

Naghham Abdel Reda Abd Al-Hussein, Karrar Ali Jadoua Obaid Al Shammari. (2021). The Professional Competence of Special Education Teachers. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 1209-1218. DOI: 10.9756/INT-JECSE/V13I2.211168

Received: 30.06.2021 Accepted: 02.10.2021

Naghham Abdel Reda Abd  
Al-Hussein<sup>1</sup>  
Karrar Ali Jadoua Obaid Al  
Shammari<sup>2</sup>

## The Professional Competence of Special Education Teachers

### Abstract

*The current research sheds the light on:*

*1- Professional competence of special education teachers.*

*2- The differences in the professional competence of special education teachers according to the variable: gender (males - females) To achieve the aims of this research, the researchers followed the fundamental steps according to which the process of building educational and psychological standards goes, so the professional competence scale that consists of (45) items was built in its final form.*

*After completing the construction of the research tool, the application was applied to a sample as members of the educational staff (teachers) of special education classes in government schools in Babylon Governorate in its various districts for the academic year (2020-2021). Statistical data were processed using the statistical package (SPSS) and the research reached the following results:*

*1- Watching artworks in a visual scene.*

*2- There are no statistically significant differences at the level (0.05) in occupational according to the gender variable.*

*The research concluded with proposals in the Mediterranean.*

**Keywords:** Professional Technology, Quality, Special Education Teachers.

### The Problem of the Research

For the teacher to reach a prominent position in his work, he must achieve professional competence and self-satisfaction. However, the efforts that the individual makes in his quest to obtain the position that satisfies him varies according to the culture in which he lives. For example, the position of the teacher in advanced societies is linked to a high degree to his work, the appreciation he receives, and the promotions he obtains for his competence in his profession (Al-Khazraji, 2010).

And (Al-Formawi, et al., 2009). indicate that the lack of competence of some special education teachers in their field of work results in a greater burden, and it is one of the reasons leading to increased psychological endurance in its various forms, and they may reach the feeling of the worthlessness of the specialization they are qualified for. Or their feeling of physical and psychological exhaustion, which makes them

unable to focus on the professional tasks entrusted to them (Al-Farmawi, et al., 2009).

He indicated (Bilal, 2010). that the lack of knowledge of special education teachers and teachers in how to deal with different ages in the primary grades, and their lack of knowledge of different growth characteristics make this a problem (Bilal, 2010).

Based on this, the two researchers touched on their current research problem, during their work in one of the special education schools in the province of Babylon, through identifying the professional competence of special education teachers. The researchers also felt the problem of searching for the current research variable and knowing the level of professional competence by providing scale questionnaires and answering them by the teacher and analyzing them after that by the researchers. Therefore, the problem of the current research is crystallized in the following main question:

Naghham Abdel Reda Abd Al-Hussein<sup>1</sup>, Assistant Professor, College of Basic Education, Babylon University, Iraq.

Karrar Ali Jadoua Obaid Al Shammari<sup>2</sup>, College of Basic Education, Babylon University, Iraq.  
Email: Karrera017@gmail.com

**What is the level of professional competence of special education teachers? Are there differences according to the gender variable (males - females).**

### **The Importance of the Research**

The teacher is the mainstay in the educational system and appreciates the attention and development that attaches to the level of the teacher, appreciates what leads to the growth and development of students. (Al-Asadi and others, 2016).

(Hamdan, 1984). indicates that if the teacher was able to perform his work expectedly, it was necessary to have a set of necessary educational competencies, which are a key factor in the teacher's ability to perform his functional and educational duty, as its importance is manifested in helping the teacher to know exactly what is expected of him to He accomplishes it based on this knowledge, influencing the students' education (Hamdan, 1984).

(Abu Aita, 2002). states that competency is a complex skill, behavioral pattern, or knowledge that appears in the learner's behavior and is derived from a clear and specific perception of the desired learning outcomes, and is acquired through a professional plan set in determining competencies and training programs on them, and the competencies appear in the behavior of the individual who He joined these programs in the form of capabilities, which is reflected functionally in his job performance and fieldwork (Abu Aita, 2002).

The theoretical and practical importance can be explained as follows.

1. It is expected that the current research will contribute to providing theoretical frameworks that help in understanding the professional competence of special education teachers.
2. The theoretical importance of the research emerges as it deals with an important topic in the lives of teachers and the nature of their dealings with different categories of students in special education classes.
3. The results of the current research may contribute to identifying the professional competence of teachers of special education classes, which is of great importance in how to deal with it.
4. Knowing the differences in professional competence between teachers of special education classes may contribute to the development of plans and programs and the establishment of the necessary courses for how to deal with them.

### **Research Objectives: The Current Research Aims to Identify**

1. Professional competence of special education teachers.
2. The differences in the professional competence of special education teachers according to the variable: gender (males - females).

### **The Limitations of the Research**

The current research is determined by the study (professional competence of special education teachers) in primary schools in the center of Babylon Governorate for the academic year (2020-2021).

### **Defining the Terms**

#### ***Professional Competence***

The researchers adopted Bandura's (1977) definition, "the individual's judgments and expectations about his performance of behavior in ambiguous situations, and these expectations are reflected in the choice of activities involved in performance, effort, facing difficulties, and achieving behavior" (Bandura, 1977).

**Procedurally:** It is defined as the quantitative degree that special education teachers obtain through their answers to the paragraphs of the professional competence scale that will be prepared in the current research.

### ***Theoretical Framework and Previous Studies***

#### ***1. Theoretical Framework***

##### ***Professional Competence***

Some believe that the movement of education based on professional competencies started at the beginning of the twentieth century when Franklin Bobbitt issued (1918) his famous book *The Curriculum*, which carried the first definition of the curriculum as a study of the activities of individuals in society to discover the form of knowledge they need, and that was the basis His implicit reference to the concept of professional competencies (Rissell, 1990). This movement has received attention from educators, as it gained an effective force in managing and directing the learning and training process, and focused on the concept that the most prominent characteristic of an efficient trainee is his ability to master the professional competencies associated with his work (Al-Dulaimi, 1995).

In (1952) a trend emerged that emphasizes the use of professional competencies in a study on the numbers of teachers prepared by Lucien

Kenny. Some universities also prepared lists of professional competencies for preparing teachers, such as those prepared by the University of Florida. However, the movement of teachers numbers based on professional competencies appeared clearly in the late sixties of the last century and referred to it in the Encyclopedia of Educational Research, it was expressed as:

- Numbers based on performance
- Field-based Numerology
- Numbers based on the principle of sufficiency
- Professional Competency Assessment (Houston & others, 1974).

The seventies witnessed the launch of many studies that attempted to design contemporary educational programs that adopted professional competencies as the basis and standard for them. Some of these programs used the method of systems analysis (Manizel, 1997).

professional competence is a feature that distinguishes the effectiveness of the individual and his superiority in his performance through his possession of the basic skills necessary to perform his job duties, provided that this performance corresponds to his specific expectations. Production, by selecting workers who have the competencies that fit certain jobs, "the right worker in the right place." (Qasim & Oran, 2015).

### **Theories that Explain Professional Competence**

#### **1- Taylor's Theory (1856-1915)**

Taylor's scientific theory focused in particular on the high productivity of work and the worker, while Fayol, the managerial theory thinker, was concerned with everything related to management in general. Taylor, the founder of the movement of the classical school, had a strong influence during his reign until this trend was called "Taylorism", as Taylor wanted to develop the institution's return, as his works led him to pay attention to the human factor.

According to him, in the institution there is a "misunderstanding" that we can uncover and get rid of thanks to the organization of work based on "scientific analogy," and we can present the functioning of the Taylorist theory as follows:

\* On the one hand: time measurement is based on timing, which allows determining the fair amount of work that we can request from each worker. For this purpose, F. Taylor's freelance fare system was designed to motivate the worker.

On the other hand: F. Taylor is compelled to search scientifically for the best method of work taught to all workers, so he was interested in studying the movements made by the executor and researching the rationalization of his position.

\* Finally: F. Taylor separated between the execution and preparation of the work, where he handed the task of preparing the work to the tires, whereby the worker would have a simple executing role.

In his most important book, which appeared in 1911, entitled "Principles of Scientific Management", F. Taylor explained the following five principles for organizing work:

\* First of all, the activities should be broken down into component elements.

\* Then each element must be analyzed to find the best way to exploit it.

\* Then the elements of each activity must be integrated, and for this, the criteria for the return must be established.

\* On the other hand, the worker must be chosen in a scientific capacity.

\* Finally, the worker's wages should be proportional to the return.

The rationalization of the scientific organization of labor and institutions is based on insufficient information concerning the real advantage of human nature. This rationalization neglected the deep aspirations of man, especially his need for dignity. This theory tried to monitor the unreasonable and automatic reaction of the worker with a special structure for his needs, especially by trying to make him a mere implementer, motivating only by material measures (wage) (Abdul Qadir, 2011).

**2- Equity theory:** It is considered one of the theories that emphasized the human need for a cognitive balance because the imbalance makes a person in a state of anxiety and tension. If the individual finds that the percentage of benefits obtained compared to others is less, then he feels tension that causes him to change his behavior to reduce the intensity of tension and thus reduce the level of effort exerted.

**3- Mc Clelland's Achievement Motivation Theory:** Murry first defined the term achievement motivation in 1938, as doing some difficult things as quickly as possible and without the help of others, overcoming obstacles, and reaching the highest level of excellence. Through this definition, it becomes clear that the need for achievement is the individual's ability to perform well and the ability to excel over others without resorting to outside help. He also defined motivation as a desire to perform well and succeed in a competitive situation, but the source of motivation is a willingness in personality acquired during early childhood.

What is important for this theory is to take into account the emotional aspect in explaining

the motivation for action, as it takes into account the cognitive aspect so that it determines the motive based on the expectations that the person sets towards doing a certain action and at the same time those expectations are the result of his previous emotional experiences, so if the worker expects results that are associated with emotional experiences Negative, the motivation for achievement will be weak, but if his expectations towards work, success and competition are linked to positive emotions that occurred to him in the past, then his motivation for achievement will be high, hence the importance of emotional factors in arousing motivation (Jacob, 2016).

#### **4- Social Learning Theory (Bandura):**

Bandura's theory came in the early sixties, its main idea is that individuals can learn by observing the actions and consequences of the behavior of others. Bandura's theory of social learning emphasized observation and modeling, and in 1977 Bandura's learning changes included He paid more attention to cognitive factors, such as expectations and beliefs in addition to the social effects of models, and called his modern perspective social cognitive theory (Hellriegel, 2001).

Bandura's theory indicates that: "Behavior is learned through observation and model simulation." The main features of social learning theory are as follows.

- The theory emphasizes the inevitable, reciprocal, and continuous interaction between the individual, the environment, and behavior.
- New patterns of behavior can be acquired even in the absence of reinforcement (by observing others).

#### ***The bases of the Social Learning Theory***

This theory is based on the premise that there are many elements outside the individual's ability that play an important role in the course of his entire life, including his educational and professional decisions and choices, and that the degree of freedom of the individual in his professional choice is much less than the individual beliefs and that the individual's subjective expectations are not independent of the expectations of society. From it, and society, in turn, is supposed to provide certain professional opportunities that are related to the social class to which individuals belong, and the family represents an important factor that helps predict the choice of profession and adaptation to it.

\*It studies an individual's behaviors and explains how to learn through experience and observation.

\* "Bandura" stresses that observation is the main source of learning in contemporary culture and that a lot of human behavior is acquired by observing what people do, then absorbing this behavior, and choosing some of its aspects to become a safe part of the individual's habits.

\* The behaviors we learn are the result of environmental and cognitive factors, as in children.

\* The media plays an important role as the individual obtains his primary information through his exposure to the media.

#### ***Theoretical Assumptions***

- Observational learning is a major source of learning: This theory stems from the main assumption that: Man is a social being who lives with groups of individuals and interacts with them, affects and is affected by them.
- The observation process is affected by three elements: (the model - the observing person - the surrounding circumstances). Model: The effect of the model on the attention of the observing person depends on the mutual attraction between them and the characteristics of the model: (such as warmth in feelings - acceptance - efficiency of the model - similarity in age, gender, economic and social levels).
- Observing person: The observing person influences the observation process through his characteristics (such as economic and social status - age - gender - previous educational and social experiences). Surrounding conditions: have an impact on the observation process, they either support the observation processor, on the contrary, hinder this process.
- Exposure to a model; It leads to three different types of responses
  - a) The observing person may acquire new responses by observing the behavior of others (these responses are not available to the person before the situation).
  - b) Observation in certain circumstances may strengthen or weaken the learned responses by the observed person.
  - c) Highlight a response that was previously in the observing person's balance, but appears to have been forgotten.
- Repetition processes (repetition) help retention: they are important factors in facilitating the retention process, as they strengthen the effects of learning and

make them more firmly established (Bandura, 1977).

The researchers adopt Bandura's theory in defining the concept of finite efficiency, building the scale, and interpreting the results. In terms of concepts, hypotheses, and guiding methods, various studies in this field have revealed remarkable success in addressing many emotional responses.

### Research Methodology and Procedures

**1. Research Methodology:** The researchers adopted the descriptive approach because it is an appropriate approach to the nature and objectives of the research.

**2. The research community:** The current research community consists of members of the educational staff (teachers) of special education classes in government schools in Babylon Governorate in its various districts for the

academic year (2020-2021), and their number is (172) teachers, distributed over (154) primary schools Including (63) schools for girls, (75) schools for boys and (16) mixed schools distributed in the different regions of the Babylon Governorate in all its districts (Hilla, Al-Mahaweel, Al-Hashmiyah, Al-Musayyib), with (53) teachers at a rate of (31%), and (119) a female teacher (69%), of whom (81) are male and female teachers in the district of Al-Hilla in its various districts with a percentage of (47%) within (68) primary schools, and (19) are teachers in the district of Al-Mahaweel in its various districts with a percentage of (11%) And (21) male and female teachers in the Musayyib district in its various districts with a percentage of (12%) and within (13) primary schools. Table (1) shows the research community represented by the members of the educational staff (teachers) of special education classes distributed by gender (male\_female).

**Table 1.**

*The research community represented by (teachers) classes of special education in Babylon Governorate in its various districts, distributed by gender (males - females)*

no	district	township	schools number	Educational staff		Total
				males	females	
1	Hila	Center	68	14	59	73
2		Al-Kifil	3	0	3	3
3		Abi-Gharaq	4	0	5	5
Total			75	14	67	81
4	Al-Mahaweel	Al-Mahaweel Center	10	5	5	10
5		Al-Mashrue	4	2	2	4
6		Al-Imam	3	2	1	3
7		Al-Nile	3	2	0	2
Total			20	11	8	19
8	Al-Hashemite	Al-Hashemite center	9	4	5	9
9		Al-Taliea	3	2	1	3
10		Western Hamza	14	6	11	17
11		Al -Qassim	17	9	10	19
12		Al-Shomali	3	2	1	3
Total			46	23	28	51
13	Al-Musayyab	Al-Musayyab center	1	0	5	5
14		Al-Sada	4	3	2	5
15		Al -Eskandaria	8	2	9	11
Total			13	5	16	21
Total number			154	53	119	172

**3. The research sample:** If it is difficult or even impossible to search all the vocabulary of (the original community) due to the large size of the community, then choosing the sample to represent this community is desirable, either if the possibility of searching is available in all the vocabulary of the (original community) because the size of the sample is The original society is limited, so the study of society as a whole becomes desirable because this will provide us with more accurate results that can be trusted so that we can generalize them later (Badr, 1996). In Table (1), we can generalize the results of the current research later.

**4. The research tool:** The researchers were unable to obtain an appropriate scale in terms of the target sample, the environment, and the theory adopted to measure the professional competence of special education teachers, so it was necessary to build a research scale, and the following are the procedures for its construction:

- A. Determining the concept of professional competence:** The researchers relied on Banda's theory as a theoretical framework for the current research. performance, effort, facing difficulties and accomplishing behavior.
  - B. Determining the items of the scale:** In light of the adopted definition, several paragraphs were formulated, amounting to (45) paragraphs.
  - C. Response correction method for the professional competency scale:** The researchers gave weights from (5-1) distributed on a five-step scale for the alternatives (it applies to me completely, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me at all) takes grades (5,4,3,2,2, 1) On the order, as the numbers of the scale instructions were taken into account to be clear and easy to understand, with an explanation of how to answer the paragraphs, which helps the respondent to answer.
- **Polling the opinions of arbitrators (apparent honesty):** To verify the validity of the paragraphs of the professional competence scale and its alternatives, the scale was presented in its initial form to (26) arbitrators from specialized professors in education and psychology, and special education. After analyzing their opinions using the chi-square and the percentage to show the difference between those who agree and disagree, it turns out that all the items of the professional competence scale are acceptable.

- **Testing the clarity of the paragraphs and instructions (the exploratory application of the professional competence scale):** The professional competence scale was applied to (40) male and female teachers of special education. They were selected by stratified random method with (20) teachers and (20) female teachers, and it was found from the results of the application that the paragraphs and instructions were clear and that the time taken to answer the items of the scale ranged (12-18) minutes. And an average of (15) minutes.
- **Analyzing the paragraphs of the scale (paragraph Analysis):** The scale was applied to the research sample amounting to (172) mentioned in a previous table (1) and the following characteristics were extracted:

**1. The discrimination power of the paragraphs:** The discriminatory power was calculated according to the two terminal samples method, as the scale was applied and corrected, and the total score was calculated for each individual, and the total scores were arranged in descending order. And (27%) of the forms with high total scores were chosen to represent the higher group, and their number was (47) forms whose scores ranged between (225-197), and (27%) of the forms with low total scores were chosen to be the lowest group. And their number (47) ranged between (155-181), the t-test was applied for two independent samples to identify the significance of the difference between the upper group and the lower group for each paragraph. The calculated T value was considered an indicator to distinguish each paragraph by comparing it with the tabular value of (1.98) at the level of Significance (0.05) and degree of freedom (92). The results showed that all paragraphs are distinct, as shown in Table (2).

**Table 2.**

*The discriminatory power of the items of the professional competence scale using the two-end group method*

Item sequence	highest group 47		Lowest group47		Calculated T-value	function	decision
	SMA	Standard deviation	SMA	Standard deviation			
1	4.957	0.204	4.766	0.519	2.351	function	Special
2	4.659	0.478	4.106	0.429	5.898	function	Special
3	4.468	0.654	3.957	0.721	3.595	function	Special
4	4.531	0.620	3.425	0.773	7.653	function	Special
5	4.702	0.586	3.829	0.731	6.376	function	Special
6	4.510	0.655	3.808	0.770	4.761	function	Special
7	4.510	0.718	3.893	0.729	4.132	function	Special
8	4.595	0.577	3.659	0.787	6.572	function	Special
9	4.446	0.582	3.808	9.900	4.081	function	Special
10	4.702	0.507	3.914	0.802	5.683	function	Special
11	4.531	0.584	3.893	0.698	4.804	function	Special
12	4.723	0.497	3.829	0.867	6.123	function	Special
13	4.531	0.620	3.957	0.750	4.045	function	Special
14	4.510	0.585	3.893	0.698	4.641	function	Special
15	4.659	0.562	3.744	0.793	6.451	function	Special
16	4.702	0.507	3.957	0.907	4.909	function	Special
17	4.276	1.036	3.617	1.094	3.000	function	Special
18	4.361	0.673	3.914	0.904	2.716	function	Special
19	4.468	0.776	3.659	0.700	5.303	function	Special
20	4.702	0.507	3.872	0.679	6.710	function	Special
21	4.617	0.533	3.829	0.731	5.958	function	Special
22	4.617	0.573	3.723	0.578	7.522	function	Special
23	4.468	0.620	3.914	0.686	4.100	function	Special
24	4.638	0.528	3.702	0.777	6.825	function	Special
25	4.766	0.427	3.872	0.849	6.438	function	Special
26	4.680	0.555	3.680	0.694	7.704	function	Special
27	4.574	0.580	3.914	0.686	5.032	function	Special
28	4.617	0.491	3.680	0.694	7.541	function	Special
29	4.574	0.541	3.976	0.531	5.384	function	Special
30	4.531	0.620	3.723	0.826	5.365	function	Special
31	4.489	0.655	3.744	0.793	4.963	function	Special
32	4.617	0.573	3.893	0.758	5.217	function	Special
33	4.553	0.618	3.659	0.787	6.115	function	Special
34	4.595	0.538	3.766	0.698	6.453	function	Special
35	4.446	0.582	3.680	0.810	5.261	function	Special
36	4.531	0.584	3.723	0.771	5.726	function	Special
37	4.680	0.555	3.659	0.700	7.832	function	Special
38	4.702	0.507	3.659	.75977	7.825	function	Special
39	4.659	0.522	3.936	.73438	5.503	function	Special
40	4.808	0.397	3.787	.77841	8.010	function	Special
41	4.680	0.471	3.723	.71329	7.678	function	Special
42	4.574	0.616	3.659	.78786	6.269	function	Special
43	4.574	0.580	3.766	.72869	5.950	function	Special
44	4.574	0.580	3.851	.77960	5.103	function	Special
45	4.531	0.747	4.255	1.11254	1.415	function	Special

**2. Internal consistency (the relationship of the degree of paragraphs with the total degree of the scale):** All paragraphs achieved a statistically significant correlation at the level of

significance (0.05) and the degree of freedom (170), as the tabular value reached (1.96), and Table (3) illustrates this.

**Table 3.**

The relationship of the degree of each paragraph of the professional competence scale with the total degree

Item number	Pearson coefficient value	T-test correlation values	item number	Pearson coefficient value	T-test correlation values	item number	Pearson coefficient value	T-test correlation values
1	0.251	2.580	16	0.376	4.037	31	0.431	4.752
2	0.430	4.739	17	0.230	2.352	32	0.454	5.069
3	0.381	4.100	18	0.246	2.525	33	0.497	5.699
4	0.514	5.962	19	0.431	4.752	34	0.447	4.972
5	0.482	5.474	20	0.464	5.212	35	0.399	4.329
6	0.387	4.176	21	0.386	4.163	36	0.508	5.868
7	0.327	3.443	22	0.431	4.752	37	0.512	5.931
8	0.459	5.140	23	0.349	3.705	38	0.529	6.202
9	0.344	3.645	24	0.460	5.155	39	0.436	4.820
10	0.347	3.657	25	0.417	4.565	40	0.502	5.775
11	0.373	3.999	26	0.549	6.535	41	0.451	5.028
12	0.488	5.563	27	0.404	4.394	42	0.417	4.565
13	0.311	3.256	28	0.519	6.041	43	0.427	4.699
14	0.371	3.975	29	0.417	4.565	44	0.380	4.088
15	0.432	4.766	30	0.405	4.407	45	0.176	1.779

**The reliability of The Scale:** The reliability of the professional competence scale was extracted by the two methods of Alpha Cronbach and retesting, and below is an explanation of that.

**1- The method of internal consistency using the Cronbach's alpha equation:** To extract stability with this equation, the degrees of the (172) sample forms for the statistical analysis of the professional competence scale were subjected to the Cronbach equation, and the value of the reliability coefficient reached (0.89) and this is an indication of the consistency and homogeneity of the scale's paragraphs.

**2- The method of retesting:** The scale was applied to a sample of (40) special education teachers, consisting of (20) teachers and (20) female teachers. The reliability coefficient of the professional competence scale (0.92), which is a good stability coefficient, indicating (McLoughlin & Lewis, 2008). However, there are a set of rules that determine whether the stability coefficient is good or not, by setting an amount of (0.80) as a minimum (McLoughlin & Lewis, 2008).

**The description of the professional competency scale in its final form:** The professional competence scale has become in its final form consisting of (45) paragraphs, formulated in the style of declarative phrases, and five alternatives are placed in front of each paragraph to estimate the responses to the paragraphs of the scale are (apply to me completely, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me). Never) take the scores (5,4,3,2,1) respectively, and the highest possible total score

for the scale is (225) degrees and the lowest is (45), and the hypothetical mean of the scale is (135) degrees.

**The final application:** The final application of the professional competency scale in its final form was carried out on the basic research sample of (172) members of the educational staff (teachers) of special education classes in government schools in Babylon Governorate in its various districts for the academic year (2020-2021), and the application period extended from (15/5/2021 - 5/6/2021), through the electronic application of the interruption of work due to the ban and the Corona pandemic.

### Statistical Means

#### *The Statistical Package for Social Sciences (SPSS) was Used*

#### *The Presentation, Interpretation, and Discussion of the Results*

#### **1. Identifying the Professional Competence of Special Education Teachers**

To achieve this goal, the arithmetic mean of the scores of the final application sample was extracted, which amounted to (172) male and female teachers of the special education classes. While the hypothetical mean reached (135) degrees, and to find out the significance of the difference between the arithmetic mean and the hypothetical mean, the t-test was used for one sample (t-test), and it was found that there was a statistically significant difference in the direction of the arithmetic mean. The table (1.96) at the significance level (0.05) and the degree of



freedom (171), and indicates that special education teachers have professional competence, and Table (4) shows that,

**Table 4.**

*The results of the T-test for one sample to measure the level of professional competence*

variable	Sample number	Arithmetic mean	standard deviation	hypothetical mean	T-value		F-degree	Function level 0,05
					calculated	tabular		
Professional competence	172	189.447	14.148	135	50.473	1.96	171	Function

The special education teachers' enjoyment of professional competence can be explained based on Bandura's theory, which confirms in his theory that competence is a mediator variable between knowledge and action, as teachers' beliefs about their abilities and expectations about the results of their efforts have an effective impact on the path of performance and achievement, and that special education teachers' choice of activities and actions Which they accept depends on what they think of their competence in achieving success in these tasks and actions alone (Bandura, 1997).

Hence, the researchers believe that the efficiency of the performance of special education teachers is based on the process of teacher training or preparation before or during service, as well as their evaluation, in addition to the wide knowledge of special education teachers in light of the marked openness of knowledge, the continuity of learning, the search

for new experiences and keeping pace with them through the use of various methods. And attracting the attention of learners, all of this contributed to raising the professional competence of special education teachers.

**2. Identifying the Statistically Significant Differences in the Professional Competence of Special Education Teachers According to the Variable: Gender (Male-Female).**

To identify the differences in professional competence according to the gender variable (male-female), the t-test was used for two independent samples. and a degree of freedom (170), so there are no statistically significant differences between males and females in professional competence, and table (5) shows this.

**Table 5.**

*The results of the t-test for two independent samples to indicate the differences in professional competence according to the gender variable (male-female)*

variable	gender	Sample degree	Arithmetic mean	Standard deviation	T-value		F-degree	Function level (0,05)
					calculated	tabular		
Professional competence	Males	119	189.924	13.708	0.661	1,96	170	No difference
	females	53	188.377	15.169				

It is evident from this that male and female special education teachers have a similar level of professional competence without any discrepancy in it, and this result is in agreement with Bandura's point of view (Bandura, 1989). The previous experiences of special education teachers are considered the most important sources of competence regardless of their gender because they stem from their real experiences and successful performing practices, and it represents the most influential source of efficiency, because it depends on the direct personal experiences that the teacher possesses, so repeated success experiences increase professional efficiency (i.e. professional success beliefs), while repeated failure reduces them, especially if the failure occurred before the

establishment of a sense of competence (Bandura, 1989).

The researchers believe that this result may be due to the adequacy of the experiences received by special education teachers without exception, whether males or females. The differences between them are not clear and they are present in the same social, cultural, and economic conditions and conditions and are subject to the same conditions and are exposed to close experiences, which leads to the development of close perceptions of their professional competence.

## Recommendations

1. The necessity of paying attention to programs for preparing teachers of people with disabilities, and focusing on developing all areas of knowledge, skill, and personal professional competencies.
2. The necessity of paying attention to providing suitable working conditions for teachers of people with disabilities, who face difficulties in working with the category of people with multiple disabilities that teachers deal with, and obtaining the highest positive results.
3. The necessity of paying attention to providing opportunities for promotion and incentives for teachers in proportion to the effort expended by them.

## Suggestions

1. Conducting studies dealing with psychological endurance and its relationship to other variables such as creativity and achievement motivation for special education teachers.
2. Conducting studies on professional competencies and their relationship to job satisfaction for teachers of multi-disability students in other educational stages, such as the secondary stage.

## References

- Abdelkader & Hamli. (2011). *The function of evaluating the competencies of individuals in the institution*. Tlemcen, Algeria: Abou Bakr Belkaid University.
- Abu, A., & Darwish, S. (2002). *Principles of Psychological Counseling*. College of Educational Sciences, Hashemite University, Kuwait.
- Al-Asadi, Jassim, S. Al-Masoudi, Hamid, M. Al-Tamimi, Hassan, H. (2016). *Professional development based on educational competencies and competencies (teacher, manager, supervisor)*, Methodology. Amman, Jordan: House for Publishing and Distribution.
- Al-Dulaimi & Mukhlif, A. (1995). Building a program to train secondary school principals in the light of their administrative competencies, doctoral thesis (unpublished), College of Education - Ibn Rushd, University of Baghdad.
- Al-Formawi & Ali, H. Abdullah, R. (2009). *Psychological stress in the field of work and life, and psychological aspects for human development*. Amman: Dar Safaa.
- Al-Khazraji & Najres, S. (2010). *The professional competence of educational counselors and its relationship to social status*. College of Basic Education, University of Diyala.
- Badr & Ahmed. (1996). *Principles and Methods of Scientific Research*. Cairo, Egypt: Academic Library.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215.
- Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, 44(9), 1175-1184.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bilal & Hassoun, R. (2010). Basic educational competencies for physical education teachers for the primary stage in Iraq. *Journal of the College of Basic Education*, Issue 61.
- Houston, W.R. (1974). *Exploding Competency Based Education*. California university.
- Manizil, A., & Falah, A. (1997). The effect of the teacher training program on the new social science curricula on the practice of educational competencies and its relationship to the academic qualification. *Educational Sciences Studies*, vol. 24.
- Mclonghlin, J. Lewis, R, B. (2008). *Assessing student with special needs*. 7th. Prentice hall, preason education Inc.
- Qassem, N., & Al-Haran, A. (2015). Psychometric characteristics of the professional competence scale. *Journal of the College of Education, Ain Al-Shams University, Egypt*, 39(1), 681-712.
- Rissel, R. (1990). Illinois public elementary school's perception regarding the importance and development of competencies, dissertation abstracts international, vol (50), no (8).
- Yacoub & Al-Masous. (2016). *Evaluation of professional competence, personal motivation and organizational culture and its relationship to achieving management with total quality in higher education institutions*. PhD thesis, Faculty of Social Sciences, Oran University.
- Ziyad, H. (1984). *Measuring the adequacy of teaching with its modern methods and means*. Modern Education Series. Riyadh, Saudi: House of Publishing and Distribution.
- Rondal, J.A. (2009). Spoken language in persons with down syndrome: A life-span perspective. *International Journal of Early Childhood Special Education*, 1(2), 138-163.