



Research Article

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Educational Innovations as Facilitating Factors for Learning of Children with Special Needs in Preschool Institutions

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Abstract

The objective of our study is to measure the impact of teaching innovations in facilitating the learning of preschool children (aged 3-6) with special needs. This study covers 5 municipalities of the Republic of Kosovo (Prishtina, Gjakova, Ferizaj, Gjilan, Kamenica). Data were collected through electronic questionnaires with 128 parents and 128 educators who have children with special needs. The questions were oriented around the impact of educational innovations in facilitating the learning of children with special needs. Based on the results of the present study, it is concluded that the impact of teaching innovations has shown a trend towards a positive future in facilitating learning for children with special needs. However, gradual improvements should be made to create a suitable and inclusive environment by providing innovative approaches according to the needs of children with special needs. In this study, it was understood from the respondents that educational innovations affect the facilitation of learning for children with special needs, which has also been statistically proven. According to statistics, we finally realized that parents are more principled, compared to educators. Parents are constantly looking for innovative changes, while educators are reluctant to do so, arguing that they do not have enough support from educational institutions. In quantitative terms, the phenomenon of educational innovations in facilitating the learning of children with special needs, especially in terms of the implementation of educational innovations, in terms of parents' perception, needs improvement, especially in the adaptation of educational innovations to children and completing preschool institutions with professional educators and assistants.

Keywords: Educational innovations, learning facilitation, children with special needs, suitable environment, motivation

1. Introduction

Innovations in learning and their understanding from the thematic aspect, are innovations, through which this research will influence the persuasion, encouragement and stimulation of educators, with the aim of influencing the enrichment of teaching with new techniques, methods, forms and tools of work, in the design and results of the teaching activity, in the expansion of the sources of knowledge

and in the imposition of the most appropriate forms of teaching. We have approached this research for the reason that educational innovations can affect the quality of teaching, occupying a very important place in enriching children with new knowledge and helping them to be motivated, expand knowledge, change attitudes and to increase their skills in order to achieve the best results in learning.

The presence of children with special needs in any community is always an important topic, mainly in relation to equal rights to receive quality education as other children with normal development (Atkinson & Goldberg, 2004). Education is the only and vital effort that children with special needs need to help themselves and adapt to the environment (Idhartono, Efendi, 2016).

Although Kosovo does not have accurate statistics on the number of children with special needs, access to education remains a challenge for these children. According to some research done in Kosovo, it is said that only 11% of children with special needs attend school (Info Arkiva, 2015). The World Health Organization in 2008 reported that 20% of children with special needs aged 6-11 and 19% of children with special needs aged 12-17 have the ability to learn (Baine, 2013). The integration of all children with special needs into regular classrooms is called inclusive educational services for children with special needs. After solving this problem, educational institutions are obliged to find new teaching tools, methods and techniques in order to facilitate or stimulate children to love school.

The research shows that teaching innovations are not activities or teaching tools to look at, but they, among other things, affect the return of the lost will of the children, both towards the educational institutions and towards the educator, which means that the innovations bring positive results for all children with special needs, including children with normal development, teachers and families (Cologon, 2013). However, for many educators, learning innovations are not yet a reality. The adaptation of teaching innovations should be based on aspects such as a variety of conditions of children with special needs such as visual impairment, hearing impairment, intellectual impairment, physical impairment, etc.

Indeed, this situation is initially a problem, not only for us but also beyond, because whenever the need for change, the supporting resources are not adequately available (Suyanto, 2009). The availability of innovative activities and tools at the right place and time can apparently help children with special needs (Mackey, 2014). Unfortunately, some educators still have serious problems regarding the familiarity with the New Curriculum of Kosovo, so it is suspected that they do not sufficiently implement innovative activities. The positive impact of learning innovations for children with special needs is direct and very visible, because through them preschool children are constantly encouraged in emotional, social, psychological and physical aspects (Takala & Sume, 2018). Through learning innovations they can empathize and understand differences, foster stronger feelings of mutual ownership. The impact of educational innovations on children with special needs overcomes health barriers, encouraging them to learn like others. (Page, Boyle, McKay, & Mavropoulou, 2019).

The implementation of educational innovations in preschool institutions should be an educational model for other levels as well, because this age is the beginning of bad and good (Boat & Joel, 2015). Therefore, it is a constant request of the Council of Parents, that preschool institutions implement as many innovative activities as possible. Unfortunately, in some cases, children with special needs from preschool institutions are perceived as a heavy burden for the institution and educators (Plakolli & Aliu-Gashi, 2016). In Kosovo, the obstacles to the non-implementation of educational innovations in preschool institutions may be the fear of educators from the lack of their professional development. On the more extreme cases, children with special needs in preschool institutions are considered individuals who disrupt the comfort and smoothness of innovative activities in the classroom (Carroll, Solyt & Shapiro, 2015). These mindsets of educators are reported in various studies, often becoming the cause of the failure to implement educational innovations in preschool institutions in the Republic of Kosovo. There is also a fear of educators on whether they may be able to adapt innovative activities for children with special needs when there are also children with normal development in the class. This perception can be understood as if educators do not have the qualified competence to care in inclusive classrooms. Therefore, other facts that educational

innovations affect the facilitation of learning for children with special needs are that when educators implement innovative activities in the classroom, children insistently ask their parents and educators to stay as long as possible in preschool institutions. (Plakolli & Aliu-Gashi, 2016).

Due to the obstacles in development, in order to facilitate learning for this category of children, educational institutions in the Republic of Kosovo are constantly searching for new forms, methods, tools, technologies and learning activities with purpose of facilitating learning for children with special needs. On the other hand, educational institutions continuously talk about meeting the best conditions for children with special needs, but until now, as direct factors for not achieving the best results for this category of children, are human resources. -limited professionals, especially the lack of assistant educators (Brakaj, 2021).

Regardless of the problems that arise from the implementation or non-implementation of educational innovations by educators, the Core Curriculum of Kosovo gives educators the right to implement educational innovations in the classroom and outside it (MEST, 2018). In order to achieve the best results for children with special needs, in the Republic of Kosovo, all these are regulated and allowed by law (Law, 2011). Therefore, such obstacles can only be overcome if the Kosovo Core Curriculum, the law and institutional support are respected.

2. Research Methodology

Our research has covered 5 municipalities of the Republic of Kosovo (Prishtina, Gjakovë, Ferizaj, Gjilan, Kamenica). Since the population of parents who have children with special needs was not large, then we surveyed all parents, or 128 of them. In order to measure the attitudes of parents regarding the impact of educational innovations in facilitating learning for their children, as a technical procedure, we had previously visited all preschool institutions in the respective municipalities. With understanding, we asked the school principals to give us the phone numbers and emails of all parents who have children with special needs, and then, asking for their understanding, we forwarded the electronic questionnaires to the personal emails of all to the parents. Some of the parents were reluctant to fill in the questionnaires, but after many attempts, we managed to get the answers of all the parents who were planned for the survey. We have done the same with 128 educators, with whom we have had a collegial understanding and we have managed to get faster electronic data collection.

During this research, we used the quantitative method through which we collected the respondents' findings as very sensitive issues for children with special needs, classifying and ranking them according to the answers received from the respondents. We have compared and interwoven the same data in tabular form.

The purpose of this study is to, based on the variables and determination of indicators, bring out the much-discussed truth about the impact of educational innovations in facilitating the learning of children with special needs. For this purpose, the data sources in this study are from 27 preschool institutions in five municipalities, which approximately constitute 1/4 of the population of Kosovo.

3. Analysis and Interpretation of Research Results

3.1 The results of the surveyed parents

Based on respondents' results from parents' responses through electronic questionnaires, we will describe the impact of teaching innovations in facilitating the learning of children with special needs. The answers of the respondents - parents, are presented as follows:

Regarding the level of implementation of educational innovations by preschool institutions, parents affirm the truth that 35.16% of them agree that educational innovations are being implemented by educators, while 64.84% of them do not agree with the implementation of educational innovations by educators. This means that most parents do not agree enough with the

implementation of teaching innovations by educators.

About 71.10% of parents agree that they highly value teaching innovations, while 28.90% of them do not agree with such a reality. This means that parents value educational innovations highly.

About 64.84% of parents affirmed that educational innovations are very important, while 35.16% of them affirmed that educational innovations are not that important. In this case, the truth emerges that parents have complete faith in the importance of educational innovations they can make for their children.

About 38.28% of parents affirmed that the innovative technology used in preschool institutions is well adapted for children with special needs, while 61.72% of them affirmed that the innovative strategies applied by educators are not adapted for their children. . In this case, parents ask that they adapt them to the children according to their needs.

About 75.78% of parents affirm that educational innovations facilitate the learning of children with special needs. This is confirmed by the Core Curriculum of Kosovo (Kornizë, 2022). While 24.22% of them affirmed that educational innovations do not facilitate children's learning. However, parents are strongly convinced that learning innovations can do what they often have not been able to do for their children. Such a thing has now been scientifically proven by parents.

About 69.53% of parents have affirmed that educational innovations motivate children to learn, while 30.47% of them have affirmed that educational innovations have not influenced their children's facilitated learning. This is related to the fact that most parents have admitted that educational innovations have a positive effect on the motivation of children to learn.

Regarding the right to implement educational innovations by educators, 86.72% of parents affirmed that educators have the right to implement educational innovations, while 13.28% of parents affirmed that educators do not have the right to implement educational innovations. From this we can understand that parents are well informed about the right of educators to implement educational innovations.

Regarding the question of how professionally prepared the educators are, 32.81% of the parents affirmed that the educators are well prepared, while 67.19% of them do not agree with such a reality. This means that parents are not satisfied with the professional development of educators. However, it is thought that educational institutions would fill this gap with assistant educators, but according to the data collected from parents, 67.18% of them have affirmed that they are in favor of increasing the number of assistant educators, clearly proving that educational institutions have not filled this gap, while 32.82% of them affirmed that the current number of assistant educators is sufficient. From this we can understand that there is a shortage of assistant educators and that parents demand an increase in the number of assistant educators.

According to the question, how much do you support institutions to help children with special needs? This is best confirmed by the parents with 47.66%, affirming that they are satisfied with the institutional support, while 52.34% of them affirmed that they were not satisfied with the support of the institutions which means that the majority of parents of children with special needs are not satisfied with the support of educational institutions.

Table 1: Statistical data from parent respondents on the impact of teaching innovations on the learning of children with special needs

Nr. Questions	I Agree		I Disagree	
	Nr	%	Nr	%
1. Teaching innovations are implemented	45	35.16	83	64.84
2. You value learning innovations	91	71.10	37	28.90
3. Innovations are important	83	64.84	45	35.16
4. Innovations are adapted	48	28.28	79	61.72
5. Innovations facilitate learning	97	75.78	31	24.22
6. Innovations motivate learning	89	69.53	39	30.47

7. Educators have the right to implement them	111	86.72	17	13.28
8. Educators are professionals	42	32.81	86	67.19
9. There is a need for assistant educators	86	67.18	42	32.82
10. You have institutional support	61	47.66	67	52.34

3.2 The results of the surveyed educators

Based on the results of the surveyed educators, we will describe the impact of teaching innovations on the learning of children with special needs. Respondents' responses to children with special needs are presented in Table 2.

Based on the first question about how educational innovations are implemented by educators, the fact shows that 71.09% of them consider that the educational innovations in classes where there are children with special needs are implemented a lot, while 28.91% of them affirm that teaching innovations are not implemented sufficiently. This means that most educators agree that learning innovations are implemented sufficiently.

About 60.16% of educators appreciate educational innovations, while 39.84% of them do not agree with such a reality. This means that the majority of educators value teaching innovations highly.

About 62.50% of educators affirmed that educational innovations are of special importance for children with special needs in facilitating their learning, while 37.50% of them affirmed that educational innovations are not so important for children with special needs special. This means that educators understand well the importance of teaching innovations for the learning of children with special needs.

About 77.34% of the educators affirmed that the innovative strategies they use are suitable for children with special needs, while 22.66% of them affirmed that such strategies are not suitable for children with special needs. This means that the majority of educators claim that educational innovations are appropriate for children with special needs.

About 61.72% of the educators claim that educational innovations facilitate learning for children with special needs, while 38.28% of them affirmed that educational innovations do not facilitate learning. However, most educators are convinced that teaching innovations facilitate learning.

About 81.25% of educators affirmed that innovations serve as motivational tools in facilitating children's learning, while 18.75% of them affirmed that teaching innovations do not motivate children in learning. This is shown by the fact that most educators have affirmed that educational innovations motivate children to learn.

Regarding the right to implement educational innovations, according to the Core Curriculum of Kosovo, the implementation of educational innovations is fully allowed, therefore 88.28% of educators have affirmed that they have the full right to implement educational innovations, while 11.72% of them do not agree on such a thing. From this we can understand that educators are well informed of their right to implement educational innovations.

Regarding the provision of professional educators by the Education Institutions of Kosovo, about 74.22% of educators affirmed that preschool institutions have well-prepared staff, while 25.78% of them disagree with such a reality. This means that most educators agree that the institutions where they work have well-prepared staff.

However, according to the question of whether there should be assistant educators for classes where there are children with special needs, 71.09% of educators affirmed that preschool institutions need assistant educators, while 28.91% of them affirmed that for such a thing there is no need. From this, we can understand that the majority of educators are in agreement with increasing the number of assistant educators.

Regarding the support of educational institutions for pre-school institutions, 41.41% of educators claim institutional support, while 58.59% of them claim that they do not have institutional support. This means that most educators are not satisfied with the support of educational institutions.

Table 2: Statistical data from educational respondents on the impact of teaching innovations on the learning of children with special needs

Nr. Questions	I Agree		I Disagree	
	Nr	%	Nr	%
1. Teaching innovations are implemented	91	71.09	37	28.91
2. You value learning innovations	77	60.16	51	39.84
3. Innovations are important	80	62.50	48	37.50
4. Innovations are adapted	99	77.341	29	22.66
5. Innovations facilitate learning	79	61.74	49	38.28
6. Innovations motivate learning	104	81.25	24	18.75
7. Educators have the right to implement them	113	88.28	15	11.72
8. Educators are professionals	95	74.22	33	25.78
9. There is a need for assistant educators	91	71.09	37	28.91
10. You have institutional support	53	41.41	75	58.59

3.3 Results about compliance between parents and educators

In table 3 we have extracted the final data between parents and educators regarding the compliance about the impact of educational innovations as facilitating factors in the learning of children with special needs. From the statistical data, we have managed to learn that parents, compared to educators, are more in compliance with the implementation of educational innovations, considering it necessary that they affect the good of their children.

According to the statistical analysis presented in table 3, the differences between the compliance of parents and educators in the implementation of educational innovations are 35.93% in favor of educators. Whereas, for 10.94%, educational innovations are appreciated more by parents than by educators. Also, for more than 2.34% parents, compared to educators, affirmed that innovations are very important. Whereas, regarding the adaptation of educational innovations, for 39.06% educators agree more than parents. Regarding the fact that educational innovations affect the learning of children with special needs, 14.06% of parents are more in agreement than educators. Whereas according to the question of how educational innovations motivate children to learn, 11.72% of educators are more in agreement than parents. While, according to the question of how much educators have the right to implement teaching innovations, in this case, the differences are very small, with only 1.56%. This means that, in this case, both parents and educators know very well that they have the right to implement them. According to the next question about how many professional educators the preschool institutions have regarding the treatment of children with special needs, the differences between the respondents were 41.41%. This means that the educators are more in agreement that, in the institutions where they work, most of the educators are prepared for such a thing, and the parents do not agree on the same thing. Based on the question addressed to the respondents: Is there a need for assistant educators? The differences were very close with only 3.91%, which means that both parents and educators are in agreement that in preschool institutions, where there are children with special needs, there is a need for assistant educators. Whereas, to understand how much support they have from educational institutions, the differences between parents and educators were 6.25%. This means that even in this case, according to both sides, the truth emerges that the support from educational institutions is not satisfactory.

Table 3: Differences between parents' and educators' compliance with the impact of teaching innovations in facilitating learning for children with special needs.

Differences	Parent	Educator	
	Agree	Agree	Differences
Nr. Questions	%	%	+ - %
1. Teaching innovations are implemented	35.16	71.09	35.93
2. You value learning innovations	71.10	60.16	10.94
3. Innovations are important	64.84	62.50	02.34
4. Innovations are adapted	38.28	77.34	39.06
5. Innovations facilitate learning	75.78	61.72	14.06
6. Innovations motivate learning	69.53	81.25	11.72
7. Educators have the right to implement them	86.72	88.28	01.56
8. Educators are professionals	32.81	74.22	41.41
9. There is a need for assistant educators	67.18	71.09	03.91
10. You have institutional support	47.66	41.41	06.25

3.4 The final results, interwoven between parents and educators

From the final results of the respondents, we tried to understand how much they agreed that educational innovations affect the learning of children with special needs by comparing and interweaving the final results. The numerical data, as seen below in table 4, show the truth that:

The difference in the assumption that we agree with the fact that educational innovations affect the facilitation of learning, parents agree with 58.91%, while educators with 68.91%. This means that for such a thing, educators agree for 10% more than parents.

As far as the difference on the assumption that we do not agree with the fact that innovations affect the facilitation of learning is concerned, parents do not agree for 41.09%, while educators for such a thing do not agree for 31.09%. This means that in this case the differences are 10% in favor of educators.

The differences between parents and educators in relation to the compliance and non-compliance of the impact of teaching innovations in facilitating the learning of children with special needs is + - 10%.

According to the final data, we can understand that educators are more interested in the implementation of educational innovations than parents, while parents do not always agree with what educators agree. For this see table 4.

Table 4. Final results - mixed between parents and educators regarding the impact of teaching innovations in facilitating learning in children with special needs

	I agree	I disagree	Difference
Final result	%	%	%
Parents	58.91	41.09	17.82
Educators	68.91	31.09	37.82
	+ - 10.00	+ - 10.00	+ - 20.00

4. Discussion

Legislation in force in Kosovo, for individuals with special needs, provides this definition: "Disability" is the limitation of access and limitation of usual activities in a person's daily life, as a result of physical, sensory or mental impairments, that prevent him from participating in usual daily activities (MASHTI. 2022).

The Law on Material Support to Families of Children with Special Needs continues to not guarantee comprehensive protection for all children with special needs, as it recognizes the right to material compensation only for children with permanent special needs. As such it discriminates and does not cover children with temporary special needs or children with partial special needs. This Law must be amended and provide comprehensive protection for all children, including children with partial disabilities (Economy online. 2019). Although now according to the new law, Kosovo has approved all support systems for children with special needs and inclusiveness in education, such as Resource Centers, Inclusive Education Officers, Assistant Teachers, school psychologists, Assistants for students with special needs, Support team and Individual Education Plan (Framework. 2022). The clear purpose of this Law is to implement the principle of inclusive education in the Republic of Kosovo as a best practice in accordance with international norms, as provided for in the UNESCO Convention on the Rights of the Child (1989), in the Salamanca Declaration (1994), the UN Convention on the Rights of Persons with Disabilities (2007) and other relevant international conventions or recommendations (Law. 2011).

Based on the latest education statistics in Kosovo, in the year 2020/21, there are 3939 students with special needs in regular classes. The data on students with special needs and the accuracy of these data is complex due to the fact that not all students with special needs who are in regular classes have been evaluated by the professional assessment teams in the municipalities. This means that still a large number of them are not involved in educational institutions (Education Statistics in Kosovo. 2020/21). Children with special needs in Kosovo live in poor conditions and do not sufficiently enjoy their rights to education, health and social welfare. It is estimated that only 10% of children with special needs benefit from health, social and educational services (Economy online. 2019). Teachers are still not equipped with the necessary training and resources for the inclusion of children with special needs in education, in inclusive schools.

The World Health Organization (WHO) (2008) reports that 20% of children with special needs aged 6-11 and 19% of children with special needs aged 12-17 have opportunities to learn (Baine, 2013). The Strategic Plan for Kosovo Education 2011-2016 is a model that offers equal opportunities in quality education for everyone, without distinction. The individual education plan PIA - is an official pedagogical document that is drawn up for children with special educational needs. (MASTE. 2014).

Inclusion as an educational philosophy is relatively new in Kosovo, both as a concept and as a practice. This concept and practice came to Kosovo after 2000 together with other educational reforms. Inclusion in education aims to include all children in regular schools regardless of race, gender, ethnicity, disability or any other difference (MASHTI. 2014).

Kosovo municipalities take measures to support the inclusion of children with special needs in regular schools. In some municipalities of Kosovo, free transportation is provided for children with special needs or learning difficulties (Law. 2011). For this reason, some municipalities in the Republic of Kosovo have followed the policies for the implementation of inclusive education, but unfortunately, in some municipalities of Kosovo, inclusiveness in education is not sufficiently implemented, where even today there are joint classes. This means that in the same school where children with normal development learn, there are special classes only for children with special needs, learning separately from others. However, both models still work in many municipalities of Kosovo. In order to overcome the learning obstacles of children with special needs, the special educator can help (Florian, 2019).

According to the latest decision of the Ministry of Education, regular schools are recommended to maintain inclusive education. Some of them have performed their functions very well, but there are those who have not yet started with such a thing. In addition, they must receive limited comprehensive services according to specific disorders. However, in reality, the initial assessment of the ability of children with special needs is not carried out in depth (Cologon, 2014). This assessment process is also due to the lack of involvement of relevant experts in this process. Barriers also occur due to the lack of educators who can foster collaboration with experts in order to improve services for children with special needs (Mulholland & Connor, 2016).

Stakeholders both inside and outside the school should create a pleasant and friendly environment in order to foster the confidence of children with special needs to learn the right lesson. In addition, the availability of physical support and human resources is closely related to attitudes towards inclusive education (Avramidis & Norwich, 2002). In some municipalities, social services are being provided by day care centers (administered by NGOs), but such services have remained mainly under the support of foreign agencies and donors, while state support is still not well structured, it is not stable and at the same time remains very limited. Based on their legal mandate, municipalities must provide community-based social services to all children with special needs (Economy online, 2019).

5. Conclusion

Based on the results of the study and discussions, it can be concluded that empirically the implementation of teaching innovations in preschool institutions has shown a tendency towards a good result.

Excellent results from both sides (parents, educators) are those about the compliance in the assessment and the importance of educational innovations that affect the facilitation of learning for children with special needs. The same agree that in those classes where there are children with special needs, there is a great need for assistant educators and that teaching innovations should be implemented since the educators have the right to implement them.

Whereas, the data of the respondents about the agreement of the implementation of educational innovations, are controversial, because parents are not satisfied with their implementation, while the educators agree that they are implemented sufficiently. This makes us suspect that educators do not sufficiently implement teaching innovations. As in the implementation and adaptation of teaching innovations, the final data of parents show that they do not agree with educators in the adaptation of teaching innovations to children with special needs. Also, in the question of how professionally prepared the educators are, the parents' data show that the educators are not sufficiently prepared for their work. Whereas, both parties (parents and educators) based on the final data, are not satisfied with the institutional support. By providing data on the importance of teaching innovations in facilitating the learning of children with special needs, we understand that improvements need to be made to create an inclusive environment, including: convincing educational institutions to support educators and parents, both professionally and financially.

The final differences between the parents themselves regarding compliance and non-compliance regarding the impact of educational innovations in facilitating learning for children with special needs are 17.82%. This means that, according to these statistics, the differences between parents are within an average limit. Whereas the differences between educators are 37.82%. This means that the differences between educators are quite high. From these final data, we can understand that parents were more realistic compared to educators. Meanwhile, the educators make us suspect that they have not given reliable answers. Educators still have a mindset of not adapting teaching innovations to the individual needs of children. Therefore, educational schools must build specific competencies that help in the education of children with special needs (Rangvid, 2019).

However, the differences between parents and educators regarding their compliance and non-compliance that educational innovations are facilitating factors in the learning of children with special needs, the scientific truth emerges that only 10% of the parties have a different opinion from the others. According to the aforementioned statistics, we can finally understand that parents are more principled, compared to educators. Parents are constantly looking for changes that should take place in preschool education institutions, while educators hesitate to do so, arguing that they do not have enough support from education institutions.

In quantitative terms, the occurrence of educational innovations in facilitating the learning of children with special needs, especially in terms of the implementation of educational innovations, in terms of parents' perception, needs improvement, as well as in the adaptation of educational

innovations and in filling preschool institutions with professional educators and assistants.

The quality of general services for children with special needs is not at the appropriate level. The education system is lagging in providing the assistance that is necessary for children with special needs. (Economy online. 2019). Therefore, the Ministry of Education, Science, Technology and Innovation (MASHTI) and the Municipal Directorates of Education (MEDs) are responsible for the education of children with special needs and are legally obliged to create the best possible conditions for this category of children. . In these cases, there should be close cooperation between educators, directors, students, parents and all those who want to contribute to the welfare of children with special needs. Philosophically, the implementation of educational innovations is not only a change in innovative methods and strategies, but it is and should be a change in the mindset of educators and education policies (Chen, 2012).

The characteristics that children with special needs face are very complex. (Roughan & Hadwin, 2011). Educators' awareness of personal factors can help children improve comfort and overcome fatigue (McKay & Barton, 2018). Experienced female educators will show stronger beliefs towards children with special needs compared to other female educators with less teaching experience (Butakor, Ampadu & Suleiman, 2020). The educator's experience in teaching children with special needs will positively affect the child's attitude and self-confidence. (Yada, Tolvanen, Savolainen, 2018). Likewise, the participation of assistant educators has a positive effect on facilitating the work of the regular educator in the classroom and also facilitates the learning of children with special needs. Developing the professionalism of educators contributes to self-efficacy, reduces stress levels and increases the effectiveness of interactions with children (Gaines & Barnes, 2017). Based on these reasons, the professionalism of an experienced educator will appear when she can implement and adapt innovative strategies according to the individual needs of children in need, otherwise, there is a chance that the teaching activity will fail (Pancsofar & Petroff, 2016). Therefore, the findings of this study can be used to improve and alleviate the current situation of educators and children with special needs.

6. Recommendations

The parties are advised as follows:

Educational institutions should be able to strengthen the implementation of policies aimed at facilitating the learning of children with special needs.

Educational institutions should contribute to the training of educators for teaching children with special needs.

Policy makers should fulfill their promises that where there are children with special needs, there should also be assistant educators.

Educators must implement and adapt innovative tools, along with the individual needs of children.

Parents should not only criticize but should cooperate closely with preschool institutions in order to come to the aid of educators and their children.

7. Limitations

Regarding the limitations of our research, it may be the self-reported data of parents and educators. Although all questionnaires were anonymous, respondents could provide unsolicited responses because they could not be identified.

Since there are no means to reveal the anonymity of the survey taker, the survey carries inherent uncertainty. This means that the questionnaire could be completed by someone else, in this case by a relative of the respondents, since the questionnaires were in electronic form. In some cases, parents, but also educators, as they were worried about bad situations in preschool institutions, filled out the questionnaire and used the opportunity to write some comments.

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