

THE DEGREE OF AVAILABILITY OF SOME COMPETENCIES BY THE TEACHERS OF THE HEARING DISABILITIES IN PRIMARY SCHOOL

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Abstract

The research aims to understand the provision of competencies of teachers of hearing disabilities and its availability with them from their point of view, therefore a descriptive approach with a survey manner was used on a sample of 25 teachers in some deaf schoolboys in the country of Algeria. However, research form of several studies and previous research containing 6 competencies (personal competencies, teaching competencies, cognitive competencies, competencies dealing with hearing impaired children, social competencies and professional awareness competencies) were excerpted and some of the statistical methods were used to treat the raw results and from the results we obtained: Existence of a large degree provision of the competencies which was contained in the questionnaire from the viewpoint of teachers of hearing disabilities. And there are no significant differences in the degree of provision of the competencies which were included in the questionnaire to the teachers of hearing disabilities in primary school according to variable Academic level and experience.

Keywords: competencies, teachers, hearing disabilities, Academic level and experience.

1. Introduction

It became a teacher preparation in all disciplines of interest to the whole world issue, and operated many of those responsible for education at all levels as well as to many researchers. In keeping with the importance of the role of the teacher in the tread and educational institutions in terms of scientific and cultural training for learners and ethical behavior and the formation of their personalities.

And it indicates Ihab Saad [1] and study of Abdulghani Mutahar Alnoor & Ma Hongyu [2] that unanimously many sources and references on several aspects from which to teacher's preparation, including specialist academic side, the professional side, the cultural one, the personal and social side. Teachers prepare the list movement which is also on the skills of the most prominent features of contemporary educational innovations,

the most common and popular in educational circles professional to teacher's preparation.

Where [3] the competence is better described as a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain' [3]. Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision and adaptability. [4].

The expanded interest in them so that has become the hallmark of most teacher preparation programs, and training in most developed countries, has also made advanced stages in many of them. And describing the existing programs on a basis skill as a set of actions to help the student and the teacher in the course of preparation to acquire the knowledge, skills and attitudes that research and scientific evidence and experts showed that it could contribute to the preparation for the

play its role effectively [5].

For that children with the teacher hearing disabilities to deal with children with special needs and uses special methods of teaching it is individual group programs suited to those needs, it is incumbent on educational institutions Promotion of methods of preparation and the creation of teachers to equip them with the skills necessary to teach children with special needs. So it's necessary to identify the necessary competencies of teaching academic skills and personal characteristics and skills to deal with children with hearing needs and their parents as well as social skills and career awareness in general.

It has turned out to researchers by looking at some of the previous studies and researches related competencies especially as Abdel Aziz ben Mohammed Al-Jabbar study [6]. [7], Mohammad Qasim and A-Karim Momeni study [8], which can rely on results in the drafting process and the development of new programs and methods for the development of teacher competences in primary education.

Through exploratory to some disabled schools acoustically state visit Algeria and see the possibilities available to them and mention in particular the class teacher. It was noticed that the teachers in these schools have different levels and specialties, and different competencies available to them from the teacher to another, and it came this research to uncover the skills available to the teachers of students with hearing needs primary school and how important it is. This may help teachers in their self-evaluation, and through the mastery of a number of those competencies which will reflect positively the pupils and raise their level in the primary stage and the subsequent intermediate stage to the university level. In that light it has been thrown the following questions:

- What is the degree of availability of competencies teachers with hearing disabilities?
- Do you vary the degree acquired by the teachers with hearing needs depending on the variable of experience and Academic level?

1.1. *Research objectives*

- Determine the degree of availability of competencies teachers with hearing disabilities.
- Identify differences in the degree acquired by the teachers with hearing needs depending on the variable of experience and Academic level.

1.2. *Search terms*

1.2.1. *Disability*

The term disability is often associated with more "visible" forms of disabilities. However, regardless of how the term "disability" is used, it is important to remember that children are first and foremost children, whether they have a disability or not.

And the World Health Organization (WHO) has defined impairment, disability and handicap as the following

Impairment. Any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that can be mental (memory, consciousness) or sensory, internal (heart, kidney), or external (the head, the trunk or the limbs).

Disability. A restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.

Handicap. This is the result of an impairment or disability that limits or prevents the fulfillment of one or several roles regarded as normal, depending on age, sex, social and cultural factors. [9].

1.2.2. *Competence*

A competence refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain. One's achievement at work, in personal relationships or in civil society is not based simply on the accumulation of second-hand knowledge stored as data, but as a combination of this knowledge with skills, values, attitudes, desires

and motivation and its application in a particular human setting at a particular point in a trajectory in time. Competence implies a sense of agency, action and value. [8]. [10] suggests that the notion of competence implies ‘effective interaction and agency in relation to the physical, social and cultural world’ and describes this as a ‘meta-competence’. Unless it is embedded in such meta-competence, a domain-based skill cannot be defined as a ‘competence’. She argues that for life in the twenty first century people need to develop the overarching ‘meta-competence’ of being able to manage the tension between innovation and continuity [10].

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

2. Materials and Method

2.1. Research Methodology

The researchers adopted a descriptive approach to the relevance of the survey manner the nature of the research.

2.2. Research sample

The research community includes teachers with hearing needs some private schools in some of the younger siblings of deaf Algerian States. The total number of research sample was estimated at 25, a teacher, were chosen at random, and accounted for 31.25% of the original community for schools intended in state of Algeria.

The questionnaire was distributed to the sample in the school year 2013/2014 (February, 27th 2014 to March, 10th2014).

2.3. Search Tool

The researchers prepare a search tool which competencies necessary for teachers of disabled

acoustically, which consists of a set of competencies which contains a set of words, where you could measure applied individually or collectively questionnaire. The questionnaire consisting of 60 words, and include the following competencies:

- Cognitive competencies
- Teaching competencies
- Personal competencies
- Competencies of dealing with children with hearing needs
- Social competencies
- Competencies of professional awareness

Table 1: Over the degrees of availability of competencies under discussion

Level	Degree of availability of competencies		
	Low degree	Middle degree	High degree
De- gree	[1-1.66]	[1.67-2.33]	[2.34-4]

3. Results

Offered to discuss the results of the order of competencies according to the degree of availability for search members:

Competencies	High		Middle		Law		X	Ranking
	%	Repetition	%	Repetition	%	Repetition		
<i>cognitive competencies</i>	54.8	137	21.2	53	24	60	2.30	04
<i>teaching competencies</i>	60.4	151	15.6	39	24	60	2.36	03
<i>personal competencies</i>	64.4	161	15.2	38	20.4	51	2.43	01
<i>competencies of dealing with children of hearing needs</i>	59.2	148	18.8	47	22	55	2.37	02
<i>social competencies</i>	34.8	87	22.4	56	42.8	107	1.92	06
<i>competencies of professional awareness</i>	52.4	131	23.2	58	24.4	61	2.28	05

Table 2: Results of the order of competencies as available for members of search

Table 2 displays the results of the order of competencies teachers with hearing needs in primary education according to their importance, we note that teachers gave great importance to all skills contained in the questionnaire and the results were average of efficiencies under the largest value of 2.43 and a the smalled value of 1.87. Where the skills profile came in the first rank with a mean of 2.43 and competencies to deal with children with hearing needs in the second place with a mean of

2.37, competencies teaching a mean of 2.36, followed in the fourth grade skills knowledge with a mean of 2.30, and came qualifications of vocational awareness in the fifth grade with a mean of 2.28 and finally social skills with a mean estimated at 1.92.

Presentation and discussion of skills depending on the degree depending on the availability of educational qualification and years of experience to the variables.

Competencies	High		Middle		Low		X	Ranking
	%	Repetition	%	Repetition	%	Repetition		
<i>cognitive competencies</i>	54.8	137	21.2	53	24	60	2.30	04
<i>teaching competencies</i>	60.4	151	15.6	39	24	60	2.36	03
<i>personal competencies</i>	64.4	161	15.2	38	20.4	51	2.43	01
<i>competencies of dealing with children of hearing needs</i>	59.2	148	18.8	47	22	55	2.37	02
<i>social competencies</i>	34.8	87	22.4	56	42.8	107	1.92	06
<i>competencies of professional awareness</i>	52.4	131	23.2	58	24.4	61	2.28	05

Results of the variation of the questionnaire analysis
 Table 3: by the degree of availability and Academic level according to the variable

By discussing competencies of teachers with hearing disabilities in primary school in terms of availability. After statistical treatment of raw results came all the values of F function, where it was the smallest value of 4.84 and a larger value of 7.63, which are all greater than the tabular value estimated at 4.27 at the level of 0.05, which indicates the presence of significant differences indicate the availability of these skills by Academic level variable.

Except of personal enough that the value of F calculated 0.81, the smallest of the tabular value and to show a lack of statistically significant differences among teachers according to Academic level variable.

Competencies	Source of variation	Degree of freedom	Sum of squares	Average of squares	F tabular = 2.86	
					F Calculated	Significance
<i>cognitive competencies</i>	Between groups	04	103.39	25.84	2.91	Significant
	Within groups	20	177.16	8.85		
<i>teaching competencies</i>	Between groups	04	98.06	24.51	7.89	Significant
	Within groups	20	62.10	3.10		
<i>personal competencies</i>	Between groups	04	78.44	19.61	2.24	No Significant
	Within groups	20	175	8.75		
<i>competencies of dealing with children with hearing needs</i>	Between groups	04	61.66	15.41	3.11	Significant
	Within groups	20	98.90	4.94		
<i>Social competencies</i>	Between groups	04	41.04	10.26	2.91	Significant
	Within groups	20	70.40	3.52		
<i>competencies of professional awareness</i>	Between groups	04	56.06	14.01	3.18	Significant
	Within groups	20	87.93	4.39		

Analysis of variance results of the questionnaire as
 Table 4: availability according to the years of experience variable

By discussing efficiencies of teachers with hearing disabilities in primary school in terms of avail-

ability, after statistical treatment of results crude that all the values of F function where she was the youngest value of 2.91 and the largest value of 7.89, which are all greater than the tabular value estimated at 2.86 at the level of 0.05 and this indicates the existence of differences statistically significant showing the availability of these skills by experience variable. Except of personal enough that the value of F calculated 2.24, the smallest of the tabular value of showing is a lack of statistically significant differences among teachers according a variable experience.

4. Discussion

The results indicate that teachers agree on the availability of high competencies, which included teaching skills, personal skills and competencies to deal with children with hearing disabilities, then moderately competencies and cognitive competencies professional awareness and social competencies. The results were as such in the opinion of the researchers refer to understand the teachers of the need to acquire the skills, knowledge and achievements through academic training and personal configuration necessary for any teacher is dealing with people with special hearing disabilities competencies and personal teaching and knowledge and how to deal with this category, as well as by working with them, which are closely linked to the educational process In the first class.

[11] quotes Yusuf's (2002) as an view that the main objectives of teacher education are to develop awareness, knowledge, attitudes and skills, evaluate ability and encourage full participation in the teaching and learning process.

These results confirm that the availability of competencies included in the questionnaire largely medium to large This is consistent by controlling with Abdelaziz ben Mohammed alabd al-Jabbar (1998)study [1], which aimed to find out the most important skills required of the disabled teacher acoustically where he reached the order of respondents competencies as available which have respectively personal competencies, teaching competencies, competencies to deal with children with disabilities acoustically, cognitive competen-

cies, competencies of professional awareness and social competencies.

As well as study of [7] and [12] who have confirmed in their study on the availability of skills among teachers with hearing needs for the overall competencies of the mostly highly above average, while the competencies own were average rank above average.

All of these results confirm that the need for the availability of competencies necessary for any teacher because possess assisted on the performance of its key roles in the school, which operates in the society in which they live, especially as it deals with the sample is different from her peers from ordinary or with other special needs.

Through a discussion of competencies teachers of hearing disabilities in terms of availability, indicating the lack of differences between teachers by education variable, except for personal. This result is obtained consists with Abdelaziz ben Mohammed alabd al-Jabbar (1998) [1], which resulted on their availability of competencies in children with disabilities teachers acoustically under discussion with the existence of differences by educational qualification variable is also in line with Adel Saleh & al study [7]. [12] and Mohammad Qasim & al study [13].

Researchers believe despite the availability of competencies among teachers which will make them successful in their careers, but they differ between teachers depending on the qualification of the variable and then refer to the academic training of the teacher as a result of scientific certificates obtained a difference to the fact that some teachers or on the web configuration scientifically linked to only ordinary people, this gives different views on how to deal with the specifics of this category compared to ordinary peers and lead to a different degree of the need to provide skills and competencies as well as to determine which is more important than the actual terms of the degree offered by the teacher. In addition to personal inadequacy which the differences between the teachers' agreement and points of view to this they have a sufficiently regardless of qualification did not show.

As a statistical differences exist which avail-

ability these competencies as a variable of years of experience, except of personal. This result is obtained approaching with the results of Abdelaziz ben Mohammed alabd al-Jabbar (1998) study [1], which resulted on their availability of competencies in children with disabilities teachers acoustically under discussion with the existence of differences by years of experience variable, and converge with Adel Saleh study [7]. Qasim Mohammed & al study [13]. This is confirmed by Marschark et al [4] that there are differences among teachers in a variable experience when teaching the hearing disabilities.

This confirms despite the availability of skills necessary for the teacher who deals with children with special hearing needs and that makes a teacher successful people in his profession, but they differ between teachers depending on years of experience and the researchers say that was years of experience in dealing with children with hearing needs earned teachers' experiences Personal vary from one teacher to another and this is what really reflected on the existence of significant differences between teachers in the availability of skills and this is what gives the different points of view and that contribute to the search for new efficiencies in dealing with this category, which facilitates the learning process. With the exception of personal inadequacy which the differences between the teachers' agreement and views to provide this efficiency as a result of acquiring it did not show.

5. Conclusion

- Most of the skills available to a large degree a medium contained the tool from the teachers' point of view.

- There are significant differences in the degree of competence on the part of teachers with hearing disabilities in primary education by Academic level variable except of personal competencies.

- There are significant differences in the degree of competence on the part of teachers with hearing disabilities in primary education by years of experience with the exception of personal competencies.

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