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Thesis Title	Knowledge of kindergarten teacher in the procedure with children accident and relation to some variables.			
Year	2001			
Abstract	<p>Childhood stage has a significant importance in the future of any person in which the child's personality, impressions, and tendencies towards society and environment, are formed. The child also, forms standards social, habits, and values, which are acquired family, fiends and teachers in the kindergarten and neighbors. Thus he is in a continuous state of growth, physically, mentally, socially, and psychologically.</p> <p>The workers in the kindergarten have an importance role, in continuing the growth and development of the child. The kindergarten teacher has the first greatest role in motivating the child's growth and its continuity. She offers various experiences, which help his growth and give him an opportunity to discover, search, and inquire. She also runs the child's activities while playing in a kindergarten, and thereby she provides a healthy environment and protects him from danger or accidents, which may hinder his growth.</p> <p>Accordingly, a kindergarten teacher should be prepared to carryon this responsibility, and therefore, she should pass through theoretical and practical courses that enable her to perform her duties correctly. The most important courses, she should have, are those that deal with the child's growth and health. The teacher preparation program should also contain training On protection of children from accidents. The first aids, and ways of dealing with accidents that a child may have in the kindergarten. This training is to be continued even during the professional job in order to enhance the teachers' information and skills concerning child's health and first aids.</p> <p>To fulfill the aims of the research, the following objectives are formulated:</p> <p>I. To reveal the knowledge of the kindergarten teacher in the procedure of dealing with accidents that a child exposes to them in:</p> <ol style="list-style-type: none"> <li>The priority of the procedures she follows when a child has a specific accident.</li> <li>The correctness of each procedure a teacher follows when a child has a specific accident.</li> <li>The steps sequence of each procedure a teacher follows when a child has a specific accident.</li> </ol> <p>II. To find the relationship between the teacher's knowledge in the procedure of dealing with accidents, and the following variables:</p> <ol style="list-style-type: none"> <li>Accident specialization.</li> <li>Participation in the training courses concerning the first aids.</li> <li>Whether the teachers are mothers or not.</li> <li>Years of work in kindergartens</li> </ol> <p>To verify these objectives, eight hypotheses are stated. The study sample includes fifty (50) kindergartens in Baghdad related to the four directorates of education (Rusafa the first, Rusafa the</p>			

second, Karkh the first, Karkh the second). (234) teachers are chosen from kindergarten sample by the stratified random method to represent the teachers sample.

A knowledge test is prepared as a study tool to measure the knowledge of the kindergarten teachers in the procedure of dealing with child accidents. The surface and logical validity of the test is found. The testis subjected to the statistical analysis to find the contradictory validity (which is one kind of the concurrent validity) by using the T-test for two independent samples, and the reliability of the test by using Kuder-Richardson-20 equation to be certain of the internal consistency of the test items. The items discrimination coefficient is also found, as well as the substitute effectiveness.

The knowledge test in its final shape is formed of seven accidents. In each accident, there are two different injuries for two children, or two different injuries for one 'child. The test consists of (49) items, (7) items measure the priority of the procedures of dealing with accidents; (28) items measure the

correctness of the procedures, and (14) items measure the steps sequence of each procedure. The T-test of one sample is used to reveal the teacher's knowledge in the procedure of dealing with child accident in the kindergarten, whether for the priority of procedure, its correctness or sequence of its steps. The point bicerial coefficient is used to find out the relationship between the teacher's knowledge in the procedure of dealing with accidents and the study variables, which include the teacher's academic specialization, participation in training courses of first aids, being mothers or not, and years of work in kindergartens.

The results show a significant difference between the hypothetical mean and the mean of the teachers' knowledge, concerning priority of the procedure, correctness of each procedure, and its steps sequence. However, the differences concerning priority of the procedure, and its steps sequence are in favor of the research sample, while the difference concerning correctness of each procedure is in favor of the test means.

The result also show that there is a positive relationship between each of the teachers knowledge and their academic specialization and years of work in kindergartens, while the relationship between the teachers' knowledge and the variables of participation in training courses of first aids, and being a mother or not, are not significantly different.

The researcher recommends the knowledge test, which is the research tool, to evaluate the teacher's knowledge in dealing with accident before employment in the job and during it, and emphasizes on teachers' participation in training courses of first aids.