BEHAVIORAL PHENOMENA COMMON AMONG KINDERGARTEN STUDENTS IN NABLUS GOVERNORATE FROM THE POINT OF VIEW OF PRINCIPALS AND TEACHERS

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ABSTRACT

The study aimed to identify the common behavioral phenomena among kindergarten students in the governorate of Nablus from the point of view of the principals and teachers. And in order to analyze the data, arithmetic means, standard deviations, t-test for independent samples, and one-way analysis of variance were used using the statistical package (SPSS). And the parameters are between large and medium, where the arithmetic mean was (3.82), and the results indicated that there were no statistically significant differences at the level of significance (α = 0.05) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate according to each of the variables (job title, academic qualification, years of experience, type of kindergarten), and based on the results of the study, the researcher recommended a number of recommendations, the most important of which is that kindergarten teachers should follow innovative methods in order to eliminate On the children's annoyance to the teacher during the study, and the need to use methods of punishment and reward in the kindergarten stage.

Keywords: behavioral phenomena, kindergarten students, Nablus governorate

I. INTRODUCTION:

The educational process, especially in the kindergarten stage, is based on many pillars and influences that can affect the progress of the educational process in children either positively or negatively. And give it its right in terms of ways that are appropriate for teaching the kindergarten stage, and because science is the basis on which life is built, both scientific and educational, and because science is the foundation through which information, ideas and trends are transmitted in different ways and means. Noting that the educational process in the kindergarten stage is affected by many variables that can affect its full course.

Kindergarten institutions play an important role in various aspects of the child in early childhood, whether this growth is physical, social, emotional or kinetic. Therefore, the kindergarten institution should be a more consultative environment for the child, and it has more advantages than the home environment, and the activity stone in the kindergarten It plays an important role in the formation of mental alertness in children, that is, the educational means that are used in it would enable children to normalize and social representation and to learn to play and then practice its activities. It is sound and most educators confirm that the child’s enrollment in kindergarten is of great benefit in all aspects of different growth (Egypt, 2020).

Kindergarten Its topics, programs, and social relations, as it is one of the distinct stages that stand in itself and have its own philosophy and educational and behavioral objectives that derive from the surrounding environment and that develop the energies and potentials of children in kindergartens. And the kindergarten stage is one of the difficult stages that those in charge of it must know how to teach children. Drama in general and children’s stories in particular are among the most appropriate teaching methods for such an age, as the kindergarten stage is limited to the teaching process through play, drama and stories that arouse their attention, which They are born with a love of knowledge and learning, and this is reflected in the educational process and the increase in their scientific content in order to bring it out to the environment Exiting and enrolling at the school stage (Salman, 2020).
As the most worrying female teachers, especially at the beginning of the school year, is the problem of maintaining order in the classroom and controlling problem behaviors that impede the progress of the educational process. Where mismanagement and lack of understanding of the nature of the student’s needs, including those related to the teachers, their personal and rehabilitation characteristics and their attitudes, the reasons behind the emergence of behavioral phenomena in kindergarten children cannot be traced back to the teacher or the requesting environment only, but there are many reasons that may be responsible for the emergence of these phenomena, there are family, companions, economic and political conditions, cultural invasion and others. On the family level, parents face many difficulties in dealing with adolescence, they feel confused when choosing the method in which they can deal, and at the same time the teenage daughter feels that her parents are the closest individuals to her. They do not understand it, as it opposes their instructions and requests (Abu Al-Rub, 2018).

The behavioral phenomena facing kindergarten students can also be divided into several sections, including the educational phenomena, psychological and social phenomena.

They are those behaviors that stem from within the individual, as they give his life a kind of unwanted emotions from society and whose effects are reflected on the individual and society alike. These phenomena are introversion, rebellion, aggression or aggressive behavior, as well as religious and moral phenomena. Many and many religious and moral problems arise on the surface, including religious, social, moral, and psychological problems that almost destroy the body of the nation, especially the youth who are the backbone of any society and the way for its progress, development and success. The different life, which is, the weakness of religious faith, the absence of the concept of halal and forbidden, uttering words offensive to religion, gaining religion and insulting the divine (Ababneh and Al-Talji, 2020).

Several studies have been conducted that have been concerned with the phenomena of kindergarten students in various problems, including behavioral phenomena, in order to identify these phenomena, their knowledge, their degree and extent of spread among kindergarten students. Briefly, he listed it from hadith to least recent, and it was as follows:

Salman’s study (2020) forms of learning difficulties for pre-school children from the point of view of teachers of this stage in Palestine “A field study on kindergarten in Nablus Governorate” This study aimed to identify the forms of learning difficulties for pre-school children from the point of view of teachers in Palestine. To achieve the goal of the study, the descriptive analytical method was used, where a questionnaire was designed as a tool for the study. It consisted of (25) distributed paragraphs, which were distributed to a sample of (52) kindergarten teachers who were chosen randomly. After data collection, the questionnaires were coded and entered into The computer and its stability were confirmed using Cronbach's alpha equation, which was processed statistically using the Zam Statistical Program for Social Floating (SPSS). This study came out with several results, the most important of which was the degree of learning difficulties among pre-school children from the point of view of teachers in Palestine, which was great. Reading, and that they also have a lack of understanding of the basic subjects (Arabic language and arithmetic) and that children carry out educational operations without desire, and it also appeared that there is no difference in the response averages of the sample members towards forms of learning difficulties for pre-school children from the point of view of female teachers in Palestine according to the variable (specialization, years of experience, educational qualification, age).

Morgan (2017) study the relationship between brain control and negative behavior response. This study aimed to investigate the relationship between brain control and negative behavior response in two samples of students: (10) students with left brain control, and (10) students with brain control right. The study showed a positive relationship of the left hemisphere's dominance in the students' display of negative behavior. The study attributed the reasons for this relationship to the personality and emotional characteristics of those with left brain control, such as introversion, extreme emotionality, tension and psychological disturbance.

Al-Balawi (2015) Common behavioral problems and their relationship to some variables among the preparatory year students at the University of Tabuk. The current study aimed to identify the common behavioral problems and their relationship to some variables among the preparatory year students at the University of Tabuk. It also aimed to identify the differences in these phenomena and each of the following variables: academic path, cumulative average, marital status, monthly income of the family, and type of residence, on a sample of (491) female students, using a questionnaire on behavioral phenomena prepared by the researcher. The results of the study resulted in the presence of common behavioral problems among students of the preparatory year at the University of Tabuk, most of which are emotional phenomena, followed by performance phenomena, then
cognitive phenomena, and finally there are statistically significant differences (01.0) in all dimensions of behavioral phenomena and the total degree Social. It was found at a different level of study path; As the differences in the dimension of cognitive phenomena were in favor of the students of the scientific track, as for the rest of the dimensions of behavioral phenomena and the total degree, the differences were in favor of the students of the literary track, in addition to the presence of statistically significant differences at the level (01.0) in some dimensions of behavioral phenomena. (social, emotional), and the total score according to the cumulative average, and there are statistically significant differences at the level (01.0) in some dimensions of phenomena in favor of students with low cumulative average, behavioral (cognitive, and social) according to the social status in favor of the unmarried. Statistical function All dimensions of behavioral phenomena and the total degree according to the monthly income of the family and the type of residence.

Marie’s study (2014), Marian, teachers’ attitudes towards behavioral problems in the classroom. The aim of this study was to identify teachers’ attitudes towards behavioral phenomena in the classroom, and to know the forms of negative behavior prevalent among students. The study sample consisted of (150) teachers. and a teacher, and showed teachers' negative attitudes towards students who practice negative behavior, and that the most visible manifestations of negative behavior among students is verbal behavior, then motor, and finally aggressive and chaotic.

Pharnas study (2013), knowing the behavioral problems of secondary school students from the point of view of Islamabad teachers. This study aimed to know the behavioral phenomena of secondary school students from the point of view of sports teachers. The study sample consisted of (76) male and female teachers, and the results of the study showed that some negative behavior patterns occupied a large percentage of the students, namely: cheating and lying, theft, lack of attention and distraction, psychological disorders, attracting attention and blaming others for his mistakes and aggression, the student's lack of respect for her colleague, and the noticeable indifference of the female students. While other behavior patterns occupied a large percentage of male students, they are: obscene words, clowning, attracting the attention of others, aggression and smoking significantly among students.

Al-Ersan (2014) Behavioral phenomena common among primary school students in the Hail region This study aimed to identify the common behavioral phenomena among primary school students in the Hail region. The research included a survey study, in which behavioral phenomena were identified by applying the behavioral phenomena questionnaire to (265) male and female students in the primary stage who belong to the schools of the Directorate of Education in the Hail region; This questionnaire covers five areas: hyperactivity, distraction and poor attention; troubled relationships with teachers and peers; withdrawal; and reliability. The results indicated the presence of moderate behavioral problems among the sample members, and males were more prone to behavioral problems than females; In addition to the presence of statistically significant differences between the different age groups; Where the study subjects at the age of seven years were more likely to show behavioral problems than their peers at the age of eight and nine. The study concluded that there is a need for cooperation between parents, the teaching staff and the school administration to monitor students’ behavior and identify the most important negative behavioral manifestations they have and take them into account.

Al-Salami study (2013) common behavioral problems among kindergarten children and methods of treating them from the perspectives of teachers in Riyadh, in treating children's behavioral problems. In order to collect data, a tool for the study was designed, which is a questionnaire that included three axes, and the study sample consisted of (117) kindergarten teachers, who were randomly selected from some kindergartens in Riyadh. Behavioral phenomena among children occupied the front of the order, and according to their arrangement are: stubbornness, hyperactivity, and jealousy, while the least behavioral phenomena among children came in order: depression, introversion, lying, and fear. The results of the study also confirmed that the largest source of behavioral problems that the child suffers from is the home, with the highest percentage (78.6%), where it ranked first; Given that the child in the first years of his life spends most of his time at home among his family members, he acquires from them most of the positive and negative behaviors, while the companions inside the kindergarten ranked second with a percentage of (36.8), where the sample members see the extent to which the child is affected by his companions inside the kindergarten through observation Also, the child at this age has fewer companions outside the kindergarten (which occupied the third rank with a rate of (21.4), most of his companions with whom he spends the most time are from inside the kindergarten, while the kindergarten teacher occupied the fourth and final rank with a rate of (20.5), given that the study sample They are kindergarten teachers, and therefore she believes that the teacher contributes to instilling positive behaviors in the child and not the other.

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way around. Finally, one of the most important treatment methods used by the kindergarten teacher is to try different treatment methods and choose the most appropriate to treat the problem at a rate of (38.5%), and the method of meaningful dialogue with the child by (30.8%), the method of communicating with the child's family to cooperate in developing appropriate treatment methods at a rate of (30.8%), and the method of observing the child to identify the problem at a rate of (23.9%) and other methods at varying rates.

Ismail study (2010) behavioral problems among children deprived of their family environment, the study aimed to identify the most important and most common behavioral phenomena among children of shelter institutions and children deprived of family care, and also to identify the extent to which these phenomena differ among the deprived according to the variable period of loss. The researcher used the descriptive analytical approach, and the study sample amounted to (133) boys and girls from shelter institutions in the Gaza Strip, their ages are between 10-16 years. A set of tools: Challenges and Difficulties Scale: Translated by Dr. Abdel Aziz Thabet and Choosing Neurosis: prepared by Dr. “Ahmed Abdel Khaleq” and the Child Depression Scale (CDI) prepared by Maria Kovacs. Among the most important methods used by the researcher are frequencies, percentages, arithmetic mean, standard deviation, and weight. Relative, Pearson correlation coefficient, t-test for two independent samples, and one-way analysis of variance. The study came out with several results, the most important of which was that most phenomena that suffer Among them, deprived of their family environment are “bad behavior, neurosis, depression, emotional symptoms” in the first place, and “friends’ problems, increased movement” in the second place. There were statistically significant differences between males and females in increasing movement in favor of females from the point of view of surrogate mothers and care professionals. The child, and it was found that there are statistically significant differences between the sexes from the child’s point of view in depression and neurosis in favor of males, and that there are statistically significant differences according to the type of care variable in favor of gender-segregated institutions, where the results showed that the alternative family is less in behavioral phenomena, especially symptoms Behavioral and emotional.

The study of Abu Mustafa (2006) common behavioral phenomena among Palestinian children, a field study on a sample of children of working and non-working mothers.

As seen by the teachers (classroom educators). And to identify each of the significant differences in the areas of common behavioral phenomena among the children in the study that are due to the gender variable (male, female). And to identify the moral differences in the areas of behavioral phenomena common to each of the children of working and non-working mothers as seen by the teachers (classroom educators). The study sample consisted of (160) children of working and non-working mothers, of whom (36) were children of working mothers, and (124) children of non-working mothers. A questionnaire was used for common behavioral phenomena among children of working and non-working mothers, prepared by: researcher. The study showed that the most common behavioral phenomena among the children under study are: running inside the school, getting distracted easily, speaking excessively, neglecting schoolwork, making it difficult for him to complete his homework, worrying about the comfort of his colleagues, and it is difficult for him to finish the work he is doing, starts it. The study also showed that the most common areas of behavioral phenomena among children of working and non-working mothers are: the area of excessive activity. The study also showed that there are statistically significant differences between the sexes in the areas of common behavioral phenomena as seen by male and female teachers (classroom educators) in favor of males. The study showed that there are significant differences in the areas of behavioral phenomena common to the children of working and non-working mothers as seen by the teachers (classroom educators) in favor of the children of non-working mothers.

Commenting on previous studies

It appears by reviewing previous studies that all studies dealt with a topic related to the problems of kindergarten, and the researcher considered that all studies came in order to reach new results, and by presenting previous studies, it was found that the most recent of them are in 2020 and the oldest of them is 2006, and this indicates that the topics related to the problems of kindergarten Children are one of the important and contemporary topics that researchers have been interested in throughout the ages and in different regions, and it is still an interesting topic to this day. It was also found through the review of previous studies that the majority of studies dealt with the descriptive approach, and this indicates that the nature of this phenomenon is consistent with the nature of the descriptive approach. Previous studies in developing a perception about the theoretical framework, the methodology used, the size of the samples, building the study tool and statistical treatments, thus helped the researcher in forming research questions and hypotheses so that this research would be an extension of previous studies and an addition to research.
Study Problem

Behavioral phenomena in the kindergarten stage are among the most common problems facing the teachers of that stage, as these phenomena may differ from the point of view of the kindergarten teachers and directors, according to the job title as well as the academic qualification, years of experience and the type of kindergarten, government or private, as indicated by Al-Salami study. (2020) that behavioral phenomena can negatively affect the progress of the educational process in kindergartens, and Al-Azizi study (2019) found that behavioral phenomena do not make the best use of children through their learning of basic skills, and they can learn from each other bad habits This will not achieve the desired goals of the educational process, when knowing these phenomena, kindergarten teachers can overlook and solve them in many ways, and since the researcher is a specialist in curricula and is interested in creating a special curriculum for kindergarten and has direct contact with that stage, he noticed the presence of some negative practices Some children, which in turn can be considered behavioral problems in the kindergarten stage, and this is what prompted the researcher to research and investigate this subject, where the problem of the study lies in answering the main question The following: What are the common behavioral phenomena among kindergarten students in Nablus Governorate from the point of view of principals and teachers? The following sub-questions are derived from the main question:

1 - Are there statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nabus governorate due to the variable job title?

2 - Are there statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the educational qualification variable?

3 - Are there statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the variable years of experience?

4 - Are there statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the type of kindergarten variable?

Study Importance

The importance of the study lies in the fact that it dealt with the issue of common behavioral phenomena among kindergarten students in Nablus Governorate from the point of view of principals and teachers. This study also provides a way for many researchers and institutions that specialize in kindergartens to benefit from the results they have graduated, as well as to conduct similar studies.

II. OBJECTIVES OF THE STUDY

This study aims to

1 - Identifying the common behavioral phenomena among kindergarten students in Nablus Governorate from the point of view of principals and teachers.

2- Identifying if there are statistically significant differences between the averages of the results

The results of the study sample about the common behavioral phenomena among kindergarten students in Nablus governorate due to the variable job title.
3. Identifying if there are statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the educational qualification variable.

4. Identifying if there are statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the variable years of experience.

5. Identifying if there are statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the type of kindergarten variable.

The limits of the study

This study was limited to the following limits

Human limits: Kindergarten teachers and administrators.

Spatial limits: Kindergartens in Nablus Governorate.

Time limits: during the academic year 2020-2021

Study Terminology

Behavioral Phenomena: Behavioral phenomena are defined as those undesirable actions and actions that the student practices inside or outside the classroom and that violate social and school laws and regulations (Ababneh and Al-Rifai, 2020, pg. 518). Assigned to behavioral phenomena, which is the total score on the scale, which expresses the degree of behavioral phenomena.

Kindergarten: is an educational organization dedicated to children aged 3-6 years and is characterized by multiple activities aimed at providing children with educational and social values and providing them with an opportunity for self-expression (Al-Aqeel, 2019, pg. 54).

Nablus Governorate: It is one of the governorates of the Palestinian West Bank, specifically in the northern part of the West Bank, which includes a group of villages and a camp.

Study Methodology

In order to achieve the objectives of the study, the field descriptive approach was used, which is defined as a method of research 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 principals and teachers in Nablus Governorate, from whom a random sample of (65) female and male principals was selected. A questionnaire was distributed to them, from which (60) valid questionnaires were retrieved for analysis. The following is a description of the characteristics of the study sample according to its variables:

<table>
<thead>
<tr>
<th>variable</th>
<th>variable category</th>
<th>Repetition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td>Teacher</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Manager</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Academic qualification</td>
<td>Bachelor's</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Master's degree and more</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Less than 5 years old</td>
<td>28</td>
<td>46.7</td>
<td></td>
</tr>
<tr>
<td>From 5-10 years</td>
<td>18</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>11-15 years old</td>
<td>14</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td>More than 15 years</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Type of Education</td>
<td>Bachelor's</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>government education</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Study tool**

The researcher prepared the study tool (the questionnaire) after reviewing the literature of the study and previous studies related to the subject. The questionnaire included two parts, the first section is the metadata, and the second section includes data for the study variables, where the number of the tool’s paragraphs reached (25) paragraphs distributed on three axes, and It was designed on the basis of a five-dimensional Likert Scale, 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.

**Validity of the tool**

The validity of the tool has been verified by presenting it to a group of arbitrators with specialization and experience in the field of educational sciences and kindergartens and asking them to express their opinion about 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, and based on the observations of the arbitrators, the study tool was modified and became in its image The final component consists of (25) paragraphs, and accordingly, the tool has the validity of the content.

**Tool stability**

From extracting the reliability coefficient, the researcher used Cronbach's alpha equation. The reliability coefficient was (0.92), and these values that were reached for the reliability coefficients are suitable and meet the purpose of the study.
Statistical processing
After collecting, coding and processing the data using 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.

Viewing results
This study aims to identify the common behavioral phenomena among kindergarten students in Nablus Governorate from the point of view of principals and teachers. To explain the results of the study, the researcher used the following arithmetic averages:

Less than 2.5 degrees: low

2.5 – 3.5 degrees: Medium

More than 3.5 degrees: High

First: the results related to the main study question

The first question: What are the common behavioral phenomena among kindergarten students in Nablus Governorate from the point of view of principals and teachers?

In order to answer this question, the arithmetic mean and standard deviation were extracted for each field of the tool, and the following is a statement of that:

Table No. (2) Arithmetic averages and standard deviations Behavioral phenomena common among kindergarten students in Nablus Governorate from the point of view of principals and teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Rank</th>
<th>Items</th>
<th>Arithmetic average</th>
<th>standard deviation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Hyperactivity problems</td>
<td>4.35</td>
<td>0.55177</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Aggressive behavior problems</td>
<td>4.0333</td>
<td>0.73768</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Rebellious behavior in school</td>
<td>3.175</td>
<td>0.73833</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Total degree 3.8528 0.56566 High

It is clear from the data in the previous table that the degree of common behavioral phenomena among kindergarten students in Nablus governorate from the point of view of principals and teachers is between large and medium, so the arithmetic averages on them ranged between (4.35 to (3.17)), and with regard to the total degree The degree of common behavioral phenomena among kindergarten students in the governorate of Nablus from the point of view of the principals and teachers was significant, in terms of the arithmetic mean, which amounted to (3.17), and this result indicates the degree of behavioral phenomena common to kindergarten students in the governorate of Nablus from the point of view of The principals and teachers were great, and it was found that the most common behavioral phenomena among kindergarten students in the Nablus governorate from the point of view of principals and teachers were hyperactivity and then rebellion in the school, and it was found that most of the behavioral phenomena The common among kindergarten students in Nablus governorate from the point of view of principals and teachers was hyperactivity and then problems of aggressive behavior, and then rebellion in school as it turned out that the most phenomena related to excessive activity were The child quarrels with his colleagues in a big way, and he works to tear the classroom furniture, and he pushes his colleagues violently, assaults their property, and scribbles in their books and tools, and with regard to the problems of aggressive behavior, the most of them are that he neglects the performance of school duties as well as refrains from participating in classroom activities and enters and exits the
classroom. Without permission, and it was found that most of the phenomena related to rebellion at school were that he neglects the performance of school duties and refrains from participating in classroom activities and enters the classroom without permission. Variables among students of the preparatory year at the University of Tabuk and the grooms (2013), which came with the title of common behavioral phenomena among primary school students in the Hail region and the study of Al-Salami (2013), which came with the title of common behavioral phenomena among kindergarten children and methods of treatment from the perspectives of teachers in Riyadh. And the study of Abu Mustafa (2006), which came under the title of Abu Mustafa study (2006) common behavioral phenomena among Palestinian children, a field study on a sample of children of mothers, working and non-working women.

The first sub-question: Are there statistically significant differences at the significance level (α = 0.05) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the variable job title?

In order to answer the question related to the job title variable, I used a t-test for independent samples, and the results of the following table show that:

Table (3) The results of the (T) test for independent samples in the common behavioral phenomena among kindergarten students in Nablus Governorate attributed to the job title variable

<table>
<thead>
<tr>
<th>variable</th>
<th>Type</th>
<th>Repetition</th>
<th>arithmetic mean</th>
<th>standard deviation</th>
<th>T value</th>
<th>The level of significance *</th>
</tr>
</thead>
<tbody>
<tr>
<td>job</td>
<td>teacher</td>
<td>36</td>
<td>3.8431</td>
<td>0.5679</td>
<td>-0.161</td>
<td>0.87</td>
</tr>
<tr>
<td></td>
<td>manager</td>
<td>24</td>
<td>3.8673</td>
<td>0.57417</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at the significance level α = 0.05

We note through the data in the previous table that there are no statistically significant differences at the significance level (α = 0.05) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the variable job title. The significance level is (0.87) and this value is greater than (0.05), and this indicates that there is no difference between the responses of the sample members of the bachelor’s and master’s holders and above about the common behavioral phenomena among kindergarten students in Nablus governorate, and the researcher explains this result that the nature of kindergartens. The children in this stage are unified, and the behaviors of the children at this stage are similar, so the responses of the study sample members appeared similar, regardless of their educational level.

The second question: Are there statistically significant differences between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the educational qualification variable?

In order to answer the question related to the educational qualification variable, I used the t-test for independent samples, and the results of the following table show that:

Table (4) The results of the (T) test for independent samples in the common behavioral phenomena among kindergarten students in Nablus Governorate attributed to the educational qualification variable
The level of significance\* 

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Type</th>
<th>repetition</th>
<th>arithmetic mean</th>
<th>standard deviation</th>
<th>T value</th>
<th>The level of significance *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>48</td>
<td>3.8648</td>
<td></td>
<td>0.59896</td>
<td>-0.758</td>
<td>0.45</td>
</tr>
<tr>
<td>Master’s degree and more</td>
<td>12</td>
<td>3.8048</td>
<td></td>
<td>0.42455</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at the significance level \( \alpha = 0.05 \)

We note through the data in the previous table that there are no statistically significant differences at the level of significance \( \alpha = 0.05 \) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the variable of educational qualification. Significance level \((0.45)\) and this value is greater than \((0.05)\), it was found through testing the hypothesis of the study that there are no statistically significant differences at the significance level \( \alpha = 0.05 \) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in The governorate of Nablus is attributed to the variable of the educational qualification variable. The value of the significance level was higher than the value specified in the hypothesis. The researcher explains this result to the fact that kindergarten students have the same characteristics and traits and that they are similar in all behavioral phenomena that they perform, and therefore it was found that there are no differences in the responses The sample of the study, according to bachelor’s and master’s degrees and above, and this study agreed with the results of Salman’s study (2020), which was titled Forms of learning difficulties for pre-school children from the point of view of teachers of this stage in Palestine “study Fieldwork on Kindergartens in Nablus Governorate”.

The third question: Are there statistically significant differences at the significance level \( \alpha = 0.05 \) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the variable years of experience?

In order to answer the question related to the variable years of experience, I used the one-way analysis of variance test.

Table (5) One-way analysis of common behavioral problems among kindergarten students in Nablus governorate according to the variable of the last years

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source of variation</th>
<th>sum of squares</th>
<th>Freedom Degree</th>
<th>mean squares</th>
<th>F value</th>
<th>The level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience years</td>
<td>between groups</td>
<td>0.414</td>
<td>2</td>
<td>0.207</td>
<td>0.639</td>
<td>0.532</td>
</tr>
<tr>
<td></td>
<td>within groups</td>
<td>18,465</td>
<td>57</td>
<td>0.324</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18,878</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at the significance level \( \alpha = 0.05 \)

It is noted from the data in the previous table that there are no statistically significant differences at the level of significance \( \alpha = 0.05 \) between the average responses of the study sample members about the common
behavioral phenomena among kindergarten students in Nablus Governorate due to the variable years of experience. The value of the significance level was (0.53) and this value is greater than (0.05), meaning that there are no differences in the responses of the study sample members according to the levels of years of experience. The same characteristics and traits, therefore, it was found that there are no differences in the responses of female teachers and principals with high and low experience. This study agreed with the results of Salman’s study (2020), which was titled Forms of learning difficulties for pre-school children from the point of view of teachers of this stage in Palestine, “A field study on kindergarten in Nablus Governorate”.

The fourth question: Are there statistically significant differences at the significance level (α = 0.05) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus Governorate due to the type of kindergarten variable?

In order to answer this question related to the type of kindergarten variable, I used the t-test for independent samples, and the results of the following table illustrate this:

Table (6) The results of (T) test for independent samples in the common behavioral phenomena among kindergarten students in Nablus Governorate attributed to the type of kindergarten variable

<table>
<thead>
<tr>
<th>Variable Type</th>
<th>Repetition</th>
<th>Average</th>
<th>deviation</th>
<th>T value</th>
<th>The level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten type</td>
<td>private</td>
<td>0.414</td>
<td>48</td>
<td>3.8511</td>
<td>-0.174</td>
</tr>
<tr>
<td></td>
<td>public</td>
<td>18,465</td>
<td>12</td>
<td>3.8596</td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at the significance level α = 0.05

We note through the data in the previous table that there are no statistically significant differences at the level of significance (α = 0.05) between the average responses of the study sample members about the common behavioral phenomena among kindergarten students in Nablus governorate due to the variable type of kindergarten. The value of the significance level (0.86) and this value is greater than (05.0), that is, there are no differences between government and private kindergartens, and the researcher explains that the children of public and private kindergartens do not differ from each other and that they have the same characteristics and also live in a similar environment, but one that does not differ much. Also, children at this stage have similar behaviors to some extent, and therefore it was found that there is no difference in the responses of teachers and directors of private and public kindergartens with regard to behavioral phenomena among children of that stage.

Recommendations

Based on the results of the study, the study made several recommendations, which were as follows:

Kindergarten teachers should follow innovative methods in order to eliminate the inconvenience of children to the teacher during studies

The necessity of using methods of punishment and reward in the kindergarten stage

Kindergarten teachers should work to eliminate the confusion that children make to their classmates.

Researchers should conduct a study with the same title and apply it to another study community that the current study did not address.

The two researchers should conduct a study linking the behavioral phenomena and psychological deviation among kindergarten teachers and principals.

REFERENCES

5. Salman, Palestine (2020) Forms of learning difficulties for pre-school children from the point of view of teachers of this stage in Palestine "A field study on kindergartens in Nablus Governorate", the Academic Journal of Educational and Psychological Sciences, 1(1), 124-149.

Web sites: