

Intellectual Immunity of Kindergarten Teachers

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Abstract

The researcher observed that some of the teachers' problems are the rush to be effected by contemporary ideas and new fashion, and this is what makes them affect the building of the personality and ideas of the kindergarten child and building his intellectual foundations that may be built positively or negatively depending on the extent to which he is affected by the ideas of his teachers in the kindergarten.

Therefore, the kindergarten teacher is a circular ring that contains in it a group of children if it tightens its grip and was immune and has intellectual immunity, it preserves these children, if this immunity and intellectual immunity is broken, then the children are lost in midst of negative conflicts and false or superficial ideas.

In fact, any daily activity carried out by the kindergarten teacher can show a state of psychological flow, but this depends on the extent to which she is integrated into the activity and the task she performs and challenges the difficulties she faces in performing the skill or activity and the teacher's involvement in the activity or skill and focus on it and enjoy the passage of time during performance. The aim of the current research is to know the intellectual immunity of kindergarten teacher.

To achieve the objectives of the research, a simple random selection was made from the research community consisting of Riyadh teachers in the six districts of Baghdad Governorate (Al-Rusafa - Al-Karkh), and the basic research sample consisted of (322) female teachers. For the purpose of measuring the research variables, the Intellectual Immunity Scale was built, which consisted of (42) items, and the scale consisted of four areas:

- The field of independent thinking consists of (13) paragraphs
- The field of far-sightedness of things and it consists of (10) paragraphs
- The field of self-endoscopy consists of (8) paragraphs.
- The field of resistance consists of (11) paragraphs.

Thus, the number of paragraphs of the intellectual immunity scale in its initial form became (42) paragraphs

Key Terms: intellectual immunity, kindergarten teachers.

changes in various aspects of life, and these changes require that the individual have intellectual immunity as a result of the emergence of many undesirable ideas, habits and values in our society that have taken upon themselves to change the normal lives of individuals and this has a clear impact on the personality of the individual, his way of thinking and his interactions with others in the society in which he lives.

As such, the teachers of kindergarten are part of the society in which we live, so it is possible that they will be affected by these changes, as they seek everything new, and they have a greater impact on the child, the focus will be on them very much, and it is assumed that the immunity they enjoy, and the

Chapter One

Introduction:

First: Research Problem

Through work in the field of education, we find that some of the teachers' problems are affected by modern ideas and new fashion, and this is what makes them affect the building of the personality and ideas of the kindergarten child and build his intellectual foundations that may be built positively or negatively depending on the extent to which he is affected by the ideas of his teacher in the kindergarten.

Therefore, the kindergarten teacher is considered a circular ring containing within it a group of children, if it tightened its grip and was immune and had intellectual immunity, it preserved these children. Our Iraqi society is witnessing at the present time many rapid

represented in the prevalence of manifestations of reassurance between the different social groups and a sense of responsibility towards them, and that this coexistence leads to the prevalence of manifestations of psychological stability of the child that are implanted within his personality (Al-Jabari, 2013: 38).

So the problem of the current research was determined in the following question:

Is there intellectual immunity for kindergarten teachers?

Second - Research Importance:

The importance of intellectual immunity lies in the need to show the attribute of good and get rid of the attribute of evil in the souls of individuals, as intellectual immunity is one of human attributes and a tendency stemming from the human nature that God has implanted in all human beings since the creation of Adam and his offspring until now. (Rye, 2001:98).

Here, intellectual immunity appears a positive situation experienced by diverse societies, represented in the prevalence of manifestations of reassurance between the different social groups and a sense of responsibility towards them, and that this coexistence leads to the prevalence of manifestations of psychological stability of the child that are implanted within his personality (Al-Jabari, 2013: 38).

Intellectual immunity is an intellectual immunization at the top of the list of important goals to protect society in general, youth and the educated group in particular. Immunity in order to protect the nation's thought from destruction in order to face the challenges of globalization. (Khalil, 2016:33).

The human being is more entitled than others to protect his thoughts, culture and identity. Therefore, intellectual immunity is in fact a security for thought, belief, principles and morals (Al-Fifi, 2016, 6), where intellectual immunity has achieved development and progress for nations. Preserving intellectual immunity is one of the most important characteristics that unite thought and approach, and the purpose of intellectual immunity is to preserve the nation's identity, personality, customs and traditions (Al-Mousawi, 2017, p. 25).

The kindergarten teacher is the key element in the success of the educational process in

intellectual immunity that they are characterized by High and effective.

The category of Riyadh teachers is the most affected by changes at all levels, as they are a class characterized by vitality, activity and a strong desire for renewal and change, which makes them the most vulnerable to change in the future of their lives (Ammar, 2018: 4).

Intellectual immunity needs social, religious, cultural and political upbringing because it directs the aspirations towards the future of the members of society (Al-Shahwan, 2018: 373).

Intellectual immunity is the safety of human thought from deviation and orientation towards the middle and moderation in understanding religious, professional and social matters, which leads to achieving safety, stability and reassurance in one society. (Al-Ghamdi, 2005: 32).

Thus, kindergarten teachers are educationally qualified cadres capable of creativity, they play an important role in social upbringing, being the basic building block of society and require many skills, diverse roles and special capabilities, being the main element in building programs in which the early stages of a child's life are refined.

Intellectual immunity also represents an intellectual, cultural, social and existential discourse, as it raises the level of societal awareness (Al-Gharbawi, 2008:26-34).

Intellectual immunity is referred to as a culture based on prudence that searches for reasons of deliberation and awareness of the importance of understanding between individuals.

The first step in the field of open-mindedness and intellectual immunity is dialogue, cultural encounter and increased acceptance of common values, beliefs and practices. Intellectual immunity gives the teacher the freedom and opportunity to adhere to her principles and original beliefs stemming from the Islamic heritage. Their behavior, values and beliefs lead us to recognize their right to live in peace without violence or discrimination

(Al-Hilli and Al-Zubaidi, 2007: 376-375).

Spreading intellectual immunity, peace and acceptance of others is an effective tool for eliminating human violence and strengthening the foundations of understanding in the social environment (Mahfouz, 2007:44).

Here, intellectual immunity appears a positive situation experienced by diverse societies,

and protecting ideas from these dangers is the goal that immunity seeks to produce by producing ideas that are immune from all undesirable intellectual impurities in Arab societies. (Al-Hudhali, 2006: 7).

Intellectual immunity is considered an intellectual immunization at the top of the list of important goals that protect society in general, youth and educated groups in particular, and God Almighty has provided our bodies with an immune system that helps us to maintain the work mechanism and protect it from thoughts that can harm it.

Achieving intellectual immunity is one of the most important topics that occupy people's minds individually and affect their stability in life fundamentally, as it is the basis of society's security, which is the most important type of security because of its strong connection to the identity of the nation. And the decline in the face of the danger of the cultural invasion, whose methods varied and its forms multiplied, which help to destroy principles and values. Therefore, the concern for intellectual immunity is in fact a security for customs, traditions, and the humiliating and humiliating values of the community, and the humiliating principles of it, 2006.

Intellectual immunity is one of the most important and most important components of the security of societies in general, and the basis for its existence and continuity (Zahrani, 2018: 157).

It helps individuals to self-growth in a positive way, away from the systematic influences that target them. It has the function of internal assistance in distinguishing correct ideas from false ideas, And sound and beneficial ideas, and ideas that are of no benefit to the individual, or even the society in which he lives, by activating the monitoring system on the nature of the intellectual immune system itself, and on the nature of intrusive thoughts and information, and taking appropriate measures. (Al-Shammari, 2020: 29).

It also views intellectual immunity as a positive dimension in the personality, as well as open-mindedness, which is one of the desirable positive personality traits, as it has been emphasized by all the heavenly religions because it leads to love, intimacy and cooperation between individuals, by rejecting every kind of hatred and violence and spreading the spirit of tolerance, love and

achieving the goals and has a valuable scientific position in all countries of the world and despite the changes and developments that the world is witnessing and technological development, but the role of the teacher remains an essential element in society and ranks after the family in terms of its proximity to the child (Mortada, 2004: 20).

The intellectual vacuum is an inevitable result of the temporary vacuum that the Prophet Muhammad said (May God's prayers and peace be upon him) It is one of the blessings that many people lose, as it came in the hadith on the authority of the Messenger, may God's prayers and peace be upon him and his family.

Intellectual emptiness is a reason for the mental cessation of creativity and production to reinforce mental dependency that may lead to emptiness because it does not feel important and inability to solve the problems it faces, so it compels him to fail in all areas of life. Going out to its crises, it falls into everything that promotes intellectual deviation from dependence and blind imitation. (Al-Moussawi, 2017, 65).

Thinking and thinking are among the blessings of God Almighty upon man, thus raising his status and making him preferred over other creatures by thinking. Immunizing it from disease, as well as thinking weakens and is threatened and exposed to dangers such as intellectual intrusion. What is witnessed by the development and accumulation of knowledge generates new challenges that make the unprotected thought captive to the whirlwind of knowledge.

The process of building a strong and comprehensive knowledge base is the basic step on which the human mind is based in its judgments to reach the goal in Gaining objective awareness of the problems they face and trying to solve them to reach good results that help him in building knowledge in a correct and sound manner, thus forming the first dose of intellectual immunity. Ideas need immunity that enables him to absorb everything that mars knowledge, so he remains in the active stages that are capable of generating and interpreting judgments (Al-Mahdawi and Al-Dulaimi, 2015: 219-222).

Intellectual immunity constitutes a basic requirement to achieve intellectual security. There are dangers from strange cultures and ideas loaded with several incomprehensible codes to which societal thought is exposed,

the manifestations of violence and rebellion (Al-Jubari) ,38:2013).

It can be said that intellectual immunity includes aspects represented in the acceptance of the other according to the principle of difference, as represented in the belief in the necessity of the existence of the other, and freedom of expression, as a right exercised in the various activities of social life, and is considered the necessity of the civilized development of human life itself, and just as the individual has a biological immune system. In theory, he has an intellectual immune system.

He has self-resistance, thinking about the future, and stability in character as a way to deal and a distant view of events and things to produce a theory or personal philosophy whose role is to prevent the individual from falling into error and blind imitation to deal with the various problems he is exposed to, and just as the biological immune system is strengthened by treating the individual with various germs and viruses, the individual's intellectual immune system is strengthened by the various experiences and situations he is going through, and by facing various problems in all walks of life, just as the lack of biological immunity, like the lack of intellectual immunity, will lead the individual to the rapid impact of intellectual viruses and infectious psychological germs, so he becomes this individual, who is unable to think scientifically sound, or to resist and criticize thousands Karr coming to him, some of which may be aimed mainly towards his personal building (Abdur-Rahman and Balaj, 2005: 24).

The teacher is one of the most important pillars on which the educational institution (kindergarten) depends in building children's personality, evaluating behavior, modifying ideas and trends to correcting the child's path, correcting his concepts, enhancing intellectual security and addressing the problems faced by children in light of the cultural invasion. (Kanaan, 2004: 18).

Intellectual immunity works to immunize kindergarten teachers with moral and behavioral principles that work to preserve her personality from every danger or harm that threatens her life. Disciplined (Al-Maliki, Abdul Hafeez, 1430).

Third: Aims of Research Objectives:

The current research aims to know:

sympathy between individuals and abandoning harming others in order to prevail security, peace and tranquility in all societies, because of its role in the progress, development and prosperity of society, because intellectual immunity gives the opportunity for acceptance and respect despite the difference, which makes individuals change bad feelings such as hate and selfishness against others to positive emotions such as respect and understanding and positive interaction between people (Abdo, 2019:202).

Intellectual immunity is of great importance in the life of the individual and society because of its moral and social nature that is linked to the interactive relationship with other individuals, and also has a protective role, as it protects against conflicts in the future. These tolerant societies are reflected on the mental health of members of the community, and provides a greater opportunity for prosperity and progress (Watson, 1973:123).

The importance of intellectual immunity to individuals and society appears in several aspects, represented in its importance, in its role as a regulator and guide of human relations and as a practitioner to preserve the rights of others intellectually, ideologically and existentially. The emergence of serious problems is most notably malice, hatred, wars and lack of acceptance of others (Al-Ghawiri, 2006: 36).

Spreading the spirit of tolerance, peace and acceptance of the other in terms of opinion and presence is an effective tool for eliminating human violence and strengthening the foundations of understanding in the social environment (Mahfouz, 2007:44).

The importance of intellectual immunity also comes in the need to manifest the characteristic of good and get rid of the characteristic of evil in the souls of individuals, as tolerance is a human characteristic and a tendency stemming from instinct.

Here it appears that intellectual immunity is a positive state experienced by diverse societies, represented in the prevalence of manifestations of reassurance among the different social groups and a sense of responsibility towards the nation in the light of an agreed upon political system, and that this coexistence leads to the dominance of manifestations of political stability because it is the result of this coexistence and eliminates

educational institutions. (Ministry of Education, 8:2005).

Chapter Two

A theoretical framework and previous studies:

The most important theories that explain intellectual immunity

The theory of consistency of beliefs (1960),

This theory was presented by Milton Rokeach, 1960, and supported by many empirical studies.

The consistency of beliefs extends across a bipolar continuum, as closed-minded people fall at one pole and open-minded people at the other pole, and different people fall between these two extreme categories on this continuum that can be accurately measured. Accepts or understands the ideas of others, while a person (open-minded) can do so without any difficulties, and despite their content difference with him, (Rokeach1960:3).

Rokish used the term belief to denote the cognitive organization that includes expectations, explicit, verbal and non-verbal directions The implicit and explicit, as he sees that each individual has a number of beliefs that cannot be counted and that can be inferred through his behavior, the lapses of his tongue, his compulsive actions, and his expressive movements. Expressing his beliefs, he may deceive us by saying a reliable or justifying statement, so we must infer what the individual actually believes through all his words and actions (Ali, 2001).

Openness and closedness are two characteristics that an individual acquires through education and socialization, as the family, work, and society contribute to planting the seeds of these beliefs and different degrees of closing and openness (Mahdi, 2002, p. 35).

We can distinguish between three main dimensions of cognitive formation from the point of view of the scientist Rokesh:

Belief System - Non-beliefs:

The organization of beliefs is divided into two overlapping penalties that depend on each other (beliefs - non-beliefs). Each of them consists of sub-systems that may be similar or different from its main systems, and it is expected that Rokesh will succeed more when the beliefs are similar.

Central _ Marginal Organization: This dimension is divided into three main parts:

Intellectual immunity for kindergarten teachers.

Fourth: Limitations of study:

The current research is limited to the teachers of public kindergartens located in the city of Baghdad in the six directorates of education on both sides of Karkh (first, second, third) and Rusafa (first, second, third).

For the academic year (2021-2022).

Fifthly:- Definition of the Terms:

The theoretical and procedural definitions of the terms mentioned in the current research will be determined as follows:

First: Intellectual Immunity:

Al-Shammari, 2019: - It is an internal hypothesis system that determines the individual's way of dealing with situations and makes him employ his self-resistance, his independent thinking, stability in the way of dealing and a distant view of things and events to produce a personal view or philosophy whose role is to prevent the individual from falling into error or protect him from blind imitation in Dealing with the various problems it faces. (Al-Shammari, 2019: 838).

Theoretical definition of intellectual immunity: The researcher decided on the definition of (Al-Samri: 2019) for the following reasons:

A definition that includes all aspects of intellectual immunity found in the various literature and theories.

-Combines integrative viewpoints that explain intellectual immunity.

More than one scale was built on the basis of the definition of Al-Shammari, 2019, as it has high credibility and accuracy in expression.

As for the procedural definition of intellectual immunity: the total score obtained by the kindergarten teacher by answering the paragraphs of the intellectual immunity scale that was prepared to measure this purpose.

Second: Kindergarten teacher according to the definition of the Ministry of Education :- (2005)

She is an educational figure who has been carefully selected through a set of special criteria, physical, mental, social, moral and emotional criteria and characteristics suitable for the child-rearing profession, where she received integrated preparation and training in university and higher colleges to assume the responsibilities of educational work in

based on awareness and knowledge of the past and the present.

Intellectual immunity, according to the theory of complexity consistency, in the dimension of the central organization represents the central region, which includes the individual's beliefs about authority and others, through which the individual makes his judgments and forms the image of the world in which he lives (Alyan, 2014: 35).

Second: Previous studies that dealt with intellectual immunity:

Al-Shammari's study (2019): (Intellectual immunity and some intelligences and productive habits of mind among university students).

The study aimed to reveal the level of intellectual immunity, some intelligence, and productive habits of mind among university students, according to the gender variable (males, females), the specialization variable (scientific, human), and the stage variable of first and fourth, as well as identifying the relationship between intellectual immunity, some intelligences, and productive habits of mind among students of Samarra University.

The sample consisted of 223 male and female students, and they were selected by the stratified random method, and to achieve the objectives of the research, the researcher prepared a scale of intellectual immunity and subscales of personal intelligence, logical-mathematical intelligence, social intelligence from the multiple intelligences scale prepared by Walter McKenzie 1999), and a scale of Productive Habits of the Mind (Abdul-Wahhab and Al-Waleili 2011). Then, the researcher used statistical methods.

The researcher used the appropriate statistical methods (chi-square, arithmetic and standard averages, Pearson correlation coefficient, al-Faker and Nibal coefficient), and the results indicated that university students have a good level of intellectual immunity, and that there are no statistically significant differences according to the gender and stage variable, as well as It indicated the existence of a statistically significant correlation between intellectual immunity and logical-mathematical intelligence and personal intelligence, as well as between intellectual immunity and the productive habits of mind in the study sample. (Al-Shammari, 2019).

a-The central area, b - the central region, c - the marginal region.

The central area represents: - the initial beliefs that an individual acquires about the nature of the physical world in which he lives and about the nature of the self and the other.

The central region represents: the individual's beliefs about authority and individuals who go along with the line of authority and who depend on them in forming the image of the world in which he lives

As for the marginal region: It represents the beliefs derived from authority, and that the individual in his initial beliefs depends on the number of people who believe like his belief, that is, that the individual takes a frame of reference outside himself, and has the authority to decide his belief, or he can take from himself a self-reference in determining his beliefs primary. And events alone can determine the formation of these beliefs, and it is worth noting that the middle and marginal beliefs result from primary beliefs as walking and running result from crawling, and what is meant by authority is the means that an individual resorts to gain information about the world in which he lives, and it is natural for individuals to differ in the type of The authority they rely on to obtain information, and this may be due to the discrepancy in ideas about the nature of authority, and that the system of beliefs and non-beliefs depends on positive and negative authority.

Time arrangement:

It represents the individual's beliefs about the past, present, and future and the way in which each time relates to the time of the other, and that the time extension may narrow or expand according to the individual's awareness of this narrowness and expansion. Some of them are with each other. As for the narrow extension, it is the system in which the individual emphasizes a specific time period that he clings to and stops at without being linked by another time extension or believing without an appreciation of the value of communication and the relationships that exist between them. It is from this that individuals who have full attention to the past and a tendency towards the present or the future can be considered equal in terms of extension in the time constraint. And the individual who has a wide range of time, his beliefs and expectations about the future are realistic and

and building it on a sound scientific basis, the researcher adopted on the Steven Thompson equation to determine the sample size (Al-Ta'i, 2013: 4).

Fourth: search tools:

For the purpose of measuring the research variables, which is to build a scale, where the intellectual immunity scale was built, as the step of defining the idea of the scale and the justifications for its construction is one of the most important and first steps, and given that it allows the person constructing the scale to access the main entrances on which it is based (Latifi, 2006: 114).

(Abu Alam, 2009: 101), and search tools will be reviewed as follows:

First: Intellectual Immunity Scale:

1-Determine the main areas of the scale:

The domains of the Intellectual Immunology Scale are determined based on the four dimensions it has adopted. Al-Shammari, (2020: 19-20) in a book on intellectual immunity, which is:

First: The first dimension: independent thinking

Second: The second dimension: the far view of things

Third: The third dimension: Self-endoscopy

Fourth: The Fourth Dimension: Resistance

Where (Al-Shammari, 2019: 841) defined intellectual immunity in his study (that it is an internal hypothesis system that determines the individual's way of dealing with situations, and makes him employ his self-resistance, independent thinking, stability in the way of dealing and a distant view of things and events to produce a viewpoint or personal philosophy whose role is protection Therefore, the researcher relied on the theoretical definition of Al-Shammari's study, which in turn relied on integrative theories in defining the intellectual immunity variable and deducing its four fields.

-(2)Drafting paragraphs for each field:

The researcher formulated paragraphs for each of the four areas of intellectual immunity in the scale, which are as follows:

The field of independent thinking consists of (13) paragraphs.

The scope of the far-sightedness of things and it consists of (10) paragraphs.

The field of self-endoscopy consists of (8) paragraphs.

Chapter Three:

Research Methodology and Procedures:

First: Research Methodology:

The researcher used the descriptive approach to show the presence of intellectual immunity among kindergarten teachers, which is one of the forms of organized scientific analysis and interpretation as describing a specific phenomenon or problem and depicting it quantitatively by collecting data and codified information about the phenomenon or problem, classifying and analyzing it and subjecting it to careful study. Fraenkle and Wallen, 1993: 269), which helps to make a comparison and relationship to some phenomena and problems and evaluate them and determine what individuals do to solve problems and phenomena and benefit from their opinions and experiences in developing a vision and future plans and making appropriate decisions for similar situations in the future (Melhem, 2000: 370).

Second: The research community: -

Population means all the individuals, things or people who constitute the subject of the research problem. It is all the elements related to the problem of the study that the researcher seeks to generalize about the results of the study (Abbas, Nofal and others, 009 2: 217). The research community consists of kindergarten teachers in the directorates of education in the governorate of Baghdad, with its two sides, Karkh / Rusafa, whose number is (1954). The researcher obtained the preparation of the research community from the Statistics Division of the Directorates of Education in the city of Baghdad for the year (2021-2022) after obtaining books to facilitate the task from the College of Education for Girls.

Third: The research sample:

It is a group that represents the elements of the society with the best representation, so that the results of that sample can be generalized to the entire community and make inferences about the features of the society (Al-Nabhan, 2001: 187). (322) One of the female teachers in kindergarten in the city of Baghdad and from its six districts, and the number of female teachers in the research sample represents approximately (16%) of the total number in each of the six general directorates of Baghdad Education, and for the purpose of determining the sample size representing the community

terms of answering all the paragraphs of the scale without an answer because in this case it will be neglected, as well as filling out the general information at the beginning of the scale in addition to leaving the freedom for each parameter to write her name optional or leaving this field blank for the stability sample.

The exploratory experiment of the intellectual immunity scale:

The researcher applied the scale to a sample of (40) Riyadh teachers in order to identify the extent of clarity of the scale's instructions and the scale's paragraphs for the sample, and the time taken to answer was (10) minutes.

Statistical analysis of the paragraphs of the intellectual immunity scale:

The researcher analyzed the items statistically to reveal their validity or homogeneity in order to keep the good items and to reveal their accuracy in the scale in measuring what they were set to measure and to verify their efficiency in achieving the principle of individual differences because the goal of this analysis is to keep the valid items in the scale and to exclude or modify invalid items.

The researcher used two methods to conduct the analysis process, namely the method of the two extreme samples and the relationship of the paragraph degree with the total degree of the scale.

Contrasted Groups

The researcher has adopted the same basic research sample of (322), and the statistical analysis was classified by solving it and for analyzing the paragraphs, then extracting the following and the following steps-:

Correcting each of the (322) scale forms.

-Adding the scores to get the total scores for the items and for each of the scale forms.

-Arrange the forms (322), from the highest score to the lowest.

-Sorting the percentage (27%) of the upper group of forms, whose members obtained the highest degree of answering on the scale, which numbered (87) forms, and the percentage of (27%) forms of the lower group, whose number reached (87) forms as well, in which members got the lowest degree of answer.

-Using the t-test equation for two independent samples to test the significance of the differences between the means of the upper group and the lower group for each item of the intellectual immunity scale.

The field of resistance consists of (11) paragraphs.

Thus, the number of paragraphs of the intellectual immunity scale in its initial form became (42) paragraphs.

Formulating alternatives:

The researcher has identified (5) alternatives to answer the immunoassay scale Likert pentagonal scale, which was adopted because the research sample is parameters and they can answer accurately and scientifically, and the answer alternatives were

)Applies to me a lot, applies, applies to me sometimes, applies to me rarely, never applies to me) and with weights (5, 4, 3, 2, 1) for positive paragraphs and with weights (1, 2, 3, 4, 5) for negative paragraphs.

-3Verify the validity of the paragraphs of the intellectual immunity scale.

The paragraphs of the tool, Annex (2), were presented to a group of (20) arbitrators specialized in (Educational Psychology) Annex (3) to express their opinions on:

*The validity and safety of the wording of the paragraphs of the tool

*Extent of tool coverage

*Add, modify or delete any paragraph of the tool. In light of the arbitrators' opinions, (15) paragraphs were amended by experts, Annex (3), and (42) were retained, which constitute the final version of the instrument, Annex (4), and it was relied on a standard (80%) or more as a percentage of agreement in maintaining or amending paragraphs, and based on That preceded the paragraphs that obtained the percentage of expert agreement

%(80)at the level (0.05) using a square like any for one sample (Ahmed, 1989: 284) and every paragraph was considered valid when the calculated value of a square like any is a function at the 0.05 level.(

-4Scale correction:

What is meant by the correction of the scale is to give a total score to the examinee, and that degree reflects the availability of intellectual immunity among the parameters. The forms of the intellectual immunity scale were corrected on the basis of (42) paragraphs divided into four areas for each paragraph, five alternatives to the answer after the weights of the answer alternatives were determined.

-5Scale instructions-:

The scale instructions were determined in terms of choosing only one alternative from the number of five alternatives, as well as in

measured, meaning that it is the extent to which we can decide that the tool or scale measures a specific theoretical construct or a specific characteristic feature (Anastasi, 1976: 151). As for (Cronbach, 1970) constructing validity is defined as an analysis of the meanings of test scores in psychological concepts based on the hypotheses of the theory that explained the measured characteristic (Cronbach, 1970:157).

Structural honesty has several indicators:

Discriminatory power: It was verified within the statistical analysis procedures.

B-Internal consistency: which refers to the ability of the paragraph, consistent with all paragraphs, to perform its function by measuring part of the total behavioral range of the measured trait (Krool, 1960: 426). And the internal consistency is extracted through:

There are hypothetical indicators that can reveal the construction validity. If the scale scores matched with it, then this indicates the construction validity. Therefore, the researcher extracted the construction validity indicators for the current scale through (322) application forms on the basic sample, and the data obtained from the responses of individuals was based. This sample in calculating correlation coefficients using Pearson correlation coefficient by SPSS program as follows

Paragraph degree and total degree for the field to which it belongs:

The researcher used the Pearson correlation coefficient to extract the correlation between the degree of the paragraph and the total degree of the domain to which it belongs, and it was found that all the paragraphs are statistically significant because the calculated values are higher than the tabular values of (0, 98), and Table (1) shows this

-Balancing the calculated t-value for each of the scale’s paragraphs with the tabular t-value of (1, 65) at a significance level (0, 05) and a degree of freedom (172). The results showed that all the items are significant and distinct at the significance level (0, 05).

Psychometric indicators of the scale:

First: Indicators of honesty:

Honesty is one of the important characteristics that must be available in the psychological scale before starting its application. And honesty is the ability of the scale or the tool to measure what was explained for it (Ebel, 1972: 34, and (Oppenheim, 1973) indicates that the concept of honesty refers to To measure the paragraphs of what they are supposed to measure (Al-Zoba’i and others, 1980: 39) and the multiplicity of methods and methods for calculating and estimating honesty, we obtain in some cases a quantitative coefficient of validity, while we obtain a qualitative coefficient for it in other cases. (Virtual honesty and constructive honesty) as follows:-

Apparent honesty: This type of honesty is based on the extent to which the scale represents the components and factors or the characteristic that it measures, as well as the balance between the importance of each factor, as it becomes logical that the content of the scale is true, provided that it represents the characteristic that is to be measured (Abdul Rahman, 1988: 158). This type was achieved by presenting it to a committee of experts, and this was mentioned previously.

Construction validity: It is intended to analyze the degrees of the scale based on the psychological construction of the trait to be

Table (1)

Correlation coefficients of the paragraph score and the total domain score of the intellectual immunity scale.

Correl. coeff.	Parag. Seq.	Domain	Correl. coeff.	Parag. Seq.	Domain	Correl. coeff.	Parag. Seq.	Domain	Correl. coeff.	Parag. Seq.	Domain
0.136	32	Fourth: Resistance	0.347	24	Third: Self-Thesis	0.228	14	second: The Long View of	0.155	1	First: Independent
0.265	33		0.595	25		0.214	15		0.336	2	
0.245	34		0.452	26		0.177	16		0.443	3	

0.298	35		0.112	27		0.102	17		0.29	4
0.266	36		0.84	28		0.127	18		0.333	5
0.331	37		0.172	29		0.257	19		0.476	6
0.408	38		0.259	30		0.264	20		0.989	7
0.196	39		0.318	31		0.113	21		0.706	8
0.463	40					0.346	22		0.293	9
0.203	41					0.228	23		0.534	10
0.254	42								0.125	11
									0.654	12
									0.142	13

of the intellectual immunity scale in three ways:

Retest method: It is intended to apply the scale or test to a group of individuals and then re-apply it to them again in the same circumstances in which they were previously selected. Intellectual immunity on the statistical analysis sample numbered (36) parameters, and the period between the two applications was (14) days, which is an appropriate period for re-application (Ferrickson, 1991: 527).

After the researcher finished the application, the stability of the scale was calculated through the sample degrees in the first and second applications. Then, the Pearson correlation coefficient (person.cor.coffecton) was extracted between the first and second application degrees (Duran, 1985: 133), where the reliability coefficient reached (89.0).

Half split:

The scale items were divided into odd and even parts, then the Pearson correlation coefficient was extracted between the two parts, and then the Pearson correlation coefficient was corrected with the Saberman-Brown equation.

A method of analysis of variance using the Facronbach coefficient:

This method is based on calculating the correlations between paragraph scores on the basis that each paragraph is a stand-alone measure (Al-Kubaisi, 2010: 297), the researcher applied the stability to the research sample.

The total stability coefficient of the scale reached (99 ,0), which is a good indicator of

By noting Table (1), it becomes clear to us that there is a strong relationship between all the degrees of the paragraphs and the total degree of the domain they represent at the significance level of 0.05 and the degree of freedom (321), and that is why the paragraphs of the scale are true to what they were designed to measure.

The degree of the domain in the domain of the scale:

The researcher used the Pearson correlation coefficient to extract the correlation between the degree of the field in the field and it was found that all the correlations are statistically significant since all the calculated values are higher than the tabular value of (0, 098).

Second: Reliability of the scale:

The scale is considered stable if it gives the same results when measuring a certain phenomenon for successive times (Al-Sayyid, 1978: 378), as stability is a prerequisite for the scale. Honesty is a relative and not absolute quality, as there is no measure that is completely dishonest or completely honest (Abu Libdeh, 1987: 244).

Therefore, calculating the stability of the scale is necessary. The stability indicates the meaning that the scale gives almost the same results if it is repeatedly applied to the same group of individuals. The most important requirement and quality in a test or a good scale is that it has a high degree of stability (Anastasi, 1976: 103). It is possible to verify the stability of the scale through several methods, including what measures internal consistency, which is known as the half-segmentation or Crow-Nbach coefficient, and what measures external consistency, which is the test-retest method, which is known as the coefficient of stability over time. The stability

(24.93) is higher than The T-table value (1.96) at the significance level (0.05) and the degree of freedom (321), that is, there are substantial differences, not arising from chance, in favor of the arithmetic mean of the four domains of the intellectual immunity scale.

The results also showed that the calculated t-value for the scale as a whole amounting to (72, 54) is higher than the tabular t-value (96,1) at the significance level (0.05) and the degree of freedom (321).

That is, there are fundamental differences that are not caused by chance and in favor of the arithmetic average as a whole.

the internal consistency of the intellectual immunity scale (Cronbach, 1970, 63).

Chapter Four

Presentation and discussion of the results:

The first goal: - Defining the intellectual immunity of kindergarten teachers.

The researcher used the t-test for one sample, and the results showed in Table (24) that the calculated T-value for the four domains in the intellectual immunity scale, respectively, independent thinking (48.67), far-sightedness (41.99), self-endoscopy (12.30), resistance

Table (2)

The results of the T-test for the members of the research sample in intellectual immunity

Statistical significance	T-value		Hypothesis mean	Standard deviation	Arithmetic mean	Sample size	Domain
	Tabular	Calculated					
Sig.	1.96	48.67	39	4.03	49.93	322	First: Independent thinking
Sig.	1.96	41.99	30	3.06	37.16	322	Second: The long view of things
Sig.	1.96	12.30	24	4.67	27.2	322	Third: Self-Endoscopy
Sig.	1.96	24.93	33	3.75	38.21	322	Fourth: Resistance
Sig.	1.96	54.72	126	8.69	152.5	322	Total

(Salman, 2020) that kindergarten teachers have intellectual immunity.

Conclusions:

By presenting the results, the researcher reached several conclusions, the most important of which are:

1-The teachers of Riyadh enjoy intellectual immunity through the ability to correctly understand, communicate with others and acknowledge their differences and diversity.

2-There are statistically significant differences in intellectual immunity according to the variable of specialization and in favor of non-specialists as a result of experience in their field.

3-There are no statistically significant differences in intellectual immunity according to the service variable.

From the table, this means that the differences are statistically significant, if the kindergarten teachers have independent thinking, a far view of things, self-theorization and resistance to every change that is not suitable for the environment in which they live, and the professional experience in their field of work helped them in acquiring modern scientific ideas when they presented the learning experience No children of kindergarten.

This was confirmed by all theories such as behavioral and social and the direction of information processing and cognitive that knowledge of something comes from previous experiences through the use of all information and the link between previous and new information.

This result is consistent with the findings of the study (Al-Shammari, 2019) and the study

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Recommendations

Through the results obtained in this research, the researcher recommends the following:

1-Emphasis on educational institutions and consolidation of a culture of rational dialogue and exchange of views to develop intellectual immunity

2-Emphasis on the media to consolidate the principles of work and exert effort without helplessness and boredom and acceptance of others despite the difference.

3-Encouraging cultural and literary forums to raise topics that encourage discussions, respect for opinion and other opinions, and the ability to solve problems they face.

4-Emphasis on the role of the educational institution in reviewing it and confirming the principles and foundations of the flow of all kinds.

5-Continuing education units should conduct educational and awareness training courses for kindergarten teachers.

6-Conducting training courses for kindergarten teachers aimed at developing the various dimensions of psychological flow.

7-Activating the quality assurance work in educational institutions in order to develop the intellectual immunity and psychological flow of the kindergarten students and the kindergarten teachers.

8-Holding seminars that focus on the need to develop psychological flow and intellectual immunity against incoming ideas that are far from our customs and traditions.

Suggestions:

1-Conducting correlational studies between intellectual immunity and other variables such as self-esteem and the meaning of life.

2-Conducting a correlational study of intellectual immunity and major personality factors among kindergarten teachers.

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