

EDUCATIONAL EFFICIENCY OF THE TEACHERS OF STUDENTS WITH INTELLECTUAL DISABILITIES IN THE GOVERNORATE OF KERAK

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Abstract

The current study aims to know to what level teachers of students with intellectual disabilities have educational efficiency in the governorate of Kerak. To achieve the targets of this study, both researchers used the descriptive curricula, and the study tool was prepared to reveal how much teachers of students with intellectual disabilities have educational efficiency; whereas the tool consisted of (four) main dimensions that include (57) paragraph, both researchers developed it and extracted the necessary evidences of validity and stability, where they are distributed on (82) teachers of students with intellectual disabilities; where expected value, standard deviation and analysis of variance were used.

Results of the study indicated that the level of educational efficiency of teachers for all dimensions of the study, was above average, and it was found that there are differences in the experience and qualification variables, but sex and sector did not have any statistical indicating effect.

Keywords: educational efficiencies, teachers of students with intellectual disabilities.

Introduction

It became currently clear the nature and extent of accelerating changes and developments in all fields of life, and special education isn't far from those changes and events; as it faces the current and future challenges of that fast development, which made those responsible of it reconsider the existing curricula, how much are they appropriate and useful and how much those responsible for implementing them are competent. The educational process consists of various elements; each one of them affects the other, and their success does not count on one element than the other; as teacher,

curricula, student, school administration and correlation between all these elements has a big role and direct effect on the educational process.

The importance of considering specialized formation is because of the hardest mission that is waiting for the teacher of special education, whom we expect to deal with children who show growth deviations and behavioral disorders more than normal children. The role of the teacher of students with disabilities is distinguished in its nature; as he has to conduct many and varied tasks that cannot be done except by well trained teachers and those of specialized professional adequacy" (Al-Bataineh, 2004).

Currently, we are assisting a clear development on the level of services and educational programs provided for individuals with intellectual disabilities, and that was accompanied with a development in the other fields; especially on the level of legislations and laws" (The Supreme Council for Family Affairs, 2008)

The need for professional growth and developing the educational competencies of the teachers of students with intellectual disabilities, is a need that exists continuously; as the academic institutions that work on the preparation and rehabilitation of the teachers of students with intellectual disabilities cannot prepare the suitable teach for every time and place under development –on all levels- and this requires the necessity that the teacher maintains a renewed level of information, skills, knowledge and modern trends in education methods and techniques; whereas education for the teacher is a process of continuous growth to achieve the principal of learning during lifetime, and for all that the pedagogic planning process becomes more important for providing the necessary educational service for the teacher, which includes different development elements in all fields in addition to the elements of the educational process practiced by the teachers on a daily basis, within which: education manners and means, teaching process planning elements, assessment and teaching means and training the teacher on them and realizing anything new in that field, all that leads to one result and a supreme target, which is raising the teachers' performance and productivity through developing their educational efficiency (Madbouli, 2002).

The success of the educational programs provided for students with intellectual disabilities depends on a number of variables, within which the most important are: the educational efficiency of the teacher and his ability to provide the suitable pedagogic services, as good curricula and educational environment are not enough to achieve adequate results without the one who implements and deals with those variables. In view of the roles of the teacher in the educational process and the effective impact on ameliorating the educational outcomes, rehabilitation and training must continue to keep pace with the updates of the special education domain; that's why there is a big

need to train the teachers working with students with intellectual disabilities, as training is a way for ameliorating the professional performance.

Training during service is a vital issue for the success of the educational process, as the need for the professional growth is a continuous need because the teacher cannot live all his practical lifetime with a determined group of knowledge, skills and competencies. (AlMomani, 2008)

Problem statement

Based on the above and in view of the skills and knowledge that the teachers of students with intellectual disabilities have, the current problem emerged, which is represented in answering the following major question:

What is the level of the educational efficiency of the teachers of students with intellectual disabilities in the governorate of Kerak?

Are there any differences with statistical significance ($\alpha \geq 0.05$) that refer to the study variables?

The deep observer of the reality of educating and teaching students with intellectual disabilities in Jordan can say that there is an urgent need for teachers with skills and knowledge to work with those students; as the teaching process is not easy and needs qualified people who shall have various necessary skills and standards especially with the increasing number of individuals with intellectual disabilities joining schools and centers, and implementing the principal of merging schools.

The success of the educational programs provided for students with intellectual disabilities depends on a number of variables, which are: the educational efficiency of the teacher and his ability to provide the suitable pedagogic services, as good curricula and educational environment are not enough to achieve adequate results without the one who implements and deals with those variables. In view of the roles of the teacher in the educational process and the effective impact on ameliorating the educational outcomes, the rehabilitation and training must continue to keep pace with the updates of the special education domain; that's why there is a big need to train the teachers working with students with intellectual disabilities, as training is a way for ameliorating the professional performance. Training during service is a vital issue for the success of the educational process, as the need for the professional growth is a continuous need because the teacher cannot live all his practical lifetime with a determined group of knowledge, skills and competencies.

In spite of the existence of several foreign and Arabic studies that discussed the competencies of the teachers of students with intellectual disabilities, according to both researchers' knowledge, no study discussed the educational competencies of the teachers of students with intellectual disabilities separately, and there is a need to prepare and develop many training programs to develop the educational practices implemented by the

teachers of students with intellectual disabilities inside the classroom, to reach ameliorating the educational efficiency of those teachers and develop it.

Due to the lack of knowledge of the level of educational efficiency of the teachers of students with intellectual disabilities in Jordan, and the lack of fixed professional standards that can be considered and taken in preparing and assessing the teachers of students with intellectual disabilities, this made an obsession for both researchers for the necessity of studying the reality of educational efficiency that the teachers of students with intellectual disabilities have as a scientific objective study.

Terms of study:

Teachers of students with intellectual disabilities: which are the male and female teachers working in the public, private and voluntary centers of special education, with different degrees and years of experience who teach students with intellectual disabilities in the governorate of Kerak.

It is also practically known in this study as the group of skills and knowledge that the teachers of students with intellectual disabilities should have. It is also described as representing the higher level of performance that the teacher could reach while teaching. It is measured in this study by the degrees obtained by the study individuals (teachers) for implementing the tool of assessing the level of education efficiency (education efficiency measure) which is developed by both researchers for the purposes of this study.

The definition of the American Association on Intellectual and Developmental Disabilities:

Al-Khateeb (2010) indicates that in 2007 the American Association on mental Retardation changed its name to the American Association on Intellectual and Developmental Disabilities, known as AAID. Changing the mental retardation expression was for many reasons such as:

Firs; The expression "mental disability" has fewer burdens for individuals with intellectual disabilities than the expression "mental retardation", and it is also more compatible with the expressions circulating internationally.

Second; The expression "mental retardation" indicates an absolute state and a non-changeable feature.

Third; It corresponds to the current professional practice standards that assure the necessity of providing the appropriate support for individuals who has this disability, to enable them to live more effectively in their environment.

Fourth; It encourages respecting human's dignity and consider his rights (Al-Khateeb, 2010)

The American Association on Intellectual and Developmental Disabilities provided a definition for the intellectual and developmental disabilities in its eleventh guideline issued in 2010, which was as follows:

Intellectual disability Is a disability that is characterized by a remarkable decrease in the mental functions and the adaptive behavior, which can be expressed through the skills related to the social concepts and skills and the practical adapting skills, this disability appears before the age of eighteen (AAID, 2010).

Current definition and related assumptions

The eleventh version of the intellectual and developmental disabilities guideline issued by the American Association on Intellectual and Developmental Disabilities (AAID) assures that there are five main assumptions of the definition, which are an important part of the definition, as they clarify the definition's context, in addition to indicating the manner of implementing that definition. So the definition does not only do the job. Below are the five assumptions that are important and major for implementing the definition:

The educational characteristics of students with intellectual disabilities

Hunt and Marshall (2002) indicates that according to the international conference that was held in Spain in 1994 with regards to the education right for those with disabilities, each student has a major right of education, and shall be granted the opportunity to achieve the accepted level of education and studying.

Al-Khateeb (2010) indicates the featured educational characteristics for individuals with intellectual disabilities, represented by the inability to learn effectively, in other words not achieving an educational achievement just as the one of normal students.

Slowness in learning that means lowering the speed of acquiring information, it might be appropriate to note that individuals with intellectual disabilities are individuals who cannot learn by themselves, compared to normal students of the same age.

Individuals with intellectual disabilities face various difficulties and problems, such as those related to concentration, memory, language growth, social growth and self-organization, which make them more susceptible to face problems related to motivation as well as facing failure experience and repeating failure, as it develops a general feeling of failure and expecting failure in any new situation, and they become more likely to easily surrender to different tasks, which leads to developing inability in education (Hallahan & Kauffman, 2006).

In general individuals with intellectual disabilities have a lower development average compared to the similar normal children in different growth aspects. Those individuals also suffer from several educational

problems that might appear in specific aspects or that might extend to include several aspects (Hallahan & Kauffman, 2006).

Each of Brady, Richards & Taylor (2005) assure that the educational characteristics of individuals with intellectual disabilities highly vary, and get affected of many factors, as the type of disability affects the type of the educational program received by the student, and the types of support available at school, home and society might largely affect the outputs of individuals, teaching, educational introduction, curricula, using equipment, adaptation, amendment and other affecting factors. This direction requires considering the process of teacher preparation as a continuous process that does not stop upon graduation of college, as the professional growth and continuous training during service became necessary to renew the teachers' experience and increase its efficiency; as curricula are developing and renewing and needs a developed and renewed teacher, that's why most of the preparation programs during few years need programs to raise the level of competence in performance (Wayh, 2003; Ali, 2008).

- 1- To enable the teacher conduct his main tasks to the fullest, he has to have and excel in a number of educational competencies, the competent teacher is the one who have all the necessary requirements to do his job as a teacher.
- 2- Educational competencies: knowing how much the teachers of students with intellectual disabilities have the following skills: the competence of the proper preparation for the activity, the competence of fulfilling it, the competence of communication and interaction in class and the competence of the assessment required for practicing the educational situation inside classroom and during achieving the activity with students with intellectual disabilities. This is measured by the total degree that the teacher obtains through the network of the notes designed for that purpose.

The programs developed based on that direction are characterized of including determining the purposes of training teachers and the required competencies clearly. Then obligate teachers of the responsibility of reaching those levels, and the trainer is responsible for assuring achieving those targets (Mohammed Hawaleh, 2005).

Prater & Sileo (2004) assure the necessity of raising the level of the professional competence of teachers and each one of them invited to ameliorate and develop skills and knowledge of the teachers; as those skills and knowledge do not match the reality of classrooms, they also indicated that the higher education institutions are responsible for the lack of qualified teachers.

To encounter all those problems, it has been important to make sure that all students are having the necessary information and skills and the

proper education that is necessary for their future development, and determining responsibilities. To activate the accountability idea, pedagogic standards have been determined for each specialty, and based on them standards in each field of special education fields, developing them and adopting them for the license of the pedagogic institutions concerned of preparing teachers. For example: more than forty states in the USA adopted and committed to fit teachers' licenses with the standards of the Council for Exceptional Children (CEC) (Al-Momani, 2008).

Several years ago, the council for exceptional children (CEC), which is the council that has huge effect on the special education in the world, sponsored adopting a group of standards for the professional practice in the field of special education including the field of intellectual disability, those standards fall under a number of major fields, the first extent: foundations.

It includes a group of knowledge that shall be available in the teachers of students with intellectual disabilities, these knowledge include: definition, issues related to defining individuals with intellectual disabilities and the services available for individuals with intellectual disabilities and the possibility of merging them (CEC, 2006).

Development & Characteristics of Learner

It includes a number of knowledge that shall be available in the teachers about the reasons of intellectual disabilities and the theories related to it, and the implementations related to protection of intellectual disabilities and the medical aspects of it.

Individual Learning differences

The knowledge related to the effect of the various disabilities on behavior, challenges, complications and implementations of the medical support services, and the levels of the required support related to the needs of the individuals with intellectual disabilities.

Instruction Strategies:

Include paragraphs of the knowledge that shall be available in the teachers about materials, educational strategies of individuals with intellectual disabilities (CEC, 2006).

Learning Environment & Social Interaction:

The knowledge about the methods required to create and establish the positive educational environment for the education of individuals with intellectual disabilities, and the skills related to providing students with good instruction in the different situations of the society, in addition to the skills related to the ability of establishing and building the physical environment

required to provide individuals with intellectual disabilities of the perfect education, and the skills related to building the suitable education plan for educating those individuals in the different merging situations.

Instruction Planning:

It includes the knowledge that has to be in the teachers regarding the different models of the programs provided for individuals with intellectual disabilities, which include issues related to transition, work and professional qualification, it also includes a number of skills that teachers shall have, which are related to choosing and utilizing the appropriate educational strategies for individuals with intellectual disabilities, designing and employing tangible programs and building a plan for educating the important functional skills in society; within which independence life skills, skills related to work and employment and sexual skills (CEC, 2006).

Assessment:

Includes knowledge related to the special expressions used in the process of assessing individuals with intellectual disabilities, and knowledge related to the environmental conditions of assessment process, which support and provide the maximum performance for individuals with intellectual disabilities, in addition to including the knowledge of assessing the adaptive behavior, and knowledge related to the laws and policy of referral and merging procedures.

Previous studies

Al-Ghurair (1991) conducted a study aimed to assess the pedagogic competencies for teachers of children with intellectual disabilities, through recognizing the teachers' estimations for the importance of those competencies. The study sample included (212) female and male teachers of students with intellectual disabilities in the special education centers, and to achieve the purposes of the study, researcher developed, after referring to the previous literature, a list of competencies that include (50) paragraph distributed on five main extents, which are: personal competencies of the teacher, competencies of diagnosis and assessment, competencies of preparing the content of the educational program, competencies of implementing the educational program and competencies of contacting parents. The results of the study indicated that all pedagogic competencies included in the list are highly important for the study sample, and indicated a lack of differences with statistical evidence between the answers of the teachers with short experience and others with long experience, and the teachers of lower ages and those of higher ages, and the teachers with

university qualification, diploma and high school in estimating the importance of the pedagogic competencies.

Al-Qathami (2001) conducted a study to recognize the pedagogic competencies of the teachers of children with intellectual disabilities in Ta'ef in KSA through recognizing the competencies and pedagogic skills, which might be needed by teachers in the special educational process of children with intellectual disabilities. The study sample consisted of (65) teacher that represented teachers of intellectual education centers and special classes related to regular schools in Ta'ef. To achieve the purposes of the study the researcher developed a list of the pedagogic competencies, which consisted of (72) competence distributed on five extents, which are: personal competencies of the teacher, competencies of diagnosis and assessment, competencies of preparing the content of the educational program, competencies of implementing the educational program and competencies of contacting parents. The results of the study indicated that all competencies are included in the developed list by the researcher for those teachers, and indicated the existence of differences with statistical indication attributed to the variable of specialty for the benefit of teachers specialized in special education and age for the benefit of the higher ages on the different extents. The study also indicated the importance of all pedagogic competencies included in the list for the teachers of students with intellectual disabilities in Ta'ef and the necessity of adopting them in the programs of training and preparing teachers.

Another study was conducted by Al-Ghazo, Al-Qaryouti and Al-Sartawi (2004) that aimed to recognizing the extent of having instruction skills within a sample of teachers of special education who work in the schools of the Ministry of Education in the UAE. The study sample included (166) female and male teacher. To achieve the purposes of this study, a questionnaire was developed to scan the teacher's skills by researchers, whereas the questionnaire consisted of four extents, which are: planning, management, implementation, and instruction assessment. The results showed differences with statistical evidence in the total skills for the benefit of female teachers compared to male teachers. In addition to differences of statistical evidence for the benefit of male and female teachers with experience from 6 to 11 years, from 12 to 17 years and from 18 years and above. The results also indicated an effect of training on the third equipment extent which is instruction implementation, while no effect appeared for the training on the other equipment extents. The study recommended holding training courses and workshops for female and male teachers of the special education.

Al-Momani (2008) conducted a study about the extent of matching the performance of the teachers of special education institutions in Jordan

with the international standards from their point of view. It used a questionnaire derived from the international standards as a tool to collect data and consisted in its final form from (96) paragraph distributed on none fields that included: foundations, teachers' development and characteristics, individual differences in learning, educational strategies, learning environments and social interaction, educational planning, assessment, professional and moral practice and cooperation.

It aims to help individuals organize their knowledge and skills in related groups. The results of the study indicated that the extent of compatibility between the performance of teachers of special education institutions in Jordan with the international standards from their point of view was in average (3, 6-4,5). The results of the study also indicated that some of the variables made an effect with statistical evidence such as; sex, qualification and experience against raising their competencies in the effective instruction skills.

In the study conducted by Cook (2007) it aimed to check the effect and efficiency of the practical training for students (where the students do practical implementation before service, during their study at university) on making decisions during instruction. The study was conducted in two phases, whereas the study sample in the first phase consisted of (6) female students who study special education in one of the American universities, in the second phase, the study sample consisted of (51) male students who study special education in the same university.

The study indicated that the participants took decisions related to instruction in five main fields, which are; planning, instruction style, instruction methods, behavior management, and dealing with hard situations, which mainly get affected of three main information resources; which are, cooperating teacher, previous practical experience and curricula but results indicated that cooperating teacher is the most effecting, as he is the base of making decisions regarding the content of the instruction plan, instruction style, behavior management methods and facing difficulties. The results indicated that the previous experience has a bigger effect more than the curricula regarding the education style and dealing with hard situations. The results also did not indicate any effect for the university supervisor of the instruction method.

In a study done by the Education Tests Services Center (ETS, 1999) in the USA, (7000) teachers of special education on the level of the states, took several tests and were subject to scientifically structured measures, to measure to which extent they have professional competencies in the field of special education, in addition to the ability to use the appropriate diagnosis equipment for students with disabilities, and the educational strategies that suit their needs.

The results came to clearly assure that there are differences that have positive evidence for the benefit of teachers graduated of pedagogic institutions for preparing teachers of special education. They were subject to a continuous training before and during service, and continuous assessment during their work with categories of special education compared to the other group that finished its study in pure scientific specialties and wasn't subject to any training programs or continuous training during service. The degrees of teachers who combined between scientific and pedagogic fields were much higher than those who did not join programs of teachers' preparation before and during service, and they were not subject to continuous assessment during their work and they only concerned about scientific competence.

Hindricks (2007) conducted a study in the USA that aimed to revealing the educational competencies of the teachers of students with intellectual disabilities. The study sample consisted of (498) female and male teachers who work in schools of special education and care centers in Virginia in USA, they were subject to Virginia list of educational competencies for the teachers of special education. Results showed that educational competencies of the teachers are represented in the cognitive competencies, followed by the performance in classroom, then the methods of diagnosis and correction, supportive strategies and individual strategies, while the competencies of developing social skills were the least especially between female teachers.

Andrawes (2011) conducted a study to set a conception for the educational competencies of the teachers of students with intellectual disabilities in view of directing towards cognitive economy; in order to develop programs for preparing teachers, and to achieve those targets, studies researched the following subjects: educational competencies, challenges facing pedagogic systems in the current century, cognitive economy and educational competencies suggested for school teachers, the study followed an analyzing descriptive methodology in collecting opinions, data and information related to studies through revising theoretical literature and previous studies, it concluded that there are (45) educational competencies for teachers, which were distributed on seven categories; instruction, correction, diagnosis, field knowledge, social growth and using support and reference strategies.

Methods and procedures

It discusses the research methodology regarding utilized tools, building method, validity, stability, implementation procedures and utilized

statistical treatment, the study aimed to measure the level of educational efficiency in Kerak.

Individuals participating in the study consisted of all the female and male teachers of students with intellectual disabilities in public and private special education centers in the governorate of Kerak, which are (82) female and male teachers, within which (14) male teachers and (68) female teachers. The number of centers was (3), table (1) indicates the distribution of individuals participated in the study according to its variables.

Table 1. Distribution of participants according to the study variables; sector, sex, qualification, years of experience in educating individuals with intellectual disabilities

		Categories	Repetition	Percentage	
Sector		Public	41	50.0	
		Private	41	50.0	
Sex		Male	14	17.1	
		Female	68	82.9	
Qualification		High school	11	13.4	
		Diploma	20	24.4	
		Bsc	33	40.2	
		Master	18	22.0	
Experience	Less than 3 years		30	36.6	
			3-6 years	23	28.0
			More than 6 years	29	35.4
			Total	82	100.0

To achieve the purposes of the study and answer its questions, the participating individuals were chosen as (82) working in intellectual disabilities centers in Kerak to know to what level those teachers have educational competencies. Instrumentation: to achieve the purposes of the study; both researchers prepared the study tools according to the following:

First: study tool

For the purposes of knowing to what level are the female and male teachers of students with intellectual disabilities in Kerak have educational competencies, both researchers prepared a tool to determine the educational efficiency, which consisted of (57) paragraph distributed upon four main extents:

First extent: instruction plan and design, measured by paragraphs (1-13).

Second extent: classroom management, measured by paragraphs (14-21).

Third extent: instruction implementation, measured by paragraphs (23-47).

Fourth extent: assessment of instruction efficiency, measured by paragraphs (47-57).

Tool preparation procedures:

Both researchers prepared the study tool based on revising previous literature and related studies and references:

First: revising theoretical literature and previous researches and studies related to educational efficiency of the teachers of special education in general and teachers of students with intellectual disabilities in particular. Along with interpreting and summarizing the standards of professional practice accredited by the CEC and required for teachers working with students with intellectual disabilities.

Second: referring to the American Council standards to adopt programs of teachers' preparation and training (NCATE).

Responses consisted on that scale with three levels of the tool; often (3) degrees, occasionally (2) degrees, and rarely (1) degree.

The points of the previous segments were determined based on the following equation:

$(\text{Maximum answer} - \text{minimum answer}) / (3)$

$(1-3) / (3) = 0.67\%$ (increase)

So the points of the following segments became correction standards which are:

- 1- Expected values that equal or are less than (1.67) are considered low.
- 2- Expected values between (1.67) and (2.33) are considered mean.
- 3- Expected values that are more than (2.33) are considered high.

Validity and reliability of the instrument

The validity of the tool was checked by two methods:

A- Content validity.

The validity of the tool was achieved through referring to the international standards agreed by several international organizations related to preparing and training teachers of students with intellectual disabilities, and revising the standards of professional practice accredited in the field of preparing teachers of students with intellectual disabilities, then showing them to a number of university professors experienced in special education, and a number of directors of special education centers, and in view of their notes, the tools were produced in their final form and based on the recommendations and notes and amendments of the judges and according to their opinions, the tool was extracted in its final form and consisted of (4) main extents and (57) sub-paragraph.

Reliability

To ensure the stability of the tool, the internal consistency was calculated on an exploratory sample from outside the study sample of (25) according to the equation of Cronbach Alpha, the below table indicates those

coefficients, where those percentages were considered appropriate for the purposes of this study.

Table 2. Internal consistency coefficient Cronbach Alpha

Fields	Internal consistency
Instruction plan and design	0.93
Classroom management	0.93
Instruction implementation	0.95
Assessment of instruction efficiency	0.92
Total Degree	0.97

Discussing Results and Recommendations

For that purpose, both researchers stated a number of questions that serve the purposes of the current study and extracting its particular results, below are the results of the study and a discussion for them.

First: Results related to the first question: How much do the female and male teachers of students with intellectual disabilities in Kerak have educational competencies?

To answer this question, expected values and standard deviations were extracted as in the below table:

Table 3. Expected values and standard deviations of the level of having educational competencies by teachers of students with intellectual disabilities in Kerak, in descending order according to the expected values

Rank	No.	Field	Expected Value	Standard Deviation	Level
1	2	Classroom management	2.71	.480	High
2	1	Instruction plan and design	2.69	.461	High
3	3	Instruction implementation	2.62	.487	High
4	4	Assessment of instruction efficiency	2.61	.517	High
		Total Degree	2.65	.458	High

Table 3. indicates that expected values ranged between (2.61-2.71), whereas the “Classroom management” field came in the first rank with the highest expected value of (2.71), while the “Assessment of instruction efficiency” came in the last rank with the lowest expected value of (2.61), and the expected value of the total degree is (2.65).

Table 4. Expected values and standard deviations of the study tool’s paragraphs, in descending order according to the expected values

Rank	No.	Paragraph	Expected Value	Standard Deviation	Level
7	1	Determine the level of the students’ current performance	2.72	.573	
1	2	The teacher commits to the strengths and weaknesses of the student when stating the educational targets	2.80	.508	
5	3	Sets an annual plan, quarterly plan and monthly plan for a program of educating and training students	2.74	.540	
10	4	States annual education targets and	2.68	.564	

Rank	No.	Paragraph	Expected Value	Standard Deviation	Level
		short-term targets in a sequential and gradual manner			
13	5	States annual education targets and short-term targets in a procedural manner	2.65	.596	
11	6	Determines the performance conditions for the annual education targets and short-term targets	2.67	.630	
9	7	Determines success standards of performance in annual education targets and short-term targets	2.70	.581	
6	8	Takes into account the reality and objectivity of the plan and its ability to be implemented	2.73	.610	
5	9	Takes into account flexibility whereas the plan can be amended according to the individual needs of each student	2.74	.562	
11	10	Fits the content of the comprehensive pedagogic plan that was developed according to the needs of the students with intellectual disabilities	2.67	.589	
18	11	Cooperates with the members of the pedagogic team upon planning students' programs	2.57	.648	
14	12	Uses the proper educational means and materials	2.62	.641	
10	13	Uses the available information and data about students' performance for education planning	2.68	.585	
2	14	Provides comfortable and appropriate classroom environment (such as: lighting, ventilation and space)	2.79	.515	
7	15	Organizes classrooms according to the students' needs and education (such as: arranging seats, seats' size, spaces between seats, ability and facility of moving for students, number of students in class, sitting places)	2.72	.594	
9	16	Clarifies rules of classroom behavior (acceptable and non acceptable behavior)	2.70	.560	
4	17	Notifies and writes the behavior that needs to be adjusted	2.77	.551	
12	18	Modifies the plan of adjusting behavior when needed	2.66	.633	
2	19	Uses positive enhancement in a proper manner to support undesirable behavior	2.79	.515	

Rank	No.	Paragraph	Expected Value	Standard Deviation	Level
11	20	Uses proper methods to decrease the responses that obstructs the process (methods of adjusting behavior)	2.67	.610	
14	21	Deals with instant and urgent problems of students properly during instruction.	2.62	.678	
7	22	Determines the targets of the class according to the annual and short-term targets	2.72	.594	
13	23	Determines the targets of the class in a measurable manner	2.65	.616	
18	24	Determines the standards of achieving the class targets	2.56	.668	
10	25	Uses appropriate educational means and equipment	2.68	.626	
3	26	Attracts the students' attention when implementing the educational task (ex: when the teacher gesture with his hand, make sounds or moves)	2.78	.498	
8	27	Uses verbal and non-verbal communication to attract the students' attention	2.71	.555	
9	28	Prepares students at the beginning of the class for the new lesson	2.70	.642	
11	29	Connects the current lesson with previous lessons	2.67	.686	
19	30	Analyses educational tasks and skills properly before starting instruction	2.55	.723	
13	31	Switches gradually from simple skills to more complicated skills	2.65	.692	
17	32	Uses various activities to teach the educational content	2.59	.684	
19	33	Amends the curricula content according to the educational targets	2.55	.688	
12	34	Connects the lesson material with practical and daily life	2.66	.652	
15	35	Takes into account that the student arrives to excellence level in each step	2.61	.698	
16	36	Corrects students' mistakes immediately (at the same time)	2.60	.682	
19	37	Submits accumulative revision for the new concepts that were instructed	2.56	.722	
18	38	Provides students with immediate feedback repeatedly	2.57	.703	
11	39	Takes into account individual differences in teaching	2.67	.610	
14	40	Modifies the speed of presenting the educational content	2.62	.601	

Rank	No.	Paragraph	Expected Value	Standard Deviation	Level
11	41	Uses the different senses of the child in training processes	2.67	.568	
14	42	Keeps an appropriate level of motivation for students	2.62	.660	
10	43	Uses skills analyzing style when needed	2.68	.564	
8	44	Uses visual and audio means (pictures and drawings) for clarifying lessons	2.71	.577	
13	45	Uses modeling style when needed	2.63	.619	
	46	Uses computer in teaching lessons	2.21	.871	
20	47	Uses computer in teaching lessons	2.48	.757	
	48	Uses different and proper correction means to measure the extent of achieving targets	2.63	.639	
12	49	Notices the students' behaviors and writes them in the special registries	2.66	.633	
	50	Directs questions during lesson to ensure achieving each skill (educational target) before moving to the other	2.59	.647	
21	51	Develops proper tools to correct the students' learning	2.46	.819	
17	52	Applies different sorts of tests for students with intellectual disabilities (tests of teaching)	2.59	.666	
19	53	Uses correction results for ameliorating and guiding teaching	2.55	.705	
4	54	assesses the annual and short-term targets that exist in the plan	2.77	.504	
5	55	Takes into account individual differences in assessment	2.74	.584	
11	56	Uses accumulative registry to monitor student's development in instruction skills	2.67	.630	

Table 4. indicates that the estimated values range between (2.80 - 2.67), whereas paragraph (2) stating that "The teacher commits to strengths and weaknesses of the student when stating the educational targets" took the first rank with an estimated value of (2.80), while paragraph (56) stating "Uses accumulative registry to monitor student's development in instruction skills" took the final rank with an estimated value of (2.67), and the estimated value of the total filed is (2.65). Second question: are there any differences with the statistical indication ($\alpha=0.05$) attributed to the sector, sex and years of experience in teaching and qualification?

To answer this question the estimated values and standards deviations were extracted according to the variables of sector, sex and experience, and to indicate the statistical indication of differences between expected values, test "T" was used for sector and sex variables, and the analysis of variance for the experience variable and the following tables indicate that.

First: Sector

Table 5. Expected values and standard deviations and “T” test for the sector effect

	Sector	No.	Expected Value	Standard Deviation	“T” Value	Freedom Degree	Statistical Evidence
Instruction plan and design	Public	41	2.66	.504	-.643	80	.522
	Private	41	2.72	.417			
Classroom management	Public	41	2.67	.529	-.890	80	.376
	Private	41	2.76	.427			
Instruction implementation	Public	41	2.54	.547	-1.536	80	.128
	Private	41	2.71	.409			
Assessment of instruction efficiency	Public	41	2.53	.540	-1.398	80	.166
	Private	41	2.69	.485			
Total Degree	Public	41	2.59	.508	-1.292	80	.200
	Private	41	2.72	.398			

Table 5.indicates no differences with statistical evidence ($\alpha=0.05$) attributed to the sector effect in all fields and in the total degree.

Second: Sex

Table 6. Expected values and standard deviations and “T” test for the sex effect

	Sex	No	Ev	SD	T.v	df	sig
Instruction plan and design	Male	14	2.68	.379	-.089	80	.929
	Female	68	2.69	.479			
Classroom management	Male	14	2.79	.394	.680	80	.498
	Female	68	2.70	.497			
Instruction implementation	Male	14	2.65	.478	.251	80	.803
	Female	68	2.62	.492			
Assessment of instruction efficiency	Male	14	2.66	.494	.346	80	.730
	Female	68	2.60	.524			
Total Degree	Male	14	2.68	.432	.269	80	.788
	Female	68	2.64	.466			

Table 6.indicates no differences with statistical indication ($\alpha=0.05$) attributed to the sex effect in all fields and in the total degree.

Third: Experience

Table 7. Expected values and standard deviations according to the experience variable

	Categories	No.	E.v	SD
Classroom management	Less than 3 years	30	2.47	.562
	3-6 years	23	2.74	.458
	More than 6 years	29	2.88	.179
	Total	82	2.69	.461
Instruction plan and design	Less than 3 years	30	2.58	.560
	3-6 years	23	2.76	.543
	More than 6 years	29	2.81	.281
	Total	82	2.71	.480
Instruction implementation	Less than 3 years	30	2.40	.595
	3-6 years	23	2.72	.428

	More than 6 years	29	2.78	.299
	Total	82	2.62	.487
Assessment of instruction efficiency	Less than 3 years	30	2.44	.604
	3-6 years	23	2.68	.491
	More than 6 years	29	2.73	.394
	Total	82	2.61	.517
Total Degree	Less than 3 years	30	2.45	.566
	3-6 years	23	2.72	.427
	More than 6 years	29	2.80	.252
	Total	82	2.65	.458

Table 7.indicates an apparent difference in expected values and standard deviations because of the different categories of the experience variable, and to indicate the statistical evidence of differences between expected values, the analysis of variance was used according to table 8.

Table 8. Analysis of variance for the experience effect

	Source	Squares total	Freedom Degrees	Squares average	F Value	Statistical evidence
Instruction plan and design	Between groups	2.538	2	1.269	6.830	.002
	Inside groups	14.675	79	.186		
	Total	17.213	81			
Classroom management	Between groups	.856	2	.428	1.900	.156
	Inside groups	17.808	79	.225		
	Total	18.665	81			
Instruction implementation	Between groups	2.399	2	1.199	5.633	.005
	Inside groups	16.823	79	.213		
	Total	19.222	81			
Assessment of instruction efficiency	Between groups	1.403	2	.702	2.742	.071
	Inside groups	20.212	79	.256		
	Total	21.615	81			
Total Degree	Between groups	1.962	2	.981	5.147	.008
	Inside groups	15.055	79	.191		
	Total	17.017	81			

Table 8. indicates that differences with statistical indication ($\alpha=0.05$) attributed to the experience in all fields and in the total degree, except for assessment of instruction efficiency and classroom management, and to indicate the even differences with statistical evidence between expected values, dimensional comparisons were used in Toki way as stated in table (8).

Table 9. Dimensional comparisons in Toki way for the experience effect

		expected value	Less than 3 years	3-6 years	More than 6 years
Instruction plan and design	Less than 3 years	2.47			
	3-6 years	2.74	.27		
	More than 6 years	2.88	.41*	.14	
Instruction implementation	Less than 3 years	2.40			
	3-6 years	2.72	.32*		
	More than 6 years	2.78	.38*	.06	

Total Degree	Less than 3 years	2.45		
	3-6 years	2.72	.27	
	More than 6 years	2.80	.35*	.08

*significant at ($\alpha = 0.05$)

Table 9.indicates differences with statistical indication ($\alpha = 0.05$) between less than 3 years and more than 6 years, differences were for more than 6 years in instruction plan and design and the total degree. While there were differences with statistical indication ($\alpha = 0.05$) between less than 3 years on one side and 3-6 years and more than 6 years on the other. Differences were for the benefit of 3-6 years and more than 6 years in the Instruction implementation.

Fourth: Qualification

Table 10. Expected values and standard deviations according to the qualification variable

	Categories	No.	Expected value	Standard deviation
Instruction plan and design	High School	11	2.47	.471
	Diploma	20	2.79	.284
	Bsc	33	2.75	.419
	Master	18	2.62	.637
	Total	82	2.69	.461
Classroom management	High School	11	2.59	.392
	Diploma	20	2.70	.449
	Bsc	33	2.80	.418
	Master	18	2.65	.652
	Total	82	2.71	.480
Instruction implementation	High School	11	2.28	.515
	Diploma	20	2.68	.351
	Bsc	33	2.72	.423
	Master	18	2.59	.634
	Total	82	2.62	.487
Assessment of instruction efficiency	High School	11	2.35	.461
	Diploma	20	2.69	.360
	Bsc	33	2.64	.529
	Master	18	2.65	.648
	Total	82	2.61	.517
Total Degree	High School	11	2.38	.442
	Diploma	20	2.71	.316
	Bsc	33	2.72	.411
	Master	18	2.62	.628
	Total	82	2.65	.458

Table 10. Indicates apparent difference in expected values and standard deviations because of the difference in qualification categories, and to indicate the statistical evidence of differences between expected values, the analysis of variance was used according to table (10).

Table 11. Analysis of variance for the effect of qualification

	Source	Squares total	Freedom Degrees	Squares average	F Value	Statistical evidence
Instruction plan and design	Between groups	.952	3	.317	1.522	.215
	Inside groups	16.261	78	.208		
	Total	17.213	81			
Classroom management	Between groups	.478	3	.159	.683	.565
	Inside groups	18.187	78	.233		
	Total	18.665	81			
Instruction implementation	Between groups	1.669	3	.556	2.473	.068
	Inside groups	17.552	78	.225		
	Total	19.222	81			
Assessment of instruction efficiency	Between groups	.939	3	.313	1.180	.323
	Inside groups	20.677	78	.265		
	Total	21.615	81			
Total Degree	Between groups	1.063	3	.354	1.732	.167
	Inside groups	15.954	78	.205		
	Total	17.017	81			

Table 11. Indicates differences with statistical indication ($\alpha=0.05$) attributed to qualification in all fields.

Discussion

The current study analyzed to what level the teachers of students with intellectual disabilities have educational competencies, which were classified to four extents; instruction plan and design, classroom management, instruction implementation and assessment of instruction efficiency. Those competencies were studied in view of a number of variables, and the results of that study indicated that they conform with the results of the studies of Al-Ghurair (1991), Al-Qathami, Al-Ghazo, Al-Qaryouti, Al-Sartawi (2004), Al-Momani (2007), and the study of the ETS (1999), as well as the study of Hindricks (2007). The level of educational competencies of the teachers of students with intellectual disabilities in the study extents were above mean, and that might refer to that teachers receive training and rehabilitation during service, which makes them get above mean level, and this indicates the importance of teachers' preparation program, whether before, after or during service. To raise the efficiency and professionalism of teachers working with individuals with intellectual disabilities, and the need for a continuous evaluation for their performance with the requirements of the educational situation, and table (2) clearly indicates that.

Second: discussion of the second question: are there any differences with the statistical indication ($\alpha=0.05$) attributed to the sector, sex and years of experience in teaching and qualification?

Sector

It's worth mentioning that the results of this study are different from the previous studies, which both researchers conducted through discussing the sector variable (public, private) as another important variable that has a role in the level of educational competencies of teachers of students with intellectual disabilities, where the results of the study indicated no difference with statistical indication attributed to the sector variable, this might explain why most of female and male teachers in Kerak received training and rehabilitation before service and in the same academic institution that grants the scientific degrees.

Sex

The results of the study indicated as in table (5) no differences with statistical indication ($\alpha=0.05$) attributed to the sex effect in all fields and in the total degree. This result might be different from the one of Al-Ghazo, Al-Qaryouti and Al-Sartawi (2004) studies, which indicated differences in the total competencies for the benefit of female teachers. And this might refer to that many male teachers joined the programs of special education preparation. And the results of the study support what the official institutions adopt in applying the international standards regarding the competencies of both female and male teachers.

Years of experience

It is worth mentioning that the results of the study matched those of Al-Momani's study (2008), Al- Ghazo study and others (2004) in addition to Cook (2007) and Andrawes (2011), that there are differences of statistical evidence ($\alpha=0.05$) attributed to the experience variable; which means that teachers with longer experience consider their positions more compatible with educational competencies, and this corresponds to the results of the previous literature; whenever the experience increases, teachers have more educational competencies, and this indicates that experience has an important role in developing the teachers' performance and having educational competence. It has been also indicated that teachers with longer experience look more positively at teaching students with intellectual disabilities along with normal students and they also have big capability to accept challenges.

Noting that this study varied from Al-Ghurair study (1991), which indicated that there are no differences related to long or short experience variable.

Qualification:

The results of the study indicated that there are differences of statistical evidence ($\alpha=0.05$) attributed to the qualification variable in all

fields. This study varied from the results of Al-Ghurair study (1991) of not having differences of statistical indication attributed to the qualification variable.

This indicates that the results of this study support what appeared in the development of special education field in Jordan, and that all teachers received the proper training whether before or during service and that they are escorting updates of this field.

Recommendations:

In view of the results of the current study, both researchers recommend the following:

- Adopt the developed training program as one of the frames that can be counted in preparing teachers of students with intellectual disabilities and train them and develop their performance during service.
- Conduct more studies related to the actual training needs for teachers of students with intellectual disabilities in particular.
- Continue training teachers to raise their performance level
- Conduct a study from the parents' point of view.

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