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COMPETENCIES NEEDED FOR TEACHERS OF THE MENTALLY RETARDED IN SAUDI ARABIA: A NEED ASSESSMENT STUDY

By

Abdulla Ibrahim Hamdan

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ABSTRACT

COMPETENCIES NEEDED FOR TEACHERS OF THE MENTALLY RETARDED IN SAUDI ARABIA: A NEED ASSESSMENT STUDY

By

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A shortage of human resources in general and educational personnel in particular is one of the most serious obstacles confronting development plans in Saudi Arabia. The purpose of this study was to identify the teaching competencies thought to be important for teachers of the mentally retarded in Saudi Arabia. Furthermore, this investigation examined the opinion structure of teachers and administrators presently involved in the education of the mentally retarded in Saudi Arabia regarding the barriers which are thought to be limiting the quality of these programs.

The target population for this study consisted of all teachers, building administrators, and administrators at the Ministry of Education in Saudi Arabia who were involved in the education of the mentally retarded.

The questionnaire utilized in gathering data for this study consisted of three parts.

Part I. Personal data regarding subjects' sex, location of employment, type of work, citizenship, years of experience, age and level of education.

Part II. In this part, subjects were asked to specify, on a five-point scale, the perceived importance and professional development priorities of forty teaching competency statements which were divided into seven major areas: planning instruction, assessing and evaluating behavior and instruction, conducting instruction, classroom management, facilitating social-emotional maturity, dealing with other professionals, and working with parents.

Part III. In this part, respondents were asked to indicate, on a five-point scale, their perceptions regarding thirty barrier statements in terms of the effect each barrier may have in limiting the quality of the mentally retarded program outcomes.

Out of the 204 questionnaires distributed, 166 were completed and used in this study.

The forty competency statements were ranked according to the mean ratings of their perceived importance and perceived professional development priorities. A multivariate analysis of variance test was utilized to determine differences regarding the perceived importance of the seven major competency areas and differences regarding respondents' needs for professional development on the various levels of the independent variables (sex, location of school, age, educational level, years of experience, type of work, and citizenship). Differences in perceiving the thirty barrier statements were tested using a chi-square test of homogeneity.

In addition to findings regarding the distribution and classification of respondents according to their independent variables, the following major findings were reported.

1. In terms of their perceived importance, the seven major areas were ranked as follows: (1) Conducting Instruction; (2) Facilitating Social-Emotional Maturity; (3) Working with Parents; (4) Planning Instruction; (5) Assessing and Evaluating Behavior and Instruction; (6) Classroom Management; and (7) Dealing with Other Professionals.
2. The five competencies perceived as being most important were: (a) Selecting and operating audio-visual equipment; (b) Breaking tasks into small steps from simple to complex; (c) Choosing instructional methods for specific lessons; (d) Keeping a record of students' assessment to help in knowing students' progress; and (e) Using a multi-sensory approach when teaching.
3. In terms of perceived needs for professional development, the seven major areas were ranked as follows: (1) Working with Parents; (2) Planning Instruction; (3) Conducting Instruction; (4) Facilitating Social-Emotional Maturity; (5) Assessing and Evaluating Behavior and Instruction; (6) Classroom Management; and (7) Dealing with Other Professionals.

4. The five competencies where the highest need for professional development was felt were: (a) Using accepted principals of counseling, interviewing, and guidance in parent conferences; (b) Selecting and operating audio-visual equipment; (c) Selecting content appropriate to identified goals; (d) Formulating instructional goals for the year; and (e) Using behavior modification techniques.
5. The most serious barriers were perceived to be: (a) Lack of teacher aides; (b) Lack of parent understanding and support; (c) Lack of screening devices to identify children with special needs; and (d) Lack of appropriate playgrounds.

To my parents, my wife, Monirah,
and my lovely son, Majed

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CHAPTER I

INTRODUCTION

Proper provision of educational services to the handicapped in any given society is a reflection of the respect of human beings and their variances and the nature and degree of advancement possessed by that society. Educating the handicapped is deemed important, for it is a good economic investment, as well as being a humanitarian responsibility. The quality and efficiency of the delivery system of services are believed to be determined by several factors, probably the most important of which is the availability of "qualified personnel." That, by itself, will facilitate the existence of the other important factors such as educational facilities and materials, well-planned curricula, and productive supervision. Therefore, the availability of professionally-prepared personnel must form the first step in planning for and establishing programs for the education of the handicapped.

Heller (1968) attributes the difficulties in developing programs for the handicapped to a "critical shortage" of trained personnel. Dunn (1963) considers the availability

of "broadly-prepared" educators as a very important factor which will help each exceptional child to realize his/her full potential. Regarding the importance of well-trained personnel to the provision of quality services for the handicapped, Voelker (1967) stated:

> To a very large degree the worth of the special education programs for the exceptional children depends upon the quality of the teaching staff. Just as it is recognized that superior teachers are needed for regular grade children, so it is essential that highly capable teachers be employed to teach exceptional children if they are to realize their maximum development. If this is to be reached considerable attention must be given to the recruitment, selection, and in-service professional growth of the men and women who will serve as teachers of these boys and girls. (p. 656)

Continuous efforts are being made in the United States aimed at the inclusion of all the handicapped in suitable educational settings and the improvement of the quality of human resources responsible for the education of the handicapped. Such action is being taken in response to laws passed by the government, such as P.L. 85-926, P.L. 88-164, P.L. 94-142 and others. Third-world countries, on the other hand, are still in a stage comparable to that of the United States at the turn of the century.

For example, in Saudi Arabia knowledge of the holy Qur'an used to be the only qualification required for someone to be eligible for a teaching position, since the main purpose of education was to help people better perform their

religious obligations. In the 1940s and 1950s, completing a three-year preparation program after the sixth grade used to be required to be an elementary school teacher. More recently, in the early 1970s, two-year colleges were established to prepare elementary school teachers.

As far as special educators are concerned, there is no particular preparation program for teachers of exceptional children. This might be due to the general shortage of teachers, which makes the preparation of regular classroom teachers first priority, or it might be due to the recency of special education in Saudi Arabia and the unavailability of qualified administrative and instructional personnel who are capable of establishing preparation programs. Therefore, the problem confronting those seeking the improvement of special education programs is the absence of qualified personnel, an issue to which this study was addressed.

Purpose of the Study

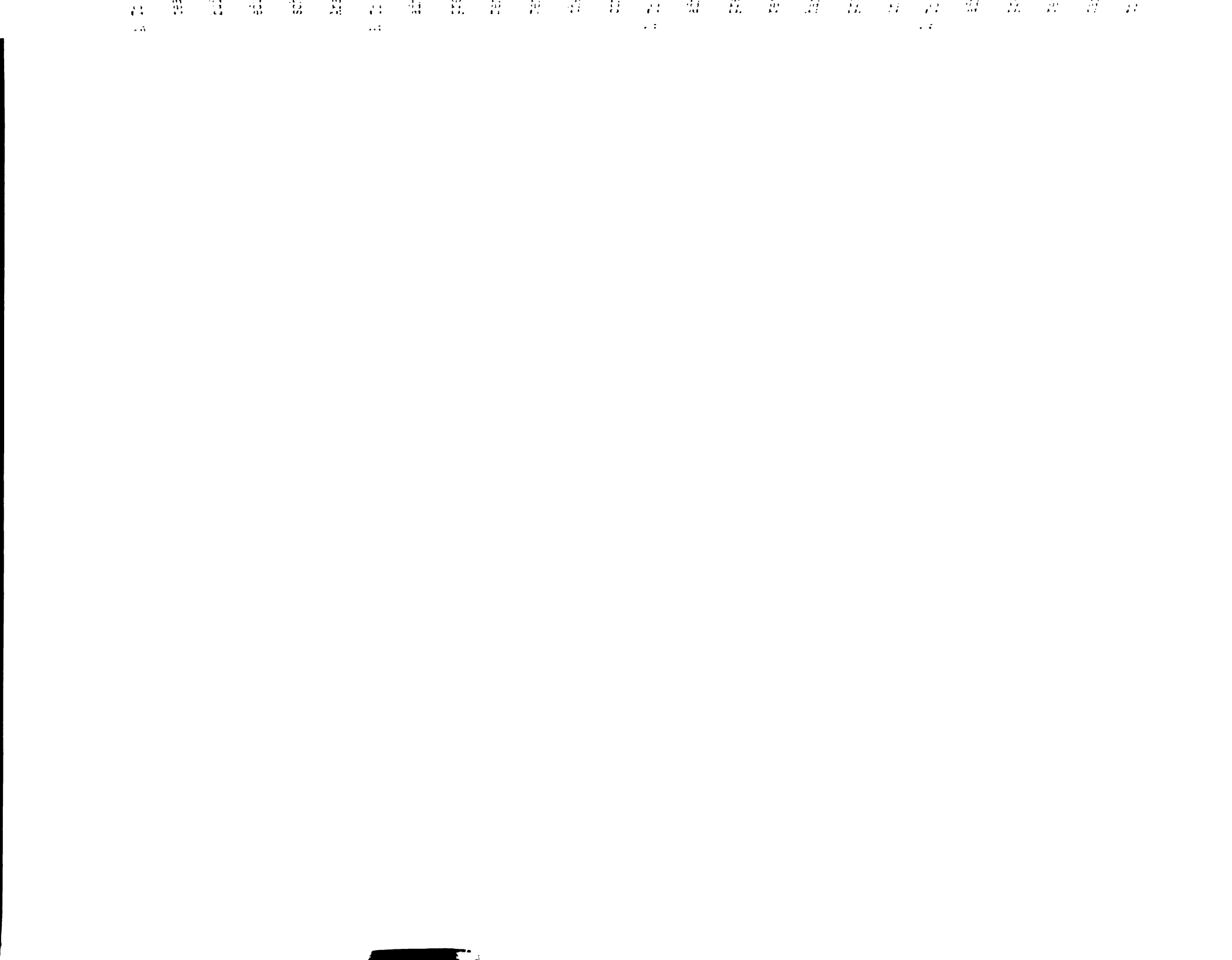
In order to identify and validate the competencies needed for teachers of the mentally retarded, three steps are thought to be involved in the process.

1. Teachers in the area of mental retardation should first determine the important knowledge, skills, and competencies needed in the performance of their work. Because of teachers'

daily contact with the mentally retarded, their opinions will be the best representation of the needed qualifications.

2. The second step involves observational practice, by visiting schools or classrooms of the mentally retarded to determine the degree to which those skills or competencies thought to be important are put to actual practice with the mentally retarded.
3. Finally, measuring the behavioral changes on the mentally retarded and determining whether or not positive changes have taken place as a result of the application of a skill or competency.

Apparently it is not feasible for an investigator in one investigation to collect information in all three steps at once. Several studies, Anttonen (1972), Foos (1972), and Hoeksema (1975), reported findings on the first step only. The purpose of this study was to gather information called for in the first step from teachers and administrators of programs serving the mentally retarded in the Kingdom of Saudi Arabia. The following objectives will help in clarifying the extended purpose of this inquiry:



A. To gather basic demographic information regarding teachers and administrators (ministry level and building level) presently involved in the education of the mentally retarded in the six schools for the mentally retarded in Saudi Arabia.

B. To examine the opinion structure of teachers and administrators (ministry level and building level) presently involved in the education of the mentally retarded in the six schools for the mentally handicapped in Saudi Arabia regarding the relative importance of selected teaching competencies for teachers of the mentally retarded.

C. To examine the opinion structure of teachers and administrators (ministry level and building level) presently involved in the education of the mentally retarded in the six schools for the mentally handicapped in Saudi Arabia regarding their professional development needs to be more effective in teaching the mentally retarded.

D. To examine the opinion structure of teachers and administrators (ministry level and building level) presently involved in the education of the mentally retarded in the six schools for the mentally handicapped in Saudi Arabia regarding the barriers to quality special education.

E. To determine whether or not any significant differences occur in the perceptions of the above variables when teachers and administrators are grouped according to variables such as sex, type of position held, educational level, citizenship, regional location of the school, and number of years of experience.

F. To recommend needed procedures for the improvement of the quality of special education programs which will result in a better education for the handicapped in Saudi Arabia.

Research Questions

This study was directed toward answering the following questions:

1. What competencies are perceived to be important by teachers and administrators (ministry and building level) presently working with the mentally retarded in the six schools of Saudi Arabia?
2. What competencies are perceived as being in need for professional development by teachers and administrators (ministry and building level) working with the mentally retarded in the six schools of Saudi Arabia?
3. What barriers are perceived by teachers and administrators (ministry and building level)

working with the mentally retarded in the six schools of Saudi Arabia to be limiting the quality of special education programs?

4. What are the differences in the perceptions of teachers and administrators (ministry and building level), when grouped according to sex, type of position, level of education, citizenship, regional location of the school, and years of experience, regarding the importance of competencies, their need for professional development, and the barriers to quality special education services?

Importance of the Study

Saudi Arabia is a developing country with a great deal of wealth that, if utilized wisely and efficiently, will help in promoting all community services. As mentioned before, the fate of students and the quality of educational programs are determined, for the most part, by the quality of the administrative personnel, especially the teachers. The urgent need for the establishment of teacher-preparation programs for special education to meet the increasing demand for teachers of the handicapped and to provide on-the-job training for teachers presently involved in the education of the handicapped is unquestionable; rather, it is long overdue. This study, therefore, will lay the foundations for the establishment of such programs, and its importance stems from the following factors:

1. By providing teachers' perceived needs for self-development, the Ministry of Education and colleges of education will be better prepared for the organization and conducting of in-service training for teachers of the mentally retarded, thus becoming acquainted with new developments in the field which will make them better teachers.
2. Teachers' and administrators' perceptions of the relative importance of selected teaching competencies to teachers of the mentally retarded will be of great value to teacher-preparation institutions in the establishment of preparation programs to prepare special education personnel in lieu of the heavy reliance on other countries to meet the obvious personnel shortages.
3. Administrators' and teachers' knowledge of important competencies needed by successful teachers of the mentally retarded will help them to periodically analyze and assess their levels of competence to know their weak areas so they can develop them. In addition, perceived important competencies can be utilized by administrators as an evaluation instrument to determine the level of competence of new applicants for teaching positions in the area of mental retardation.

4. Knowledge of barriers to quality special education will serve as a causative diagnosis of the problems confronting the improvement of special education services which will enable those responsible in finding suitable remedies for such problems.

Scope of the Study

Data used in this study were collected from teachers and administrators presently involved in the education of the mentally retarded in the Kingdom of Saudi Arabia. This included administrators on the central level working in the Ministry of Education located in Riyadh, the capital city of Saudi Arabia, teachers and building administrators (including support personnel) in the six schools for the mentally retarded. There are two schools in each of the three major cities of Riyadh, Jidda, and Dammam; one school for mentally retarded boys and another one for girls. The total number of those in charge of the program was 204 teachers and administrators divided among the six schools and the Ministry of Education as follows: 58 teachers and administrators in Riyadh's school for mentally retarded boys, 44 teachers and administrators in Riyadh's school for mentally retarded girls, 32 teachers and administrators in Jidda's school for mentally retarded boys, 27 teachers and administrators in Jidda's school for mentally retarded girls, 19 teachers and

administrators in Dammam's school for mentally retarded boys, 18 teachers and administrators in Dammam's school for mentally retarded girls, and 6 central administrators working on the Ministry of Education.

Limitations of the Study

Findings from this study should be viewed in the light of the following limitations.

1. It is expected that the majority of respondents will not be accustomed to field research techniques. Efforts will be made by the writer to explain and clarify to respondents the purpose and importance of field research in general and this study in particular. On the other hand, due to the segregated educational system practiced in Saudi Arabia, limited contact and interaction with female respondents will make it difficult to explain the questionnaire to each female respondent; instead, explanations will be communicated to school principals and/or teacher consultants who will assume the responsibility of explaining to individual female respondents.

2. Although all Saudis working with the mentally retarded will be included in this study, the fact that the number of non-Saudi respondents is greater than three times that of Saudi respondents may affect the generalizability of the results in terms of which competencies are important, needs for professional development and the barriers to quality special education programs.

3.

4.

3. Overprotection and fear of losing their jobs could result in respondents' underestimation in viewing their professional development needs. This might be more so in the case of non-Saudi respondents. On the other hand, fear of offending the central administration could affect the objectivity in rating the barrier statements.

4. Only completed questionnaires will be utilized in this investigation.

Definition of Terms

1. Competency statements. Refer to specific skills, behaviors, and knowledge thought to be important for teachers of the mentally retarded.
2. Perceived need. The respondents' assessment of their needs regarding professional development.
3. Barrier. A program component that could be limiting the quality of the program.
4. Mentally retarded. According to the definition set forth by the Ministry of Education, a mentally retarded child is "one whose IQ is between 50-75."
5. Special Educators Training Institute. A one-year teacher training program located in Cairo, Egypt. Most of the respondents surveyed are graduates of this institute.
6. Competency Based Teacher Education. Refers to teacher education programs where demonstrated competence of teaching skills is the criterion for certification.

7. The six schools. Two schools are located in each of three cities, Riyadh, Jidda, and Dammam, and are known as The Mentally Retarded Institution for Boys/Girls.

Organization of the Study

The first chapter of this investigation included the introduction, purpose and objective of the study, research questions, and the importance of this inquiry, including the scope and perceived limitations. Related literature will be reviewed in the second chapter, beginning with a look into the special education program in Saudi Arabia, its history, and present status. The second section will examine the history and the trends in preparing special educators. The third part will review Competency Based Teacher Education, the problem of identifying competencies, and those competencies thought to be important for teachers of exceptional children in general, and the ones needed for teachers of the mentally retarded in particular will be explored. Chapter III presents the methodology, the procedures followed in preparing the instrument, subjects, data collection, and data analysis will be described. Chapter IV provides data analysis and the obtained results. In Chapter V, a discussion, conclusions, recommendations, and summary will be provided.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The literature reviewed for this study is divided into three main areas. The first area pertains to the history and present status of special education programs in the Kingdom of Saudi Arabia. In this part, the establishment and the continuing development of services for the handicapped are reviewed. Such a review is deemed necessary in order to establish an understanding of the present status of special education in that country. The second area reviews studies regarding the different trends and developmental changes that have taken place through the years in the preparation of special educators in the United States. The third area examines Competency Based Teacher Education, and the competencies requisite for teachers of handicapped children in general, and those for teachers of the mentally retarded in particular.

Education of the Handicapped in Saudi Arabia

Special education in the Kingdom of Saudi Arabia is still in its infancy. As recently as 1958, a group of

volunteers started evening classes in the capital city, Riyadh, to teach some of the visually handicapped using the Braille method. Two years later, in 1960, these evening classes were converted into an institution known as The Light Institute for Teaching and Training the Blind in Riyadh. Other institutes were then established in different cities to serve the visually handicapped. In 1964, special education services were broadened to include the deaf, when two institutes were established in Riyadh to provide education to deaf boys and girls separately. In 1971, the mentally retarded were finally granted the rights of education and training when two institutes were established in the capital city, Riyadh, to offer services for some of the mentally handicapped (Ministry of Education 1972).

In the academic year 1979-1980, there were 26 institutions serving 2334 students (Al-Jazeerah 1979).

Services are provided in institutional settings for all student categories, except for some students who live in the cities where the institutions are, and who have families who are willing to drive them to and from the school.

Although the goals of special education may differ from one country to another, and from one group to another, the author believes that the most important goal that has to be taken into consideration universally, when planning or implementing services for the handicapped, regardless of the

kind or the degree of their handicap, is that of enabling each child to develop to the maximum of his/her potentiality. The direction of the needed development is usually drawn from each country's political, economic, cultural and religious principles. It is equally important to mention here that regardless of how good they sound or appear, goals have no value unless they are converted into practice. As stated in the Report on Special Education of Handicapped Persons, the goals of special education in the Kingdom of Saudi Arabia are:

A. Moral and Religious Education--Train them in performing the duties of the Orthodox Islamic faith, protect them from delinquency and guide their behavior towards moral and religious values that are considered the foundation of their psychological and moral adjustment in an Islamic society.

B. Preserving General Health and Physical Fitness--Protect them from diseases, create health consciousness in them and train them in maintaining their physical fitness, teach them to care for themselves, acquire sound health habits and how to move around easily and recognize the sources of danger.

C. Social Adjustment--Guide and train the handicapped (with the help of experts) to take active participation in their community, to contact other people and cooperate with them as equal individuals who abide by the laws of social conduct and public welfare, help them to reach the point where they can accept and face reality, to adjust to all situations in a way which enables them to satisfy needs and overcome tensions, and to establish relations with the society on the basis of positivity and self-confidence.

D. Vocational Adjustment--Develop the sane and sound physical and mental skills and potentialities of the handicapped by steering them to occupations

and professions that suit their abilities. This is based on the theory that what is left for a person is more important than what is lost for him. Vocational adjustment operations cover professional training and create desirable habits in the successful worker such as perseverance, concentration and social response such as obedience and good character.

E. Academic Education--Create an educated handicapped person. Either adopt the general curriculum for those handicapped who enjoy the same mental capacities as sound persons--such as the blind and the paralyzed or prepare special curricula for other groups which provide them with an adequate number of fundamental courses that suit their mental capacities.

F. Public Awakening and Granting the Handicapped Special Facilities--In view of the fact that the problem of the handicapped concerns in the first place all members of the society and affects the competence of a sizable number of the community, the programs of Special Education aim, among other things, at putting science, the efforts of experts and the various media of information in the service of spreading public awareness in order to explain the nature of the problem, provide guidance to parents and get the society acquainted with the capacities and capabilities of handicapped persons, the methods to deal with them and the methods of protection against disability of any kind.

This includes easing of the burdens of life for the handicapped and granting them special privileges to facilitate their socio-economic stability, such as passing legislation that govern their employment, granting them reductions in transportation fares, exempting them from paying custom duties, granting extra allowances to those working for the handicapped, creating industries for them that enjoy protection against competition, establishing audio-visual libraries and organizing services of home schooling for the handicapped who have not yet reached school age or are of older age. All this is done in line with the modern world renaissance and in accordance with the most modern technical methods applied by advanced countries. (Ministry of Education 1972, pp. 7-9)

The conversion of educational goals into practice is the responsibility of the administrative body which has the authority to make decisions regarding planning and implementing a suitable delivery system, hiring the needed personnel, providing the needed equipment, buildings, materials, etc., constructing curricula that serve the outlined goals and objectives, and supervising the overall program operation.

For a delivery system to be operated efficiently, well-trained human resources are a must. These resources include teachers, administrators, consultants, directors, and other support personnel. Another important factor is the availability of sufficient financial resources. In the case of Saudi Arabia, with its huge wealth, financial resources have no significance as a barrier in reaching quality special education. The special education budget for the year 1960-61 was about $25,000, whereas in the year 1976-77 it was increased up to about $27,000,000 (Al-Jazeerah 1979). On the other hand, human resources form a serious obstacle. Both the quality and the quantity of Saudi teachers in the area of special education are far from sufficient to meet the existing need. This is also true in education in general, especially at the junior high and high school levels.

In 1972, teachers of the mentally retarded were non-Saudis, from neighboring Arab countries, who had one

year of training in special education after high school (UNESCO 1972).

According to recent statistics, out of the 711 teachers in special education, 432, or 61%, are Saudis. The majority of them are in the area of visually handicapped, 404 teachers, or 83%. Twenty-two teachers, or 15%, are teachers of the deaf, and 6 teachers, or 7%, teach in the area of mental retardation (Ministry of Education 1979).

As far as the quality of teacher education is concerned, it may be looked at from two different perspectives. First, some Saudi teachers are trained in occasional training courses, independent of any permanent system, lasting from 2-6 months (UNESCO 1971). Another alternative for training special educators has been to send classroom educators, who have spent a minimum of two years teaching, to enroll in The Special Educators Training Institute for one year, to be trained in one of three areas, visually handicapped, deaf, or mental retardation. These teachers are enrolled in the institute on a voluntary basis.

The Special Education Department at the Ministry of Education seems to be dissatisfied with the outcome of this training program; therefore, scholarships have been stopped, and the administration is seeking other programs available in other Arab countries. However, as of April 1980, no other alternatives have been found because all Arab

countries are in the same situation when it comes to special education. Another solution that the administration is considering is cooperation with local universities to establish a training program (General Director of Special Education Programs; personal communication Feb. 1980). Second, non-Saudi teachers are mainly Egyptians who have completed one year of training at the training institute mentioned above. They form a great majority, especially in the areas of the deaf and of mental retardation. The author of this survey questions the dedication of most of the non-Saudi teachers, a factor which is likely to affect the outcome of their teaching one way or another, because it is believed that most non-Saudi personnel came to Saudi Arabia to earn a living more than anything else.

The physical facilities of almost all institutions are former villas (UNESCO 1972). The Carnegie-Mellon Institute of Research (1977) reports that the present plant facilities are not sufficient to facilitate services. In most cases institutions are founded in leased spaces that were not constructed to serve for educational purposes. Reports indicate that small classes, as well as lack of space for offices, teachers' lounges, playgrounds and indoor gymnasiums, are considered as having negative effects on program outcomes (UNESCO 1972).

The number of children in need of special education in the Kingdom of Saudi Arabia is still undetermined. During the year 1974-75, out of 865,545 school-age children,

1784 handicapped children were receiving special education services. This is the equivalent of 0.21%. In 1977, out of 652,474 school-age boys, "only" 1690, or 0.26%, handicapped boys were served (Nader 1979). In the area of mental retardation, Dunn (1969) estimates the total number of the mentally retarded to be about 12,000 to 16,000. This number is divided into the following categories:

EMR boys	3,700 to 5,400		
EMR girls	830 to 1,660		
TMR	1,200	and SMR	6,250 to 7,500

Dunn's estimates are based on the school-age population as of 1967-1968. Mikkelsen (1971) estimates the number of mentally retarded in Saudi Arabia to be 25,000. According to UNESCO (1972), in addition to the number of the total population and its distribution by age groups, the newborn rate, and the mortality rate, the following considerations have to be kept in mind before a realistic estimate of numbers can be obtained:

1. The definition of who is considered mentally retarded;
2. The principle difficulties of the country; and,
3. The characteristics of the population from which the sample is drawn. (p. 26)

Preparation of Special Educators

Since the voluminous literature on the subject of preparation of special educators is time consuming to review, this part of the chapter will focus primarily on the historical background of this preparation and the growth trends which have accompanied the continuing changes in preparing special educators in general, and teachers of the mentally retarded in particular.

History

The emergence of training teachers to work with the handicapped can be traced back to the late 18th and 19th centuries. Outstanding specialists such as Hauys Abbe de L'Epee, Heinicke, Pereira, Elliot, Itard, Seguin and Gallaudet were offering in-service training in different forms: 1) supervisory on-the-job instruction, 2) short, intensive courses held on the school sites, or 3) live-in apprenticeships in residential schools (Connor 1976). Summer sessions and special courses were the next developments to take place in teacher preparation, according to Connor.

Preceding the establishment of special education departments in colleges and universities, professional training used to take place in residential settings. In 1904, Vineland Training School opened its doors for training teachers of the mentally retarded in a summer training

session (Hill 1945). Before that, in 1891, Gallaudet College started training of teachers of the deaf (Craig 1942).

Among the first institutions to offer special education courses were the University of Pennsylvania, with a three-course sequence in the "Education of the Mentally Retarded" in 1897, New York University with one course in the "Education of Defectives" in 1906, and Columbia University, 1908, which offered a course under the title "Psychology and Education of Exceptional Children" (Wallen 1914). Such initiations were in part a response to the large demand on teachers who possessed the needed skills in working with the handicapped, so that enough teachers would be available for public schools, where many types of handicapped students were. According to DeRidder (1950), the increase in the enrollment of handicapped students in public schools was attributed to "increased enforcement of compulsory education laws," and the preference for students to attend community schools rather than going to residential institutions.

Much attention was devoted to the quantity of teachers to meet the increasing demand, while some individual concerns were voiced as indications of the need for looking into the qualifications of the special education teachers (Miller 1910, Sickle et al. 1911, Wallen 1924, Haines 1925, and Darsie 1929). For example, in 1924 Wallen considered the following three requirements to be basic for teachers preparing to work with any handicapped children. These were:

> (a) preliminary fundamental training equivalent to a two-year professional course in a standard normal school or college; (b) basic technical training, including courses in clinical psychology and psychopathology, or subnormal and abnormal children, and in the clinical examination of exceptional children, including physical, anthropometric, and psychological tests, and the working-up of case histories through field investigations. In addition thereto, they should possess (c) specific technical preparation for training the particular type of defective which they expect to teach, including courses in the necessary sensori-motor, industrial arts, specific corrective and remedial training, and adequate observation and practice under competent critic teachers. Special class teachers should have earned from twelve to fifteen semester hours' credit in the basic and the specific technical courses. (p. 110)

Frampton (1955) suggested the following five steps that have to be taken into consideration when planning a program or a curriculum to prepare special education teachers. They were:

1. Analysis of both the apparent needs of each type of exceptional child and the existing teaching methods of meeting these needs.
2. An analysis of the special training the teacher needs for work with each type of exceptionality if she is to provide effective service.
3. A series of area curricula and admission standards based on 1 and 2 above.
4. A study of the situations and problems common to all areas, and also of those distinctive of each area. To those horizontal and vertical courses an orientation course should be added.

5. The entire program must be in detail and must be submitted for criticism to a large number of experts in general education and also in special education, both teachers and administrators.

Frampton also recommended that candidates for preparation programs should have a previous degree and experience with non-handicapped children.

In September of 1958, special education in general and the preparation of personnel in particular entered a new era. It was then that P.L. 85-926 was passed, authorizing grants to universities and colleges for training leadership personnel in mental retardation. In 1963, P.L. 88-164 was enacted to include several disability areas in addition to mental retardation. A number of other laws were passed thereafter, the most recent of which was P.L. 94-142 (the Education for All Handicapped Children Act of 1975), with all of them aiming toward the betterment of education of handicapped children and the expansion of the theoretical and empirical data base of special education (Burk 1976, Martin 1968).

According to Schleir (1931), a growing concern over the quality of special education teachers was evident. Several states had specified the need for special training and certification of teachers in order to educate the

physically and mentally handicapped. By the year 1952, 32 states had established their certification requirements for teachers and other special education personnel (Goldberg 1952).

In 1966, the Council for Exceptional Children (CEC) issued a report on "Professional Standards for Personnel in the Education of Exceptional Children." These standards were meant to apply to institutions of higher education offering preparation programs for teachers of exceptional children. The report covered areas such as: organization and administration of preparation programs, selection of teacher candidates, faculty, curricula, facilities, and student teachers. As far as the curriculum was concerned, a "common core of knowledge" was deemed important for all those seeking to work with the exceptional children, consisting of courses in areas such as human learning, child development, differential psychology, language development, and skills in psycho-educational procedures and remediation and motor development in children. In the area of special education, the report recommended that general knowledge in relation to characteristics, prevalence, educational procedures, and research of all disability areas be included in every preparation program. On the other hand, it recommended that certification for individual categories include at least the following:

a) nature, needs, and problems of children with the exceptionality;
b) methods and materials in the education of the particular group of children;
c) history, philosophy, and research relevant to the particular field and to exceptional children generally; and
d) a broad program of laboratory and field experience. (pp. 9-10)

Trends

As a growing concern developed over the effectiveness of categorical special education and the efficacy of special classes, Dunn (1968) and Nelson (1971), among other researchers, brought to the scene of teacher preparation several alternative models, such as resource room teachers, itinerant teachers, clinical teachers, and other specialists to help the regular classroom teachers meet the needs of handicapped students who had been brought back to public schools.

Criticizing special classes and their effectiveness, Dunn (1968) called for a special education revolution. He stated:

> We should try keeping slow-learning children more in the mainstream of education, with special educators serving as diagnostic, clinical, remedia, resource room, itinerant and/or team teachers, consultants, and developers of instructional materials. . . . (p. 11)

Along with his proposal, Dunn suggested the establishment of "Special Education Diagnostic and Prescription Generating Centers." Slow-learning pupils would be enrolled in such centers, where master teachers of different specializations "perceptual training, remedial education, motor development,

etc." who had access to physicians, psychologists, and social workers, would prescribe effective teaching methods to be followed by the classroom teacher.

Schwartz (1971) further explained the task of a clinical teacher as being able to 1) diagnose children with varying disabilities which include assessing individual differences regarding maturation, social, academic, and prevocational behaviors, and 2) prescribe and implement individualized instruction, which includes educational analysis, planning, curricula development, and media utilization.

McKenzie et al. (1970) designed a graduate program leading to a Master of Education degree to prepare consulting teachers to assist elementary teachers in the management and education of handicapped children. Consulting teachers differ from resource teachers and clinical teachers in that they have no direct classroom responsibilities; rather, they help the regular classroom teacher in his/her room with diagnosis and appropriate remediation to meet the needs of handicapped students. Curriculum components to train such a specialist, according to McKenzie, include the following:

1. Instruction in principles of behavior modification;
2. Application of these principles to meet the needs of handicapped children in regular classrooms;
3. Precise daily measurement and monitoring of a child's progress to ensure that contingencies, methods, and materials are effective;
4. Procedures for training parents and teachers in the principles and application of behavior modification techniques;

5. Research training to increase skills in devising and evaluating education tactics;
6. Development of supplementary materials suited to the particular needs of handicapped learners;
7. Methods of advising elementary school teachers in the management and education of handicapped learners. (p. 138)

As far as the training of teachers of the mentally retarded is concerned, attention was given to the quality of their training as far back as the 1930s. The special education subcommittee of the "White House Conference on Child Health and Protection," which was held in 1930, found that a large portion of students preparing to teach exceptional children were those planning to work with the mentally retarded. The majority of them enrolled in a six-week training course, or less. In its recommendations, the committee suggested that general knowledge in the education of the handicapped children should be included in programs preparing teachers, principals, and supervisors for work in elementary schools. On the other hand, for those preparing to teach the mentally retarded, in addition to the completion of the requirements of regular classroom teachers, the following areas were suggested by the committee:

1. Mental hygiene,
2. Corrective physical training,
3. Speech improvement and correction,
4. Individual testing of mentally handicapped children,
5. Special methods of teaching mentally handicapped children,
6. Observation, participation, and practice teaching in classes for the mentally handicapped. (White House Conference, 1931, pp. 560-7)

Olson and Hans (1964) described a similar, yet more elaborate program to prepare teachers of the mentally retarded. The main components of the program were:

1. a sound general education with an emphasis on courses in the behavioral sciences, depending on each student's interests and previous experiences;
2. early exposure to the field of special education, through volunteer activities with the MR, membership in professional organizations, and early exposure to university courses in the area of mental retardation;
3. instruction in curriculum and teaching methodology; and
4. an opportunity to observe excellence in teaching.

The fourth component was viewed as the most important aspect of any teacher preparation program. According to Olson and Hans, traditional practicum experiences were not sufficient to fulfill such requirements; they encouraged teacher trainers to demonstrate to their students the application of the principles that they taught them. Also, master teachers could be utilized by having the students observe their teaching and evaluate it jointly with the professors.

A more detailed and comprehensive preparation program for teachers of the mentally retarded was presented in the

Council for Exceptional Children report "Professional Standards for Personnel in the Education of Exceptional Children" (CEC 1966). The highlights of the program were:

A. Historical, philosophical, and sociocultural foundations;

B. Behavioral development, growth, maturation, and learning;

C. Measurement and evaluation;

D. Instruction, curriculum-methodology; and

E. Practicum, observation, demonstration, participation, and student teaching.

As mentioned earlier, inadequacies of categorical special education, especially for the mildly handicapped, were an issue of heated debates and numerous studies among specialists--Dunn (1968), Lilly (1971), Hammons (1972), Gallagher (1972), Connor (1964), Johnson (1962), and Blatt (1960). All were expressing their dissatisfaction with the segregation practiced in special education. The result was a return to practices similar to those in the early period of special education, accomplished by placing the mildly handicapped back into public schools and reserving the separate classes and/or buildings for the more severely handicapped. Thus, the emphasis in teacher education programs was altered in order to provide qualified personnel to meet the needs of the handicapped in their new settings.

Teacher Competencies

Introduction

Several factors were thought to be forcing the call for changes in special education teacher education. Among these factors were: 1) the policy of holding schools accountable for providing quality education for all children, 2) legal decisions regarding the inadequacy of evaluation procedures used with culturally different children, and 3) criticism of special education services' quality (Meyen 1976, Anderson et al. 1976, and Bullock et al. 1973). One direction which specialists in the field are now following in preparing personnel to work with exceptional children is Competency Based Teacher Education (CBTE). Bullock (1973) states:

> In response to the accountability movement, concentrated efforts have been made to delineate competencies relevant to teachers of emotionally disturbed and socially maladjusted students, which may become the basis of college/university training programs in this area of specialization. (p. 8)

The Problem of Competency Identification

A major obstacle in implementing CBTE programs is the identification and validation of competency statements. In this regard, Lilly (1979) indicates that "competency-based training is exciting and rewarding. . . . Development of competencies sometimes seems like a frustrating, impossible

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task . . ." (p. 25). The literature reviewed reveals different approaches that have been applied to identify and/or validate competencies. Some of these approaches will be analyzed.

Reliance on experts' opinions. Applying this approach, needed competencies are generated by specialists in the field of special education, such as researchers, teacher educators, and leaders in state departments of education. Examples of such procedures are reported by the National Association of State Directors of Teacher Education and Certification (1976), Newcomer (1978), Cruichshank (1966), and Rosenshine and Furst (1971). According to Shores et al. (1973), competency statements in the above-mentioned works are more of "broad standards for training"(as in Cruichshank and NASDTEC) or "specific behavior statement" (as in Rosenshine and Furst). Although he believes that expert opinion is an "appropriate starting place" toward the identification of competencies, he states that it "does not constitute sufficient validation."

Another approach, which is regarded as an extension of the previous one, is that of weighing competencies generated by experts against the perceptions of practitioners (i.e., teachers of exceptional children, principals, supervisors, support personnel, and others) regarding the need for, and the importance of, such competencies in their daily

routine with the handicapped. Several investigations have reported the use of this approach (Mackie et al. 1959, Mackie et al. 1957, Giguere 1966, Gargiulo 1979, Freeman and Backer 1979, Monaco and Chiapetta 1978, Northcott 1972, Dorward 1963, Dykes 1975, Dziuban and Sullivan 1978, Bullock and Whelan 1971, Hoeksema 1975, Herr, Algozzine, and Heuchert 1975, Anttonen 1972, and Smith 1979). Practitioners against whom competency statements were weighed in these studies included: regular classroom teachers, special education teachers, state department administrators, local education agency administrators, state directors of special education, teacher educators, and school principals. The population studied ranged from graduates of a single institution to national participation, but no cross-cultural studies have been sighted.

Although the verification of competency lists which have been developed by experts against the judgment of practitioners has brought the problem of competency identification one step closer to being resolved, this procedure has its shortcomings. This led Shores et al. (1973) to state:

> Before a competency statement is considered valid, it should be demonstrated that successful teachers actually engage in the behavior or skill described, that the skill discriminates between successful and unsuccessful teachers, and that it has the desired effect on children's classroom performance. (p. 193)

In lieu of asking teachers of the educable mentally retarded to identify the essential tasks for their work,

Rotberg (1973) used an observational method called "the critical incident technique" to determine those tasks. Observations were carried out by four groups professionally associated with the education of the educable mentally retarded. The groups were composed of 132 teachers, 3 teachers' supervisors, 45 principals of schools with classes for the educable mentally retarded, and 11 student teachers. Participants were oriented in group meetings, or individually, then provided with standard forms to be used for reporting observed behaviors.

Coker (1976) reports a similar approach which was used to identify and measure teacher competencies for the Carroll County Project. The first year of the project was spent on literature search, acquiring documents and information, and visiting sites. The monitoring committee, consisting of three classroom teachers and three regular consultants, cooperatively developed a list of generic competencies. Following these statements, the committee listed performance criteria for each competency. Then five observational instruments were selected to be used in measuring the identified competencies in classrooms. Out of all the teachers in Carroll County, 63 volunteers to participate in the project. Three of those were selected for observation tasks, and the remaining 60 have agreed to serve as subjects. All phases of the study were then explained

to observees in summer workshops. Explanations included competencies, observation instruments, and student outcome measures. A series of observations was conducted with the use of the five observational instruments to record observed behaviors. In his concluding remarks Coker states:

> To design and implement such a certification system based on demonstrated competence will require many years of well-planned studies. . . . Preliminary findings indicate that it is worthy of investigation, as it offers at least a feasible alternate to present systems of establishing credentials. (p. 56)

Competencies of Teachers of the Handicapped

Prior to the mid-'50s, personality traits and personal qualifications were used to characterize good teachers. In 1947, for example, Symonds described a successful teacher as the one who:

A. Likes teaching;

B. Is personally secure, has self-respect, dignity, and courage;

C. Identifies himself with the children;

D. Accepts aggression of boys and girls, laziness, slowness, etc.;

E. Is free from anxiety; and

F. Is not self-centered or selfish.

In 1950, Lord and Kirk had a similar set of personal qualifications which differentiated successful special

education teachers from nonsuccessful ones. Such sets of traits or qualifications were based on an individual effort and opinion.

H. E. Robinson (1955) surveyed the opinion of 547 teachers, 173 superintendents, and 28 college professors in the State of Texas regarding the basic education of teachers of special education. The ten most desirable "personality traits" and "competencies" in order of importance were:

1. Possessing a sincere regard for and appreciation of children;
2. Possessing an understanding of the nature, and how to nurture the needs of, exceptional children and the wishes of parents;
3. Mastery of subject matter in the core areas, including remedial reading;
4. Being able to accept slight improvement of children with serious limitations;
5. Being rated as an outstanding teacher with prior experience with normal children;
6. Being mature, stable, and wholesomely sound mentally, emotionally, and physically;
7. Master of the use of all available materials and a variety of teaching methods;
8. Being kind, considerate, and cooperative, with initiative in working with everyone interested in exceptional children;
9. Being courteous, mannerly, and tactful in dealing with children and parents;
10. Possessing faith in self and in the potential of children. (pp. 276-7)

In 1959, Mackie, Dunn, and Cain reported the general findings from their separate studies of ten areas of special education. The intent of the report, entitled "Professional Preparation of Teachers of Exceptional Children," was to "trace the common threads running through the qualifications

and preparation of special teachers" (p. 2). The following competencies were reported as being important to teachers of the handicapped:

1. Technical knowledge appropriate to the specialized area:
   - Social and psychological understanding.
   - Professional literature and research.
   - Medical factors.
   - Legislative provisions.
2. Developing and adjusting the curriculum and using specialized teaching methods:
   - Individualize curriculum.
   - Appropriate teaching methods.
   - Create favorable classroom environment.
   - Develop skills needed by the child because of his deviation.
   - Provide stimulating experiences for intellectual, social growth.
   - Provide opportunities for the handicapped to play and work with normal children.
3. Counseling and guiding:
   - Help pupils with their educational, as well as social, emotional and vocational problems.
   - Counsel children on their personal attitudes toward their handicaps.
4. Tests and records:
   - Ability to organize cumulative records of children.
   - Ability to draw educational interpretations from:
     1. medical reports
     2. psychological reports
     3. reports of social workers
   - Ability to administer individual IQ tests.
   - Ability to administer group achievement tests.
5. Working with adults and organizations:
   - Understanding of the purpose of local and national agencies concerned with the handicapped.
   - Ability to work with parents.
6. Administration and organization of programs:
   - Ability to contribute to community leadership in establishing an educational program for children in the special area.
7. Teaching in more than one area of exceptionality:
   - Knowledge of methods of teaching the mentally retarded and the gifted.
8. Education of normal children:
   - Knowledge of methods and techniques of teaching normal children.

9. Personal traits, characteristics:
   · Flexibility, resourcefulness, understanding, and patience. (pp. 18-35, 100-1)

In the literature reviewed, several studies were directed toward the investigation of important teaching competencies of a single category. Some were comparisons between two groups of teachers in two different professional areas, such as elementary and special education teachers (Gargiulo 1979), and regular classroom teachers and teachers of the emotionally disturbed (Dorward 1963), or comparisons with an earlier study (Bullock and Whelan 1971).

Some of these studies will be analyzed in this part of the review of literature for two reasons:

1. The trend toward "more generic, support-oriented special education personnel" (Reynolds 1979, p. 6), and
2. The opinion that "the responsibility of the preparation programs remains to produce teachers who can function maximally in each of the educational settings available to handicapped children and youth" (Connor 1976, p. 392).

In 1979, Freeman and Becker conducted a study "to examine the opinion structure" of professionals in the State of Illinois regarding the relative importance of competencies for teachers of the learning disabled. On the basis of the competency document prepared by the Division for Children

with Learning Disabilities, Freeman and Becker developed a list of 66 competency statements. The respondents, consisting of 409 specialists in learning disabilities, were asked to rate each of the competency statements on a five-point scale, with (1) indicating low importance, and (5) indicating high importance. As the findings of the study indicate, the following competencies received the highest rating by the total group:

A. Interpreting assessment results to parents and teachers;

B. Planning, implementing, monitoring, and evaluating the remedial programs for the learning disabled child with special emphasis on reading;

C. Selecting appropriate curricular materials and teaching strategies;

D. Assisting the classroom teacher with appropriate suggestions for teaching and behavior management;

E. Establishing effective working relationships and lines of communication with other educators.

The following two competencies were reported to receive the lowest rating which was slightly under "average" importance:

A. Explaining historical and theoretical positions associated with learning disability; and

B. Designing and implementing research projects and reporting results in publications or presentations. (p. 76)

In a study aimed at differentiating between the perceptions of elementary and special education teachers regarding the needed competencies, Gargiulo and Pigge (1979) asked 300 elementary school teachers and 200 special education teachers (both groups were graduates of Bowling Green State University between 1968-1974 who were still teaching in Ohio) to respond to a list of 26 competency statements indicating their needs by selecting one of five response possibilities ranging from "not applicable" to "extensive need." Only slight differences were reported between the two groups as shown below. The five most needed competencies, as ranked according to their degree of need by the two groups, were:

Competency Statement	Special Education Teachers Rank	Elementary Teachers Rank
Ability to maintain order in a classroom and to assist in the development of self-discipline	1	3
Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	2	1
Ability to encourage and facilitate the development of social skills and enhance self-concept.	3	5
Ability to utilize observational techniques effectively in the classroom.	4	6
Ability to utilize reading organization skills to divide a class into reading groups.	5	8

(p. 341)

Another comparative study was carried out by Bullock and Whelan (1971). They asked 47 teachers of the emotionally disturbed in a mid-western state to rate a list of 88 competency statements according to their perceived importance, using a 4-point scale. The competency list used in this inquiry was developed and used in an earlier investigation by Mackie et al. (1957) as part of the nation-wide survey to determine competencies needed for teachers of exceptional children. In their study, Bullock and Whelan wanted to see how the competencies are rated in comparison to ratings of the earlier investigation. Findings of the study reported some differences in perception of importance between the two inquiries. Out of the 88 competencies, 12 were rated as being "very important," whereas in Mackie's investigation, 20 items were so rated. Only 5 out of the 12 competencies were rated "very important" in the earlier study. The following are a rank order of the 12 "very important" competencies:

1. A knowledge or understanding of the advantages of providing experiences in which pupils can be successful.
2. A knowledge or understanding of the education and psychology of various types of exceptional children.
3. The ability to tolerate antisocial behavior, particularly when it is directed toward authority.
4. A knowledge or understanding of basic human physical and psychological needs.
5. A knowledge or understanding of techniques adaptable to classroom situations for relieving tensions and promoting good mental health.
6. A knowledge or understanding of the advantages of flexibility of school programs and schedules to permit individual development and adjustment.

7. The ability to establish "limits" of social control (neither overprotective nor over-restrictive).
8. The ability to develop self-imposed social control within the pupils.
9. The ability to establish and maintain good working relationships with other professional workers, such as social workers and psychological personnel.
10. The ability to teach remedial reading.
11. The ability to avoid identical stereotyped demands of maladjusted pupils.
12. A knowledge or understanding of curriculum and methods of teaching the normal pupil.* (p. 487)

Mary Kay Dykes (1975) conducted a study to investigate the competencies needed by teachers of the crippled and other health-impaired children. Participants in this study were state department administrators of COHI** programs, local education agency administrators of COHI programs, and teachers of COHI children. Out of 395 nation-wide contacts, 179 completed forms were received; 76 local education agency administrators, 72 teachers, and 31 state department administrators. Respondents were asked to identify the competencies needed by special educators working with COHI children from a list containing 155 competency statements. Results of the study indicate that most of the competencies were needed, not only by teachers of the COHI, but by all persons employed to work in COHI programs. More similar competencies were perceived as needed by teachers and state department administrators than by state department administrators and local education agency

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*Competencies 1, 5, 6, 8, and 11 were also rated "very important" in the Mackie study.

**This term is being replaced by POHI (physically and otherwise health-impaired).

administrators (pp. 371-3). No comparison between the perception of teachers and that of local education agency administrators was reported.

Competencies of Teachers of the Mentally Retarded

Characteristics, skills, and competencies of teachers of the mentally retarded have been the subject of many studies throughout the literature dealing with special education. This part of the review of literature will focus on some of the studies that have been reported dealing with competencies necessary for teachers of the mentally retarded.

As mentioned earlier in this chapter, the concern over the qualities of teachers of the mentally retarded can be traced back to the 1930s. Concerns were expressed on an individual basis by suggesting a number of courses which were thought to be ideal for preparing outstanding teachers for the mentally retarded. This was also true regarding the qualifications or the characteristics of successful teachers of the mentally retarded. They were a mere reflection of personal opinion.

Fields (1953) listed ten qualities which he thought characterized a successful teacher of the mentally retarded:

1. Should see the need for and be in sympathy with the philosophy behind a special program for the mentally retarded;
2. Should have a well-balanced, emotionally mature personality;
3. Should have a good understanding and acceptance of children;
4. Should be able to create and maintain an effective relationship with others;
5. Should be willing to seek help from all available sources;

6. Should have special skill in planning and organizing;
7. Should have good physical health and maintain a good appearance;
8. Should have adequate training;
9. Should gain satisfaction from her/his work;
10. Should be able to guide and counsel children wisely. (pp. 253-256)

Similar qualifications and/or characteristics were reported by Wolinsky (1959) and Meisgeir (1965).

In a nation-wide investigation, Mackie, Williams, and Dunn (1957) developed a list of 100 competency statements divided into 7 subcategories:

1. Understanding the mentally retarded child in his place in society;
2. Developing a functional curriculum;
3. Understanding and applying appropriate pedagogical procedures;
4. Selecting, developing, and using appropriate instructional materials and equipment;
5. General orientation in special education;
6. Interpersonal relationships; and
7. Administrative and legal information.

Teachers participating in this survey were asked to rate the importance of each statement on a scale of 4 levels: very important, important, less important, and not important. They were also asked to indicate their level of competence in each statement by selecting one of three choices: good, fair, or not prepared. Regarding ratings of importance, the teachers rated 36 items "very important," 58 items "important,"

and only 6 items "less important." None of the competencies received an average rating of "not important." Regarding their own levels of proficiency, teachers gave the following average ratings to the 100 statements: 61 items "good," 38 items "fair," and only one item was rated "not prepared." The following are the ten most important competencies for teachers of the mentally retarded according to Mackie's study:

1. Recognize individual differences in pupils;
2. Help pupils develop acceptable patterns of behavior;
3. Select and use curriculum suitable to level and interest of pupils;
4. Skill in individualizing curriculum;
5. Interpret physical, psychological, and environmental behaviors;
6. Help pupils develop self-sufficiency;
7. Provide health education experiences;
8. Use a wide range of materials and methods in teaching;
9. Remain objective while retaining sensitivity to pupils' problems; and
10. Understand causes of maladjustment. (pp. 23-37)

Anderson (1976) studied the role of teachers of the educable mentally retarded. Thirty-four teachers of the EMR and 30 school principals were selected for the role-defining process. The participants were asked to respond to a role norm inventory consisting of 52 role norm statements divided into 4 subdivisions: 1) administration and organization; 2) curriculum and instruction; 3) guidance and evaluation; and 4) school-community relations. Four response categories were used: a) absolutely should not; b) preferably not; c) preferably should; and d) absolutely must.

Agreements between teachers and principals were reported regarding several role norms. Some of those were:

Administration and organization role:

- Attend all building meetings open to the entire staff;
- Use itinerant specialists to teach special class students;
- Develop and maintain a social case history on each student in his class;
- Attend conferences pertaining to the EMR child.

Curriculum and instruction role:

- Use behavior modification in teaching each individual child;
- Use individualized instruction in teaching academic skills;
- Make supplementary materials for his classroom;
- Test different teaching methods to determine which are best for each individual EMR child; and
- Organize a curriculum which provides for repetitions of basic concept.

Guidance and evaluation role:

- Counsel children regarding personal problems;
- Use play therapy as a guidance for teaching techniques; and
- Grade students in accordance with standards employed in the regular classroom.

School-community relations role:

- Invite parents to visit the special class prior to enrolling the child in the EMR program; and
- Ask parents of EMR children to participate in all regular PTA activities.

Foos (1972), in his doctoral dissertation, investigated the needed competencies for teachers of the trainable mentally retarded. Participants were 150 teachers of the TMR who were graduated from the University of Northern Colorado between 1965 and 1971. A list of 92 competency statements was developed and sent to teachers to indicate the need of each statement on a five-point scale. Competencies were divided into nine categories: 1) general; 2) learning, growth, and maturation; 3) measurement, evaluation, and research; 4) instruction, curriculum, and methodology; 5) self, family, and society; 6) community resources and relationships; 7) speech and language skills; 8) vocational preparation; and 9) behavior management. Respondents felt that the competencies listed were generally considerably or extensively needed in their work as teachers of the TMR. The following are some of the needed skills for teachers of the TMR. Each was rated "5" by at least 75% of the respondents:

1.

2.

3.

4.

5.

6.

7.

1. Help the TMR accept himself as a person of worth, 86.1%.
2. Organize and modify teaching aids and materials for use with TMR, 85.2%.
3. Devise tasks at a level to insure some success for each TMR, 84.2%.
4. Break tasks down into small sequential steps from simple to complex, 78.2%.
5. Build learning on real-life experiences, 76.2%.
6. Use concrete materials and concepts in teaching, 75.3%.
7. Structure experiences to develop desirable work habits, 75.3%. (pp.83-116)

In another doctoral dissertation, Hoeksema (1975) looked into competencies needed by teachers of the mentally retarded and their needs in respect to self-development or professional development. Subjects were graduates of Michigan State University majoring in mental retardation from the Fall of 1971 through the Spring of 1974. A competency list containing 63 statements was developed to be utilized in the inquiry. The 63 statements were divided among seven subcategories: 1) planning instruction (14 items); 2) assessing and evaluating behavior (6 items); 3) conducting instruction (9 items); 4) classroom management (6 items); 5) facilitating social-emotional maturity (9 items); 6) dealing and relating with other professionals (10 items); and 7) working with parents (9 items). Participants were asked to indicate the importance of each item for teachers of the mentally retarded on a five-point scale, with (1) indicating the least and (5) indicating the greatest importance of the item. On the other hand, for rating their

self-development priorities, the following response options were utilized: no need, low need, moderate need, or high need for professional development. The five most important competencies, as perceived by respondents in Hoeksema's study, were:

- Promoting children's independence;
- Individualizing instruction;
- Helping children accept themselves;
- Handling unacceptable behavior; and
- Making learning tasks clear to children.

And the five least important competencies were:

- Conducting large group learning activities;
- Operating audio-visual equipment;
- Writing behaviorally-stated objectives;
- Preparing written lesson plans; and
- Administering commercially prepared tests.

Regarding teachers' needs for "professional development," the following results were reported:

Highest needs felt in the following five competencies:

- Originating new materials;
- Implementing instructional activities which promote the awareness and expression of personal values, attitudes, and feelings;
- Helping students become aware of the values, attitudes, and feelings of others;

- Helping parents to deal with their children at home; and
- Using a multi-sensory approach for children with sensory deficits.

On the other hand, a low need for self-development was expressed regarding the following competencies:

- Asking for help or ideas from other staff;
- Operating audio-visual equipment;
- Following administrative directives;
- Getting to know other teachers; and
- Preparing written lesson plans.

In an earlier study, Giguere's (1966) emphasis regarding the needed competencies for teachers of the trainable mentally retarded was focussed, to a certain degree, on the same competencies mentioned in the two previous inquiries (i.e., Foos 1972, and Hoeksema 1975). According to the findings of Giguere's study, the following major areas were thought to be of prime importance to those working with the TMR:

- School and society, including historical development, philosophical rationale, and financial-administrative structures of programs for the TMR;
- Child growth and development, including mental, physical, psychological, and social growth patterns of the TMR;

- Curriculum development and programmed planning to meet the individual needs of TMRs, both educationally and vocationally;
- Interpersonal relationships, including abilities to counsel TMRs and their parents and to work with other related professionals;
- Abilities in evaluating and interpreting various kinds of medical, psychological, social, and educational records of the TMR.

Chapter Summary

In order to familiarize the reader with the status of special education programs in Saudi Arabia where the study was carried out, the historical development of the program was reviewed. Then the present situation was explored, including the type of handicapping conditions served, shortages of personnel, the number of exceptional children, and the adequacy of facilities. The absence of a complete explanation of the status of special education in Saudi Arabia can be attributed to several factors, the most important of which are: the recent development of the program, the fact that most of the available literature was of an uncritical nature, consisting merely of official reports, and the scarcity of information in general.

The second part of the chapter was devoted to the history of special educators training in the United States. The major events that took place affecting teacher training

were analyzed, including the trends and the different alternative models that were suggested to meet the increasing needs for qualified personnel in the area of special education.

The final part of this chapter dealt with Competency Based Teacher Education, the most recent trend being followed in teacher preparation. The problems of identifying and validating teaching competencies and the different approaches that have been utilized for identification were discussed. Then, competencies needed for teachers of exceptional children in general, and those needed for teachers of the mentally retarded, appearing in recent research, were reviewed.

CHAPTER III

PROCEDURES

Introduction

This chapter will describe the methodology utilized in carrying out this investigation. It will include population and subjects studied, the instrument used in collecting the data, its construction and translation, data collection, and the research questions and how they were analyzed.

Population

The target population for this study consisted of all teachers, building administrators (including support personnel) and administrators on the Ministry of Education. All are presently involved in the education of the mentally retarded in Saudi Arabia. The total number of the population was 204. All members of the population were asked to participate in this inquiry. The population was divided among three geographical locations: Riyadh, Jidda, and Dammam. In each city there are two schools for the mentally retarded, one for boys and the other for girls.

Instrumentation

The questionnaire used in collecting the data consisted of three parts (see Appendix A).

Part I. This part consisted of demographic data concerning the subjects' sex, location of employment, type of work, citizenship, years of experience, age and level of education. Data from this part was utilized as independent variables.

Part II. This part of the questionnaire consisted of 40 teaching competencies divided into the following seven subcategories:

Planning instruction (7 statements)

Assessing and evaluating behavior and instruction (6 statements)

Conducting instruction (8 statements)

Classroom management (4 statements)

Facilitating social and emotional maturity (4 statements)

Dealing with other professionals (6 statements)

Working with parents (5 statements)

Participants were asked to respond to the second part in two ways. First, on a scale of five points, they were asked to indicate the perceived importance of each competency; a rating of (1) indicated least importance, whereas a rating of (5) indicated most importance. Second, respondents were asked to indicate their needs for professional

development in each of the competencies using a scale of five points, with (1) indicating the absence of the need for professional development and (5) representing a high need. At the end, the subjects were asked to list the numbers for 5 competencies where the most need for professional development was felt and the numbers of the 5 competencies where no need for professional development was felt.

Part III. This part of the questionnaire aimed at determining the barriers that confront the advancement of special education services for the mentally retarded. It consisted of 30 items, each representing an area that might affect the quality of the program. Respondents were asked to indicate, on a five-point scale, the degree to which they felt each item is thought to be limiting the quality of services. A rating of (1) indicated that the statement was not of great effect as a barrier; on the other hand, a rating of (5) indicated that the statement was viewed as a major obstacle confronting the development of a quality delivery system.

Construction and Translation of the Questionnaire

The literature reviewed contained many competency lists that are considered to be needed for teachers of the mentally retarded. Many of the competency lists reviewed were built by experts in the field. Therefore, it was not

strange to uncover great similarities among the different lists of competencies which were thought to be important for teachers of the handicapped in general, or those thought to be important for teachers of one group (mentally retarded, emotionally impaired, learning disabled, etc.). The second part of the questionnaire consisting of 40 competency statements was modified from a list of 63 statements generated by Hoeksema (1975). The process of developing the competency list, as described by Hoeksema, included the following steps:

> First, a review of the literature relevant to the subject of teacher education in the area of mental retardation, including the efforts of the faculty of special education at Michigan State University, in addition to Hoeksema's own experience in teaching the mentally retarded. At the end of this phase, a list of 63 statements was compiled.
>
> In the second step he asked his guidance committee, professional colleagues, and doctoral-level students in the area of special education to pass judgment on the list concerning its clarity or confusion, relevancy, and comprehensiveness. Feedback from this step resulted in revision of the list.
>
> The third step was a pilot study, followed by minor changes.

For this study, the 63 statements were carefully examined with the researcher's chairperson to determine the applicability of the instrument. Although the seven sub-categories were adopted, several statements were deleted. Further modifications were made following suggestions from Dr. Wessel, a member of the writer's guidance committee. The modifications included further elimination of several competencies, the addition of new competencies to the list, and the removal of some competencies from one subcategory to another. The final list consisted of 36 behaviorally-stated statements divided among 7 subcategories.

The third part of the questionnaire concerning the barrier statements was developed by the writer as a result of discussions with the members of the guidance committee and the reviewing of literature pertaining to the quality of delivery systems and characteristics of good special education programs.

Translating the questionnaire into Arabic was accomplished in three sequential stages. The first was by the investigator. Then, the second stage involved two faculty members of the Department of Arabic Language at King Abdul Aziz University, who were asked to translate the Arabic version back into English to verify the translation. The final stage involved another two faculty members in charge of the Educational and Psychological Research Center who had

previous experience in translating instruments. Their participation resulted in parenthesizing the Arabic meaning of two English terms (feedback and props) due to the unfamiliarity of teachers with such terms, and they made the following changes concerning three competency statements:

(1) "choosing or developing instructional materials to content to be taught" was broken up into two statements:

"choosing instructional materials to content to be taught," and

"developing instructional materials to content to be taught."

(2) "choosing or developing instructional methods for specific lessons" was broken up into two statements:

"choosing instructional methods for specific lessons," and

"developing instructional methods for specific lessons."

(3) "preparing lesson plans based on assessed students' needs and methods to be used in teaching" was broken up into two statements:

"preparing lesson plans based on assessed students' needs," and

"preparing lesson plans based on methods to be used in teaching."

And, they added the following statement to the category "Working with the Parents":

"helping parents deal with their children at home."

This was due to the fact that some children attend the school during the day only, which was in contrast to the understanding held by the writer in which he thought services were offered in institutional settings. After these alterations were made, the final list of competencies consisted of 40 statements. A document approving the translation of the instrument was obtained from the Educational and Psychological Research Center (Appendix B).

Collection of the Data

The population studied in this investigation included all teachers and administrators working with the mentally retarded. This included teachers and administrators in the six schools plus administrators on the central level at the Ministry of Education. Questionnaires were distributed on February 20th and collected back on the 28th of April, 1980. To assure anonymity of respondents and to assure delivery, questionnaires were handed in person to each male respondent and to the school principals or the teacher consultants of the schools for mentally retarded girls. In the schools for boys, individual and/or group sessions were held when necessary to explain and clarify the questionnaires to the respondents; whereas, in

the schools for the girls, meetings were held only with school principals and/or teacher consultants to whom explanations and clarification regarding the research instrument were communicated. The investigator made himself available to participants through periodic visits to the schools to answer any questions they might have regarding the questionnaire. All of the 204 questionnaires distributed were then collected. However, 38 questionnaires (18.7 percent) were discarded because of incompleted items, leaving a total of 166 (81.3 percent) completed questionnaires used in this study. Several governmental and international agencies were contacted to gather the material on which the review of literature was based; i.e., the data concerning special education programs in Saudi Arabia including University of Riyadh, King Abdul Aziz University, Ministry of Education, United Nations Educational, Scientific, and Cultural Organization (UNESCO).

Procedures Used in Analyzing the Data

This investigation sought the answer to a number of questions. The statistical procedures utilized in answering each of the research questions will be reported in this section.

Research Question I

> *What is the relative importance of the forty competencies as perceived by teachers and administrators (ministry and building level) presently working with the mentally retarded in the six schools of Saudi Arabia?*

To answer this question, the responses from Step 1 of the second part of the questionnaire were tabulated.

Means, standard deviations, and percentages for each of the forty statements were stated for both teachers and administrators. Competencies were rank-ordered according to their perceived importance.

Research Question II

In what competencies do teachers and administrators presently working with the mentally retarded in the six schools of Saudi Arabia feel a need for professional development?

To answer this question, the data from Step 2 of the second part of the questionnaire were reported in table form. Included were the means, standard deviations, and percentages for the forty statements as perceived by teachers and administrators regarding their needs for professional development. Competencies were ranked in the order of perceived need.

Research Question III

What barriers are perceived by teachers and administrators working with the mentally retarded in the six schools of Saudi Arabia to be limiting the quality of the special education program?

To answer this question, information from the third part of the questionnaire was presented in table form indicating the means, standard deviations, and the percentages for each barrier statement as perceived by respondents. The thirty barrier statements were rank-ordered according to their effect in limiting the quality of the program.

Research Question IV

What are the differences in perception of teachers and administrators, when grouped according to sex, type of position, level of education, citizenship, regional location of school, and years of experience, regarding the importance of the teaching competencies for teachers of the mentally retarded?

To determine the differences in perceptions for various levels of the independent variables, a Multivariate Analysis of Variance Test was used. Means and standard deviations for the seven subscales of specific teaching competencies were computed and considered as dependent variables. Post hoc comparisons were utilized to locate statistically significant differences (Finn 1974).

Research Question V

What are the differences in the perception of teachers and administrators, when grouped according to sex, type of position, level of education, citizenship, regional location of the school, and years of experience, regarding their professional development priorities?

The same statistical procedures used to answer Research Question IV were utilized in answering this question.

Research Question VI

What are the differences in the perception of teachers and administrators, when grouped according to sex, type of position, level of education, citizenship, regional location of the school, and years of experience, regarding the barriers limiting the quality of special education programs for the mentally retarded?

This question was answered by using a chi square test of homogeneity to determine proportionate differences between the responses to the third part of the questionnaire when respondents are grouped according to the several independent variables (Galfo and Miller 1974).

Analysis of the data for this study was accomplished through the utilization of the Statistical Package for Social Sciences (SPSS) model at the Michigan State University Computer Center.

CHAPTER IV

PRESENTATION OF THE RESEARCH RESULTS

Introduction

This chapter reports the findings reached in this exploratory investigation. The chapter is divided into four sections. The first section looks into the demographic data of the respondents: how they were distributed among the variables of sex, citizenship, location of the school, type of position, years of experience, age, and level of education. In the second section, ratings of the importance of teaching competencies are presented. These ratings provide data to answer Research Question I. Also in this section, the results of comparing the perceptions of the respondents when they were grouped according to the independent variables will answer Research Question IV. The data for answering Research Questions II and V are presented in the third section of this chapter. Respondents' priorities in regard to professional development have been rank ordered. Furthermore, differences between the several groups of respondents are reported. The fourth and final section reports the results from the third part of the instrument, thus answering Research Questions III

and VI pertaining to the perceptions of the subjects regarding barriers that are affecting the quality of the special education program for the mentally retarded.

Demographic Data

The total number of subjects who responded to the questionnaire for this study was 166, or 81.3 percent of the 204 contacted. Answers to the first part of the questionnaire were analyzed and yielded the following information.

As can be seen in Table 1, the majority of teachers and administrators surveyed were males.

TABLE 1.--Distribution According to Sex

Sex	N	%
Male	99	59.6
Female	67	40.4
Total	166	100

Since the study included all those working with the mentally retarded, respondents were asked to indicate the school in which they worked. A quick comparison indicates that the two schools located in the capital city of Riyadh had more teachers and administrators than the other four schools of Jidda and Dammam combined. Table 2 presents the

number of teachers and administrators responding to the questionnaire from each of the six schools.

TABLE 2.--Distribution According to Location of School

Location of School	N	%
Riyadh School for Boys	50	30.1
Riyadh School for Girls	32	19.3
Jidda School for Boys	27	16.3
Jidda School for Girls	20	12.0
Dammam School for Boys	16	9.6
Dammam School for Girls	15	9.0
Ministry of Education personnel	6	3.6
Total	166	99.9*

*Less than 100% because of rounding errors.

Table 3 presents the distribution of respondents according to the work they are responsible for doing. As shown, a little more than two-thirds of the respondents were teachers, whereas there were only six in charge of planning and supervising the program, all of whom are males.

Most of the respondents were non-citizens, mainly Egyptians. The number of Saudis among the respondents was only 34, or 20.5 percent, while a staggering 79.5 percent,

TABLE 3.--Distribution According to the Type of Work

Type of Work	N	%
Teachers	113	68.1
*Building Administrators	47	28.3
**Ministry Administrators	6	3.6
Total	166	100.0

*This category included social workers, psychologists, teacher consultants, school principals, and nurses.

**Ministry administrators are those working on the central level at the Ministry of Education.

132, were non-Saudis. Most of the administrative positions were held by Saudis, whereas the instructional and supportive positions were held by the non-Saudis.

The distribution of subjects according to years of experience is presented in Table 4. Over half of the respondents, 53.6 percent, fell in the 1-5 years of experience category. Approximately 20 percent had more than 10 years of experience. The remaining 25.9 percent had between 6 to 10 years of experience.

As can be noted from Table 5, the majority of respondents were between the ages of 21 and 40 years old. When comparisons were made between Saudis and non-Saudis regarding their ages, it was evident that Saudis were in general younger than their counterparts.

TABLE 4.--Distribution According to Years of Experience

Experience	N	%
5 years or less	89	53.6
6-10 years	43	25.9
11-15 years	20	12.0
More than 15 years	14	8.4
Total	166	99.9*

*Less than 100% because of rounding errors.

TABLE 5.--Distribution According to Age

Age	N	%
20 years old or less	2	1.2
21-30 years old	48	28.9
31-40 years old	76	45.8
41-50 years old	39	23.5
More than 50 years old	1	0.6
Total	166	100.0

A look at the educational level of subjects participating in this study (Table 6) revealed that the most common certificate held was a special education diploma. Possession of this diploma indicates that they have gone through a

six-month to one-year training in the field of special education after they had completed the requirements for a high school level teachers education institute and had taught at regular schools for a minimum of two years. Holders of bachelor's degrees were the second largest group, 31, or 19.1 percent, most of whom were working as supportive personnel. Four subjects were holders of an elementary or middle school level diploma. They were not included in Table 6.

TABLE 6.--Distribution According to Educational Level

Educational Level	N	%
High school diploma	22	13.6
Vocational high school	11	6.8
Teaching certificate high school level	16	9.9
Special education teaching certificate	76	46.9
Bachelor's degree	31	19.1
Master's degree	6	3.7
Total	162	100.0

Responses Concerning the Relative Importance of Teaching Competencies

In this section, the answers to Research Questions I and IV will be drawn from the respondents' ratings regarding the perceived importance of teaching competencies. The

first question was: *What is the relative importance of the forty teaching competencies as perceived by teachers and administrators presently working with the mentally retarded in the six schools of Saudi Arabia?* To answer this question, the perceptions of the 166 respondents regarding the relative importance of the 40 specific teaching competencies were tabulated in rank order according to the mean (Table 7). The observed frequency distribution for the 40 statements is presented in Appendix C.

TABLE 7.--Rank Order of the Forty Competency Statements by Mean Perceived Importance

Item No.	Competency Statement	Mean	Standard Deviation
20	Selecting and operating audio-visual equipment.	4.572	0.716
16	Breaking tasks into small steps from simple to complex.	4.536	0.853
6	Choosing instructional methods for specific lessons.	4.518	0.761
13	Keeping a record of student assessment to help in knowing student's progress. . .	4.500	0.769
19	Using multi-sensory approach when teaching	4.446	0.905
7	Developing instructional methods for specific lessons.	4.428	0.841
14	Preparing lesson plans based on assessed student needs . . .	4.416	0.715
37	Obtaining information about the child from parents.	4.416	0.825

TABLE 7--Continued

Item No.	Competency Statement	Mean	Standard Deviation
33	Working with teacher aides and other support personnel	4.410	0.810
29	Promote children's independence and help them become self-directed.	4.349	0.887
23	Arranging the physical props in the classroom to facilitate learning.	4.349	0.866
17	Using behavior modification techniques.	4.277	0.857
26	Provide instructional activities that promote appropriate personal and social interaction	4.235	0.873
39	Using accepted principles of counseling, interviewing, and guidance in parent conferences	4.217	0.915
8	Verify program content by using informal tests for assessing student's status.	4.211	0.933
28	Provide instructional activities for students to help each other	4.187	0.806
40	Helping parents deal with their children at home.	4.187	1.153
34	Handling administrators' observations of your teaching.	4.175	0.934
4	Choosing instructional material to content to be taught	4.157	1.038
5	Developing instructional material to content to be taught	4.145	0.968

TABLE 7--Continued

Item No.	Competency Statement	Mean	Standard Deviation
15	Preparing lesson plans based on methods to be used in teaching	4.096	1.028
38	Responding to parents in ways which lead to support of school program.	4.090	0.984
21	Modifying and adopting learning tasks to meet each child's needs	4.078	0.881
22	Consistent classroom rules and procedures.	4.078	1.021
32	Getting to know other teachers. .	4.054	0.961
12	Reassessment of students during and after the instructional unit.	4.048	1.072
3	Organizing the content.	3.976	0.966
35	Following administrative directives.	3.964	1.026
18	Providing continuous feedback to students during instruction	3.928	1.012
30	Asking for help or ideas from other staff	3.831	1.042
24	Determining what is rewarding for each child.	3.825	0.985
11	Carrying out preassessment activities to determine student readiness for specific learning content.	3.813	1.115
1	Formulating instructional goals for the year.	3.795	1.053
2	Selecting content appropriate to identified goals	3.777	1.092

TABLE 7--Continued

Item No.	Competency Statement	Mean	Standard Deviation
9	Using the results from teachers' administered tests to modify instructional plans for students.	3.741	0.966
27	Help students become aware of the needs of others	3.729	1.047
36	Dealing with parents' criticisms	3.681	1.176
10	Interpreting data from formal tests administered by diagnosticians in developing instructional plans for children.	3.566	1.130
25	Administering rewards or punishments to change pupils' behavior.	3.536	1.324
31	Seeking help for students from agencies outside the school . .	3.223	1.208

As shown in Table 7, the rating of the forty competencies ranged from a mean rating of 4.572, which was given to "selecting and operating audio-visual equipment," to a mean rating of 3.223 that was assigned to "seeking help for students from agencies outside the school." Four of the ten highest rated competencies fell in the "conducting instruction" subscale; on the other hand, among the ten lowest rated competencies there were five statements that fell in the subscales "planning instruction" and "assessing and evaluating behavior and instruction." This could be viewed as an indication that the prime responsibility of teachers of the mentally

retarded has to do with the instructional part of the program rather than the planning and assessment phases of it. Mean ratings for the seven subscales in terms of their importance ranged from 4.29 to 3.94. In descending order of their perceived importance, the seven subscales were:

	Teachers $\bar{X}$	Administrators $\bar{X}$
Conducting instruction	4.2	4.3
Facilitating social-emotional maturity	4.0	4.2
Working with parents	3.9	4.3
Planning instruction	4.0	4.2
Assessing and evaluating behavior and instruction	3.9	3.9
Classroom management	3.9	4.0
Dealing with other professionals	3.8	4.0

Research Question IV asked: *What are the differences in perception of teachers and administrators, when grouped according to sex, type of position, level of education, citizenship, regional location of school, and years of experience, regarding the importance of the teaching competencies for teachers of the mentally retarded?* For the purpose of answering this question, the mean ratings and standard deviations regarding the perceived importance of teaching competencies were computed for each of the following seven subscales: planning instruction (PI), assessing and evaluating behavior and instruction (AE), conducting

instruction (CI), classroom management (CM), facilitating social-emotional maturity (FS), dealing with other professionals (DP), and working with parents (WP). These means and standard deviations of the seven subscales are presented in Table 8 for each of the subgroups created by the demographic items.

A Multivariate Analysis of Variance Test was used to determine if respondents, when grouped according to independent variables, differed in perceiving the relative importance of the seven subscales of teaching competencies. Results of the tests showed no significant differences, at the .05 level, among the respondents when grouped according to the variables of type of work, citizenship, years of experience, age, and level of education (Table 9). Therefore, no further analyses were done, and it was concluded that the null hypothesis could not be rejected.

On the other hand, analysis of the mean importance ratings given by respondents to the seven subscales were found to be significantly different when respondents were grouped according to sex and location of the schools (Table 9).

A univariate F-test was then used to determine the subscale(s) on which significant differences did occur. Results are shown in Table 10 for the differences of ratings according to sex and Table 11 for the differences of ratings according to location of school.

TABLE 8.--Perceived Importance of the Seven Subscales

Subscale	Sex				Location of School						Type of Work			
	Male		Female		Riyadh		Jidda		Dammam		Teaching		Administrative	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. PI	4.010	.543	4.266	.571	4.245	.548	3.863	.528	4.207	.556	4.050	.600	4.247	.444
2. AE	3.941	.578	4.037	.494	3.987	.507	4.070	.539	3.817	.676	3.977	.536	3.984	.572
3. CI	4.244	.509	4.365	.413	4.375	.442	4.069	.438	4.370	.535	4.246	.513	4.393	.368
4. CM	3.954	.602	3.936	.678	4.140	.640	3.744	.446	3.629	.645	3.920	.613	4.004	.673
5. FS	4.040	.620	4.250	.520	4.198	.504	3.835	.519	4.282	.749	4.079	.620	4.221	.508
6. DP	3.897	.591	4.009	.481	4.036	.559	3.769	.452	3.892	.601	3.889	.561	4.056	.513
7. WP	4.098	.666	4.146	.743	4.295	.591	3.659	.622	4.270	.780	3.996	.754	4.377	.463

TABLE 8--Continued

Sub-scale	Citizenship				Years of Experience								Educational Level*					
	Saudis		Non-Saudis		5 or less		6-10		11-15		Over 15		1		2		3	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. PI	4.218	.457	4.086	.584	4.097	.584	4.132	.542	4.114	.585	4.153	.489	4.207	.494	4.067	.606	4.069	.528
2. AE	3.990	.476	3.977	.565	3.934	.540	4.093	.571	3.800	.497	4.178	.499	4.013	.559	3.969	.583	3.968	.482
3. CI	4.408	.300	4.264	.507	4.321	.499	4.299	.449	4.206	.485	4.223	.398	4.387	.358	4.171	.551	4.408	.399
4. CM	4.022	.544	3.928	.653	3.988	.694	3.924	.516	3.925	.513	3.785	.719	3.994	.733	3.848	.552	4.081	.637
5. FS	4.198	.514	4.106	.607	4.106	.600	4.156	.638	4.150	.482	4.107	.552	4.102	.489	4.032	.684	4.337	.453
6. DP	4.063	.530	3.911	.553	3.966	.588	3.945	.536	3.850	.498	3.916	.442	4.023	.490	3.850	.560	4.013	.593
7. WP	4.211	.634	4.093	.712	4.159	.760	4.111	.498	4.050	.710	3.971	.814	4.179	.601	3.981	.777	4.340	.530

*Educational levels are:

1 = High school diploma, vocational high school, and teaching certificate high school level

2 = Special education teaching certificate

3 = Bachelor and master degrees

TABLE 9.--Wilk's Multivariate Analysis of Variance of Mean Importance Ratings

Source of Variance	Approx. F.	Hypothesis D.F.	Error D.F.	P.
Type of work (teaching, administration)	1.99378	7.00	158.00	.05911
Citizenship (Saudis, non-Saudis)	.58193	7.00	158.00	.76993
Years of experience (5 years or less, 6-10, 11-15, and more than 15 years of experience)	.61561	21.00	448.50	.90816
Age (20 years old or less, 21-30, 31-40, 41-50, and more than 50 years old	1.21092	28.00	560.28	.21174
Level of education	1.46791	14.00	306.00	.12167
Sex	2.14503	7.00	158.00	.04195*
Location of school	6.20260	14.00	302.00	.00001*

*Significant at the .05 level.

As shown in Table 10, statistically significant differences between the ratings of males and females occurred on the subscales relating to planning instruction and facilitating social-emotional maturity. Although females' mean ratings of 4.26 and 4.25 given to the two subscales, respectively, were statistically different from equivalent values for the males, the ratings of both groups (males and females) of the two subscales approximate a mean of 4.0 and

TABLE 10.--Univariate F-Test for Mean Ratings According to Sex, with 1,164 D.F.

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F.	P.
Subscale 1 (PI)	2.62735	.30193	8.70189	.00364*
Subscale 2 (AE)	.37006	.29849	1.23980	.26714
Subscale 3 (CI)	.58234	.22394	2.60043	.10876
Subscale 4 (CM)	.01292	.40222	.03211	.85801
Subscale 5 (FS)	1.75537	.33895	5.17878	.02416*
Subscale 6 (DP)	.50701	.30237	1.67680	.19717
Subscale 7 (WP)	.08932	.48778	.18311	.66928

*Significant at the .05 level.

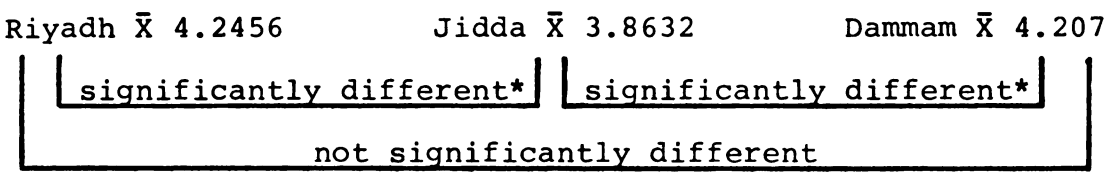
TABLE 11.--Univariate F-Test for Mean Ratings According to Location of School, with 2,157 D.F.

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F.	P.
Subscale 1 (PI)	2.31227	.29613	7.80826	.00059*
Subscale 2 (AE)	.60750	.30534	1.98961	.14018
Subscale 3 (CI)	1.54153	.21224	7.26313	.00096*
Subscale 4 (CM)	4.02138	.34989	11.49338	.00002*
Subscale 5 (FS)	2.55410	.31748	8.04487	.00047*
Subscale 6 (DP)	1.09294	.29056	3.76149	.02537*
Subscale 7 (WP)	6.57132	.41054	16.00644	.00001*

*Significant at the .05 level.

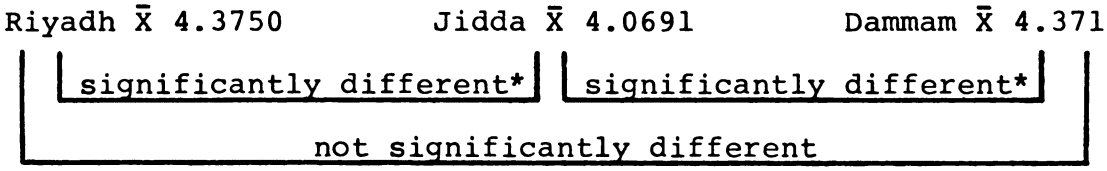
thus no practical importance can be attached to the differences. Therefore, such small differences will have no effect on the construction of a teacher preparation program.

Since there were three different school locations, a series of post hoc comparisons were conducted for each of the six subscales where significant differences occurred (Table 11) to determine the group that differed from others in perceiving the importance of the teaching competencies. Contrasts between the three different groups are presented in figure form for subscales regarding planning instruction, conducting instruction, classroom management, facilitating social-emotional maturity, dealing with other professionals, and working with parents.



*Significant at the .05 level.

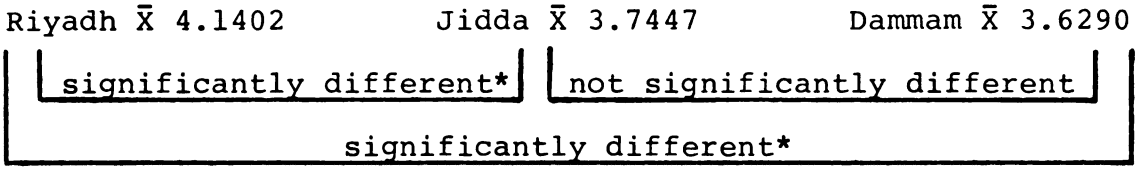
Fig. 1. Post hoc comparison for subscale "planning instruction" by "location of school."



*Significant at the .05 level.

Fig. 2. Post hoc comparison for subscale "conducting instruction" by "location of school."

As shown in Figures 1 and 2, the average ratings assigned by Jidda to subscales regarding "planning instruction" and "conducting instruction" were significantly lower than the ratings assigned to the same subscales by Riyadh and Dammam.



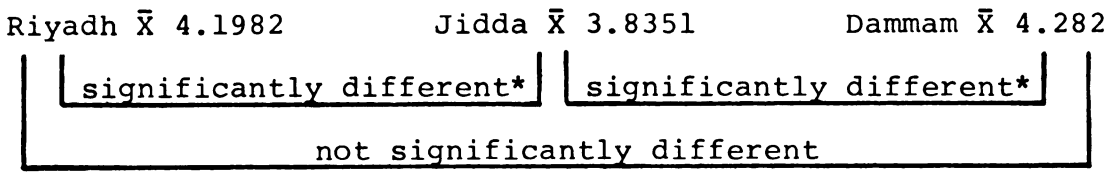
*Significant at the .05 level.

Fig. 3. Post hoc comparison for subscale "classroom management" by "location of school."

Comparison of the three groups' perceptions regarding subscale "classroom management" revealed that greater ratings were given by Riyadh to the competencies under the subscale than those given by Jidda and Dammam (Figure 3).

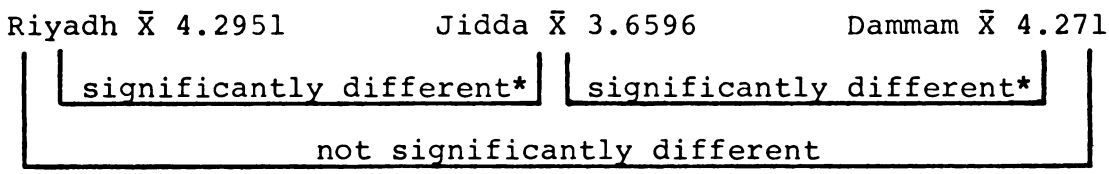
Some differences were found among the three groups when their responses were compared regarding subscale 5, "facilitating social and emotional maturity," and subscale 7, "working with parents." In both cases, significantly higher ratings were given by Riyadh and Dammam than those given by Jidda (Figures 4 and 5).

The results shown in Figure 6 indicated that significant differences occurred between the ratings assigned by Riyadh and those assigned by Jidda, whereas no significant differences were proven between the ratings by Dammam and



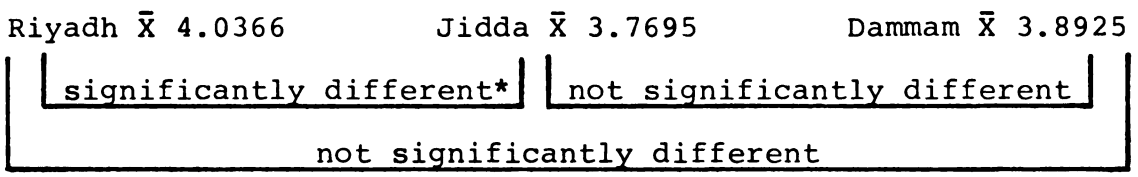
*Significant at the .05 level.

Fig. 4. Post hoc comparison for subscale "facilitating social-emotional maturity" by "location of school."



*Significant at the .05 level.

Fig. 5. Post hoc comparison for subscale "working with parents" by "location of school."



*Significant at the .05 level.

Fig. 6. Post hoc comparison for subscale "dealing with other professionals" by "location of school."

Riyadh or Dammam and Jidda regarding subscale 6, "dealing with other professionals."

The conclusion reached regarding Research Question IV was that there were significant differences among the ratings given by respondents to some of the seven subscales when they were grouped according to variables of sex and location of school. Thus, the null hypothesis was rejected.

Professional Development Priorities

In this section, responses regarding professional development priorities are analyzed in order to answer Research Questions II and V. Research Question II asked: *In what competencies do teachers and administrators presently working with the mentally retarded in the six schools of Saudi Arabia feel a need for professional development?* To answer this question, the perceptions of the 166 respondents regarding their need for professional development on the 40 competency statements were tabulated in rank order according to the mean (Table 12). The observed frequency distributions for the 40 teaching competencies are presented in Appendix C.

TABLE 12.--Rank Order of the Forty Competency Statements by Mean Perceived Professional Development Priorities

Item No.	Competency Statement	Mean	S.D.
39	Using accepted principles of counseling, interviewing and guidance in parent conferences	3.873	1.166
20	Selecting and operating audio-visual equipment.	3.777	1.368
2	Selecting content appropriate to identified goals	3.434	1.337
1	Formulating instructional goals for the year.	3.386	1.378
17	Using behavior modification techniques.	3.325	1.367
40	Helping parents deal with their children at home.	3.325	1.372

TABLE 12--Continued

Item No.	Competency Statement	Mean	S.D.
5	Developing instructional materials to content to be taught. . .	3.277	1.229
26	Provide instructional activities that promote appropriate personal and social interaction.	3.277	1.234
8	Verify program content by using informal tests for assessing students' status.	3.253	1.239
10	Interpreting data from formal tests administered by diagnosticians in developing instructional plans for students.	3.199	1.318
9	Using the results from teachers' administered tests to modify instructional plans for students.	3.193	1.279
6	Choosing instructional methods for specific lessons.	3.157	1.293
4	Choosing instructional materials for content to be taught.	3.108	1.401
38	Responding to parents in ways which lead to support of school program.	3.096	1.182
7	Developing instructional methods for specific lessons.	3.090	1.311
19	Using multi-sensory approach when teaching	3.090	1.452
28	Provide instructional activities for students to help each other	3.084	1.162
29	Promote children's independence and help them become self-directed.	3.084	1.325

TABLE 12--Continued

Item No.	Competency Statement	Mean	S.D.
37	Obtaining information about the child from parents.	3.078	1.284
16	Breaking tasks into small steps from simple to complex.	3.036	1.405
13	Keeping a record of student assessment to help in knowing student's progress. . . .	3.024	1.489
3	Organizing the content	2.982	1.291
18	Providing continuous feedback to students during instruction. .	2.958	1.193
21	Modifying and adopting learning tasks to meet each child's needs	2.940	1.292
27	Help students become aware of the needs of others	2.928	1.110
14	Preparing lesson plans based on assessed needs	2.910	1.334
12	Reassessment of students during and after the instructional unit.	2.837	1.203
31	Seeking help for students from agencies outside the school . . .	2.783	1.371
36	Dealing with parents' criticisms . .	2.771	1.224
15	Preparing lesson plans based on methods to be used in teaching. .	2.753	1.203
11	Carrying out preassessment activities to determine student readiness for specific learning content	2.699	1.253
24	Determining what is rewarding for each child.	2.681	1.236

TABLE 12--Continued

Item No.	Competency Statement	Mean	S.D.
33	Working with teacher aides and other support personnel	2.572	1.304
30	Asking for help or ideas from other staff	2.536	1.263
23	Arranging the physical props in the classroom to facilitate learning.	2.530	1.404
22	Consistent classroom rules and procedures.	2.494	1.338
25	Administering rewards or punishment to change pupil's behavior. . . .	2.295	1.271
35	Following administrative directives	1.885	1.034
34	Handling administrators' observations of your teaching.	1.880	0.990
32	Getting to know other teachers . . .	1.759	0.916

The average ratings concerning professional development needs ranged from 3.873 to 1.759. Twenty-one of the forty competency statements received an average rating of 3.00 or more. The ratings of another sixteen statements averaged from 2.99 to 2.00, and only three statements were given an average rating below 2.00. Since the literature pertaining to the training of special educators in Saudi Arabia has revealed a lack of any kind of teacher preparation programs (pre-service and/or in-service), it was expected, therefore, that respondents would show higher needs for professional development than what was reported in Table 12.

Among the highest rated competencies in terms of professional development priorities, there were three statements that received low ratings regarding their importance to teachers of the mentally retarded:

"Selecting content appropriate to identified goals";

"Formulating instructional goals for the year"; and

"Interpreting data from formal tests administered by diagnosticians."

One competency statement, "selecting and operating audio-visual equipment," was rated high both in terms of perceived importance and in terms of professional development priorities. Mean ratings for the seven subscales regarding professional need priorities ranged from 3.23 to 2.23. In descending order according to perceived professional need priorities, the seven subscales were:

	Teachers $\bar{X}$	Administrators $\bar{X}$
Working with parents	3.1	3.4
Planning instruction	3.0	3.5
Conducting instruction	3.0	3.2
Facilitating social-emotional maturity	2.9	3.3
Assessing and evaluating behavior and instruction	2.9	3.2
Classroom management	2.3	2.7
Dealing with other professionals	2.3	2.7

It will be recalled that the subjects were asked to indicate the five competencies where the highest needs for

professional development were felt and the five competencies where no needs were felt. Their responses are presented in table form, and were ordered according to the frequency with which each statement was selected (Table 13). It should be noted that the first column presented the highest needs, and the second column presented the no needs responses. The results did not indicate strong agreement among the subjects regarding either of the two questions. The five competency statements that were repeated the most regarding the first question (i.e., highest need) were:

"Selecting and operating audio-visual equipment";

"Using accepted principles of counseling in parent conferences";

"Helping parents deal with their children at home";

"Provide instructional activities that promote appropriate personal and social interaction";

"Interpreting data from formal tests administered by diagnosticians."

The above five competencies were also found to be among the top-rated ten competencies shown in Table 12. On the other hand, responses to the second question concerning the competencies where no needs for professional development were felt revealed the following statements:

"Getting to know other teachers";

"Handling administrators' observations of your teaching";

"Following administrative directives";

"Administering rewards or punishment to change pupils' behavior";

"Consistent classroom rules and procedures."

The above five statements are found near the end of Table 13, but they are not the last five competencies in that table since responses regarding the no needs category were not in exact reverse order of the responses to the highest needs category. These same statements were the lowest-rated five competencies shown in Table 12. Therefore, it can be concluded that subjects' responses regarding their professional development priorities were consistent.

TABLE 13.--Multiple Responses Regarding High-Need/Low-Need Professional Development Priorities

Item No.	Competency Statement	High Need		Low Need	
		No. of Responses	%	No. of Responses	%
20	Selecting and operating audio-visual equipment	83	50.3	4	2.4
39	Using accepted principles of counseling, interviewing and guidance in parent conferences	69	41.8	3	1.8
40	Helping parents deal with their children at home	53	32.1	8	4.8
26	Provide instructional activities that promote appropriate personal and social interaction	39	23.6	4	2.4
10	Interpreting data from formal tests administered by diagnosticians in developing instructional plans for students.	37	22.4	9	5.5

TABLE 13--Continued

Item No.	Competency Statement	High Need		Low Need	
		No. of Responses	%	No. of Responses	%
2	Selecting content appropriate to identified goals. . . .	35	21.2	14	8.4
17	Using behavior modification techniques	33	20.0	11	6.7
19	Using multi-sensory approach when teaching.	31	18.8	24	14.5
28	Provide instructional activities for students to help each other	28	17.0	8	4.8
9	Using the results from teachers' administered tests to modify instructional plans for students.	28	17.0	6	3.6
31	Seeking help for students from agencies outside the school.	27	16.4	24	14.5
1	Formulating instructional goals for the year.	24	14.5	18	10.9
38	Responding to parents in ways which lead to support of school program	21	12.7	4	2.4
29	Promote children's independence and help them become self-directed. .	21	12.7	9	5.5
37	Obtaining information about the child from parents.	19	11.5	9	5.5

TABLE 13--Continued

Item No.	Competency Statement	High Need		Low Need	
		No. of Responses	%	No. of Responses	%
27	Help students become aware of the needs of others	19	11.5	11	6.7
33	Working with teacher aides and other support personnel . . .	17	10.3	18	10.9
16	Breaking tasks into small steps from simple to complex . . .	16	9.7	19	11.5
8	Verify program content by using informal tests for assessing students' status. . . .	16	9.7	7	4.2
36	Dealing with parents' criticisms.	16	9.7	15	9.1
5	Developing instructional materials to content to be taught.	16	9.7	6	3.6
14	Preparing lesson plans based on assessed needs	15	9.1	17	10.3
4	Choosing instructional materials for content to be taught.	14	8.5	20	12.1
6	Choosing instructional methods for specific lessons	14	8.5	14	8.5
7	Developing instructional methods for specific lessons	14	8.5	9	5.5
13	Keeping a record of student assessment to help in knowing student's progress. . .	13	7.9	20	12.1

TABLE 13--Continued

Item No.	Competency Statement	High Need		Low Need	
		No. of Responses	%	No. of Responses	%
23	Arranging the physical props in the classroom to facilitate learning.	13	7.9	36	21.8
15	Preparing lesson plans based on methods to be used in teaching . .	12	7.3	21	12.7
30	Asking for help or ideas from other staff. . . .	11	6.7	28	17.0
21	Modifying and adopting learning tasks to meet each child's needs	11	6.7	8	4.8
18	Providing continuous feedback to students during instruction. . .	10	6.1	12	7.3
11	Carrying out preassessment activities to determine student readiness for specific learning content. . . .	10	6.1	35	21.2
3	Organizing the content. .	9	5.5	21	12.7
22	Consistent classroom rules and procedures. .	9	5.5	41	24.8
24	Determining what is rewarding for each child	5	3.0	20	12.1
25	Administering rewards or punishment to change pupil's behavior. . . .	5	3.0	61	37.0
12	Reassessment of students during and after the instructional unit. . .	4	2.4	17	10.3

TABLE 13--Continued

Item No.	Competency Statement	High Need		Low Need	
		No. of Responses	%	No. of Responses	%
34	Handling administrators' observations of your teaching.	4	2.4	67	40.6
32	Getting to know other teachers.	2	1.2	82	49.7
35	Following administrative directives	2	1.2	67	40.6
	Total	825	500	825	500

Responses regarding perceived needs for professional development were analyzed to answer Research Question V which asked: *What are the differences in the perceptions of teachers and administrators, when grouped according to sex, type of position, level of education, citizenship, regional location of the school, and years of experience, regarding their professional development priorities?* Means and standard deviations of perceived needs for professional development were computed for each group of respondents on each of the seven subscales (Table 14). Multivariate analysis of variance tests were used to determine significant differences among the responses of each group on the seven subscales. Results revealed significant differences only when subjects were grouped according to "location of school" and "years of experience" (Table 15).

TABLE 14.--Perceived Professional Development Needs of the Seven Subscales

Subscale	Sex				Location of School						Type of Work			
	Male		Female		Riyadh		Jidda		Dammam		Teaching		Administrative	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. PI	3.430	.849	2.872	1.048	2.804	.961	3.462	.825	3.672	.766	3.025	.912	3.587	.990
2. AE	3.170	.764	2.833	.939	2.845	.881	3.145	.780	3.204	.780	2.911	.781	3.295	.944
3. CI	3.237	.765	2.893	.971	2.833	.986	3.194	.559	3.552	.683	3.012	.823	3.283	.937
4. CM	2.633	.973	2.302	.936	2.615	.979	2.031	.734	2.685	.987	2.365	.910	2.787	1.037
5. FS	3.123	.756	3.026	.985	3.030	.866	2.813	.656	3.491	.923	2.977	.765	3.311	.989
6. DP	2.474	.673	1.870	.626	2.239	.720	2.063	.594	2.247	.674	2.176	.645	2.345	.845
7. WP	3.339	.690	3.065	.975	3.126	.891	3.136	.673	3.477	.780	3.143	.819	3.411	.816

TABLE 14--Continued

Sub-scale	Citizenship				Years of Experience								Educational Level*					
	Saudis		Non-Saudis		5 or less		6-10		11-15		Over 15		1		2		3	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. PI	3.424	1.047	3.148	.946	3.073	.875	3.498	1.043	3.057	.962	3.346	1.205	3.069	1.006	3.142	.983	3.532	.835
2. AE	3.127	.821	3.010	.862	2.985	.796	3.127	.891	2.791	.770	3.404	1.108	3.081	.885	2.964	.859	3.148	.833
3. CI	3.246	.831	3.060	.876	3.018	.842	3.223	.855	3.200	.764	3.080	1.198	3.012	.896	3.143	.847	3.135	.867
4. CM	2.661	.943	2.458	.975	2.508	.927	2.343	.929	2.600	1.039	2.785	1.247	2.494	.949	2.404	.929	2.810	1.026
5. FS	3.279	.737	3.034	.877	3.123	.819	3.058	.759	3.000	.881	3.035	1.304	3.000	.832	3.032	.820	3.277	.871
6. DP	2.284	.669	2.217	.730	2.187	.652	2.201	.687	2.233	.710	2.595	1.106	2.187	.708	2.221	.620	2.414	.860
7. WP	3.211	.789	3.233	.837	3.197	.882	3.037	.637	3.670	.665	3.385	.984	3.110	.783	3.163	.755	3.540	.940

*Educational levels are:

1 = High school diploma, vocational high school, and teaching certificate high school level

2 = Special education teaching certificate

3 = Bachelor and master degrees

TABLE 15.--Wilk's Multivariate Analysis of Variance of Professional Development Need Ratings

Source of Variance	Value	Approx. F.	Hypothesis D.F.	Error D.F.	P.
Location of school	.63328	5.69898	14.00	300.00	.00001*
Years of experience	.77350	1.99244	21.00	464.00	.00582*

*Significant at the .05 level.

Univariate F-tests were used to find out the subscale(s) which contributed to the significant differences among groups. Results showed significant differences on four of the seven subscales, planning instruction, conducting instruction, classroom management, and facilitating social-emotional maturity, when subjects' responses were compared according to the "location of school" (Table 16).

When responses were compared according to the "years of experience," results indicated significant differences on only one of the seven subscales, working with parents (Table 17).

TABLE 16.--Univariate F-Test for Mean Ratings According to Location of School, with 2,157 D.F.

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F.	P.
Subscale 1 (PI)	11.38712	.78875	14.43696	.00001*
Subscale 2 (AE)	2.12124	.69607	3.04743	.05030
Subscale 3 (CI)	6.24975	.68345	9.14446	.00018*
Subscale 4 (CM)	6.09012	.83900	7.25882	.00097*
Subscale 5 (FS)	4.35049	.67623	6.43346	.00206*
Subscale 6 (DP)	.52683	.45843	1.14920	.31954
Subscale 7 (WP)	1.50766	.66002	2.28425	.10523

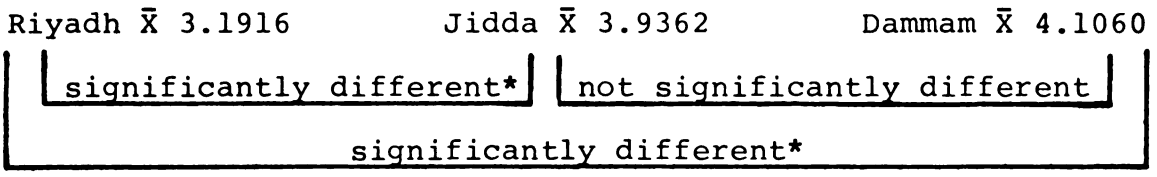
*Significant at the .05 level.

TABLE 17.--Univariate F-Test for Mean Ratings According to Years of Experience, with 3,162 D.F.

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F.	P.
Subscale 1 (PI)	1.98349	.92457	2.14533	.09658
Subscale 2 (AE)	1.23058	.71882	1.71195	.16663
Subscale 3 (CI)	.48640	.57870	.64109	.58963
Subscale 4 (CM)	.80292	.94269	.85173	.46756
Subscale 5 (FS)	.11401	.74214	.15362	.92724
Subscale 6 (DP)	.68833	.51114	1.34666	.26118
Subscale 7 (WP)	1.96735	.65802	2.98980	.03271*

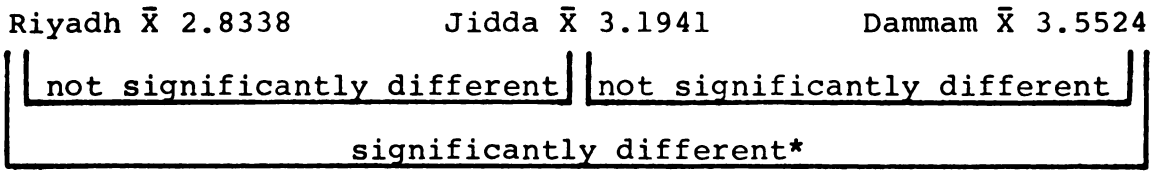
*Significant at the .05 level.

Since there were more than two levels under the groups "location of school" and "years of experience," post hoc comparisons were used to determine the level(s) that differed from the other(s) for each of the subscales where significant differences existed. Results are presented in figure form.



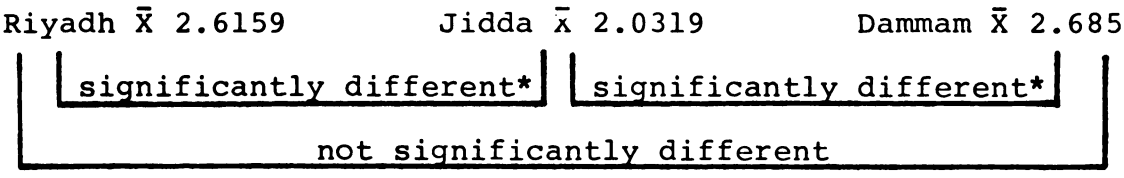
*Significant at the .05 level.

Fig. 7. Post hoc comparison for the three levels under "location of school" by subscale "planning instruction."



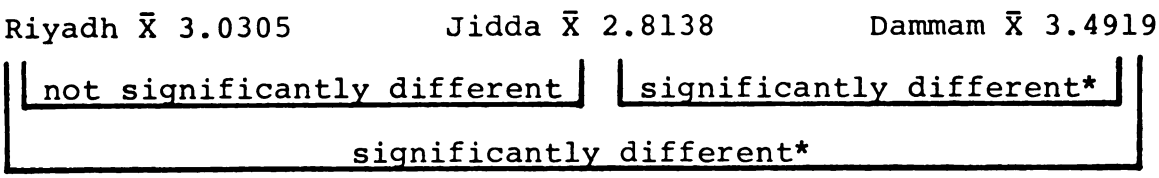
*Significant at the .05 level.

Fig. 8. Post hoc comparison for the three levels under "location of school" by subscale "conducting instruction."



*Significant at the .05 level.

Fig. 9. Post hoc comparison for the three levels under "location of school" by subscale "classroom management."



*Significant at the .05 level.

Fig. 10. Post hoc comparison for the three levels under "location of school" by subscale "facilitating social-emotional maturity."

Respondents from the Riyadh schools for the mentally retarded indicated a lower need for professional development than the respondents from the Jidda and the Dammam schools in the area of "planning instruction." When compared in the area of "conducting instruction," results revealed significant differences between respondents from the Riyadh schools and the Dammam schools, with the Riyadh schools indicating a lower need for professional development. The respondents from the Jidda schools show no significant differences from either of the other two schools. In the area of "classroom management," respondents from the Jidda schools indicated a significantly lower need for professional development than the respondents from the Riyadh and the Dammam schools. In the area of "facilitating social-emotional maturity," respondents from the Riyadh and the Jidda schools indicated a significantly lower need for professional development than the respondents from the Dammam schools (Figures 7-10). It can be concluded, therefore, that teachers and administrators

from the Dammam schools for the mentally retarded tended to show a higher need for professional development than those from the schools of Jidda and Riyadh in four of the seven subscales.

A post hoc comparison between the four categories of "years of experience" regarding the needs for professional development in the area of "working with parents" indicated significant differences between those whose experience ranged from 6-10 years and those whose experienced ranged from 11-15 years, with the former indicating a lower need for professional development. All other comparisons were not significant.

This leads to the rejection of the null hypothesis, since significant differences were shown in the responses regarding the needs for professional development when subjects were grouped according to the "location of school" and "years of experience." On the other hand, no significant differences were shown when subjects were grouped according to "sex," "type of work," "citizenship," "age," or "educational level," which indicates that there were no relationships between those five independent variables and the ratings of competencies regarding professional development needs.

Perceived Barriers to Quality Special Education Program

In this section, Research Questions III and VI will be answered using the data collected from the third part of the questionnaire dealing with barriers that may affect the quality of the program. Research Question III asked: *What barriers are perceived by teachers and administrators working with the mentally retarded in the six schools of Saudi Arabia to be limiting the quality of the special education program?* To answer this question, ratings of each of the thirty barrier statements are presented in table form in rank order using mean and standard deviation values to indicate their seriousness in limiting the quality of the program (Table 18). The following cut-off points were selected to indicate the seriousness of barriers.

4.49-3.50	Serious barrier
3.49-2.50	Moderate barrier
2.49-1.50	Not serious barrier

As shown in Table 18, mean ratings for barrier statements ranged from 4.325 to 1.886, representing the most serious barrier, "lack of teacher aides," and the least serious barrier, "lack of teacher consultants," respectively. Out of the thirty barrier statements, thirteen were considered to be seriously limiting the quality of the program, another thirteen statements were viewed as moderately affecting the

TABLE 18.--Rank Order of Barrier Ratings

Barrier Statement	Mean	S.D.
Serious Barriers		
Lack of teacher aides (1,4).	4.325	.896
Lack of parents' understanding and support of needed services.	4.259	1.009
Lack of screening devices to identify children with special needs	4.133	.944
Lack of appropriate playgrounds.	3.952	1.306
Not enough sharing in decision making between teachers and principals (1,4)	3.928	1.253
Lack of sufficient educational equipment (4)	3.795	1.291
Lack of appropriate workshops.	3.777	1.276
Not enough sharing in decision making between principals and administrators (1).	3.777	1.281
Lack of communication meetings between teachers and parents (4). . . .	3.717	1.220
Lack of organized transportation to and from schools	3.620	1.282
Lack of sufficient books (curriculum) (4)	3.554	1.433
No guidelines have been provided to meet individual needs at building level (4).	3.554	1.070
Lack of appropriate medical facilities (4)	3.500	1.430

TABLE 18--Continued

Barrier Statement	Mean	S.D.
Moderate Barriers		
Lack of communication meetings between teachers and administrators (4)	3.494	1.334
Lack of in-service programs to provide teachers and administrators with needed professional development in the field (2,4,5,6).	3.476	1.205
Lack of sufficient educational games (4) .	3.446	1.390
The restrictiveness of central program guidelines.	3.446	1.248
Lack of good living facilities	3.434	1.479
Lack of swimming pools (4)	3.422	1.519
Not enough sharing in decision making between teachers and administrators (4)	3.392	1.306
Lack of appropriate classrooms (4)	3.380	1.463
Lack of communication meetings between teachers (4).	3.295	1.217
Lack of communication meetings between teachers and support personnel (4). . .	3.265	1.217
Lack of teacher preparation programs for special education (2,3,4,5,6) . . .	3.169	1.365
Lack of financial rewards for overtime work.	3.163	1.487
Lack of blackboards (1,2,4).	2.620	1.382

TABLE 18--Continued

Barrier Statement	Mean	S.D.
Not Barriers		
Lack of specialized physicians	2.060	1.215
Lack of social workers (1,3)	2.012	.966
Lack of school psychologists (1,4)	1.916	1.092
Lack of teacher consultants (6).	1.886	1.047

1--Chi-square tests revealed significant differences between proportions of Males and Females.

2--Chi-square tests revealed significant differences among proportions of Educational Level.

3--Chi-square tests revealed significant differences among proportions of Years of Experience.

4--Chi-square tests revealed significant differences among proportions of Location of Schools.

5--Chi-square tests revealed significant differences between proportions of Saudis and Non-Saudis.

6--Chi-square tests revealed significant differences between proportions of Teachers and Administrators.

quality of the program, and only four statements were rated as having no serious effect on limiting program quality. Three out of the thirteen "serious barriers" dealt with physical facilities: lack of playgrounds, lack of workshops, and lack of medical facilities. This could be attributed to the fact that all school buildings were constructed for residential purposes rather than educational facilities. All four statements that fell in the "not serious barrier" category dealt with lack of support personnel.

Research Question VI asked: *What are the differences in the perception of teachers and administrators when grouped according to sex, type of position, level of education, citizenship, regional location of the school, and years of experience regarding the barriers limiting the quality of special education programs for the mentally retarded?* To answer this question, a Chi-Square Test of Homogeneity was used to determine if there were significant differences in the proportions of responses when subjects were grouped according to the independent variables. As shown in Table 18, subscripts were used to identify barrier statements for which chi-square tests have yielded significant differences. Contingency tables for statements with significant relationships are presented in Appendix D.

Differences in the proportions of males and females were significant in six barrier statements; two of those were:

"Not enough sharing in decision making between principals and administrators."

"Not enough sharing in decision making between teachers and principals."

Both statements were viewed as being serious barriers, yet the ratings given by females were higher than those given by males. This trend can be attributed to the fact that, under the segregated educational system that exists in Saudi Arabia, female principals have no access to ministry administrators except through telephone communication, which is not the case for male principals.

Proportions for Saudis and non-Saudis were significantly different for two barrier statements:

"Lack of teacher preparation programs for special education."

"Lack of in-service programs for teachers and administrators in special education."

Both barrier statements were considered to be serious barriers by Saudi respondents, where non-Saudis, on the other hand, rated them as being low-moderate to moderate barriers. The availability of teacher preparation and in-service programs in Egypt, where most of the non-Saudis are from, could be a contributing factor for this trend.

As was the case in rating the relative importance of the teaching competencies and the ratings regarding professional development priorities, when subjects were grouped according to the location of schools, significant differences

in proportions were shown for nineteen barrier statements. They were marked in Table 18 using the number (4) to identify them. Among them were the following statements:

"Lack of communication meetings between teachers and support personnel."

"Lack of appropriate classrooms."

"Lack of sufficient books (curriculum)."

Seventy-two, or 43.4 percent, of the respondents gave a rating of "4" or "5" to the first statement; out of those, 41, or 57 percent, were from Riyadh schools compared to 16, or 22.2 percent, and 15, or 20.8 percent, representing Dammam and Jidda schools, respectively. The second statement was given the ratings of "4" or "5" by 80, or 48.2 percent, of the respondents; 49, or 61.25 percent, were from Riyadh schools; 20, or 25 percent, from Dammam schools; and 11, or 13.75 percent, were from Jidda schools. The same trend continued to exist for the third barrier statement, where out of the 86, or 51.8 percent, who assigned a rating of "4" or "5" to the statement, there were 51, or 59.3 percent, from Riyadh schools, whereas the number of respondents from Dammam and Jidda schools were 22, or 25.6 percent, and 13, or 15.1 percent, respectively.

The null hypothesis was rejected, since significant differences were found among the proportions of responses regarding the barrier statements when subjects were grouped according to the independent variables.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

In this chapter, a summary of the study is presented including an outline overview of the major findings. Recommendations for possible action, as well as for further research, are made, and conclusions are drawn based on the findings of this survey.

Summary

A shortage of human resources in general and educational personnel in particular is one of the most serious obstacles confronting development plans in Saudi Arabia. This study attempted to identify the teaching competencies thought to be important for teachers of the mentally retarded in Saudi Arabia. It was the writer's belief that such an attempt will furnish needed foundations for establishing teacher preparation programs and for organizing in-service training for teachers of the mentally retarded. Furthermore, this investigation examined the opinion structure of teachers and administrators presently involved in the education of the mentally retarded in Saudi Arabia regarding the barriers which are thought to be limiting the quality of these programs.

The target population for this study consisted of all teachers, building administrators, and administrators of the Ministry of Education in Saudi Arabia who were involved in the education of the mentally retarded. Questionnaires were distributed by the writer. Verbal as well as written instructions were used to explain and clarify the procedures to be followed in responding to the instrument.

The questionnaire utilized in gathering data for this survey research consisted of three parts.

Part I. Personal data regarding subjects' sex, location of employment, type of work, citizenship, years of experience, age and level of education.

Part II. In this part, subjects were asked to specify, on a five-point scale, the perceived importance and professional development priorities of forty teaching competency statements which were divided into seven major areas: planning instruction (7 statements), assessing and evaluating behavior and instruction (6 statements), conducting instruction (8 statements), classroom management (4 statements), facilitating social-emotional maturity (4 statements), dealing with other professionals (6 statements), and working with parents (5 statements).

Part III. In this part, respondents were asked to indicate, on a five-point scale, their perceptions regarding thirty barrier statements in terms of the effect each barrier

may have in limiting the quality of the mentally retarded program outcomes.

The original version of the instrument was written in English. Translating the questionnaire into the Arabic language was accomplished first by the writer, then through the assistance of two faculty members of the Department of Arabic Language and the Educational and Psychological Research Center at King Abdul Aziz University, Mecca, Saudi Arabia, who translated the Arabic version back into English to verify the translation.

All of the two hundred and four questionnaires that were distributed were returned. However, thirty-eight questionnaires were found to be incomplete and, therefore, were discarded, leaving one hundred and sixty-six questionnaires that were utilized in this investigation.

To determine the perceived importance and professional development priorities, the forty teaching competencies were ranked according to mean ratings (Tables 7 and 12). A multivariate analysis of variance test was utilized to determine differences regarding the perceived importance and professional development needs of the major competency areas on various levels of the independent variables. Differences in perception regarding the thirty barrier statements were tested using the chi-square test of homogeneity.

Following are the major findings of the study presented in outline form.

I. Findings Regarding Demographic Data

A. Ninety-nine out of the one hundred and sixty-six respondents were males.

B. Ninety-three of the subjects worked for boys' schools, sixty-seven for girls' schools, and six were administrators at the ministry level.

C. The majority of the respondents were non-Saudis (N = 132).

D. One hundred and twenty-four of the respondents were between the ages of twenty-one and forty years old.

E. Seventy-six of the respondents were certified to teach the mentally retarded.

II. Findings Regarding the Importance of the Teaching Competencies

A. The five competencies perceived as being most important for teachers of the mentally retarded in Saudi Arabia were:

- Selecting and operating audio-visual equipment;
- Breaking tasks into small steps from simple to complex;
- Choosing instructional methods for specific lessons;

- Keeping a record of student assessment to help in knowing student's progress;
- Using a multi-sensory approach when teaching.

B. The five competencies perceived as being least important for teachers of the mentally retarded in Saudi Arabia were:

- Seeking help for students from agencies outside the school;
- Administering rewards or punishment to change pupil's behavior;
- Interpreting data from formal tests administered by diagnosticians in developing instructional materials for students;
- Dealing with parents' criticisms;
- Helping students become aware of the needs of others.

C. The major competency areas are listed below in the order of their perceived importance, with the most important listed first:

- Conducting instruction;
- Facilitating social-emotional maturity;
- Working with parents;
- Planning instruction;
- Assessing and evaluating behavior and instruction;

- Classroom management;
- Dealing with other professionals.

D. The mean ratings given to the major competency areas by female respondents were statistically greater than those given by males for:
   - Planning instruction;
   - Facilitating social-emotional maturity.

E. Respondents from the Riyadh schools assigned more importance to the following six major competency areas than did respondents from Dammam and Jidda:
   - Planning instruction;
   - Conducting instruction;
   - Facilitating social-emotional maturity;
   - Classroom management;
   - Dealing with other professionals;
   - Working with parents.

III. Findings Regarding Professional Development Priorities

A. The five competencies where the highest need for professional development was felt were:
   - Using accepted principles of counseling, interviewing, and guidance in parent conferences;
   - Selecting and operating audio-visual equipment;
   - Selecting content appropriate to identified goals;

- Formulating instructional goals for the year;
- Using behavior modification techniques.

B. The five competencies rated lowest in terms of professional development priorities were:

- Getting to know other teachers;
- Handling administrators' observations of your teaching;
- Following administrative directives;
- Administering rewards or punishment to change pupil's behavior;
- Consistent classroom rules and procedures.

C. In terms of perceived needs for professional development, the major areas were ranked as follows:

- Working with parents;
- Planning instruction;
- Conducting instruction;
- Facilitating social-emotional maturity;
- Assessing and evaluating behavior and instruction;
- Classroom management;
- Dealing with other professionals.

III. D. Respondents for the Dammam schools indicated higher needs for professional development than those indicated by the respondents from Riyadh and Jidda in the following four major competency areas:

- Planning instruction;
- Conducting instruction;
- Classroom management;
- Facilitating social-emotional maturity.

E. A higher need for professional development in the area of "working with parents" was indicated by the respondents who had eleven to fifteen years of experience.

IV. Major Findings Regarding Barriers to Quality Special Education

A. The four barriers perceived as seriously limiting the quality of the special education program were:

- Lack of teacher aides;
- Lack of parent understanding and support of needed services;
- Lack of screening devices to identify children with special needs;
- Lack of appropriate playgrounds.

IV. B. The four barriers perceived as having no effect on limiting the quality of the special education program were:

- Lack of specialized physicians;
- Lack of social workers;
- Lack of school psychologists;
- Lack of teacher consultants.

C. The following two barrier statements were rated higher by female respondents than their male counterparts:

- Not enough sharing in decision making between teachers and principals;
- Not enough sharing in decision making between principals and administrators.

D. The following two barrier statements were rated higher by Saudi respondents than their non-Saudi counterparts:

- Lack of in-service programs to provide teachers and administrators with needed professional development in the field;
- Lack of teacher preparation programs for special education.

Recommendations for Possible Implementation

Recommendation I

It is recommended that a teacher preparation program be established to meet the existing needs of the mentally retarded schools, and to provide qualified personnel to facilitate the expansion of services in order to accommodate more mentally retarded children who are still unserved. To assure faster production of teachers, a two-year teacher preparation program is recommended.

Rationale

Results of this study indicated that out of the 166 respondents to the questionnaire, only 34 were Saudis. The remaining 134 teachers and administrators were from other Arabian countries. This reflects the existing need for more Saudi teachers to carry on the program. On the other hand, according to conservative estimates, the number of mentally retarded children in Saudi Arabia ranges between 12,000 and 16,000, out of whom only a small fraction is being served (about 800 mentally retarded). This reflects the urgent need for more schools to provide services for unserved mentally retarded children. Concentration, at this point, should be directed toward producing native teachers and administrators who will be more able to understand the Saudi child, his needs, and the environment in which he/she lives than non-native teachers or administrators prepared under different educational systems, representing different cultures and values. The

differences found among the respondents from the three cities (Riyadh, Jidda, Dammam) regarding the perceived importance of certain teaching competencies (see pp. 80-82) should be viewed as a manifestation of the unique need of each community. Therefore, teacher candidates should be selected from different locations within the country. Emphasis should be placed on competencies dealing with applied teaching skills, since the ratings given to the major competency areas dealing with conducting instruction, facilitating social-emotional maturity, and working with parents, were relatively greater than the ratings given to the remaining four major areas.

Recommendation II

It is recommended that more cooperation and coordination be established between the Ministry of Education and colleges of education aimed at the betterment of teachers of the mentally retarded through in-service programs.

Rationale

Results regarding professional development priorities indicated a high need in the major areas: working with parents, planning instruction, and conducting instruction. These findings can be implemented through closer working relationships between the Ministry of Education and teacher educators to develop a well-balanced in-service program to meet various needs of teachers and administrators of the mentally retarded,

keeping in mind the priorities of each group of teachers. In-service programs should not be limited to meeting the existing needs; rather, it should be a continuous practice, since developing and maintaining teaching competence is not limited to the mere graduation from a teacher education program. Instead, it is a lifelong process affected by on-going changes and developments in the field of special education and society.

Recommendation III

It is recommended that the Ministry of Education should consider the establishment of well-balanced physical facilities as a first priority, thus having available large, well-equipped classrooms and playgrounds.

Rationale

Barrier statements regarding the physical facilities were perceived as being serious to high-moderate barriers (see Table 18, p. 102). On the other hand, it was reported in Chapter II (p. 19) that almost all school buildings are former villas that are not suitable for housing educational programs. The construction of well-constructed, well-equipped physical plants will facilitate the educational process and will motivate both teachers and students.

Recommendation IV

To help parents understand the importance of education and training for their mentally retarded children, it is recommended that mass media channels be used to awaken the public to assume its role in supporting the special education movement.

Rationale

Lack of parents' understanding and support was viewed as one of the serious barriers limiting the quality of the program. In the United States, the parents' movement cannot be underestimated in bringing the quality of special education services to its current status. Through parent-teacher meetings and conferences, daily newspapers, and radio and television programs, parents can be educated. Furthermore, the role of social workers should not be limited to the time of crisis. Instead, they should take advantage of any contact with parents to shed light upon the importance of parents' participation in educating the handicapped child.

Recommendation V

It is recommended that efforts have to be made by psychologists to standardize screening devices to help in identifying children with mental retardation.

Rationale

The number of served mentally retarded children in Saudi Arabia, compared to those in need of services, is very

small. This could be a result of parents' unawareness and neglect and/or the lack of needed screening devices, as indicated by respondents (Table 18, p. 102). Translation of culture free instruments from other countries and building special standardized IQ tests that represent the Saudi culture and values are urgent needs. The availability of such instruments will facilitate early identification and intervention of children with special needs.

Recommendation VI

It is recommended that a well-balanced curriculum, fitted to the special needs of the mentally retarded, be constructed by curriculum specialists in the Ministry of Education and colleges of education.

Rationale

The purpose of education is to enable each individual to develop to his/her optimal potential. A means through which such an aim can be accomplished is the availability of good curriculum. Lack of educational materials, equipment, and books were perceived to be limiting the quality of the special education program (Table 18, p. 102). A well-balanced curriculum can be made for Saudi schools by selectively adopting from advanced nations.

Recommendation VII

It is recommended that an administrative body consisting of female administrators be established as a part of the General Presidency for Girls' Education to supervise special education programs for females.

Rationale

Seventy-nine percent of the 67 female respondents expressed dissatisfaction with the present practices regarding sharing with central administrators in the decision-making process (Appendix D, p. 179). The establishment of a supervisory administration consisting of female administrators will allow for more sharing and participation between the central administration on one hand and the school principals and teachers on the other.

Recommendations for Further Research

This research study is the first such attempt to be made in the field of special education in Saudi Arabia. The urgent need for improving the quality of services provided for the handicapped calls for more research to be carried out. The following are some recommendations for further research.

1. Similar studies regarding the needed teaching competencies for teachers of other populations are very necessary to provide needed information for other handicapping conditions.

2. To verify the findings of this study regarding the important competencies and the teachers' professional development priorities, further research should be carried out through actual observations of teaching practices.
3. Further research should investigate the area of curriculum development and educational planning for the mentally retarded in Saudi Arabian schools.
4. Since parent participation and support are an integral part of any educational program, further research should explore ways in which positive relationships between home and schools can be established.
5. Studies should be conducted to determine the best setting for preparing teachers of the mentally retarded to meet the urgent needs of Saudi Arabian schools in terms of both the quality and quantity of services.

APPENDIX A

COVER LETTER AND ENGLISH VERSION OF QUESTIONNAIRE

April 18, 1980

Teachers and Administrators:

Efforts are being made to improve the quality and quantity of educational services in the Kingdom of Saudi Arabia. Teachers are considered to be the core of the educational process, and it is more so in special education where differences, both within and without the students, are so great. Since special education services are very new in Saudi Arabia, this study is an attempt directed toward assessing the needs of the teachers of the mentally retarded. Your participation, cooperation, and honesty in responding to the questionnaire are deeply appreciated and are a reflection of your awareness of the importance of this study and any other studies aimed at the improvement of educational services.

The questionnaire consists of four parts:

1. Personal data. Information from this part will be utilized only for the purpose of this study.
2. The importance of selected teaching competencies for teachers of the mentally retarded.
3. Professional development priorities.
4. Barriers to a quality special education program.

Make sure that you read and understand the instructions provided for each part, which will help you in completing the questionnaire. Thank you for your participation.

Abdulla I. Hamdan
Ph.D. candidate at
Michigan State University

PART I. DEMOGRAPHIC DATA

Please check the following items as they apply to you.

1. Sex: Male____ Female____
2. Location of school:
   - Riyadh School for Boys _____
   - Riyadh School for Girls _____
   - Jidda School for Boys _____
   - Jidda School for Girls _____
   - Dammam School for Boys _____
   - Dammam School for Girls _____
3. Type of work:
   - Teacher _____
   - Administrator building level _____
   - Administrator ministry level _____
4. Citizenship: Saudi____ non-Saudi____
5. Years of experience with the mentally retarded: _____
6. Age: _____
7. Educational level: _____

PART II, STEP 1. IMPORTANCE OF TEACHING COMPETENCIES

The following list contains 40 teaching competency statements divided into 7 subcategories A-G. You are asked to indicate your perception regarding the importance of each statement for teachers of the MR on the scale provided to the right of each statement. Please note that a rating of (1) indicates LEAST importance and a rating of (5), on the other hand, indicates MOST importance. You may choose any of the numbers between the two extremes.

Competency Statement	Importance of Competency				
	Least				Most
A. Planning Instruction					
1. Formulating instructional goals for the year	1	2	3	4	5
2. Selecting content appropriate to identified goals	1	2	3	4	5
3. Organizing the content	1	2	3	4	5
4. Choosing instructional materials to content to be taught	1	2	3	4	5
5. Developing instructional materials to content to be taught	1	2	3	4	5

PART II, STEP 1--Continued

Competency Statement	Importance of Competency (Least)				(Most)
6. Choosing instructional methods for specific lessons	1	2	3	4	5
7. Developing instructional methods for specific lessons	1	2	3	4	5
B. Assessing and Evaluating Behavior and Instruction					
8. Verify program content by using informal tests for assessing student's status	1	2	3	4	5
9. Using the results from teachers' administered tests to modify instructional plans for students	1	2	3	4	5
10. Interpreting data from formal tests administered by diagnosticians in developing instructional plans for students	1	2	3	4	5
11. Carrying out preassessment activities to determine student readiness for specific learning content	1	2	3	4	5
12. Reassessment of students during and after the instructional unit	1	2	3	4	5
13. Keeping a record of student assessment to help in knowing student's progress	1	2	3	4	5

PART II, STEP 1--Continued

Competency Statement	Importance of Competency Least				Most
C. Conducting Instruction					
14. Preparing lesson plans based on assessed needs	1	2	3	4	5
15. Preparing lesson plans based on methods to be used in teaching	1	2	3	4	5
16. Breaking tasks into small steps from simple to complex	1	2	3	4	5
17. Using behavior modification techniques	1	2	3	4	5
18. Providing continuous feedback to students during instruction	1	2	3	4	5
19. Using multi-sensory approach when teaching	1	2	3	4	5
20. Selecting and operating audio-visual equipment	1	2	3	4	5
21. Modifying and adopting learning tasks to meet each child's needs	1	2	3	4	5
D. Classroom Management					
22. Consistent classroom rules and procedures	1	2	3	4	5

PART II, STEP 1--Continued

Competency Statement	Importance of Competency				
	Least				Most
23. Arranging the physical props in the classroom to facilitate learning	1	2	3	4	5
24. Determining what is rewarding for each child	1	2	3	4	5
25. Administering rewards or punishment to change pupils' behavior	1	2	3	4	5
E. Facilitating Social-Emotional Maturity					
26. Provide instructional activities that promote appropriate personal and social interaction	1	2	3	4	5
27. Help students become aware of the needs of others	1	2	3	4	5
28. Provide instructional activities for students to help each other	1	2	3	4	5
29. Promote children's independence and help them become self-directed	1	2	3	4	5
F. Dealing with Other Professionals					
30. Asking for help or ideas from other staff	1	2	3	4	5

PART II, STEP 1--Continued

Competency Statement	Importance of Competency				
	Least				Most
31. Seeking help for student from agencies outside the school	1	2	3	4	5
32. Getting to know other teachers	1	2	3	4	5
33. Working with teacher aides and other support personnel	1	2	3	4	5
34. Handling administrators' observation of your teaching	1	2	3	4	5
35. Following administrative directives	1	2	3	4	5
G. Working with Parents					
36. Dealing with parents' criticisms	1	2	3	4	5
37. Obtaining information about the child from parents	1	2	3	4	5
38. Responding to parents in ways which lead to support of school program	1	2	3	4	5
39. Using accepted principles of counseling, interviewing, and guidance in parent conferences	1	2	3	4	5
40. Helping parents deal with their children at home	1	2	3	4	5

PART II, STEP 2. NEEDS FOR PROFESSIONAL DEVELOPMENT

The following are the same statements used in Step 1. You are asked to indicate your need for professional development in each on the scale provided to the right of each statement. Please note that a rating of (1) means NO need, whereas a rating of (5) means a HIGH need for professional development.

Competency Statement	Professional Development Needs				
	No Need				High Need
A. Planning Instruction					
1. Formulating instructional goals for the year	1	2	3	4	5
2. Selecting content appropriate to identified goals	1	2	3	4	5
3. Organizing the content	1	2	3	4	5
4. Choosing instructional materials to content to be taught	1	2	3	4	5
5. Developing instructional materials to content to be taught	1	2	3	4	5

PART II, STEP 2--Continued

Competency Statement	Professional Development Needs				
	No Need				High Need
6. Choosing instructional methods for specific lessons	1	2	3	4	5
7. Developing instructional methods for specific lessons	1	2	3	4	5
B. Assessing and Evaluating Behavior and Instruction					
8. Verify program content by using informal tests for assessing student's status	1	2	3	4	5
9. Using the results from teachers' administered tests to modify instructional plans for students	1	2	3	4	5
10. Interpreting data from formal tests administered by diagnosticians in developing instructional plans for students	1	2	3	4	5
11. Carrying out preassessment activities to determine student readiness for specific learning content	1	2	3	4	5
12. Reassessment of students during and after the instructional unit	1	2	3	4	5
13. Keeping a record of student assessment to help in knowing student's progress	1	2	3	4	5

PART II, STEP 2--Continued

Competency Statement	Professional Development Needs				
	No Need				High Need
C. Conducting Instruction					
14. Preparing lesson plans based on assessed needs	1	2	3	4	5
15. Preparing lesson plans based on methods to be used in teaching	1	2	3	4	5
16. Breaking tasks into small steps from simple to complex	1	2	3	4	5
17. Using behavior modification techniques	1	2	3	4	5
18. Providing continuous feedback to students during instruction	1	2	3	4	5
19. Using multi-sensory approach when teaching	1	2	3	4	5
20. Selecting and operating audio-visual equipment	1	2	3	4	5
21. Modifying and adopting learning tasks to meet each child's needs	1	2	3	4	5
D. Classroom Management					
22. Consistent classroom rules and procedures	1	2	3	4	5

PART II, STEP 2--Continued

Competency Statement	Professional Development Needs				
	No Need				High Need
23. Arranging the physical props in the classroom to facilitate learning	1	2	3	4	5
24. Determining what is rewarding for each child	1	2	3	4	5
25. Administering rewards or punishment to change pupils' behavior	1	2	3	4	5
E. Facilitating Social-Emotional Maturity					
26. Provide instructional activities that promote appropriate personal and social interaction	1	2	3	4	5
27. Help students become aware of the needs of others	1	2	3	4	5
28. Provide instructional activities for students to help each other	1	2	3	4	5
29. Promote children's independence and help them become self-directed	1	2	3	4	5
F. Dealing with Other Professionals					
30. Asking for help or ideas from other staff	1	2	3	4	5

PART II, STEP 2--Continued

Competency Statement	Professional Development Needs				
	No Need				High Need
31. Seeking help for student from agencies outside the school	1	2	3	4	5
32. Getting to know other teachers	1	2	3	4	5
33. Working with teacher aides and other support personnel	1	2	3	4	5
34. Handling administrators' observation of your teaching	1	2	3	4	5
35. Following administrative directives	1	2	3	4	5
G. Working with Parents					
36. Dealing with parents' criticisms	1	2	3	4	5
37. Obtaining information about the child from parents	1	2	3	4	5
38. Responding to parents in ways which lead to support of school program	1	2	3	4	5
39. Using accepted principles of counseling, interviewing, and guidance in parent conferences	1	2	3	4	5
40. Helping parents deal with their children at home	1	2	3	4	5

PART III. BARRIERS TO QUALITY SPECIAL EDUCATION PROGRAM

The following are some of the barriers that might be limiting the attainment of good quality services for the mentally retarded. Please indicate the degree to which you think each barrier is contributing in limiting the quality of the program on the scale provided to the right of each statement. A rating of (1) means that the statement has NO effect, and a rating of (5) means the statement has MAXIMUM effect in limiting the program's quality. You may choose any number between the two extremes.

Barrier Statement	Effect on Program Quality				
	No Effect				Max. Effect
1. Lack of sufficient instructional materials and equipment:					
A. Lack of sufficient books (curriculum)	1	2	3	4	5
B. Lack of blackboards	1	2	3	4	5
C. Lack of sufficient educational games	1	2	3	4	5
D. Lack of sufficient educational equipment	1	2	3	4	5

PART III--Continued

Barrier Statement	Effect on Program Quality				
	No Effect				Max. Effect
2. Lack of appropriate physical facilities:					
A. Lack of appropriate classrooms	1	2	3	4	5
B. Lack of good living facilities	1	2	3	4	5
C. Lack of appropriate playgrounds	1	2	3	4	5
D. Lack of appropriate workshops	1	2	3	4	5
E. Lack of swimming pools	1	2	3	4	5
F. Lack of appropriate medical facilities	1	2	3	4	5
3. Unavailability of support personnel:					
A. Lack of teacher aides	1	2	3	4	5
B. Lack of social workers	1	2	3	4	5
C. Lack of school psychologists	1	2	3	4	5
D. Lack of teacher consultants	1	2	3	4	5
E. Lack of specialized physicians	1	2	3	4	5

PART III--Continued

Barrier Statement	Effect on Program Quality				
	No Effect				Max. Effect
4. Lack of screening devices to identify children with special needs	1	2	3	4	5
5. Lack of parents' understanding and support of needed services	1	2	3	4	5
6. Lack of teacher preparation programs for special education	1	2	3	4	5
7. Lack of in-service programs to provide needed professional development for teachers of exceptional children	1	2	3	4	5
8. Lack of communication meetings:					
A. Lack of communication meetings between teachers	1	2	3	4	5
B. Lack of communication meetings between teachers and support personnel	1	2	3	4	5
C. Lack of communication meetings between teachers and administrators	1	2	3	4	5
D. Lack of communication meetings between teachers and parents	1	2	3	4	5

PART III--Continued

Barrier Statement	Effect on Program Quality				
	No Effect				Max. Effect
9. No guidelines have been provided to meet individual needs at building level	1	2	3	4	5
10. The restrictiveness of central program guidelines	1	2	3	4	5
11. Not enough sharing in decision making for planning and implementing programs:					
A. Not enough sharing in decision making between principals and administrators	1	2	3	4	5
B. Not enough sharing in decision making between teachers and administrators	1	2	3	4	5
C. Not enough sharing in decision making between teachers and principals	1	2	3	4	5
12. Lack of organized transportation system to and from schools	1	2	3	4	5
13. Lack of financial rewards for overtime work	1	2	3	4	5

Others please specify:

APPENDIX B

TRANSLATION APPROVAL AND ARABIC VERSION OF QUESTIONNAIRE

King Abdulaziz University
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Ref. _____ الرقم _____

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APPENDIX B

TRANSLATION APPROVAL AND ARABIC VERSION
OF QUESTIONNAIRE

TO WHOM IT MAY CONCERN.

We hereby certify that Mr. Abdullah I. Hamdan has translated into Arabic language the English version of the questionnair used as a tool in his research for his Ph. D. dissertation entitled COMPETENCIES NEEDED FOR TEACHERS OF THE MENTALLY RETARDED IN SAUDI ARABIA: A NEED ASSESSMENT STUDY.

We hereby verify that the translation is honest, accurate, and valid.

It gives us great pleasure to state that during the period he spent among us in Saudi Arabia collecting his data for the dissertation he made tremendous effort to accomplish his objectives that he came for. We are looking forward to benefit from his findings and to have him as acclleage.

We do wish him the best of luck.

Dr. Farouk S. Abdulsalam
Deputy Director, Educational
and Psychological Research
Center.

Dr. Mohamad El-Ghamdi
Director, Educational and
Psychological Research
Center.

المملكة العربية السعودية
جامعة الملك عبدالعزيز
كلية التربية - مكة المكرمة

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استفتاء حول آراء المدرسين والاداريين في قطاع التربية الفكرية في المملكة العربية السعودية

دراسة ميدانية للحصول على
درجة الدكتوراه في التعليم الخاص
من
الولايات المتحدة الامريكية

١٤٠٠ هـ - ١٩٨٠ م

بسم الله الرحمن الرحيم

الاخوة والاخوات المساهمون فى تعبئة الاستمارة .. ..
السلام عليكم ورحمة الله وبركاته - وبعد

ان التعليم فى المملكة العربية السعودية يخطو خطوات جبارة فى طريق النمو بشكله الكمى والنوعى فى جميع مراحل وأشكال التعليم .. وهذا يتطلب الكثير من الجهد والوقت والمال.ولكى لا يكون المردود العلمى لهذه الجهود مفقودا يجب أن نفتح المجال للبحث العلمى لكى يقول كلمته ويأخذ دوره فى عملية التخطيط والبناء .. والمدرس هو العنصر الاساسى فى العملية التعليمية وهو أكثر أهمية ومكانة فى مجال التعليم الخاص .. هذا الجزء من التعليم الذى يفتقر الى البحث والتقويم والتحسين للرفع من مستوى وكفائة المدرس والادارى ومن أداء وفعالية المنهج والمحتوى التعليمى لكى يناسب الاكتشافات العلمية الحديثة فى هذا المجال بالذات ... فمساهمتكم وتعاونكم وأمانتكم فى الاجابة على هذا الاستفتاء يسهل مهمة الباحث فى الحصول على المعلومات المطلوبة لبحثه ويدلل على مشاركتم فى البناء والتطوير الذى هو هدف هذه الدراسة .

والاستفتاء الذى بين يديكم يتكون من أربعة أقسام ....

القسم الاول : البيانات الشخصية .. وهذه البيانات لن تستخدم الا لخدمة أهداف الدراسة فقط .

القسم الثانى : أهمية بعض المهارات بالنسبة للمدرسين .

القسم الثالث : الحاجة الى مزيد من النمو فى بعض المهارات .

القسم الرابع : الامور التى تعيق النوعية الجيده للتعليم الخاص .

فالرجاء قراءة المعلومات والتأكد من فهمها جيدا حتى تكون الاجابة سليمة وتخدم الغرض الاساسى من البحث .

وأخيرا أوجه شكرى وتقديرى لكل المساهمين فى الاجابة على هذا الاستفتاء من مدرسين وادارييين ...

والله ولى التوفيق ،،،

الباحث ..

عبد الله ابراهيم الحمدان

طالب دكتوراه فى التعليم الخاص

ج٠م

البيانات الشخصية :

١. ذكر ..... ٢. انثى .....

٣. المدرسة أ - بنين الرياض ..... ب - بنات الرياض .....
ج - بنين جدة ..... د - بنات جدة .....
هـ - بنين الدمام ..... و - بنات الدمام .....

٤. نوع العمل :
أ - مدرس ..... ب - مدير مدرسة .....
ج - وكيل مدرسة ..... د - اداري في الوزارة ...

٥. الجنسية :
أ - سعودي ..... ب - غير سعودي .....
ج - حدد الجنسية .....

٦. عدد سنوات الخبرة :
أ - مدرس في مدرسة عامة ..... سنة
ب - مدرس في مدارس التربية الفكرية .... سنة
ج - اداري ——— ..... سنة

٧. العمر : ..... سنة

٨. أعلى شهادة حصلت عليها ب- .....

../...

تعليمـــــــات :

أهمية بعض المهارات بالنسبة للمدرسين: فى هذا الجزء تجد عددا مـــــن المهارات أو القدرات المهمة بالنسبة لكل مدرس ؛ وبالنسبة لمدرس المتخلفين عقليا بالذات . استنادا الى خبرتك فى هذا المجال المرجو أن تضـع دائـرة حول الرقم الذى يعكس مدى أهمية هذه المهارات علما بان كل مهارة يتبعهـا الارقام ١ ٢ ٣ ٤ ٥ حيث يدل الرقم (١) على قلة أهمية تلـــــك المهارة ، ويدل الرقم (٥) على كثرة أهميتها . لذلك فالارقام التصاعديـــة تدل على تصاعد الاهمية .

أ ـ الاعـــداد للدرس :ـ

١ـ صياغة الاهداف التعليمية للسنة الدراسية	١	٢	٣	٤	٥
٢ـ اختيار المنهج التعليمى المناسب للاهداف التربوية	١	٢	٣	٤	٥
٣ـ تنظيم المحتوى التعليمـــــى	١	٢	٣	٤	٥
٤ـ اختيار المواد التعليمية المراد تدريسها	١	٢	٣	٤	٥
٥ـ تطوير المواد التعليمية المراد تدريسـها	١	٢	٣	٤	٥
٦ـ اختيار طرق التدريس المناسبة لتدريس دروس معينة	١	٢	٣	٤	٥
٧ـ تطوير طرق التدريس المناسبة لتدريس دروس معينة	١	٢	٣	٤	٥

ب ـ تقييم سلوك الطـــلاب وقياس تحصيلهم :

٨ـ التحقق من صلاحية محتوى المنهج لكل طالب باستخدام اختبارات فرديـــــــــة	١	٢	٣	٤	٥
٩ـ استخدام نتائج الاختبارات التى يطبقهـا المدرسون لتعديل الخطط التعليمية للطلاب	١	٢	٣	٤	٥
١٠ـ تفسير المعلومات المستقاه من الاختبارات الشخصية من أجل تطوير الخطط التعليمية للطـــــــــــــــــــلاب	١	٢	٣	٤	٥
١١ـ اختيار الطلاب قبل الدرس لتحديد مدى .. استعدادهم لدرس معيـــــــــــن	١	٢	٣	٤	٥
١٢ـ اختبار الطلاب خلال تدريس الوحـــــدة التعليمية وبعد التدريـــــــس	١	٢	٣	٤	٥
١٣ـ الاحتفاظ بسجل منظم لتقييم الطلاب ليساعد فى التعرف على أداء الطـــــــــلاب	١	٢	٣	٤	٥

جـ ـ البدء فى التدريـــــس :

١٤ـ اعداد خطة الدرس بناء على المعلومـــات المستقاه من تقييم الطـــــــــلاب	١	٢	٣	٤	٥
١٥ـ اعداد خطة الدرس بناء على الطريقـــــة التى ستتبع فى التدريـــــــــس	١	٢	٣	٤	٥
١٦ـ تجزئة الدرس الى أجزاء صغيرة متسلســلة من السهل الى الصعب	١	٢	٣	٤	٥
١٧ـ استخدام أساليب تعديل السلوك	١	٢	٣	٤	٥
١٨ـ تقديم التغذية الرجعية المستمرة للطـــلاب (الاجابة على اسئلتهم ، وسؤالهم للتحقـــق من تعلمهم)	١	٢	٣	٤	٥

١٩- استخدام أكثر من حاسة من حواس الطلاب أثناء التدريس ١ ٢ ٣ ٤ ٥

٢٠- اختيار وتشغيل الوسائل التعليمية السمعية البصرية المناسبة ١ ٢ ٣ ٤ ٥

٢١- تعديل أو تبنى الواجبات التعليمية حتى تناسب احتياجات كل طالب ١ ٢ ٣ ٤ ٥

د - ادارة الفصل :

٢٢- اتساق الانظمة والتعامل داخل الفصل للطلاب ١ ٢ ٣ ٤ ٥

٢٣- تهيئة الفصل (مقاعد ، اضاءة ، تهوية وسائل تعليمية ... الخ) لتسهيل عملية التدريس ١ ٢ ٣ ٤ ٥

٢٤- تحديد الاثابة (المكافأة) المناسبة لكل طالب ١ ٢ ٣ ٤ ٥

٢٥- استخدام الثواب والعقاب لتغيير سلوك الطلاب ١ ٢ ٣ ٤ ٥

هـ - تسهيل النضج الانفعالى الاجتماعى :

٢٦- تقديم النشاطات التعليمية التى تساعد على تنمية التفاعل الشخصى والاجتماعى ١ ٢ ٣ ٤ ٥

٢٧- مساعدة الطلاب فى التعرف على احتياجات الآخرين ١ ٢ ٣ ٤ ٥

٢٨- تقديم النشاطات التعليمية التى تساعد الطلاب فى التعاون مع بعضهم البعض ١ ٢ ٣ ٤ ٥

٢٩- تنمية الاستقلالية عند الاطفال ومساعدتهم على الاعتماد على النفس ١ ٢ ٣ ٤ ٥

و - التعامل مع المتخصصين الآخرين :

٣٠- طلب المساعدة والاستفادة من العاملين فى المعهد ١ ٢ ٣ ٤ ٥

٣١- طلب المساعدة للطلاب من المؤسسات خارج نطاق المعهد ١ ٢ ٣ ٤ ٥

٣٢- التعرف على المدرسين ١ ٢ ٣ ٤ ٥

٣٣- العمل مع مساعدي المدرس والموظفين المساعدين (الاخصائى الاجتماعى ، المشرف النفسى ..... الخ) ١ ٢ ٣ ٤ ٥

٣٤- الاستفادة من ملاحظات المدير حول طريقة التدريس	١	٢	٣	٤	٥
٣٥- اتباع التوجيهات الادارية	١	٢	٣	٤	٥

ز - التعامل مع الآباء :

٣٦- التقبل لانتقادات الآباء والتعامل معها	١	٢	٣	٤	٥
٣٧- الحصول على معلومات من الآباء حول أطفالهم	١	٢	٣	٤	٥
٣٨- التجاوب مع الآباء بطريقة تؤدى الى دهم البرنامج التربوى	١	٢	٣	٤	٥
٣٩- الاستعانة باستخدام مبادىء الارشاد النفسى ، والمقابلة ، والتوجه أثناء اللقاء بالآباء	١	٢	٣	٤	٥
٤٠- مساعدة الآباء فى التعامل مع أطفالهم فى البيت	١	٢	٣	٤	٥

- ٨ -

تعليمـــــات :

الحاجة الى مزيد من النمو فى بعض المهارات : - فى هذا الجـــــزء تجد نفس المهارات من الجزء الثانى والمرجو أن تضع دائرة حول الرقـــــم الذى يعكس احتياجك مع ملاحظة أن الرقم (١) يدل على عدم الاحتياج والرقـــم (٥) يدل على كثرة الاحتياج والارقام التصاعدية تدل على تصاعد الحاجـــــة الى النمو والتدريب فى تلك المهارات .

أ ـ الاعـــداد للدرس :ـ

١ـ صياغة الاهداف التعليمية للسنة الدراسية	١	٢	٣	٤	٥
٢ـ اختيار المنهج التعليمى المناسب للاهداف التربوية	١	٢	٣	٤	٥
٣ـ تنظيم المحتوى التعليمـــــى	١	٢	٣	٤	٥
٤ـ اختيار المواد التعليمية المراد تدريسها	١	٢	٣	٤	٥
٥ـ تطوير المواد التعليمية المراد تدريسها	١	٢	٣	٤	٥
٦ـ اختيار طرق التدريس المناسبة لتدريس دروس معينة	١	٢	٣	٤	٥
٧ـ تطوير طرق التدريس المناسبة لتدريس دروس معينة	١	٢	٣	٤	٥

ب ـ تقييم سلوك الطـــلاب وقياس تحصيلهم :

٨ـ التحقق من صلاحية محتوى المنهج لكل طالب باستخدام اختبارات فرديـــــــة	١	٢	٣	٤	٥
٩ـ استخدام نتائج الاختبارات التى يطبقهـا المدرسون لتعديل الخطط التعليمية للطلاب	١	٢	٣	٤	٥
١٠ـ تفسير المعلومات المستقاه من الاختبارات الشخصية من أجل تطوير الخطط التعليمية للطـــــــــــــلاب	١	٢	٣	٤	٥
١١ـ اختبار الطلاب قبل الدرس لتحديد مدى .. استعدادهم لدرس معيـــــــــن	١	٢	٣	٤	٥
١٢ـ اختبار الطلاب خلال تدريس الوحـــــدة التعليمية وبعد التدريـــــــس	١	٢	٣	٤	٥
١٣ـ الاحتفاظ بسجل منظم لتقييم الطلاب ليساعد فى التعرف على أداء الطـــــــــلاب	١	٢	٣	٤	٥

جـ ـ البدء فى التدريـــــس :

١٤ـ اعداد خطة الدرس بناء على المعلومـــات المستقاه من تقييم الطـــــــــلاب	١	٢	٣	٤	٥
١٥ـ اعداد خطة الدرس بناء على الطريقـــــة التى ستتبع فى التدريـــــــــس	١	٢	٣	٤	٥
١٦ـ تجزئة الدرس الى أجزاء صغيرة متسلســـلة من السهل الى الصعب	١	٢	٣	٤	٥
١٧ـ استخدام أساليب تعديل السلوك	١	٢	٣	٤	٥
١٨ـ تقديم التغذية الرجعية المستمرة للطـــلاب (الاجابة على اسئلتهم ، وسؤالهم للتحقـــق من تعلمهم)	١	٢	٣	٤	٥

١٩- استخدام أكثر من حاسة من حواس الطلاب أثناء التدريس	١	٢	٣	٤	٥
٢٠- اختيار وتشغيل الوسائل التعليمية السمعية البصرية المناسبة	١	٢	٣	٤	٥
٢١- تعديل أو تبنى الواجبات التعليمية حتى تناسب احتياجات كل طالب	١	٢	٣	٤	٥

د - ادارة الفصل :

٢٢- اتساق الانظمة والتعامل داخل الفصل للطلاب	١	٢	٣	٤	٥
٢٣- تهيئة الفصل (مقاعد ، اضاءة ، تهوية وسائل تعليمية ... الخ) لتسهيل عملية التدريس	١	٢	٣	٤	٥
٢٤- تحديد الاثابة (المكافأة) المناسبة لكل طالب	١	٢	٣	٤	٥
٢٥- استخدام الثواب والعقاب لتغيير سلوك الطلاب	١	٢	٣	٤	٥

هـ - تسهيل النضج الانفعالى الاجتماعى :

٢٦- تقديم النشاطات التعليمية التى تساعد على تنمية التفاعل الشخصى والاجتماعى	١	٢	٣	٤	٥
٢٧- مساعدة الطلاب فى التعرف على احتياجات الآخرين	١	٢	٣	٤	٥
٢٨- تقديم النشاطات التعليمية التى تساعد الطلاب فى التعاون مع بعضهم البعض	١	٢	٣	٤	٥
٢٩- تنمية الاستقلالية عند الاطفال ومساعدتهم على الاعتماد على النفس	١	٢	٣	٤	٥

و - التعامل مع المتخصصين الآخرين :

٣٠- طلب المساعدة والاستفادة من العاملين فى المعهد	١	٢	٣	٤	٥
٣١- طلب المساعدة للطلاب من المؤسسات خارج نطاق المعهد	١	٢	٣	٤	٥
٣٢- التعرف على المدرسين	١	٢	٣	٤	٥
٣٣- العمل مع مساعدي المدرس والموظفين المساعدين (الاخصائى الاجتماعى ، المشرف النفسى ..... الخ)	١	٢	٣	٤	٥

٣٤- الاستفادة من ملاحظات المدير حول طريقة التدريس	١	٢	٣	٤	٥
٣٥- اتباع التوجيهات الادارية	١	٢	٣	٤	٥

ز - التعامل مع الآباء :

٣٦- التقبل لانتقادات الآباء والتعامل معها	١	٢	٣	٤	٥
٣٧- الحصول على معلومات من الآباء حول أطفالهم	١	٢	٣	٤	٥
٣٨- التجاوب مع الآباء بطريقة تؤدى الى دعم البرنامج التربوى	١	٢	٣	٤	٥
٣٩- الاستعانة باستخدام مبادىء الارشاد النفسى ، والمقابلة ، والتوجيه أثناء اللقاء بالآباء	١	٢	٣	٤	٥
٤٠- مساعدة الآباء فى التعامل مع أطفالهم فى البيت	١	٢	٣	٤	٥

المهارات التى تحتاج الى نمو أو تدريب فيها والمهارات التى لاتحتاج فيها نمو أو تدريب فيها :

* اكتب أرقام خمس مهارات من القائمة السابقة تعتقد أنك بأمس الحاجة الى النمو أو التدريب فيها :

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* اكتب أرقام خمس مهارات من القائمة السابقة تعتقد أنك لاتحتاج الى النمو أو التدريب فيها :

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الامور التى تعوق النوعية الجيدة للتعليم الخاص :-

هذا الجزء يحتوى على بعض العوائق التى قد تكون سببا فى رداءة نوعية الخدمات فى مجال التعليم الخاص .

المرجو أن تضع دائرة حول الرقم الذى يمثل رأيك بالنسبة لكل عائق. علما بان الارقام تتبع نفس النمط المذكور فى الجزئين السابقين . اضافة الى ذلك ستجد فى آخر القائمة بندا مفتوحا لكى تتمكن من اضافة أى عائق تراه .

١- عدم توفر المواد والادوات التعليمية المناسبة :-

أ - كتب	١	٢	٣	٤	٥
ب - سبورات	١	٢	٣	٤	٥
جـ - العاب تربوية وتعليمية	١	٢	٣	٤	٥
د - أجهزة تعليمية	١	٢	٣	٤	٥

٢- عدم توفر المباني المدرسية المناسبة :-

أ - فصول دراسية	١	٢	٣	٤	٥
ب - السكن المريح	١	٢	٣	٤	٥
جـ - ملاعب	١	٢	٣	٤	٥
د - ورش مهنية	١	٢	٣	٤	٥
هـ - مسابح	١	٢	٣	٤	٥
و - مرافق طبية	١	٢	٣	٤	٥

٣- عدم توفر الموظفين المساعدين :-

أ - مساعدى مدرس	١	٢	٣	٤	٥
ب - مشرف اجتماعى	١	٢	٣	٤	٥
جـ - مشرف نفسى	١	٢	٣	٤	٥
د - موجه تربوى	١	٢	٣	٤	٥
هـ - مشرف صحى	١	٢	٣	٤	٥

٤- عدم توفر الوسائل اللازمة للتعرف على الطلاب الذين يحتاجون للتعليم الخاص ١ ٢ ٣ ٤ ٥

٥- عدم توفر دعم الآباء وفهمهم لاهمية التعليم الخاص ١ ٢ ٣ ٤ ٥

٦- عدم توفر برامج لاعداد المدرسين والاداريين المتخصصين للعمل فى مجال التعليم الخاص	١	٢	٣	٤	٥
٧- عدم توفر برامج التدريب أثناء العمل للرفع من مستويات الاداريين والمدرسين باستمرار	١	٢	٣	٤	٥
٨- عدم توفر الاتصال ، أو الاجتماعات لتسهيل العمل بين :					
أ - المدرسين	١	٢	٣	٤	٥
ب - المدرسين والموظفين المساعدين	١	٢	٣	٤	٥
ج - المدرسين ومدراء المعاهد	١	٢	٣	٤	٥
د - المدرسين والآباء	١	٢	٣	٤	٥
٩- عدم وجود تعليمات ولوائح تنظيمية لتحقيق الرغبات الفردية للطلاب	١	٢	٣	٤	٥
١٠- التقيد باللوائح والروتين المركزى فى العمل الادارى	١	٢	٣	٤	٥
١١- عدم اتاحة الفرصة للمشاركة وتبادل الرأى فى اتخاذ القرارات اللازمة لتخطيط وتنفيذ البرامج بين :					
أ - المدراء والوزارة	١	٢	٣	٤	٥
ب - المدرسين والمدراء	١	٢	٣	٤	٥
ج - المدرسين والوزارة	١	٢	٣	٤	٥
١٢- عدم توفر وسائل المواصلات المنظمة من والى المدرسة	١	٢	٣	٤	٥
١٣- عدم وجود مكافآت للعاملين خارج الدوام	١	٢	٣	٤	٥
- اذكر أى عوائق اخرى :-					
١٤-	١	٢	٣	٤	٥
١٥-	١	٢	٣	٤	٥
١٦-	١	٢	٣	٤	٥
١٧-	١	٢	٣	٤	٥
١٨-	١	٢	٣	٤	٥

APPENDIX C

OBSERVED FREQUENCY DISTRIBUTIONS REGARDING PERCEIVED IMPORTANCE AND PROFESSIONAL DEVELOPMENT PRIORITIES FOR THE FORTY TEACHING COMPETENCIES

APPENDIX C--Observed Frequency Distributions Regarding Perceived Importance and Professional Development Priorities for the Forty Teaching Competencies

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
1. Formulating instructional goals for the year.										
N	5	9	55	43	54	23	24	29	46	44
%	3.0	5.4	33.1	25.9	32.5	13.9	14.5	17.5	27.7	26.5
2. Selecting content appropriate to identified goals.										
N	5	15	46	46	54	18	24	41	34	49
%	3.0	9.0	27.7	27.7	32.5	10.8	14.5	24.7	20.5	29.5
3. Organizing the content.										
N	3	9	34	63	57	24	40	44	31	27
%	1.8	5.4	20.5	38.0	34.3	14.5	24.1	26.5	18.7	16.3
4. Choosing instructional materials to content to be taught.										
N	4	8	30	40	84	32	24	38	38	34
%	2.4	4.8	18.1	24.1	50.6	19.3	14.5	22.9	22.9	20.5
5. Developing instructional materials to content to be taught.										
N	3	6	31	50	76	16	25	57	33	35
%	1.8	3.6	18.7	30.1	45.8	9.6	15.1	34.3	19.9	21.1
6. Choosing instructional methods for specific lessons.										
N	2	3	6	51	104	18	42	33	42	31
%	1.2	1.8	3.6	30.7	62.7	10.8	25.3	19.1	25.3	18.7

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
7. Developing instructional methods for specific lessons.										
N	2	5	11	50	98	22	37	43	32	32
%	1.2	3.0	6.6	32.1	59.0	13.3	22.3	25.9	19.3	19.3
8. Verify program content by using informal tests for assessing student's status.										
N	3	4	28	51	80	17	27	52	37	33
%	1.8	2.4	16.9	30.7	48.2	10.2	16.3	31.3	22.3	19.9
9. Using the results from teachers' administered tests to modify instructional plans for students.										
N	4	9	53	60	40	16	38	46	30	36
%	2.4	5.4	31.9	36.1	24.1	9.6	22.9	27.7	18.1	22.7
10. Interpreting data from formal tests administered by diagnosticians in developing instructional plans for students.										
N	8	20	49	48	41	18	38	41	31	38
%	4.8	12.0	29.5	28.9	24.7	10.8	22.9	24.7	18.7	22.9
11. Carrying out preassessment activities to determine student readiness for specific learning content.										
N	9	11	34	60	52	30	53	39	25	19
%	5.4	6.6	20.5	36.1	31.3	18.1	31.9	23.5	15.1	11.4
12. Reassessment of students during and after the instructional unit.										
N	9	4	25	60	68	28	37	49	38	14
%	5.4	2.4	15.1	36.1	41.0	16.9	22.3	29.5	22.9	8.4

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
13. Keeping a record of student assessment to help in knowing student's progress.										
N	2	1	13	46	104	38	29	28	33	38
%	1.2	0.6	7.8	27.7	62.7	22.9	17.5	16.9	19.9	22.9
14. Preparing lesson plans based on assessed needs.										
N	0	2	16	59	89	31	36	42	31	26
%	0	1.2	9.6	35.5	53.6	18.7	21.7	25.3	18.7	15.7
15. Preparing lesson plans based on methods to be used in teaching.										
N	4	6	38	40	78	27	49	43	32	15
%	2.4	3.6	22.9	24.1	47.0	16.3	29.5	25.9	19.3	9.0
16. Breaking tasks into small steps from simple to complex.										
N	4	2	8	39	113	30	35	35	31	35
%	2.4	1.2	4.8	23.5	68.1	18.1	21.1	21.1	18.7	21.1
17. Using behavior modification techniques.										
N	1	5	23	55	82	19	34	32	36	45
%	0.6	3.0	13.9	33.1	49.4	11.4	20.5	19.3	21.7	27.1
18. Providing continuous feedback to students during instruction.										
N	3	12	37	56	58	22	36	54	35	19
%	1.8	7.2	22.3	33.7	34.9	13.3	21.7	32.5	21.1	11.4

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
19. Using multi-sensory approach when teaching.										
N	2	5	20	29	110	30	36	30	29	41
%	1.2	3.0	12.0	17.5	66.3	18.1	21.7	18.1	17.5	24.7
20. Selecting and operating audio-visual equipment.										
N	1	0	16	35	114	19	9	36	28	74
%	0.6	0	9.6	21.1	68.7	11.4	5.4	21.7	16.9	44.6
21. Modifying and adopting learning tasks to meet each child's needs.										
N	3	2	34	67	60	29	32	49	32	24
%	1.8	1.2	20.5	40.4	36.1	17.5	19.3	29.5	19.3	14.5
22. Consistent classroom rules and procedures.										
N	5	6	32	51	72	51	41	32	25	17
%	3.0	3.6	19.3	30.7	43.4	30.7	24.7	19.3	15.1	10.2
23. Arranging the physical props in the classroom to facilitate learning.										
N	1	2	31	36	96	49	46	32	12	27
%	0.6	1.2	18.7	21.7	57.8	29.5	27.7	19.3	7.2	16.3
24. Determining what is rewarding for each child.										
N	3	15	34	70	44	34	42	50	23	17
%	1.8	9.0	20.5	42.2	26.5	20.5	25.3	30.1	13.9	10.2

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
25. Administering rewards or punishment to change pupils' behavior.										
N	14	25	42	28	57	62	35	39	18	12
%	8.4	15.1	25.3	16.9	34.3	37.3	21.1	23.5	10.8	7.2
26. Provide instructional activities that promote appropriate personal and social interaction.										
N	2	6	18	65	75	14	30	55	30	37
%	1.2	3.6	10.8	39.2	45.2	8.4	18.1	33.1	18.1	22.3
27. Help students become aware of the needs of others.										
N	5	13	50	52	46	14	51	49	37	15
%	3.0	7.8	30.1	31.3	27.7	8.4	30.7	29.5	22.3	9.0
28. Provide instructional activities for students to help each other.										
N	1	4	23	73	65	16	34	59	34	23
%	0.6	2.4	13.9	44.0	39.2	9.6	20.5	35.5	20.5	13.9
29. Promote children's independence and help them become self-directed.										
N	3	1	25	43	94	24	39	38	35	30
%	1.8	0.6	15.1	25.9	56.6	14.5	23.5	22.9	21.1	18.1
30. Asking for help or ideas from other staff.										
N	5	12	40	58	51	37	60	29	23	17
%	3.0	7.2	24.1	34.9	30.7	22.3	36.1	17.5	13.9	10.2

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
31. Seeking help for student from agencies outside the school.										
N	17	30	43	51	25	34	45	40	17	30
%	10.2	18.1	25.9	30.7	15.1	20.5	27.1	24.1	10.2	18.1
32. Getting to know other teachers.										
N	3	9	27	64	63	77	65	15	5	4
%	1.8	5.4	16.3	38.6	38.0	46.4	39.2	9.0	3.0	2.4
33. Working with teacher aides and other support personnel.										
N	2	2	16	52	94	38	55	35	16	22
%	1.2	1.2	9.6	31.3	56.6	22.9	33.1	21.1	9.6	13.3
34. Handling administrators' observation of your teaching.										
N	4	1	33	52	76	75	50	30	8	3
%	2.4	0.6	19.9	31.3	45.8	45.2	30.1	18.1	4.8	1.8
35. Following administrative directives.										
N	5	9	33	59	60	80	49	21	13	3
%	3.0	5.4	19.9	35.5	36.1	48.2	29.5	12.7	7.8	1.8
36. Dealing with parents' criticisms.										
N	10	17	38	52	49	35	31	48	41	11
%	6.0	10.2	22.9	31.3	29.5	21.1	18.7	28.9	24.7	6.6

APPENDIX C--Continued

	Importance					Professional Development Needs				
	1	2	3	4	5	1	2	3	4	5
37. Obtaining information about the child from parents.										
N	1	4	18	45	95	19	45	34	40	28
%	0.6	2.4	10.8	27.1	59.0	11.4	27.1	20.5	24.1	16.9
38. Responding to parents in ways which lead to support of school program.										
N	5	4	31	57	69	16	37	51	39	23
%	3.0	2.4	18.7	34.3	41.6	9.6	22.3	30.7	23.5	13.9
39. Using accepted principles of counseling, interviewing, and guidance in parent conferences.										
N	1	8	25	52	80	4	23	31	40	68
%	0.6	4.8	15.1	31.3	48.2	2.4	13.9	18.7	24.1	41.0
40. Helping parents deal with their children at home.										
N	7	12	19	33	95	22	26	39	34	45
%	4.2	7.2	11.4	19.9	57.2	13.3	15.7	23.5	20.5	27.1

APPENDIX D

CHI-SQUARE TESTS WITH SIGNIFICANT VALUES FOR RESPONDENTS' PERCEPTIONS OF BARRIERS TO QUALITY SPECIAL EDUCATION PROGRAMS

APPENDIX D--Chi-Square Tests with Significant Values for Respondents' Perceptions of Barriers to Quality Special Education Programs

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
1. Lack of sufficient books (curriculum).						
Riyadh schools						
N	11	4	16	16	35	82
Row %	13.4	4.9	19.5	19.5	42.7	
Jidda schools						
N	8	12	14	4	9	47
Row %	17.0	25.5	29.8	8.5	19.1	
Dammam schools						
N	1	4	4	5	17	31
Row %	3.2	12.9	12.9	16.1	54.8	
Riyadh schools Mean = 3.73			Chi-square = 28.78			
Jidda schools Mean = 2.87			Degrees of freedom = 12			
Dammam schools Mean = 4.06			Significant at .0042			
2. Lack of blackboards.						
Riyadh schools						
N	24	10	20	13	15	82
Row %	29.3	12.2	24.4	15.9	18.3	
Jidda schools						
N	15	16	14	2	0	47
Row %	31.9	34.0	29.8	4.3	0	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Dammam schools						
N	9	1	8	6	7	31
Row %	29.0	3.2	25.8	19.4	22.6	
Riyadh schools	Mean = 2.81		Chi-square = 28.65			
Jidda schools	Mean = 2.06		Degrees of freedom = 12			
Dammam schools	Mean = 3.03		Significant at .0044			
High school diploma						
N	5	9	17	7	11	49
Row %	10.2	18.4	34.7	14.3	22.4	
Special ed. teaching certificate						
N	32	12	21	9	2	76
Row %	42.1	15.8	27.6	11.8	2.6	
B.A. & M.A. degrees						
N	12	7	4	6	8	37
Row %	32.4	18.9	10.8	16.2	21.6	
High school diploma	Mean = 3.20		Chi-square = 41.61			
Special ed. teaching certif.	Mean = 2.17		Degrees of freedom = 20			
B.A. & M.A.	Mean = 2.76		Significant at .0031			

APPENDIX D--Continued

		Barrier Seriousness					
		Least 1	2	3	4	Most 5	Total
Males							
	N	29	20	34	11	5	99
	Row %	29.3	20.2	34.3	11.1	5.1	
Females							
	N	21	9	9	11	17	67
	Row %	31.3	13.4	13.4	16.4	25.4	
Males		Mean = 2.22		Chi-square = 21.15			
Females		Mean = 2.91		Degrees of freedom = 4			
				Significant at .0003			
3. Lack of sufficient educational games.							
Riyadh schools							
	N	9	6	16	26	25	82
	Row %	11.0	7.3	19.5	31.7	30.5	
Jidda schools							
	N	8	14	11	6	8	47
	Row %	17.0	29.8	23.4	12.8	17.0	
Dammam schools							
	N	2	4	6	3	16	31
	Row %	6.5	12.9	19.4	9.7	51.6	
Riyadh schools		Mean = 3.62		Chi-square = 32.29			
Jidda schools		Mean = 2.83		Degrees of freedom = 12			
Dammam schools		Mean = 3.87		Significant at .0012			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
4. Lack of sufficient educational equipment.						
Riyadh schools						
N	4	3	14	22	39	82
Row %	4.9	3.7	17.1	26.8	47.6	
Jidda schools						
N	5	13	11	5	13	47
Row %	10.6	27.7	23.4	10.6	27.7	
Dammam schools						
N	2	0	7	7	15	31
Row %	6.5	0	22.6	22.6	48.4	
Riyadh schools	Mean = 4.08		Chi-square = 38.21			
Jidda schools	Mean = 4.06		Degrees of freedom = 12			
Dammam schools	Mean = 4.06		Significant at .0001			
5. Lack of appropriate classrooms.						
Riyadh schools						
N	17	2	14	19	30	82
Row %	20.7	2.4	17.1	23.2	36.6	
Jidda schools						
N	8	11	17	8	3	47
Row %	17.0	23.4	36.2	17.0	6.4	
Dammam schools						
N	4	1	6	4	16	
Row %	12.9	3.2	19.4	12.9	51.6	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Riyadh schools	Mean = 3.52		Chi-square = 42.22			
Jidda schools	Mean = 2.72		Degrees of freedom = 12			
Dammam schools	Mean = 3.87		Significant at .0000			
9. Lack of swimming pools.						
Riyadh schools						
N	22	13	15	14	18	82
Row %	26.8	15.9	18.3	17.1	22.0	
Jidda schools						
N	6	6	4	7	24	
Row %	12.8	12.8	8.5	14.9	51.1	
Dammam schools						
N	2	0	8	6	15	
Row %	6.5	0	25.8	19.4	48.4	
Riyadh schools	Mean = 2.91		Chi-square = 28.95			
Jidda schools	Mean = 3.78		Degrees of freedom = 12			
Dammam schools	Mean = 4.03		Significant at .0040			
10. Lack of appropriate medical facilities.						
Riyadh schools						
N	13	7	9	20	33	82
Row %	15.9	8.5	11.0	24.4	40.2	
Jidda schools						
N	5	14	15	5	8	47
Row %	10.6	29.8	31.9	10.6	17.8	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Dammam schools						
N	2	2	6	4	17	31
Row %	6.5	6.5	19.4	12.9	54.8	
Riyadh schools	Mean = 3.64		Chi-square = 39.71			
Jidda schools	Mean = 3.93		Degrees of freedom = 12			
Dammam schools	Mean = 4.03		Significant at .0001			
11. Lack of teacher aides.						
Riyadh schools						
N	1	1	8	51	21	82
Row %	1.2	1.2	9.8	62.2	25.6	
Jidda schools						
N	1	1	1	8	36	47
Row %	2.1	2.1	2.1	17.0	76.6	
Dammam schools						
N	3	1	0	3	24	31
Row %	9.7	3.2	0	9.7	77.4	
Riyadh schools	Mean = 4.09		Chi-square = 57.03			
Jidda schools	Mean = 4.64		Degrees of freedom = 12			
Dammam schools	Mean = 4.42		Significant at .0000			
Males						
N	4	1	8	45	41	99
Row %	4.0	1.0	8.1	45.5	41.4	

APPENDIX D--Continued

		Barrier Seriousness					
		Least 1	2	3	4	Most 5	Total
Females							
	N	1	2	1	20	43	67
	Row %	1.5	3.0	1.5	29.9	64.2	
Males		Mean = 4.19		Chi-square = 11.50			
Females		Mean = 4.52		Degrees of freedom = 4			
				Significant at .0215			
12. Lack of social workers.							
Males							
	N	29	39	22	5	4	99
	Row %	29.3	39.4	22.2	5.1	4.0	
Females							
	N	24	37	2	3	1	67
	Row %	35.8	55.2	3.0	4.5	1.5	
Males		Mean = 2.15		Chi-square = 13.83			
Females		Mean = 1.80		Degrees of freedom = 4			
				Significant at .0078			
5 years experience and less							
	N	28	43	12	5	1	89
	Row %	31.5	48.3	13.5	5.6	1.1	
6-10 years							
	N	17	12	10	3	1	43
	Row %	39.5	27.9	23.3	7.0	2.3	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
11-15 years						
N	6	11	2	0	1	20
Row %	30.0	55.0	10.0	0	5.0	
More than 15 years						
N	2	10	0	0	2	14
Row %	14.3	71.4	0	0	14.3	
5 years and less	Mean = 1.96		Chi-square = 21.80			
6-10 years	Mean = 2.05		Degrees of freedom = 12			
11-15 years	Mean = 1.95		Significant at .0398			
More than 15 years	Mean = 2.29					

13. Lack of school psychologists.

Riyadh schools						
N	31	29	17	1	4	82
Row %	37.8	35.4	20.7	1.2	4.9	
Jidda schools						
N	29	5	7	5	1	47
Row %	61.7	10.6	14.9	10.6	2.1	
Dammam schools						
N	17	8	5	0	1	31
Row %	54.8	25.8	16.1	0	3.2	
Riyadh schools	Mean = 1.75		Chi-square = 28.75			
Jidda schools	Mean = 1.80		Degrees of freedom = 12			
Dammam schools	Mean = 1.71		Significant at .0046			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
14. Lack of teacher consultants.						
Teachers						
N	56	41	10	2	4	113
Row %	49.6	36.3	8.8	1.8	3.5	
Administrators						
N	19	13	15	3	3	53
Row %	35.8	24.5	28.3	5.6	5.6	
Teachers Mean = 1.73 Administrators Mean = 2.77			Chi-square = 20.32 Degrees of freedom = 8 Significant at .0092			
15. Lack of specialized physicians.						
High school diploma						
N	17	18	6	3	5	49
Row %	34.7	36.7	12.2	6.1	10.2	
Special ed. teaching certificate						
N	33	23	9	6	5	76
Row %	43.4	30.3	11.8	7.9	6.6	
B.A. & M.A. degrees						
N	18	9	7	0	3	37
Row %	48.6	24.3	18.9	0	8.1	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
High school diploma	Mean = 2.20		Chi-square = 45.07			
Special ed. teaching certif.	Mean = 2.04		Degrees of freedom = 20			
B.A. & M.A.	Mean = 1.94		Significant at .0011			

18. Lack of teacher preparation programs for special education.

High school diploma						
N	3	17	12	2	15	49
Row %	6.1	34.7	24.5	4.0	30.6	
Special ed. teaching certificate						
N	11	24	21	5	15	76
Row %	14.5	31.6	27.6	6.6	19.7	
B.A. & M.A. degrees						
N	0	8	9	2	18	37
Row %	0	21.6	24.3	5.4	48.6	

High school diploma	Mean = 3.18	Chi-square = 36.71	
Special ed. teaching certif.	Mean = 2.85	Degrees of freedom = 20	
B.A. & M.A.	Mean = 3.56	Significant at .0127	

Saudis						
N	1	0	0	3	30	34
Row %	2.9	0	0	8.8	88.2	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Non-Saudis						
N	14	49	43	8	18	132
Row %	10.6	37.1	32.6	6.1	13.6	
Saudis Mean = 4.79			Chi-square = 77.80			
Non-Saudis Mean = 2.75			Degrees of freedom = 4			
			Significant at .0000			
Riyadh schools						
N	13	24	25	5	15	82
Row %	15.9	29.3	30.5	6.1	18.3	
Jidda schools						
N	2	18	13	3	11	47
Row %	4.3	38.3	27.7	6.4	23.4	
Dammam schools						
N	0	7	4	3	17	31
Row %	0	22.6	12.9	9.7	54.8	
Riyadh schools Mean = 2.81			Chi-square = 33.11			
Jidda schools Mean = 3.06			Degrees of freedom = 12			
Dammam schools Mean = 3.97			Significant at .0009			
5 years experience and less						
N	7	26	19	7	30	89
Row %	7.9	29.2	21.3	7.9	33.7	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
6-10 years						
N	3	9	16	1	14	43
Row %	7.0	20.9	37.2	2.3	32.6	
11-15 years						
N	5	10	2	1	2	20
Row %	25.0	50.0	10.0	5.0	10.0	
More than 15 years						
N	0	4	6	2	2	14
Row %	0	28.6	42.9	14.3	14.3	
5 years and less	Mean = 3.30		Chi-square = 24.64			
6-10 years	Mean = 3.32		Degrees of freedom = 12			
11-15 years	Mean = 2.25		Significant at .0166			
More than 15 years	Mean = 3.14					
Teachers						
N	13	40	29	9	22	113
Row %	11.5	35.4	25.7	8.0	19.5	
Administrators						
N	2	9	14	2	26	53
Row %	3.7	17.0	26.4	3.7	49.0	
Teachers	Mean = 2.88		Chi-square = 22.33			
Administrators	Mean = 3.77		Degrees of freedom = 8			
			Significant at .0043			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
19. Lack of in-service programs to provide needed professional development for teachers of exceptional children.						
Teachers						
N	6	25	39	22	21	113
Row %	5.3	22.1	34.5	19.5	18.6	
Administrators						
N	2	4	12	10	25	53
Row %	3.7	7.5	22.6	18.8	47.1	
Teachers Mean = 3.24 Administrators Mean = 3.98			Chi-square = 21.62 Degrees of freedom = 8 Significant at .0057			
Riyadh schools						
N	5	19	21	21	16	82
Row %	6.1	23.2	25.6	25.6	19.5	
Jidda schools						
N	1	7	23	5	11	47
Row %	2.1	14.9	48.9	10.6	23.4	
Dammam schools						
N	2	3	7	5	14	31
Row %	6.5	9.7	22.6	16.1	45.2	
Riyadh schools Mean = 3.29 Jidda schools Mean = 3.38 Dammam schools Mean = 3.83			Chi-square = 29.67 Degrees of freedom = 12 Significant at .0031			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
High school diploma						
N	3	9	11	12	14	49
Row %	6.1	18.4	22.4	24.5	28.5	
Special ed. teaching certificate						
N	4	17	29	12	14	76
Row %	5.3	22.4	38.2	15.8	18.4	
B.A. & M.A. degrees						
N	1	2	10	7	17	37
Row %	2.7	5.4	27.0	18.9	45.9	
High school diploma	Mean = 3.51		Chi-square = 40.57			
Special ed. teaching certif.	Mean = 3.19		Degrees of freedom = 20			
B.A. & M.A.	Mean = 4.11		Significant at .0042			
Saudis						
N	0	0	1	7	26	34
Row %	0	0	2.9	20.6	76.5	
Non-Saudis						
N	8	29	50	25	20	132
Row %	6.1	22.	37.9	18.9	15.2	
Saudis	Mean = 4.73		Chi-square = 56.99			
Non-Saudis	Mean = 3.15		Degrees of freedom = 4			
			Significant at .0000			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
20. Lack of communication meetings between teachers.						
Riyadh schools						
N	3	6	24	31	18	82
Row %	3.7	7.3	29.3	37.8	22.0	
Jidda schools						
N	7	18	15	4	3	47
Row %	14.9	38.3	31.9	8.5	6.4	
Dammam schools						
N	5	3	6	8	9	31
Row %	16.1	9.7	19.4	25.8	29.0	
Riyadh schools Mean = 3.67			Chi-square = 44.94			
Jidda schools Mean = 2.53			Degrees of freedom = 12			
Dammam schools Mean = 3.42			Significant at .0000			
21. Lack of communication meetings between teachers and support personnel.						
Riyadh schools						
N	5	13	23	26	15	82
Row %	6.1	15.9	28.0	31.7	18.3	
Jidda schools						
N	4	12	16	11	4	47
Row %	8.5	25.5	34.0	23.4	8.5	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Dammam schools						
N	7	2	6	7	9	31
Row %	22.6	6.5	19.4	22.6	29.0	
Riyadh schools	Mean = 3.40		Chi-square = 21.57			
Jidda schools	Mean = 2.78		Degrees of freedom = 12			
Dammam schools	Mean = 3.29		Significant at .0426			

22. Lack of communication meetings between teachers and administrators.

Riyadh schools						
N	12	4	18	23	25	82
Row %	14.6	4.9	22.0	28.0	30.5	
Jidda schools						
N	5	11	12	13	6	47
Row %	10.6	23.4	25.5	27.7	12.8	
Dammam schools						
N	3	3	2	9	14	31
Row %	9.7	9.7	6.5	29.0	45.2	
Riyadh schools	Mean = 3.55		Chi-square = 21.74			
Jidda schools	Mean = 3.08		Degrees of freedom = 12			
Dammam schools	Mean = 3.90		Significant at .0405			

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
23. Lack of communication meetings between teachers and parents.						
Riyadh schools						
N	8	7	17	24	26	82
Row %	9.8	8.5	20.7	29.3	31.7	
Jidda schools						
N	2	5	16	18	6	47
Row %	4.3	10.6	34.0	38.3	12.8	
Dammam schools						
N	2	1	6	2	20	31
Row %	6.5	3.2	19.4	6.5	64.5	
Riyadh schools Mean = 3.64 Chi-square = 31.93						
Jidda schools Mean = 3.44 Degrees of freedom = 12						
Dammam schools Mean = 4.19 Significant at .0014						
26. Not enough sharing in decision making between principals and administrators.						
Males						
N	8	16	23	20	32	99
Row %	8.1	16.2	23.2	20.2	32.3	
Females						
N	3	5	6	18	35	67
Row %	4.5	7.5	9.0	26.9	52.2	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Males	Mean = 3.52		Chi-square = 12.54			
Females	Mean = 2.58		Degrees of freedom = 4			
			Significant at .0138			
27. Not enough sharing in decision making between teachers and administrators.						
Riyadh schools						
N	6	5	35	18	18	82
Row %	7.3	6.1	42.7	22.0	22.0	
Jidda schools						
N	10	7	11	5	14	47
Row %	21.3	14.9	23.4	10.6	29.8	
Dammam schools						
N	2	8	5	5	11	31
Row %	6.5	25.8	16.1	16.1	35.5	
Riyadh schools	Mean = 3.45		Chi-square = 28.54			
Jidda schools	Mean = 3.12		Degrees of freedom = 12			
Dammam schools	Mean = 3.48		Significant at .0046			
28. Not enough sharing in decision making between teachers and principals.						
Riyadh schools						
N	5	9	22	19	27	82
Row %	6.1	11.0	26.8	23.2	32.9	

APPENDIX D--Continued

	Barrier Seriousness					
	Least 1	2	3	4	Most 5	Total
Jidda schools						
N	4	3	6	3	31	47
Row %	8.5	6.4	12.8	6.4	66.0	
Dammam schools						
N	1	0	8	3	19	31
Row %	3.2	0	25.8	9.7	61.3	
Riyadh schools	Mean = 3.66		Chi-square = 24.25			
Jidda schools	Mean = 4.15		Degrees of freedom = 12			
Dammam schools	Mean = 4.26		Significant at .0188			
Males						
N	6	7	32	17	37	99
Row %	6.1	7.1	32.3	17.2	37.4	
Females						
N	4	6	5	8	44	67
Row %	6.0	9.0	7.5	11.9	65.7	
Males	Mean = 3.72		Chi-square = 18.54			
Females	Mean = 4.22		Degrees of freedom = 4			
			Significant at .0010			

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