Distribution of the study sample according to its variables

Variable	Category	Repetition	Ratio
kindergartenType	governmentkindergarten	42	42 %
	privatekindergarten	58	58 %
	Total	100	100 %
kindergarten Place	City	36	36 %
	Village	40	40 %
	Camp	24	24 %
	Total	100	100 %
Teacher's specialty	Kindergarten	31	31 %
	primaryeducation	62	62 %
	Other	7	7 %
	Total	100	100 %

studies related to the subject, where a questionnaire was previously enumerated by the researchers and applied to another study community,

Study tool

The researchers prepared the study tool (the questionnaire) after reviewing the literature of the study and previous

and accordingly, the tool has the validity of the content.

Tool stability

In order to extract the reliability coefficient, the researchers used the F-Cronbach equation. The stability coefficient on the total degree was (0.91), and this indicates that the value that was reached for the reliability coefficient is appropriate and satisfies the purpose of the study.

Statistical processing

After collecting, coding and processing the data by appropriate statistical methods, using the SPSS statistical program, the researcher used frequencies, arithmetic averages, standard deviations, Cronbach's alpha equation, t-test for two independent samples, and one-way analysis of variance.

View and discuss results

This study aims to identify the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers. Tulkarm, and to explain the results of the study, the researchers used the following arithmetic averages.

Less than 1.8 degrees	very low
1.8 – 2.6 degrees	Low
2.6 – 3.1 degrees	Medium
3.2 – 4.2 degrees	High
More than 4.2	Very High

which is the directors of kindergartens in the city of Jerusalem. As for the second section, it included the data of the study variables, where the number of paragraphs of the tool was (40) distributed over four areas, and it was designed on the basis of a five-dimensional Likert Scale, and the paragraphs were built in a positive direction, and the weights were given to the paragraphs as follows: Strongly Agree: Five Degrees, agree: four degrees, neutral: three degrees, disagree: two degrees, and absolutely disagree: one degree.

Tool Validity

The validity of the tool was verified by presenting it to a group of arbitrators with specialization and experience in the field of educational sciences and special education, and they were asked to express their opinion on the paragraphs of the questionnaire by deleting and modifying, and proposing new paragraphs and the appropriateness of the tool for the subject of the study. The final component consists of (40) paragraphs,

First: the results related to the main study question

What is the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers?

In order to answer this question, the arithmetic mean and standard deviation were extracted for each paragraph of the tool, and the following table illustrates this:

Table (2) Arithmetic averages and standard deviations of the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers

Item No.	Rank	Items	Arithmetic mean	Standard deviation	Score
1.	4	Therapeutic programs	2.17	0.45	very low
2.	2	Qualification of directors	2.14	0.68	very low
3.	3	Diagnostic methods	2.09	0.53	very low
4.	1	Kindergarten Infrastructure	2.02	0.69	very low
Total Score			2.1	0.57	very low

It is clear from the data in the previous table that the readiness of kindergartens to receive children with special needs in the city of Tulkarm, from the view point of its teachers, was all very few. Kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers were very few, in terms of the arithmetic average, which reached (2.10), and the researchers explain this result that there are some fundamental changes that kindergartens need in terms of infrastructure and rehabilitation in their buildings. It is not adjustable very quickly and easily, which is not to raise the percentage of readiness to a large degree.

The first question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the type of kindergarten variable?

In order to answer this question, which is related to the type of kindergarten variable, I used the t-test for two independent samples.

Table (3) T-test of two independent samples for the significance of the differences in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the type of kindergarten variable

Variable	type of kindergarten	Repetition	Arithmetic mean	deviation	T value	significance level
type of kindergarten	Government Kindergarten	42	2.07	0.67	0.9	0.73
	Private Kindergarten	58	2.13	0.62		

) * Statistically significant at the significance level ($\alpha = 0.01$)

It is noted from the data in the previous table that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in Tulkarm from the view point of its teachers due to the type of kindergarten variable. Indication of the total score (0.73) and this value is less than (0.05) and this result means that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in Tulkarm from the view point of its teachers. It is attributed to the type of kindergarten variable.

The second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the kindergarten location variable?

In order to answer this question related to the location of the kindergarten, the one-way analysis of variance test was used.

Table (4) One-way variance analysis for the significance of the differences in the readiness of kindergartens to receive children with special needs in Tulkarm due to the educational qualification variable

Variable	type of kindergarten	Squares sum	Freedom Level	Squares average	F value	significance level
kindergarten place	between groups	2.319	2	1.1595	2.71	0.08
	inside groups	41.431	97	0.4271		
	Total	43.741	99			

* at the level of significance $\alpha = (0,05)$

It is noticed through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the variable of the kindergarten location. On the total score (0.08), this value is greater than (0.05) and this result means that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the variable location of the kindergarten.

The third question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the specialization variable?

In order to answer this question related to specialization, a one-way analysis of variance test was used.

Table (5) A one-way variance analysis of the significance of the differences in the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the specialization variable

Variable	type of kindergarten	Squares sum	Freedom Level	Squares average	F value	significance level
Teacher's specialist	between groups	0.642	2	0.321	0.78	0.85
	inside groups	39.598	97	0.408		
	Total	40.239	99			

*at the level of significance $\alpha = (0,05)$

There is a necessity of conducting a field study on the same subject and dealing with other variables that the current study did not address.

There is a necessity of conducting a study with the same title and dealing with a wider study community and in other cities on kindergartens.

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It is noted through the data in the previous table regarding the readiness of kindergartens to receive children with special needs in the city of Tulkarm from the view point of its teachers due to the variable of specialization. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members towards the readiness of kindergartens to receive children with special needs in the Tulkarm region due to the specialization variable.

Recommendations

There is a need to work, pay attention to the infrastructure in kindergartens and prepare them to suit people with special needs.

There is a need to work on designing special treatment programs for kindergartens and children in order to treat people with special needs.

There is a need to work on increasing meetings with parents to understand the nature of their children, especially children with special needs.

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