

# The Role of Special Education Teachers in Overcoming Developmental Disorders in Government Primary Schools in Northern West Bank

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## Abstract

This study aimed to identify the role of special education teachers in overcoming the growth disorders in public schools in Northern West Bank. The field descriptive method was used. To achieve this, a questionnaire was collected to collect data and information, which included (42) items, distributed into three areas. (Environmental, occupational, therapeutic) The validity of the tool was examined by presenting it to the academic supervisor and a group of arbitrators. The stability of the questionnaire was determined using the Cronbach's alpha equation, where the data were processed using the Statistical Package Program (SPSS). It was the results of the study that the role of special education teachers in overcoming growth disorders in public schools in Northern West Bank, it was found that there were no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in overcoming growth disorders in public schools Nablus attributed to the variables of sex, educational qualification, years of experience, and after reviewing the results of the study came out several recommendations, the most important of which were: The need for the Ministry of Education to introduce modern technology in teaching students with growth disorders and to provide supporting technology to help them. The need to provide the appropriate educational tools and materials by the Ministry of Education to teach courses and integrated educational programs used with people with growth disorders considerate their different characteristics.

**Keywords:** special education teachers, overcoming developmental disorders, primary schools west bank

## 1. Introduction

In recent years, there has been a growing interest in childhood and how to deal with the many problems facing the child's growth and the requirements of that stage of growth because of its importance in adapting a strong, compatible citizen, a positive productive that does not represent a burden on the family and society. Because of the importance of literacy and its life value, education has become an essential element in the educational process, and it is one of the basic functions of the school, the beginner learner, whether young or old, needs to read and write in various activities during his daily life inside or outside the school (Amira, 2005, p. 36).

There are also many school students who get low results in achievement, compared to their peers in the same class, and this class of students was seen as an obstacle in the course of the study process and it takes a lot of time and energy of the teacher a lot, and the proportion of those up to (2%) of the total primary school students in one school, and that psychological and educational studies have shown that this group of children have the ability to learn within the limits of their possibilities and readiness to adapt them to the environment in which they live. (Mansi, 2003, p. 115)

The inability of these children in the educational aspects is the result of a formative impairment inherent in their abilities to learn progressively within the educational ladder, which makes them unable to keep up with the study and follow up the continuous learning lessons no matter how much effort, and this deficit makes the child with

developmental disorders in a special location and thus The child feels a sense of frustration and failure, especially if this is accompanied by difficulty in remembering and anomalies in understanding and determining the directions of shapes, images and expressions, and the lack of compatibility in the use of language expression tools such as names and letters (Amayra, 2002, p 96).

Naming these students with developmental (growth) disorders tools that they can benefit from normal learning in the classroom but with great difficulty, and the proportion of these students up to one in five students in the classroom and usually a student who is slow to learn in a particular subject is slow in the rest of the subjects with difficulty in predicting achievement in most cases, a student may be slow to learn a particular subject and a medium or above average in the achievement of another subject as a result of some developmental disorders experienced by the child (Abdul Hadi et al., 2000, p. 20).

The Special Education Program is one of the most common educational alternatives offered to people with developmental disorders in both global and Arab education systems. This can be considered as an educational system that includes specialized programs that ensure that the student is brought up and educated individually according to his characteristics, needs and abilities, while allowing the student to learn in the regular classroom. The special education program has significantly changed the way in which educational services are provided to students with learning disabilities, especially those with developmental disorders. They have been allowed to integrate with their regular classmates. The tools and materials that enable them to teach students those with developmental disorders in their classes. Specialists in the field were forced to be more responsible towards the general curriculum. (Maylor, , 2013, p. 5).

## **2. Problem Statement**

Special Education Program is one of the modern educational services provided to serve people with special needs from the category of developmental disorders, which is implemented in public education schools under the supervision of teachers specializing in special education. Whereas, the attitudes of schoolteachers towards this program are important approaches to the development of the personality of students with developmental disorders (Batayne et al., 2005, p. 36)M.O Education has therefore sought to create resource rooms and the appointment of special education teachers to work in these rooms, which suffer from the lack of learning well in the students and take into account their developmental disorders, so the problem of study is determined by the following key question:

What is the role of special education teachers in overcoming growth disorders in public schools in Nablus? The main question is subdivided into the following sub-questions

Are there any statistically significant differences in the role of special education teachers in overcoming the developmental disorders in public schools in Northern West Bank by sex?

Are there any statistically significant differences in the role of special education teachers in overcoming growth disorders in public schools in Northern West Bank according to educational qualification?

Are there any statistically significant differences in the role of special education teachers in overcoming the developmental disorders in public schools in Northern West Bank by years of experience?

## **3. Objectives of the Study**

The study sought to achieve the following objectives:

Identify the role of special education teachers in overcoming developmental disorders in public schools in Northern West Bank.

Identify if there are statistically significant differences in the role of special education teachers in overcoming the developmental disorders in public schools in Northern West Bank by sex.

Identify if there are statistically significant differences in the role of special education teachers in overcoming growth disorders in public schools in Northern West Bank according to educational qualification.

Identify if there are statistically significant differences in the role of special education teachers in overcoming growth disorders in public schools in Northern West Bank according to years of experience.

## **4. Importance of the Study**

The importance of this study is that it examines the role of special education teachers in overcoming the problem of growth disorders in public schools in Northern West Bank.

This study is useful for teaching and teachers in identifying the role of special education teachers in overcoming growth disorders in public schools in Northern West Bank.

Highlighting the role of special education teachers in overcoming developmental disorders, will contribute to building appropriate extension programs to enhance the role of teachers.

This study will open the way for further studies on the role of special education teachers in overcoming developmental disorders in public schools in Northern West Bank.

The importance of this study is that it contributes to the development and raise the efficiency of teachers of special education and education and provide them with information to recognize the importance of addressing developmental disorders, which focuses mainly on providing teachers with adequate training in order to achieve the desired goals.

Find solutions to help special education teachers and provide the institutions and ministries concerned with the results of this study in their use in the treatment of developmental disorders.

### **5. The Boundaries of the Study**

Human Boundaries: Teachers of Public Primary Schools in Northern West Bank, Palestine.

Location Boundaries: Government Primary Schools in Northern West Bank - Palestine.

Time Boundaries: academic year (2018-2019).

### **6. Terminology of Study**

Special Education teachers: A person who is qualified in special education and directly involved in the teaching of unusual students and he is a professionally trained person to work with students by gathering information to provide appropriate educational services (Al-Khatib, Al-Hadidi, 2015, p. 35).

Special Education: A teacher who deals with a group of people with special needs and uses a set of individual organized educational methods that include a special educational situation, special or adapted materials and equipment, special educational methods and therapeutic procedures aimed at helping handicapped children to achieve the maximum possible Self-sufficiency (Al-Khatib, Al-Hadidi, 2015, p. 25-26)

Growth disorders: The developmental impact of developmental delays in the first two years of life in two or more areas of development, which may be inherited, transmitted from mother to child through genes and chromosomes, or they may occur without reference to family history (Imam, Jawaldeh) , 2011, p. 62).

Basic Stage: This is the educational stage that starts from the child's enrollment in primary school at the age of 6 years until the completion of the preparatory school at the age of 14 years, and aims to teach students basic literacy and numeracy skills, so that they grow up good citizens who are able to achieve the goals of the community. 11, 2003, p. 11)

### **7. Previous Studies**

After the researcher was briefed on a set of studies regarding the subject of the study where it was Arabic and some of them were foreign, he presented them as follows:

Ben Siddiq (2015) studied the aim of providing a clear picture of the linguistic characteristics of linguistically disturbed children with disabilities, their impact on their academic aspects, and highlighting the educational programs offered to them. To achieve this, the researcher reviewed some of the literature and previous studies that addressed this topic, which identified their linguistic characteristics by tracking the growth of language proficiency skills, through which the literature and previous studies classified the types of linguistic disorders into evolutionary linguistic disorders. and acquired, which occurs as a result of a defect or disorder in one of the basic components of the language, namely the level of voice, the level of pure and grammatical, the level of verbal significance, and the level of use of the language, which in turn affects the academic and educational aspects of linguistically disturbed children with This study attempted to present these academic difficulties, which consisted of difficulty reading and writing, remembering and expressing, although language disorders appear in most groups of hearing and mental disabilities and learning difficulties, as well as in autistic children, and the study result with many Recommendations include the need to consider the stages of language development in the young child and his or her language training, and to provide the opportunity to talking with them.

Jaradat (2014) also conducted a study that aimed at looking at the programs of the sources rooms in the Directorate of Education - North Hebron in integrating those with learning difficulties in school and obstacles and difficulties facing the integration process through the study of the situation and knowledge of the extent of development and progress in educational rehabilitation for students with learning difficulties. The study followed the method of case study and the method of analysis of content based on official documents and books issued by

the Ministry of Education, and adopted the study directly interview with the student and the teacher of the class and the teacher of the field room and the principal of the school and the guardian of the student-mother and the study reached A set of results, the most important of which is: there has been a marked improvement in the performance of the student with the certificate of parents and class teachers and the results of the achievement tests in the school and work sheets. Focusing on the way angles in special education, diversification of educational methods, peer-to-peer education, and integration into classroom groups, which helped to develop the social relationship with their classmates. The student mastered writing letters, syllables, and writing some words.

Maylor,2013 conducted a study aimed at identifying the effectiveness of educational services provided in the sourcing rooms of comprehensive schools, and the impact of these services on the academic, behavioral and health fields, and the level of acceptance of parents of students. The study sample included (183) students with learning disabilities, the results of the study found that parents showed a high level of satisfaction with the services provided to students with special needs in the sourcing rooms and were supportive of them, which was described as successful.

Al-Helou and Fahajan (2013) presented a study that aimed at detecting the nature of statistical differences in the problems of special education teachers related to the study sample of (44) teachers, distributed to (7) of the government education directorates in the governorates of Gaza. The study used a measure of teachers' problems prepared by researchers. The results showed that there were no statistically significant differences between the average grades of teachers of education in the schools of the governorates of Gaza governorates about the problems they face due to the change of sex, and also found differences of statistical significance due to the change in the number of years of service in the second area (location equipment and teaching tools) ,the third area (the cooperation of the regular class teacher) in favor of more than 10 years, while there were no statistically significant differences between the average grades of the grades of special education teachers attributable to the change in the scientific qualification.

Bataina and Al-Shahri (2011) conducted a study that aimed at exploring the reality of learning resource rooms for students with learning disabilities from the point of view of their teachers in Medina, and to achieve this a questionnaire was designed to collect data that included (58) paragraphs distributed over four areas distributed to a random sample of 50 teachers. Teachers of sourcing rooms for students with learning disabilities in Medina. The study found that the field of educational tools ranked first, followed by the field of the conduct of the educational program in the field of resources, and in the third place the field of the teaching curriculum, while the last place in the field of the processing of resource rooms according to the estimates of teachers of the rooms of the learning sources. The results also showed that there were no statistically significant differences between teachers' estimates due to the impact of sex on all areas and the overall instrument, with the exception of the field of course in the resource room, and the differences were in favor of males. It also showed that there are no statistically significant differences between teachers' estimates due to the impact of scientific qualification on all fields and the overall tool, and the absence of statistically significant differences between teachers' estimates due to the impact of experience on all areas and the overall tool, except in the field of employment of tools and methods Teaching, where the differences were in favor of the category (5) years and older. The results also indicated that there were statistically significant differences in the field of employment of tools and teaching methods, and the differences were in favor of the teacher category, the absence of statistically significant differences in the field of the curriculum, and the field of course in the resource room and the overall tool.

Naji (2010) presented a study aimed at presenting, discussing and analyzing a number of studies that focused on researching language problems, speech disorders, speech and growth in children and ways to treat them in the Arab and Western world, which stimulates interest in the development of therapeutic and preventive programs to remediation this type of disorders that interested in the fields of education and psychology, due to the importance of its impact on the life of the child on a personal, academic and social level, where this research was classified in axes according to the main variable of each research, and these studies touched on the discussion and analysis of this research by commenting on it and highlighting the extent of To use them for the purpose of knowledge and planning, including the proposal of comprehensive therapeutic preventive programs for speech, speech and growth disorders that stem from an Algerian environment. The study came out with many results, identifying educational indicators for children who are troubled in speech and help teachers to identify them and implement their referral for diagnosis and treatment, and to take into account the stages of linguistic development in the young child and his training in speech and the opportunity to talk to him and understand it leading to growth Language naturally.

Mrazik presented a study that aimed to identify the problems of Hungarian teachers and to reveal their basic problems in the basic stage associated with occupational, physical, skill, and existential anxiety, and also aimed

to uncover the real problems faced by teachers. The upper stage after the turn of the century, what the problems are, and how they affect the role of the teacher. Using the analytical descriptive curriculum, the study sample consisted of (98) teachers who prepared a questionnaire to achieve the study goal. The study referred to the following results: the many problems faced by teachers of the higher level, the lack of interest in education and their poor level of education, and the frequent work pressures placed on the responsibility of teachers leading to professional anxiety.

Berres, 2008, conducted a study aimed at finding out the reality of the resource rooms from the point of view of the students, where he interviewed 44 middle-school students from grades 4 to 9 enrolled in the resource rooms. The interviews focused on students' understanding of their referral to special education services, as well as their explanations for their referral sought related to personal problems, personal problem-solving strategies, predictions about the future of special education, enthusiasm about the activities of sources rooms and teachers, and the results indicated an improvement Students' appreciation of the services and programs provided to them in the resource rooms in order to demonstrate their positive abilities, through the tangible growth of certain skills and the general concept of self.

### **8. Comment on Previous Studies**

A review of previous studies shows that all previous studies dealt with topics related to developmental disorders, as these studies were limited between 2015 and 2008 and this shows that topics related to developmental disorders are contemporary, modern and important subjects that researchers are interested in It also showed through the review of previous studies that the majority of studies dealt with the descriptive method and this shows that the nature of this phenomenon is consistent with the nature of the descriptive method and it is also noted that the size of the samples used in these studies, was converging and homogeneous, where this study benefited from the studies The previous in the conceptual framework, the methodology used, the size of the samples, the construction of the study tool, statistical treatments and references, as well as the review of previous studies, we find that this study has agreed with previous studies in terms of their objective and the study tool used, where many From previous studies related to the title of the study directly, this study has benefited from previous studies in the conceptual framework, method used and sample size, the construction of the study tool and statistical treatments, the references used and the method of sampling as well as some Studies in the method of dividing the study and the parts it contains, as the current study similar and converged with these studies in many respects, most notably the reliance on the descriptive method, as well as the method of selection of the sample, the study tool used and the variables addressed by some studies and hypotheses The proposed and statistical treatments that were used and the way the results were presented and reached recommendations, as differed and characterized this study from previous studies in Palestinian study society, which is the principals of public secondary schools in the governorates of the northern West Bank, and the study where The researcher developed contained only one variable and all the focus of this study was on the reality of the application of community partnership.

### **9. Methodology**

The researcher used the descriptive approach which based on collecting, analyzing, organizing and arranging the problem related information, and then explaining it to achieve the objectives of the study, this is due to its suitability for this study.

#### *9.1 Sample Size and Sampling*

The sample of the study was selected from the original community and reached the size of (30) teachers, their characteristics vary according to the independent variables of the study, and the sample was selected in the random way available.

#### *9.2 Research Tool*

The researcher used a questionnaire as a study tool in order to identify the role of special education teachers in overcoming developmental disorders in the public primary schools in the northern West Bank where he developed the study tool represented by questionnaire was formed in its final image of (42) paragraph.

#### *9.3 Study Variables*

Independent variables: Variable of sex and it has two levels: (male, female). Variable of scientific qualification and it has three levels: (Diploma, Bachelor, Master) - Variable of years of experience and it has three levels: (less than 5 years, 5-10 years, more than 10 years). Dependent variable: The Role of Special Education Teachers.

#### 9.4 Statistical Processing

Statistical data were processed using the SPSS program.

### 10. Findings and Results

#### 10.1 The First Question

“What is the role of special education teachers in overcoming growth disorders in public schools in the northern West Bank?”

To answer the previous question, the arithmetic averages and standard deviations were extracted for each area of study. The results are as follows:

Table 1.

N0	Paragraph	Average arithmetic	standard deviation	The level of response
1	Environmental field	4.31	0.33	Very High
2	Professional field	4.46	0.27	Very High
3	Therapeutic field	4.39	0.28	Very High
	Total marks	4.39	0.25	Very High

From the previous table, the total area of questionnaire received a mathematical average (4.39), with a very high rating, a good proportion indicating the role of special education teachers in overcoming growth disorders in public primary schools in the northern West Bank, as teachers propose to introduce Modern technology and supporting technology and providing appropriate educational tools and materials to teach courses, and establishing clear mechanisms to refer students with developmental disorders to the right places for them, as well as providing integrated educational programs, increasing the ability of the school to meet their needs and organizing Classes and sessions assigned to them, focusing on the resource rooms in education as well as preparing special education teachers to deal with special education classes and provide sufficient opportunities for professional development and maturity and training them in the use of modern methods of teaching and possessing the skills of dealing and effective communication, Develop its ability to diagnose and determine the type of educational needs for them, train them in standards and tests, work in a team spirit with regard to referral and diagnosis, replace negative behavior with positive, separate a slowly learning students in special groups, and confront discrimination between Handicapped students and others that therefore support special education teachers in overcoming developmental disorders in primary schools, this study is consistent with the results of the Study of Jaradat (2014) and the Study of Maylor,2013 and differed with the results of the Study of Mrazik. (Mrazik,2009)

#### 10.2 The Second Question of the Study

“Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in overcoming growth disorders in public primary schools in the northern West Bank according to the gender variable?”

In order to answer this question, a test (T) for independent samples was performed. The following table shows the results of this test:

Table 2.

field	Sex	#	Average arithmetic	Breakdown Degree	Calculated value "T"	Statistical significance
Environmental field	Male	15	4.30	28	0.24	0.80
	Female	15	4.33			
Professional field	Male	15	4.42	28	0.78	0.43
	Female	15	4.50			
Therapeutic field	Male	15	4.36	28	0.54	0.58
	Female	15	4.42			
Total marks	Male	15	4.36	28	0.58	0.56
	Female	15	4.42			

The researcher noted through the previous table that the value of the significance level on the total field was (0.56), which is greater than the value ( $\alpha \leq 0.05$ ), so it was found that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers. This is because teachers have good knowledge about the role of special education teachers in overcoming developmental disorders in public primary schools, regardless of their gender, whether male or female. They live in one environment and one community and that teachers graduates from different universities and they preparers the same preparation and training at the university through their studies, and they are the same roles in government basic schools, and they have experience and qualifications in the field of teaching qualify them to learn and understand the role of special education teachers in overcoming growth disorders in government basic schools and have informed around. This finding differed with the Helou and Fehjan study (2013) and the Bataineh and Alshahri study (2011).

### 10.3 The third Question of the Study

Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in overcoming the developmental disorders in public schools in the northern West Bank according to educational qualification?

To examine the hypothesis, one-way analysis (ANOVA) was extracted and Table 10 illustrates the results of this test.

Table 3.

Field	Between groups			Within groups			calculated "v" value	Statistical significance
	sum Squares	Breakdown Deg	Squares Av	sum Squares	Breakdown Deg	Squares Av		
Environmental field	0.05	2	0.02	3.15	27	0.11	0.21	0.80
Professional field	0.07	2	0.03	2.13	27	0.07	0.49	0.61
Therapeutic field	0.07	2	0.03	2.22	27	0.08	0.47	0.62
Total marks	0.04	2	0.02	1.88	27	0.07	0.30	0.74

We can see from the previous table review on the total field was (0.74) any value greater than the value ( $\alpha \leq 0.05$ ), so it was found that there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in overcoming growth disorders In public schools in the northern West Bank due to the variable of educational qualification, the researcher attributes this result to the convergence of teachers regardless of their educational qualification, whether qualification diploma, bachelor or master or higher because they have the ability and knowledge about the role of special education teachers in overcoming growth disorders in schools Basic, they have received education In different universities and colleges, they received training

courses and good preparation at the university through their studies. They play the same roles in public primary schools and have teaching qualifications that qualify them to know the role of special education teachers in overcoming growth disorders in public primary schools. Higher education towards the role of special education teachers in overcoming growth disorders in public basic schools does not differ among teachers due to their lower educational qualifications. This conviction is generated by teachers who have a high educational qualification. It stems from within the message carried by the teacher in this community and through his study for long periods in different universities to identify the role of special education teachers in overcoming developmental disorders in basic schools. The study is compatible regardless of the educational qualification of the teacher.

#### 10.4 The fourth Question of the Study

Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in overcoming growth disorders in public basic schools in the northern West Bank due to variable years of experience?

In order to answer this question, one-way analysis of ANOVA has been extracted and Table 11 shows the results of this test.

Table 4.

Field	Between groups			Within groups			calculated "v" value	Statistical significance
	sum Squares	Breakdown Deg	Squares Av	sum Squares	Breakdown Deg	Squares Av		
Environmental field	1.05	2	0.52	2.15	27	0.08	6.61	0.14
Professional field	0.54	2	0.27	1.66	27	0.06	4.45	0.12
Therapeutic field	0.20	2	0.10	2.09	27	0.07	1.31	0.28
Total marks	0.52	2	0.26	1.41	27	0.05	4.99	0.14

We can see from the previous table that the value of the level of significance on the total field was (0.14), a value greater than the value ( $\alpha \leq 0.05$ ) where it was found that there are no significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the role of special education teachers in Overcoming growth disorders in public schools in the northern West Bank is attributable to variable years of experience. This is because highly experienced teachers believe in the teacher's knowledge of the role of special education teachers in overcoming developmental disorders, but this does not mean that new teachers do not do so; on the contrary, new employees always enter their jobs with great enthusiasm and a high desire to apply They learned from theoretical materials during the study period, and the adoption of appropriate educational methods that help them to recognize the role of special education teachers in overcoming developmental disorders, so the answers of the study sample members are consistent about this regardless of years of experience, and this result differed with the study Bataineh and Alshahri (2011).

#### Recommendations

Based on the results of the study, the researcher came up with a set of recommendations that were as follows:

- The Ministry of Education should introduce modern technology in the teaching of students with growth disorders, and provide supporting technology to help them.
- The need to provide appropriate educational tools and materials to teach courses and integrated educational programs used with people with growth disorders that take into account their different characteristics.
- The Ministry of Education should hold training courses in order to prepare special education teachers and provide sufficient opportunities for professional development and maturity and increase their skills to deal with and communicate effectively with people have growth disorders in accordance with their characteristics.



- The school administration should separate slow learning students in private groups.
- Teachers should use methods to suit the student's abilities and develop appropriate tests to diagnose people with growth disorders in different categories.
- The school administration should advise regular classroom teachers about methods of teaching subjects, especially for those with growth disorders.
- Enrolling teachers in the special resource and education rooms for some training courses to provide them with modern educational methods that save time and effort, and increase the effectiveness of the special education teacher in the resource room.
- Teachers should use modern techniques in the source rooms, and constantly record classroom notes because of their importance in following up on students.
- The Ministry of Education should hold workshops, meetings and lectures to exchange experiences on methods that increase the motivation of students in the resource room, especially those with growth disorders.
- Other studies aimed at special education teachers should be conducted to put a hand on the weaknesses and glitches under the continued existence of unsatisfactory educational outcomes for those with developmental disorders.

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