

The Degree of Basic Stage-Schools' Teachers' Practicing of Personal, Professional and Social competencies in light of Curriculum Development for 21st Century

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Abstract

The study aimed to identify the degree of practicing the personal, professional and social competencies of the basic level's teachers in the Jordanian schools of Al-amal for the Deaf and to achieve this objective a special questionnaire was built to measure the specified competencies and it was applied on 40 male and female teachers after its validity and reliability were asserted.

The study concluded that the degree of practicing the personal, professional and social competencies was high in general where the personal competencies were the highest followed by social and professional respectively. And the study also showed that there were no statistically significant differences at the level of significance (0.05) between the means of the degree of practicing the personal, professional and social competencies could be attributed to the sex variable and there were no significant differences between the means of the degree of practicing the professional and social competencies could be attributed to the scientific qualification variable while there were statistically significant differences at the level of significance (0.05) between the means of the personal competencies attributed to the scientific qualification in favor of the bachelor degree holder. And the results also revealed that there were no statically significant differences at the level of significance (0.05) between the means of the professional and the personal competencies could be attributed to the practical experiences where as there were statically significant differences between the means of the social competencies attributed to the experience variable in favor of those who have experience less than five years and there statically significant differences between the means of all the competencies attributed to the experience in favor of those who have experience less than five years.

And based on these results, the researchers recommended the necessity of exchanging the experiences and the information of the personal, professional and social competencies through exchanging visits, holding the seminars, the training and rehabilitating courses between the members of the population of the study to enhance the necessary competencies of the Arabic teachers who teach the deaf students in all the levels.

Keywords: personal competencies, professional competencies, social competencies, the deaf

1. Introduction and Theoretical Frame

Societies' development depends greatly on having a qualified system of education and if the distinguished levels of education were necessary for the economic growth especially through making a dynamic working strength with high flexibility and skill and if the nation which wants to ensure its social cohesion and its economic growth is not satisfied with a level of education less that the international developed one. And if the teacher is the most prominent element in the educational system who teaches the generations, it was necessary to develop the teachers' preparation programs in the faculties of education and develop the teachers' training programs and methods of evaluating them in service to raise their level of performance and increase their efficiency in doing their work in light of national standards for their practice in the field of planning, teaching and learning, class room management, evaluation and the professionalism (Zreiqat,2009). And it was found that the century we live now is full of challenges facing the teachers of different disabilities especially the teacher who deals with the deaf disability (Qaruti,2006). It is apparently that the new information which appeared daily in the world of knowledge require new expertise, innovative thinking, new methods and skills to deal with successfully and all of this needs a creative and an innovative teacher who has the ability to control and adapt the environment according to the values and the planned goals and this could happen by having the modern competencies that keep pace with this century and with the development and changes in all of the aspect of life and its fields(Al-Oleimat,2010).

And the educational competencies' trend is considered one of the significant new trends that have dominated the programs of preparing and training the teachers during the current century. Many educationalists adapted the competency instead of knowledge in the teachers' programs (Abo-Harb,2004)

The aim of analyzing the teaching process into its sub components is to facilitate the process of preparing and

training the teacher till these components are mastered and the educational objectives of the educational process are achieved. And the competencies which have four dimensions that should be available in the effective teacher are as follows:

The moral dimension which cares of the high ethics of the career, the academic dimension which includes the cognitive competencies that enable the teacher to practice teaching efficiently, the educational dimension which is connected with the capability of using the concepts, attitudes and kinds of performative behaviour in the teaching process easily and creativity to achieve the goals and the behavioural skilful dimension (A-Nahas,2004). Most of those who are interested in the educational field agree that the qualified teacher is the person who makes the required changes in the learners' behaviour within the educational goals' frame so the teacher's efficiency can only be achieved according to changes of his students' behaviour and this could happen in the case the teacher has a set of skills and good teaching performance that help him in doing his professional roles (Al-holi&others,2006).

Based on what has been mentioned previously, developing the teachers' performance with the children with disabilities should be in a continuous circle starting from their desire of working in the teaching profession through their enrolment in the faculties of education and being trained of everything related to disabilities' issues and methods followed to deal with them by acquiring the basic skills so as to improve and develop the educational process.

And because of the changeable nature of the special needs' teacher's roles in the educational process in general, a responding change has to be taken in the content of the teacher's programs of training and preparation especially the teacher of the deaf leading to the appearance of many tries of developing and training the teacher in this field to improve his performance and raise his competency because the traditional methods and techniques in preparing the teachers are no more capable to keep up with the changes that affected the methods of teaching the disabled and the teacher's role in the educational process that cares of these disabled(Al-Hamiani&Ibrahim,2008).

Consequently, many modern internal trends have appeared in the field of preparing and training these teachers; they succeeded in keeping up with the most of the changes and challenges facing the educational process as the method of training the teachers which is based on the competencies and this method believes that the teacher's proper educational performance inside and outside the classroom includes a set of general and specific competencies (Abdalahadi,2007). So the teacher of the deaf cannot practice his different roles unless he has a set of basic related competencies that affect his performance in the educational situations (Al-Ahmad,2006). Undoubtedly, the importance of the teachers of the different disabled will increase in the twentieth first century especially they are considered the basic foundation in developing the educational and learning process that develop their cognitive skills, and they are also considered the effective part in facing the new requirements of learning (Khateeb&Hadidi,2005).

And because the century we live in is full of challenges facing the teachers of disabilities since it requires new information and expertise, thought and new techniques and skills to deal with them successfully, there is a need to a creative teacher who has the vision and the ability to utilize the environment according to the values and planned goals and this is possible through having the sufficient modern competencies that keep up with this century and what it witnesses as change and development in different aspects of life and its fields (Abo-Harb,2005).

Therefore, the Jordanian government sought to prepare the teachers of children's disabilities through the educational programs in the public and private universities and supplied them with the competencies which are necessary to deal with the educational and academic aspects so the educational faculties started preparing the teachers of the elementary level for the different disabilities and designing the educational programs according the scale of the competencies and the skills based on the idea that these teachers will use these skills and competencies to develop the disabled children during their education (Gabari,2008).

Many studies and researches stated that preparing the teachers of the disabled children differs from the teachers' preparation who taught the normal children because there are specific personal traits and different roles that require overlapping tasks that are difficult to count and these efforts need good preparation before starting working (Qorshom,2004)

And the people who are responsible of the educational programs in Jordan realized the importance of teachers' preparation and training in order to provide them with the proper teaching competencies so as a result the Jordanian Ministry of Education organized many conferences and forums which most of them were allocated to discuss the importance of raising the teachers' professional competency as: the conference of the Educational Development (1987), the conference of the Educational Development (1995), Integrated project of Educational Development and ERFKE Project for the Educational Development (2003) and the last of these conferences entitled by the Conference of the National Standards for Developing the teachers Professionally was held in Amman in May/2006 with a significant effective participation from national and international universities and

educational institutions in addition to a number of international experts in the field of educational development . And this conference recommended the adaptation of a number of necessary standards for developing the teachers in Jordan in the following areas: Education, Academic Knowledge and special pedagogy, planning for teaching, teaching implementing, evaluating students' learning and teaching , self development and the ethics of teaching profession. The Ministry of Education and the private and the public universities adapted these standards which were later organized and prepared to be used in training the teacher (Ministry of Education,2007).

The educationalists agree on the importance and the necessity of preparing the educational staff and training them academically and professionally to enable them acquire the skills and the knowledge in the different scientific fields so as they can perform different roles in the educational process and do their duties with the different levels of their students. On the other hand, developing the teacher professionally requires training pre – service and in - service but there are some gaps in the field of training the teachers of special education in general and the teachers of the deaf and the hearing impaired students in particular where the teachers of this category have different scientific qualifications and most of them are not prepared professionally well to deal with this category of the special needs (Al-Smadi,2007)

The practices which the teachers adapted in the learning educational process are the most important variables which affect their way of treatment with the students and identify a number of circumstance that guided the students' behaviours and their learning, in other words, knowing the teachers' attitudes identify the decisions' nature they make in the teaching process. And most of related literature to class teaching stated that the educational process is the basic in the process of making decisions (Al-Khateeb&Al-Hadidi,2005).

And the programs of teaching the deaf students and its educational curricula have started recently following the developed countries' attitudes to face this century through providing abroad knowledge to the deaf by updating the programs of the teachers of hearing disability in line with these attitudes that determine the teachers' roles as follows:

- 1- The ability of previous planning related to practical application which means link science with work based on the deaf children and their individual capabilities.
- 2- The ability of respecting the students' capabilities and providing knowledge variety and confirming on the individual differences that come up from every child's self and his family privacy.
- 3- The ability to provide active education and learning through the deaf working in pair or small groups that encourage discovering for different subjects emphasizing that the deaf child learns by himself and cooperates with his colleagues in the practical application leading to the development of his understanding.
- 4- The ability of motivating the educational environments through activity centers inside the classroom, which provides interaction between the deaf children on one hand and between them and their peers' adults on the other hand with providing the necessary materials.
- 5- The ability of increasing the deaf children's choices during learning to encourage independency and taking responsibility in making decisions.
- 6- The ability of applying cooperative learning strategy that develops the deaf children's' better understanding of the differences of the opinion and develops the children's feelings with the others.
- 7- The ability of providing a positive atmosphere of work inside classroom that helps developing the society which respects the deaf child's personality and encourages him to take the responsibility through individual and group work to feel that he is a member in a responsible group in keeping the environment making the deaf child feels of success and proud whenever others succeed and it develops his ability of solving the problems peacefully.
- 8- The ability of providing applicable long-term knowledge for the deaf children with learning outcomes' improvement and the desire to have a deaf child who learns permanently.
- 9- The ability to provide a permanent partnership with parents in particular and with the families in general through their cooperation with the educational institutions which leads to the rapid application of the goals and the development of the deaf children's capabilities (Ghareeb,2012)

With these major competencies, there are sub competencies that the teachers of the children should have as:

Develop and encourage the deaf imagination through a rich environment of learning, encourage the deaf students interactions with each other and make relation between them and their students according specific system, be aware of the deaf children's rights and their parents ,give priority to the relations and interactions within small groups , encourage the cooperative work and adopt the organized cooperation, care of the educational environment, appreciate the time's role and its importance in the life of the deaf child, utilize the available technology in the class room, the teachers are learners in the class room, give a great value to the observation system and documentation , emphasize on using the deaf language and the languages which are used among the students, pay attention to work with projects that emphasize on the project's subject , the role of the teacher, deaf child and his parent in it (Al-Zreigat,2009).

2. Previous studies

The subject of the educational competencies which the teacher needs in practicing his job is considered one of the issues that was discussed in depth in the studies and the scientific researches for its great impact on the teacher's role and we find Al-Qaeer (1989) in his study identifies the element that could be adopted to build a tool to evaluate the teacher's efficiency which was represented by class or annual planning, teaching planning, direct and indirect warming up, increasing the motivation of the class educational situation, instructions and school assignments, flexibility and adaptation, enforcement, developing students' participation, class implantation, organizing and developing teaching, interacting with the local society, evaluation, verbal and non-verbal communication, personal traits, the academic and scientific efficiency, professional commitment. and the study also emphasized on a big number of distinguished paragraphs of the teacher's efficiency in general distributed into the first six dimensions.

Al-Hadid(1990) conducted a study aimed to identify the skills which the teachers believe that they are important for their work effectively and which the training program in service have. And the study tried to identify the relation between the teachers' needs and the type of the disability that they work with and the role of the sex, years of experience and the scientific qualification in identifying the teachers' need for training. The sample of the study which was selected randomly consisted of 130 male and female teachers. The results of the study indicated that the teachers of special education need training regarding behaviour modification of the children with disabilities and the behavioural problems accompanied to the different types of disabilities, extracurricular activities and methods of teaching in the special education. The subjects which the teachers showed low need or no need to have training for as the reason of different disabilities, defining the disabilities and their classification and the history of special education. The teachers showed a moderate need for training in-service. And the results clarified that the needs of the teachers of special education vary depending on the category of the disability which they deal with. Finally, sex and scientific qualification variables do not play important role in identifying the teachers' needs for training in-service while teaching experience variable plays major role in this issue.

And Al-Smadi & Al-Nahar(2001) conducted a study aimed at evaluating the extent of special education's teachers' mastering of the skills of effective teaching in UAE and the extent of difference of mastering these skills according to sex, scientific qualification and experience in teaching. The results revealed that the general skills related to planning, teaching and evaluation were available and mastering the skills which are related to implementing teaching exceeds their mastering of the skills of planning and evaluation. And the results also showed that the female teachers' mastering of the planning, teaching implementing and evaluating competencies was higher than the male teachers' level of mastering these skills and bachelor degree holders mastered these skills better than diploma degree holders. And the results also showed that male and female teachers whose level of experience is higher than seven years have teaching skills better than their peers whose experience is less than seven years while there was no statistically significant differences to the planning and evaluation dimensions or the total degree attributed to the difference of experience level.

House & House (1998) carried out an evaluative study for the programs of preparing the teachers of the deaf in one of the American states in USA. The study aimed to identify the strength and weakness points of the teachers of the deaf in their first year of work in this field in addition to propose some amendments based on the results of interviews and compare them with the standards and the special goal of the programs of teacher preparation. The results showed that the deaf students appreciate greatly hard work and the skill which the teachers have in the field of communication and the students demanded the teachers' continuous attending the specialized courses or enrolling in programs related to teaching the deaf. And the supervisors and the administrators praised the new teachers' capabilities to communicate and find the information in addition to their fast integration in the institution and these administrators criticized the universities in case the new teachers were weak (Weisel, 1998). And Wyatt (1998) conducted a study aimed to help the new teachers of special education to work efficiently during training in-service. And the study aimed also to help 13 new teachers to work more efficiently and the study pointed out that the who were appointed before short time and they did not have a certificate in teaching and who have this certificate work out of their field of work. And the teachers in their first year do not know how to deal with children with special needs or write an individual educational program or organize meetings with the parents or be committed to time schedules but after they were trained and received technical help and a guide book for the teacher of special education was developed, supervisors were allocated to every school to help the teachers knowing their professional duties. the results showed that the new teachers prepared meetings, individual and educational plans within schedules and sent them to the Directorate of Special Education in an organized way and the teachers also met their students individually according to the students' needs.

And deGarcis's study (1997) aimed at conducting multi-cultural educational applications to the teachers of the deaf and create a curriculum that meets the deaf knowledge. Project THREADS is designed to facilitate changes in individual teachers and changes in their institutions while working to develop best practice multicultural

education models. Twenty-two teachers in teams from 10 schools. The project provides a 1-week summer institute each year at Gallaudet University (District of Columbia), and a distance education component throughout the school year for academic credit. The first summer institute introduced the teachers to theories of multicultural education and implications for deaf education and in the second year, THREADS institute examined constructivist versus traditional curriculum, interdisciplinary thematic teaching, materials evaluation, and identification of resources, Practical application of theory within the classroom in addition to use scientific methods to train the teachers and encourage them to use these methods with their students.

The study of Ramsey & Algozzine (1995) aimed to know what is expected from the teacher of special education based on Teacher Competency Testing which was applied on a big sample of teachers in 48 American state and its items covered specific topics which represent the different sector of special education where 46 state responded to items of the test and returned it. The results of the study proved that there was a difference between the states in the extent of their mastering of the competencies which the teachers should have and as a result of this, the states whose teachers need training were supplied with training courses to raise the teachers' efficiency in the field of special education in different aspects as : methods of behaviour modification in addition to special training of analyzing the task to sub-tasks and others.

And in a study by Roberts (1995) aimed at investigating and identifying the competencies which the special education teachers need in order to design a good quality of educational programs for the teachers of multi disabilities (mentally& hearing) in addition to develop a model of teacher education program that gave a specialized certification in dealing with multi disabilities(mentally &hearing). The results assured that the teachers of multi disabilities appreciate greatly the school courses that focus on some competencies which are competencies of methods of teaching, planning, evaluation, experience or practical training. While the results indicated that there was weakness in the course of the professional growth of the employees. And it has been reached to a proposed academic program to prepare teachers who deserve to work with multi disabilities (mentally &hearing)and this program focused on the previous aspects in addition to courses on the specialty of the staff's work or a team with multi specializations and cooperation in building the application programs. And the program which was applied through courses of 48-57 credit hours lasted for two years.

It is noted from reviewing the previous studies the scarcity of the studies that discussed preparing the teachers of the deaf students in the basic stage and train them within a specific program for this purpose.

And the studies assured the teachers need for the necessary professional competencies in implementing the lesson and the importance of training in service for the teachers of the special education in general and the teachers of the deaf students in particular. And these studies recommended the necessity to rehabilitate the teachers of the deaf students and train them pre-service and in service through various training courses help in improving their performance and develop it efficiently and effectively which will affect positively the students with hearing disability and so these results will have its effect on the society by providing distinguished scientific services considering the teacher is the major component of the educational process and the major element for achieving the educational goals.

The researchers get benefit of the previous studies in getting the idea of their research which is looking for Arabic teachers of the deaf for the basic stage who work in Al-Amal Schools for the deaf where they want to know the degree of practicing these competencies and their influence on the Arabic teachers specifically.

The researchers realized the importance of the studies as a reference for them in their recommendation on forming some personal, social and professional competencies and use the proper statistical means in the previous studies. So this study is distinguished because it addressed studying the degree of practicing the personal, social and professional competencies of the basic stage's teachers in Al-Amal Schools for the Deaf.

3. Problem of the Study

The subject of the basic teachers' competencies in Al-Amal School for the Deaf one of the important subjects and recently the special education has witnessed a noticeable development in Jordan and the level of providing the educational services for the students with disabilities and their parents and the worker in this field; teachers and administrators so it was necessary for the teachers of the basic stage in Al-Amal School for Deaf to have sufficient amount of knowledge and be distinguished with personal and professional competencies so as the students can get benefit of them because the basic stage is the stage of building the deaf students cognitively, psychologically and socially.

Development in providing the educational activities depends on the quality of the educational programs that are provided in the schools that care of the Deaf and whatever the degree of total quality that these programs have, they will not achieve the goal if they were not implemented by efficient qualified teachers who have the personal and professional competencies so as to find out the distinguished students, know their points of weakness and strength, reveal the weak and strong points in curricula and the programs which are presented to them and achieve the desired goals from the their learning in future.

3.1 Objectives of the Study

1. The degree of the basic stage's teachers' practice of the personal, professional and social competencies.
2. The degree of the basic stage's teachers' practice of the personal, professional and social competencies according to sex, scientific qualification and the experience.

3.2 Questions of the Study

1. What is the estimated degree of practicing the personal, professional and social competencies of the teachers of the basic stage in Al-Amal Schools for the deaf in light of developing the curricula of the 21st century?
2. Are there any statistically significant differences in the teachers' estimations for practicing the personal, professional and social competencies according to sex, scientific qualification and experience variables?

3.3 Significance of the study

The significance of this study is represented by being the first try to identify the personal, professional and social competencies of the basic stage's teachers in Al-Amal School for the Deaf and the effect of their educational practice on the educational process. The researchers believe that competencies in general are considered one of the most important means that could be used in achieving the desired goals in the field of knowledge and planning scientifically for them is the basic rule that helps the in preparing the teacher of the deaf in general and the basic stage's Arabic teacher of the deaf student in particular.

3.3 Limitations of the study

- Spatial domain: Al-Amal Schools for the Deaf in Amman and Awajan.
- Human domain: this study is limited on the basic stage's teachers in Al-Amal Schools for the Deaf.
- Time domain: the second school semester of the year (2012/2013)

4. Methodology and Procedures

Methodology of the study: the researchers used the descriptive approach and the surveying studies method for their suitability for this study.

Population and the sample of the study: population of the study consisted of all the teachers of the basic stage in Al-Amal Schools for the Deaf in Jordan and the sample of the study consisted of 40 male and female teachers representing all the teachers of the basic stage in Al-Amal schools for the deaf in Jabal Lweibda, Marka and Awajan as it illustrated in table (1)

Table (1) :distributions of the sample of the study

Percentage	Frequency	Variable	
80%	32	Female	Sex
20%	8	Male	
65%	26	Bachelor	Scientific qualification
35%	14	Diploma	
35%	14	Less than 5 years	Experience
65%	26	Five years and more	

4.1 Tools of The Study

The researchers used the questionnaire as a tool for collecting information and it was prepared as follows:

1. Follow and observe the behaviors and reactions of basic stage's teachers in the classrooms in these schools to have a clear image of the personal, professional and social competencies.
2. Revise all the studies and researches related to the personal, professional and social competencies.
3. Based on reviewing the previous related studies of the subject, the fields and their items in the questionnaire were identified in its primary image.
4. Five tool-response consisted of five responses based on degree of evaluating each item by the supervisors according to five Likert-Scale as follows:
 - Strongly agree (5) degrees.
 - Agree (4) degrees.
 - Neutral (3) degrees
 - Not agree (2) degrees
 - Not strongly agree (1) degree.

And according the responses' scale, the researchers differentiate between five percentages in interpreting the results as follows:

- 80 and above: Very big degree
- 70-79.9: Big degree
- 60-69.9: Moderate degree
- 50-59.9: Low degree
- Less than 50: Very low degree

4.1.1 Tool's Validity:

The validity of the tool was assured by displaying it on a jury of arbitrators who are PhD holders to express their opinions of every field in the questionnaire and the items in every field as well where the questionnaire in its primary image consisted of 42 item. After studying the arbitrators' opinions and notices, it was clear that there was an agreement on the fields' validity and there were some notices on the items in terms of formation, deletion and addition. And after making the modifications, the questionnaire was built with 30 items as it illustrated in appendix (1) and all the procedures followed in building the questionnaire and the arbitrators' opinion is an evident of its validity.

4.1.2 Tool's Reliability:

Cronbach's alpha test was used and its value of the questionnaire for all the fields was 83.78 while its value for the other variables is considered good because it is more than the acceptable portion (60%) which indicates the reliability of the tool as it illustrated in table (2).

Table (2) illustrates Alpha's value for the study's variables

Variable	Alpha value
Personal competencies	72.27%
Social competencies	% 73.1
Professional competencies	71.47%
All the variables	83,78%

4.1.3 Statistical Methods:

Data was analyzed using SPSS Program which includes: descriptive analysis (mean and standard deviation), independent sample t-test and (K-S) test.

5. Results and Discussion

To answer the first question: What is the degree of estimating practicing the personal, professional and social competencies for the basic stage's teachers in Al-Amal school for the Deaf In light on curricula development in the twentieth one century? . The means and the standard deviation were calculated to know the attitudes of the population of the study towards the measurement items where the results in table (3) were concluded.

Table (3) indicates that the population's attitudes were positive towards the items of the personal competencies' field because its mean was bigger than the mean of the tool (3). Item (3) which is the highest positive item in the field of personal competencies achieved the highest percent (89.4) with a mean (4.47) and table (3) indicates that the teachers' degree of practicing the personal competencies in Al-Amal schools for the deaf was very high for all the items where the mean of the percentages of the responses for the items ranges between (81%-89.4%) and regarding the practice degree of the field , the mean of the percentages of the responses was 84.8% and this showed a very big practice for this field.

The researchers clarified that these results refer to the educational leadership personality that depends on the opinion based on scientific basis in thinking, communication skills' possession and the high confidence in the field of specialization and these results were consistent with the studies' results of Al-Smadi (2001) and Al-Hadid (1990) in terms of its ability of the measure of the single field and this was clear in the responses of the population of the study for the field of personal competencies.

Table (3) illustrates Mean ,Standard Deviation and the percentage of personal competencies' field

N of item	Personal competencies	Mean	Std	Percent %
1	I rely on opinions based on scientific basis in teaching	4.47	0.599	89.4
2	I use techniques of problem solving in teaching deaf children	4.15	0.622	83
3	I keep following up the studies and new ideas in my specialization	4.13	0.757	82.6
4	I have high confidence especially in teaching deaf basic stage	4.40	0.709	88
5	I get excited for my specialization to teach it to deaf children	4.22	0.660	84.4
6	I have communication skills and the ability of clarification and skillful performance in the academic side	4.28	0.816	85.6
7	I distinguish between modern and traditional concepts in curricula	4.30	0.823	86
8	I judge the students carefully	4.15	0.770	83
9	I have flexibility in thinking and accept and understand the deaf children	4.25	0.742	85
10	I cooperate greatly with my colleagues in the school	4.05	0.783	81
	General field	4.24	0.728	84.8

N =40, highest values for the items =5 degrees, the highest value of the field =50 degree

According the field of social competencies, table (4) illustrates that item 2 (I love the students and deal with them) and the item (3) (I accept criticism and notes from the educational supervisors and colleagues) achieved the highest percent (84%) with a mean (4.20). And table 4 also showed that the degree of the teachers' practice of the social competencies in Al-Amal schools for the deaf was very big and big for all the items of the field. And the researcher explain that these results were consistent with the results of the study of Lang and Anderson (1994) because dealing with the students and cooperating with them and the good social relations help in understanding and realizing the different needs of the basic stage's deaf students so the population response was very big in this field.

And according the field of professional competencies, table (5) showed that item (7) (I listen well to the student) achieved the highest percent (88.6%) with a mean (4.43) and table 5 also showed that the degree of practicing the professional competencies by the basic stage's teachers in Al-Amal schools for the deaf was very big and very big for all the items where the mean of the response's percentages ranges between (75%-88.6%). And concerning the degree of practicing the professional competencies, the mean of percentages of the response reached 83.2% and this shows a very big degree of practice of this field.

The researchers state that the results were consistent with the studies of Al-Smad & Al-Nahar (2001), Roberts (1995), Rams & Al-Jawareen (1995) and Al-Qaseer (1989) and that because of the interest of the students and listening for them to raise the skills and the capabilities that affect the deaf children's performance in the academic programs.

Table (4) illustrates mean, standard deviation and percent of the social competencies' field

N of item	Field of social competencies	Mean	Std	Percent
1	I treat deaf children with respect	4.15	0.662	83
2	I love deaf children and cooperate with them	4.20	0.853	84
3	I accept criticism and notices from supervisors and colleagues.	4.20	0.723	84
4	I build good social relation with the deaf children	4.03	0.920	80.6
5	I build good relation with the deaf children and with those who cooperate with them	3.77	0.862	75.4
6	I provide suggestions to school's administration and enrich children's social atmosphere	4.12	0.822	82.4
7	I participate positively in the social activities of the deaf children	4.10	0.632	82
8	I get benefit from my colleagues' experience in the other schools in dealing with deaf children of basic stage	4.10	0.632	82
9	I employ different occasions to introduce children characteristics to the society	4.18	0.747	85.6
10	I design programs and activities enable the deaf child to identify resources of local society	4.05	0.783	81
	General field	4.09	0.763	82

N =40, highest values for the items =5 degrees, the highest value of the field =50 degree

Table (5) illustrates mean, standard deviation and the percent for the professional competencies

N of item	Field of professional competencies	Mean	Std	Percent %
1	I develop the leadership tendencies of the deaf children	3.75	0.630	75
2	I use modern and developed methods of teaching	4.18	0.712	83.6
3	I encourage the children's self learning	4.13	0.791	82.6
4	I teach deaf students reading skills	4.40	0.672	88
5	I provide opportunities and time for the children to use the related educational means	4.15	0.802	83
6	I encourage the deaf children to express themselves through performance	4.10	0.871	82
7	I listen well to the deaf children	4.43	0.594	88.6
8	I care of the deaf children as individuals who have their own needs	4.20	0.516	84
9	I plan cooperatively with the deaf children	4.13	0.648	85.6
10	I know needs of the deaf children	4.00	0.679	80
	general field	4.14	0.691	83.24

N =40, highest values for the items =5 degrees, the highest value of the field =50 degree

Table (6) illustrates Mean, Standard deviation and the percentages of the variables of the study.

Variable	N of items	Mean	Std	Mean of percentages
Personal competencies	10	4.24	0.728	84.8
Social competencies	10	4.1	0.763	82
Professional competencies	10	4.14	0.691	83.24
Total field		4.16	0.727	83.34

And according to the order of the variables of the study and analyzing the data of tables 3,4, and 5, table (6) pointed out the mean of the percentages of the personal, professional and social competencies in Al-Amal school for the deaf were very big to all of the variables range from (82-84.8) and their order was respectively as follows: the personal competencies with 84.8%, the professional competencies with 83.24% and the social competencies with 82%. In general, the degree of practicing the personal, professional and social competencies by the basic stage's teachers in Al-Amal schools for the deaf was big where the mean of the percentages of the Responses was 83.34% and the researchers assured that these results were consistent with some previous studies' results which indicates the importance of the personal, professional and social competencies.

The second question: Are there statistically significant differences in the basic stage's teachers' estimations for practicing the personal, professional and social competencies in Al-Amal schools for the deaf attributed to sex, scientific qualification and experience variables? Independent Sample T-test was used to answer this question and the following tables summarized the results:

5.1 Sex variable

Table (7) shows that value of calculated (T) was not statistically significant for sex variable at the level of significance (0.05) for the variables of personal, professional and social competencies separately and according to the total, it shows that there were no differences in estimations of basic stage's teachers in practicing these competencies according to sex variable. And the researchers attributed this to teachers' dependence on the opinions based on the scientific basis in having the ability to clarify and cooperate greatly, deal with the students, provide good suggestions and develop the students' leadership tendencies.

Table (7) illustrates Mean, Standard deviation & T value according to sex variable

Variable	Mean		Std		T value	Sig.
	Female	Male	Female	Male		
Personal competencies	4.125	4.269	0.474	0.371	0.927	0.36
Social competencies	4.125	4.08	0.385	0.429	0.263-	0.794
Professional competencies	4.11	4.15	0.327	0.384	0.274	0.785
Total	4.121	4.168	0.340	0.304	0.382	0.705

5.2 Scientific Qualification Variable

Table (8) illustrates Mean, Standard deviation & T value according to scientific qualification variable

Variable	Mean		Std		T value	Sig.
	Bachelor	Diploma	Bachelor	Diploma		
Personal competencies	4.414	4.146	0.293	0.410	-2.161	*0.037
Social competencies	4.171	4.05	0.294	0.468	-0.906	0.371
Professional competencies	4.10	4.169	0.427	0.341	0.559	0.579
Total	4.23	4.121	0.259	0.328	-1.062	0.295

*significance at the level (0.05)

Table (8) showed the value of calculated T according to the total of personal competencies' variable is statistically significant at the level of significance (0.05) which means that there were differences in the level of estimations of these competencies attributed to the scientific qualification and these differences seem to be in favor of bachelor degree's holders. The researchers explained this result that bachelor degree holder care of the scientific basis, follow up the new studies and researches, have communication skills and the ability of clarification. While the other variables separately and the total show that there were no differences in the variables attributed to the scientific qualification.

Experience: Table (9) illustrates Mean, Standard deviation & T value according to experience variable

Variable	Mean		Std		T value	Sig
	5 years and more	Less than 5 years	5 years and more	Less than 5 years		
Personal competencies	4.18	4.357	0.393	0.374	1.406	0.168
Social competencies	3.99	4.280	0.41	0.37	2.204	*0.034
Professional competencies	4.09	4.243	0.37	0.361	1.236	0.224
Total	4.09	4.290	0.289	0.31	2.12	*0.041

*significance at the level (0.05)

Table (9) showed that the value of calculated T is the personal competencies and so for the total field is statistically significant at the level of significance (0.05) which indicates that there were differences in favor of those whose experience is less than five years according to the personal competencies of the total field whereas it is clear that the value of calculated T is not statistically significant for the other variables which means that there were no differences attributed to the experience variable.

5.3 Normal Distribution Test:

(K-S) test was used to test to what extent data follows the normal distribution where the value of the variables' significance of the study was higher than (0.05) which indicates that data follows the normal distribution as it illustrated in table (10).

Table (10):data follows natural distribution

Variable	Sig
Personal competencies	0.848
Social competencies	0.386
Professional competencies	0.728
Total	0.71

6. Conclusion and Recommendations

In light of the results and discussion, the researchers conclude the following:

First: The degree of practicing the personal, professional and social competencies by the basic stage's teacher in Al-Amal school for the deaf were in two levels (very big degree - big degree)

Second: The fields' order of the competencies of the teachers of Al-Amal schools for the deaf were as follows:

- 1- Personal competencies (84.8%) and it is very big degree
- 2- Professional competencies (83.24%) and it is very big degree
- 3- Social competencies (82%) and it is very big degree

Third: The degree of practicing the competencies together was very big where it reached to (83.34%) and this indicates that the degree of practicing the personal , professional and social competencies was very good.

Fourth: There were no statistically significant differences of the degree of practicing the personal, professional and social competencies attributed to the sex variable.

Fifth: there were statistically significant differences of the degree of practicing the personal competencies while there were no statistically significant differences to the field of social and professional competencies attributed to scientific qualification variable.

Sixth: there were statistically significant differences of the degree of practicing the personal competencies while there were no statistically significant differences for the social and professional competencies attributed to the experience variable.

7. Recommendations

In light of the results, the study recommended the following:

1. To conduct studies about the importance of the personal and professional competencies of the teachers of other stages of the deaf students in all the schools of the deaf in Jordan from the students' perspective.
2. To give the teachers of the deaf the opportunity to develop their performance through their enrollment in the higher studies at the universities to raise their professional development.
3. To held rehabilitative courses for the teachers of the deaf in all of their professional specializations
4. To held different training courses for the teachers of the deaf to enhance the professional competencies which they are necessary for them.
5. To held courses in measurement and evaluation for the teachers of the deaf in Al-Amal schools to evaluate their achievements by themselves.

6. To exchange the experiences and the information in the field of personal and professional competencies through mutual visits with Arab and foreign countries.

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