

# Professional Competencies of Resource Room Teachers for Students with Learning Difficulties in Jordan

Dr. Mohammad Kh. M. muflih (Corresponding author)

Associate Professor, Jordan University of Science and Technology, Irbid-Jordan

Tel: 011962-795604070 [Muflih@just.edu.jo](mailto:Muflih@just.edu.jo)

## Abstract

This descriptive study aimed at identifying the degree of availability of professional competencies for the teachers of the resource rooms in teaching students with learning difficulties in Irbid Governorate. An intentional sample of 96 male and female teachers was selected. The developed questionnaire was validated before the actual data collection. The findings showed that the availability degree of professional competencies of the participants was medium. There were significant differences at ( $\alpha \leq 0.05$ ) in the availability of professional competencies of resource room teachers attributed to sex variable, however, academic qualification and experience variables were not significantly associated with the outcome. The researcher strongly recommended conducting training courses and workshops for teachers of resource rooms to develop and improve their competencies.

**Keywords:** professional competencies, resource rooms, resource room teachers, students with learning difficulties.

## 1. Introduction

The field of learning difficulties has recently become a prominent area in the field of special education. Educational classes aim to generally help students gain necessary skills that will help them think positively regarding different subject matters. However, traditional education tends to teach students in the same way, consequently, different types of students are more likely to receive variable potential benefits (Bataneh et al., 2010). Since the last quarter of the 20th century, the global educational systems represented by teachers or special education specialists, physical therapists and others who are interested in raising and educating children, have witnessed growing interest through identifying the cases of those with learning difficulties and providing appropriate remedial intervention programs to overcome learning difficulties, or to reduce their duration as much as possible. Despite this obvious fact in the field of special education, the teacher is still negligent in terms of identifying the most important professional competencies that he must possess (Awaad, 2009).

The resource rooms have been widely recognized as one of the modern educational alternatives that provide suitable educational services to students with special needs within the regular school. Some educational programs have been developed that target special needs students such as integration programs. However, the resource rooms program remains one of the most effective and practical educational alternatives, especially with students with learning disabilities who can benefit from the regular classroom curricula with some help from the resource rooms teacher at the school (Mercer, 1997).

The teacher is the most important element in the structure of the resource room than in any other educational process. Therefore, the appropriate and efficient teacher is one of the most important element of the success of the resource room project, and must possess a set of characteristics that enable him to teach, commitment and outstanding performance, and to have a sense of clinical work, sensitivity to the individual needs of students, the sincere desire to treat children, the spirit of cooperation, team work, love knowledge, the desire for continuous learning, love of giving and effort to help others (Peter, 2009).

### *1.1 The Problem of the Study and its Questions*

The professional competencies required to work with students with learning disabilities are important. However, there is a need to identify and verify to greater extent, the degree of possession of the teachers of the resource rooms for professional competencies, through their evaluation not only to judge them but to raise them, as well as the development of professional development programs capable of creating a learning disabilities teacher is better able to meet the needs of students learning difficulties targeted by this type of program, and follow the latest developments and methods of renewal in the evaluation and teaching students with learning disabilities.

The subject of professional competencies of teachers of students with learning difficulties in Jordan, is one of the subjects that did not have the right to research and study, especially in light of developments in the field of education in the Arab world in general, and in Jordan in particular, which is a shortage in this field. It raises many questions that need to be answered, through conducting this study, whose problem is to identify the degree to which the teachers of the resource rooms have professional competencies, because they have an effective role in providing educational services to students of learning difficulties by answering the following questions:

1. What is the availability degree of professional competencies of the resource room teachers in teaching students with learning disabilities?
2. Are there significant differences at ( $\alpha \leq 0.05$ ) in the estimation of the sample subjects of the study to the availability degree of professional competencies of the teachers of resource rooms due to sex, academic qualification and experience?

### *1.2 Study Objectives*

The objectives of the study are set to identify the competencies of resource room teachers for students with learning difficulties in Jordan as follows:

1. Finding out the availability degree of professional competencies among the teachers of resource rooms in teaching students with learning disabilities.
2. Discovering the extent of differences between the views of the study sample subjects on the availability degree of professional competencies of the teachers of the resource rooms, according to sex, academic qualification and experience variables.

### *1.3 Importance of the Study:*

The importance of the study is represented in two aspects:

#### *1.3.1 First: The Theoretical Aspect*

The importance of this study is shown by:

- Being focused on finding out the professional skills of learning disabilities teachers that may help draw clear lines to the specifications of employees in this field.
- Through the researcher to build a measure of professional competencies of the teachers of resource rooms for students with learning disabilities.
- The importance of the subject, which relates to the competencies and professional skills of the teachers of the resource rooms for students with learning disabilities. The Arabic library will be provided with useful theoretical literature in this field.
- Investigating the views of the resource room teachers in the seven directorates of education in Irbid governorate, making their opinions relevant in providing the feedback needed to improve their professional competencies.

### 1.3.2 Second: The Practical Aspect

- It is a support in the development of programs to improve the performance of teachers of students with learning difficulties according to scientific and practical developments.
- It is hoped that this study will contribute to the benefit of educational decision makers in the Ministry of Education, the directorates of education and schools, and those responsible for teachers and students with learning disabilities in Jordan by providing a clear vision of what is the reality of the professional competencies of the teaches of the resource rooms.
- This study also contributes to determine the training needs of teachers of students with learning disabilities in light of their degree possession of professional competencies.

### 1.4 Conceptual and Operational Definitions

#### 1.4.1 Professional Competencies

It means that the teacher possesses sufficient knowledge, skills, and positive attitudes related to his/ her roles and professional tasks that appear in his/ her behavior in school educational situations for students with learning disabilities have a certain level of proficiency that can be observed and measured with specific tools for this purpose (Mohammad, 2011).

The operational definition of professional competencies is the mark obtained by resource room teachers on the scale of professional competencies prepared for the purposes of this study.

#### 1.4.2 Learning Difficulties Students or Learning Disabilities Student

It is a general term that describes a group of students in a class, showing a drop in academic achievement from their peers. Although they have normal intelligence or above average, they show difficulty in some processes related to learning such as perception, attention, memory, understanding, thinking, reading, writing, pronunciation, spelling, or performing calculations or skills in each of the previous operations.

The operational definition of learning difficulties students is that students with learning difficulties receive services in the resource room according to the criteria used in UNRWA schools and in their definition of this category of students.

### 1.5 Limitations and Delimitations of the Study

This study was limited to the teachers of the resource rooms in the seven directorates of education in Irbid governorate, for the academic year 2017/2018, the second semester.

The generalization of the results of this study is determined by the degree of the validity of the tool and its reliability, the objectivity of the respondents, and their scientific honesty. The generalization of the results is valid only on the population from which the sample was drawn and similar populations.

## 2. Theoretical Framework and Previous Studies

### 2.1 Theoretical Framework

The theoretical framework of the study included the following:

The concept of professional competencies: The subject of the competencies is of the very old subjects in the field of education. The Muslim scholars have discussed this subject since the first centuries of Islam and they were the credit for the emergence of the education movement based on competencies in modern times (Al-Rasheed, 2003).

Competency means a person's ability to perform specific tasks that he does not need the help of any individual (Al-Shayeb & Bin Zahi, 2010).

Al-Azrak (2000: 19) defined professional competencies as “the extent to which the teacher possesses knowledge, skills and positive attitudes related to his roles and his professional and educational tasks, which appear in his performance and direct his behavior in the educational situations of the school with a certain level of proficiency and can be observed and measured for the purpose of preparing for this purpose”.

Al-Astal and Al-Rasheed (2003: 16) defined professional competencies as “the ability of the teacher that enables him to perform his work, which is related to his teaching and help him in that his skills and information”.

Eid (2004: 97) defined professional competencies as “the extent of the teacher’s ability to implement educational activities based on a set of facts, concepts, generalizations and principles, that are be clear through educational behavior that reach the degree of skill”.

While Al-Shihry (2008: 7) defined the concept as “the abilities, skills and knowledge possessed by the teacher through the educational preparation received by him or through the experiences and practices gained, or through self – learning, which helps him to perform his educational tasks to the best”.

Based on the above, the researcher defines professional competencies as a set of knowledge, skills and values that guide the teacher and help him to perform his work with a high level of ability, which can be measured by agreed standards, as the availability of these standards is a condition for the authorization in education.

#### 2.1.1 Areas of Professional Competencies

Kindeel (2000) pointed out that there are five areas for the competency of the teacher professionally and all are necessary, so that it can be called a qualified teacher who can achieve the results of education efficiently. These areas are:

1. Be able to theoretical information regarding human learning and behavior.
2. Be able to information in the area of specialization.
3. Have the attitudes that help to facilitate the teacher process for students.
4. To establish human relations with his colleagues and students in the school and works to improve them.
5. To be able to teach – related skills, that effectively contribute to students’ learning.

#### 2.1.2 Types of Competencies of Teachers

The types of competencies included in this paper are:

- **Personal competencies:** Competencies related to the intellectual, emotional and social aspects that help the teacher to carry out his professional responsibilities.
- **Performance competencies:** Competencies which are in the form of general objectives that are modeled in the form of educational outcomes that reflect the skills and tasks that the teacher must be able to do.
- **Supervisory competencies:** Competencies related to concepts, reasoning and behaviors that the teacher can observe.
- **Professional competencies:** Competencies that relate to the functional area of the teacher and include certain qualities qualify him to practice the work of education successfully and effectively (Al – Anzi, 2003).
- **Cognitive competencies:** Competencies related to the information and knowledge areas, and the abilities mental and intellectual skills necessary for the performance of the teacher for his tasks in various fields and educational activities (Zayed, 2007).

- **Emotional competencies:** They refer to the competencies related to the teacher's attitudes, tendencies, and values.
- **Survey competencies:** Competencies related to the teacher's ability to investigate the facts and information about a particular subject or social problem, and the extent to which the teacher can train students in scientific research methods and investigation (Al – Azrak, 2000).
- **Productive competencies:** They represent the effect of the teacher's performance on the previous competencies in the educational field. They mean the impact of teacher competencies in students. They are the competencies that lead to certain productions of students (Borish, 1977).

### 2.1.3 Professional Competencies of Teachers of Students with Learning Disabilities

Teachers of special education assist students with different learning needs and meet their needs. Teachers of students with learning disabilities who teach ordinary students and students with learning disabilities, they have to deal with this difference between students, making their educational tasks more difficult at various levels (Wahl & Dufield, 2005), especially if the teacher wants to meet the educational needs of students with learning difficulties to recognize that among these students are gifted with high levels of intelligence and their genius or failure depends on the ability of the teacher to deal with them (Al-Shohob & Abraham, 2017).

Gareeb (2005) clarified that the teachers of students with disabilities to be competent and qualified with various academic efficiencies in the field of teaching students with learning disabilities. Those teachers must have the ability to determine educational and behavioral goals to suit the needs and nature of students with learning disabilities and to be able to choose appropriate teaching methods.

### 2.2 Previous studies

This part deals with previous studies related to the subject of the study. They have been presented from oldest to newest.

Al-Bader (2010) conducted a study aimed at identifying the necessary professional standards currently available to teachers of students with learning disabilities in the city of Riyadh in Saudi Arabia. The descriptive research methodology was used, and the questionnaire was used as a means of data collection. The study sample consisted of (134) teachers of students with learning disabilities. The results showed that all professional standards came in a large degree, from teachers' point of view. There were no significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of teachers of students with learning disabilities in the degree of availability of professional standards on the variables of age, experience and assessment at graduation.

Njuguna (2013) conducted a study aimed at analyzing the level of professional competencies of teachers of students with learning disabilities, the teaching methods they use and the learning strategies they follow in the public elementary schools in Kiambo County, Kenya. The interview was used with educational supervisors as well as the questionnaire. The sample consisted of (4) educational supervisors, (32) teachers and (64) students. The collected data were quantitatively and qualitatively analyzed. The results showed that the teachers had professional qualifications to teach the first four grades, but the majority were not specialized in the field of learning difficulties, and teachers did not have knowledge and tools to identify students with learning difficulties.

Melhem and Shara'a (2014) carried out a study aimed at finding out the attitudes of low basic stage teachers in Al-Mafraq governorate toward students with learning difficulties who study in regular classes. The descriptive-survey methodology was used through depending on a questionnaire consisted of (32) items. The study sample consisted of (49) teachers from both sexes. The results showed that the attitudes of low basic stage teachers toward students with learning difficulties who study in regular classes were high, and there were no significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of teachers toward students with learning difficulties who study in regular classes attributed to sex, academic qualification and experience variables.

Al-Khateeb (2016) conducted a study aimed at evaluating in – service professional training programs for teachers of students of learning difficulties, in public and private schools in the Kingdom of Bahrain, from their point of view. The study sample consisted of (40) male and female teachers. The descriptive methodology was used, through depending on a questionnaire consisted of four basic dimensions. The results showed that “the

objectives of professional training program” dimension was high, while the other three dimensions were medium. The results also showed there were no significant differences at ( $\alpha \leq 0.05$ ) attributed to the effect of experience, but there were significant differences attributed to the type of school variable.

Al-Masiad (2016) carried out a study aimed at identifying the extent to which teachers of learning resource rooms used the educational technology in Mafraq governorate in Jordan from their point of view. Descriptive-survey methodology was used. A questionnaire was developed to collect data. It consisted of (35) items. The study sample consisted of (120) male and female teachers. It was chosen by the intentional method. The results showed that the resource room teachers used education technology to a medium degree. There were significant differences in the degree of using education technology by the resource room teachers attributed to sex, experience and specialization variables, and there were no differences due to academic qualification variable. The results also showed that the obstacles of using education technology by the resource room teachers were high from their point of view. There were significant differences in the degree of obstacles of using education technology by teachers of learning resource room attributed to sex, specialization, and academic qualification and experience variables.

Al-Zoubii et al. (2012) conducted a randomized controlled trial to investigate the effect of resource rooms on improving reading and arithmetic skills for students with learning disabilities. The study sample consisted of 60 students randomly selected and then assigned to attend either the resource room or a regular class. The findings revealed that reading and arithmetic posttest scores among the experiment group were significantly better than those in the control groups; nevertheless, gender was not a significant determinant of the outcomes. The positive findings could be attributed to the motivational efforts of teachers as well as the various educational tools available in resource rooms that greatly help develop students' skills and awareness.

Al-Anzi (2017) conducted a study aimed at finding out the reality of time management for teachers with learning disabilities students in Riyadh city, and the availability of mechanisms for managing time and obstacles from their point of view. The analytical descriptive methodology was used. A questionnaire was prepared to collect data, from teachers with learning disabilities students. The sample of the study consisted of (72) female teachers. The study found that the availability degree of time management mechanisms for teachers with learning disabilities students was moderate, and that time management obstacles were medium. The results showed that there were no differences between respondents' responses to the availability of time management mechanisms according to the variables of experience and training courses.

Al-Omran (2017) conducted a study aimed at identifying the degree of familiarity of teachers of students with learning difficulties in primary stage with computer educational skills in the city of Riyadh in Saudi Arabia. The descriptive methodology was used, through depending on the questionnaire in collecting data, from the study sample. The results showed that the sample subjects agreed to a high degree on the familiarity of the teachers of students with learning disabilities in the primary stage with computer skills, and there were no significant differences in the attitudes of the sample subjects about the degree of the familiarity of teachers with computer skills according to academic qualification, years of experience and training courses in the field of computer.

What characterizes the current study from the previous studies?

What distinguishes this study from the previous studies is the present study attempts to provide scientific reference, data and information related to the professional competencies of teachers of students with learning disabilities, that help decision makers avoid mistakes and problems, and overcome the most difficult difficulties faced by teachers.

### **3. Study Methodology**

The descriptive methodology was used, because of its relevance for the purposes of the present study.

#### *3.1 Study Population*

The population of the study consisted of all resource room teachers for students with learning difficulties in the seven directorates of education in Irbid governorate in Jordan for the year 2017/2018. Their number was (109) male and female teachers.



### 3.2 The Sample of the Study

The sample of the study consisted of (96) resource room teachers for students with learning difficulties during the academic year 2017/2018. They were chosen intentionally from the population. Table (1) clarifies the distribution of the sample subjects according to sex, academic qualification and experience variables.

**Table 1. Frequencies and percentages of the sample subjects according to sex, academic qualification and experience variables**

Variable	Category	Number	Percentage
Sex	Male	42	43.8%
	Female	54	56.2%
Academic Qualification	Bachelor	63	65.6%
	High diploma/ Difficulties	27	28.1%
	Graduate studies	06	6.3%
Experience	1 – 5 years	36	37.5%
	6 – 10 years	36	37.5%
	11 – and above	24	25%
<b>Total</b>		96	100%

### 3.3 Study Tool

The researcher developed the tool of the study after reference to many studies and research on the professional competencies of the teachers of the resource rooms for students with learning difficulties. The tool was consisted, in its final form, of (20) items.

### 3.4 Validity of the Tool of the Study

The validity of the content of the questionnaire was verified by presenting it to a group of specialized arbitrators of five Jordanian university professors. The opinions of the arbitrators have been taken into consideration concerning:

1. The clarity of the items and their linguistic integrity.
2. Affiliation of the item to the dimension prepared for its measurement.
3. The item is appropriate for the respondent to which the scale will apply.

The observations of the arbitrators were taken into consideration, and the scale was adjusted accordingly, and 85% of the arbitrator's agreement and above was adopted to retain the item.

### 3.5 Reliability of the Tool

To verify the reliability of the tool, the method of (test – re – test) was applied, by applying the scale and reapplying it after two weeks to a group of teachers from outside the study sample consisting of eight male and female teachers. The Pearson correlation coefficient was then calculated between their estimates at both times. The reliability coefficient in this method was (0.88).

The consistency coefficient was calculated by using the internal consistency method, by using Cronbach – Alpha formula. The value of the internal consistency coefficient was (0.92). This value is sufficient for the purpose of this study.

### 3.6 Study Variables

The study included:

- Independent variables (sex, academic qualification and experience).
- Dependent variable: Professional competencies derived from respondents' responses to the study tool.

### 3.7 Statistical Standard

The availability degree of the professional competencies of the teachers of the resource rooms was determined in the teaching of students with learning difficulties according to the following equation:

The upper value of the alternative – The minimum value of the alternative

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The number of levels

$$= \frac{3 - 1}{3} = \frac{2}{3} = 0.66$$

So the low score is from 1.00 – 1.66

The medium score is from 1.67 – 2.33

The high score is from 2.34 – 3.00

### 3.8 Statistical Tools

Data were processed by using the following statistical tools:

1. Frequencies and percentages to describe the study sample.
2. Means, standard deviations, and ranks to measure the availability degree of professional competencies of the resource room teachers for students with learning difficulties.
3. The (t-test) to detect the level of significance of the differences in the estimates of the sample according to sex variable.
4. One-Way ANOVA to detect the level of significance of the differences in the estimates of the sample according to academic qualification and experience.
5. To verify the reliability of the tool, the internal consistency was used by applying Cronbach Alfa equation.

## 4. Results of the Study

The results related to the first question which states: What is the availability degree of professional competencies of the resource room teachers in teaching students with learning disabilities?

To answer this question, means, standard deviations, ranks and the availability degree of professional competencies of the resource room teachers were calculated in teaching students with learning disabilities, as shown in Table (2).



**Table 2. Means, standard deviations, ranks and the availability degree of professional competencies of the resource room teachers**

No.	Item	Mean	S.D.	Rank	Degree
13	Taking into consideration individual differences among students.	2.43	0.86	1	High
5	Has the ability to adjust the classroom and time management.	2.39	0.66	2	High
4	Selects appropriate educational tools.	2.33	0.68	3	Medium
2	Develops his abilities and skills in the field of specialization.	2.31	0.70	4	Medium
16	He can discover students with learning disabilities.	2.31	0.83	4	Medium
20	A daily program is used to evaluate students' skills.	2.28	0.84	6	Medium
6	He loves his profession in teaching students with learning disabilities.	2.27	0.68	7	Medium
12	He applies appropriate evaluation methods.	2.23	0.65	8	Medium
3	He diversifies in teaching methods.	2.22	0.72	9	Medium
15	The tests are used to classify students with learning disabilities.	2.21	0.62	10	Medium
11	He uses the achievement file (cumulative record).	2.20	0.70	11	Medium
1	The principle of continuity of the evaluation is employed.	2.15	0.86	12	Medium
7	Has the ability to build non – standardized tests.	2.12	0.70	13	Medium
14	He uses teaching aids and develops them.	2.09	0.70	14	Medium
8	Interprets the results of tests applied to students.	2.02	0.83	15	Medium
18	He invests time effectively.	1.96	0.67	16	Medium
19	He has knowledge of the mental and cognitive characteristics of students with learning disabilities.	1.96	0.80	16	Medium
17	He formulates instructional goals in an operational way.	1.78	0.57	18	Medium
9	He benefits from the experiences of colleagues in other schools.	1.74	0.61	19	Medium
10	He evaluates the educational objectives set out in the educational plan	1.21	0.65	20	Low
<b>Total score</b>	<b>2.24</b>	<b>0.25</b>	-	Medium	

Table (2) shows that the means of the professional competencies ranged from (2.43 – 1.21) with low, medium and high scores. Item (13) that states “Taking into consideration individual differences among students” came in the first rank. Its mean was (2.43) with a standard deviation of (0.86). While item (10) that states “He evaluates the educational objectives set out in the educational plan” came in the final rank with a mean of (1.21) and a standard deviation of (0.65). The general mean of the professional competencies was (2.24) and a standard deviation of (0.25), and in a medium degree.

The results related to the second question which states: Are there significant differences at ( $\alpha \leq 0.05$ ) in the estimation of the sample subjects of the study to the availability degree of professional competencies of the teachers of resource rooms due to sex, academic qualification and experience? This question was answered according to its variables as follows:

First: Sex:

In order to determine the effect of sex variable on the availability degree of professional competencies, means and standard deviations were calculated, and (t- test) for two independent samples was used. The results were shown in Table (3).

**Table 3. Means, standard deviations and (t- test) for two independent samples for the availability degree of professional competencies according to sex variable**

Category	Number	Mean	Standard Deviation	t-test value	Level of significance
Male	42	2.07	0.50	- 2.289	0.001
Female	54	2.47	0.42		

Table (3) shows that there were significant differences at ( $\alpha \leq 0.05$ ) in the availability degree of professional competencies. The t-value was (- 2.289) at (0.001) level of significance, in favor of female teachers.

Second: Academic qualifications:

To determine the effect of academic qualification variable on the availability degree of the professional competencies of resource room teachers, means and standard deviations were calculated as shown in Table (4).

**Table 4. Means and standard deviations of the availability degree of the professional competencies according to academic qualification variable**

Academic qualification	Number	Mean	Standard Deviation
Bachelor	63	2.17	0.51
High Diploma/ Difficulties	27	2.36	0.48
Graduate studies	6	2.50	0.44
<b>Total</b>	<b>96</b>	<b>2.344</b>	<b>0.48</b>

It is noted from Table (4) that there was a difference between the means of the variables according to academic qualification variable. In order to show the significant differences at ( $\alpha \leq 0.05$ ), One-Way ANOVA was used as shown in Table (5).

**Table 5. One-Way ANOVA for the effect of academic qualification variable on the availability degree of the professional competencies of resource room teachers**

Variation Source	Sum Squares	Degrees of Freedom	Mean Squares	F – value	Level of Significance
Between groups	1.317	2	0.658	2.707	0.07
Within Groups	22.641	93	0.243		
<b>Total</b>	<b>23.958</b>	<b>95</b>	<b>0.252</b>		

Table (5) shows that there were no significant differences at ( $\alpha \leq 0.05$ ) due to academic qualification variable on the availability degree of the professional competencies of the resource room teachers. The F-value was (2.707) at (0.07).

Third: Experience:

To determine the effect of experience variable on the availability degree of the professional competencies of resource room teachers, means and standard deviations were calculated, as shown in Table (6).

**Table 6. Means and standard deviations of the availability degree of the professional competencies according to experience variable**

Experience variable	Number	Mean	Standard deviation
1 – 5 years	36	2.24	0.46
6 – 10 years	36	2.33	0.49
11 years and above	24	2.15	0.46
<b>Total</b>	<b>96</b>	<b>2.24</b>	<b>0.47</b>

It is noted from Table (6) that there was a difference between the means of the experience variable. In order to show the significant differences among means at ( $\alpha \leq 0.05$ ), One-Way ANOVA was used, and as shown in Table (7).

**Table (7)**

**One-way ANOVA for the effect of experience variable on the availability degree of the professional competencies of resource room teachers**

Variation Source	Sum Squares	Degrees of Freedom	Mean Squares	F – value	Level of Significance
Between groups	0.157	2	0.0785	0.303	0.732
Within Groups	24.678	93	0.259		
<b>Total</b>	<b>24.835</b>	<b>95</b>	<b>0.261</b>		

Table (7) shows that there were no significant differences at ( $\alpha \leq 0.05$ ) attributed to experience variable on the availability degree of the professional competencies of the resource room teachers. The F – value was (0.303) at (0.732).

## 5. Discussion of the Results

Discussion of the results related to the first question that states: What is the availability degree of professional competencies of the resource room teachers in teaching students with learning disabilities?

The results of this question indicated that the availability degree of professional competencies of the resource room teachers in teaching students with learning disabilities was medium. Its mean was (2.24). Item (13) that states “Taking into consideration individual differences among students” came in the first rank. This result may be attributed to teachers’ awareness of the differences among students with learning disabilities, in terms of characteristics and the ability to absorb and interact. Therefore, teachers of students with learning difficulties try to consider individual differences in line with each student’s characteristics and needs. This may help students with learning difficulties to integrate into the educational community positively. Followed by item (5) which states “Has the ability to adjust the classroom and time management” and in a high degree. The researcher attributes this result to professional training which is subject to the teachers of students with learning difficulties at the beginning of their service, and through which they learn the ability to handle and control this category within the classroom.

The items that received the lowest means were represented in item (9) that states “He has benefits from the experiences of colleagues in other schools”, as it obtained the rank before the last and a medium degree. The researcher attributed this result to the laws and regulations that prevent the teacher from going out of school and going to any place, as well as the lack of appropriate mechanisms to communicate with the community and other schools to share experiences. While item (10) that states “He evaluates the educational objectives set out in the educational plans”. It came in the final rank with a low degree. This may be attributed to the educational objectives set out from the educational plan are developed and formulated by specialists in the affairs of students with learning difficulties in the Ministry of Education, so teachers do not resort to the evaluation of educational goals and that it is not their duty.

This result is in agreement with the study of Al-Anzi (2017) and the study of Al-Masaid (2016) and differed with the study of Bader (2010).

Discussion of the results related to the second question which states “Are there significant differences at ( $\alpha \leq 0.05$ ) in the estimation of the sample subjects of the study to the availability degree of professional competencies of the teachers of resource rooms due to sex, academic qualification and experience?

With regard to sex variable, there were significant differences at ( $\alpha \leq 0.05$ ) of the availability degree of professional competencies of the resource room teachers in favor of female teachers. This result may be

attributed to the fact that females have the professional competencies in teaching students with learning disabilities more than males, as well as the nature of women is characterized by passion and may be less violence than men and have the skills of verbal and non-verbal communication, more than men. Women, because of their interaction with their children and their understanding of the nature of children in general, are characterized by patience and the ability to deal with students with learning difficulties better than males, and therefore have higher professional competencies than males.

This result is consistent with the study of Masa'id (2016) and differs with the study of Melhem and Shara'a (2014).

As for the variable of academic qualification. The results of the One-Way ANOVA in Table (5) indicated that there were no significant differences at ( $\alpha \leq 0.05$ ) in the availability degree of professional competencies of the resource room teachers due to academic qualification variable. This result is inferred that teachers of different academic qualifications do not differ in describing their professional competencies, indicating that academic qualification variable is not effective in any difference between respondents of different qualifications.

This result is consistent with the study of Al-Omran (2017), the study of Masa'id (2016) and the study of Melhem and Shara'a (2014).

With regard to experience variable: The results of One-Way ANOVA in Table (7) indicated that there were no significant differences at ( $\alpha \leq 0.05$ ) attributed to experience variable. This result means that the teachers of the resource rooms, with their different experiences, agree on their degree of professional competencies. This result may be attributed to the fact that the acquisition of professional competencies is a basis requirement that all teachers of the resource rooms should have, regardless of experience.

This result is consistent with the study of Al-Omran (2017), the study of Al-Anzi (2017), Al-Khateeb (2016), and Melhem and Shara'a (2014). But, this result is different with the study of Masaid (2016).

### 5.1 Recommendations

In light of the results reached, the following recommendations can be made:

1. Conducting studies on the effectiveness of the academic preparation of teachers of students with learning disabilities in universities.
2. Conducting training courses and workshops for teachers of the resource rooms, which are specialized for students with learning disabilities, to develop and improve the competencies of teachers.
3. Providing technological means and equipment to facilitate the work of teachers of students with learning disabilities.
4. Facilitate the tasks of the teachers of the resource rooms by the principals.
5. Proposing training programs for teachers of educational resource rooms.

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