

Research Article

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## The Extent of Teachers' Skills in Teaching Students with Disabilities from Their Perspectives

Ayed Mohammad Ahmad Melhem 

### Abstract

**Background/purpose.** This study aimed to evaluate teachers' self-perceived instructional competencies in educating students with disabilities. Recognizing the pivotal role of educators in inclusive education, the research sought to determine the extent to which teachers believe they possess the necessary teaching skills for this student population.

**Materials/Methods.** A descriptive research design was employed, involving a purposive sample of 150 male and female teachers instructing students with disabilities. Data were collected using a researcher-developed questionnaire comprising 33 items across three dimensions: lesson planning (9 items), lesson implementation (14 items), and assessment (10 items). The instrument underwent rigorous validity and reliability testing to ensure its appropriateness for the study.

**Results.** The findings indicated a high level of self-reported teaching competencies among participants, with an overall mean score of 4.17. Additionally, statistical analyses revealed no significant differences at the  $\alpha = 0.05$  level in teachers' self-perceived instructional skills based on variables such as teaching experience, academic qualifications, or the type of disability of the students they serve.

**Conclusion.** The study concludes that teachers perceive themselves as well-equipped with the necessary instructional skills to effectively teach students with disabilities. This self-perception appears consistent regardless of demographic or professional variables, underscoring a general sense of confidence among educators in their ability to meet the educational needs of this student group.

## 1. Introduction

Ensuring the education of individuals with disabilities is a fundamental requirement in the development and construction process. It is a right guaranteed to them by law, predating modern systems and legislation. The education spectrum for these individuals is as diverse as their categories, necessitating educators to create programs and activities that cater to their psychological, intellectual, behavioral, and skill-related needs. Special education encompasses all programs, services, and interventions aimed at enabling individuals to achieve their fullest potential and independence (Al-Shubrami, 2019).

In 1968, the Competency-Based Teacher Education (CBTE) movement began to take shape in the United States, highlighting the urgent need to modernize teacher training and certification programs. Several prominent American educators expressed concern about the declining performance levels and lack of competency of many teachers as a result of this trend (Al-Muhaya, 2002). Consequently, the selection, preparation, and qualification of teachers of students with special needs gained the attention of professionals and legislators of special education programs and laws, just as interest had been given to general education for typical children. Interest in special education increased due to the challenging task facing special education teachers in educating students with special needs. Perhaps the role they play is unique in its nature, as they perform numerous and diverse tasks that can only be performed by well-trained and well-prepared teachers with specialized professional competencies (Al-Hadidi, 1991).

Educators emphasize the importance of adequately preparing teachers of students with disabilities through comprehensive training and professional development. It is evident that implementing educational change or updating curricula and teaching methods requires that qualified teachers possess the necessary competencies, especially given the rapid expansion of knowledge in this era, which has added new responsibilities and professional standards to the role of the teacher. This underscores the paramount importance of teacher preparation, particularly for teachers of individuals with disabilities (Al-Khateeb, 2008; Salama, 2001).

Abdel Salam (2019) emphasized the importance of developing the competencies and skills of future teachers to tackle upcoming challenges effectively. This requires providing teachers with the necessary experience and knowledge to fulfill their responsibilities successfully. Consequently, educational systems have been focusing on developing teacher preparation programs that are aligned with current changes to enhance the efficiency and outcomes of the educational process.

Teachers play a crucial role in the educational process as they significantly influence their students' behavior and academic achievement through their words, actions, appearance, beliefs, and intentional or unintentional behaviors. Therefore, societies have emphasized that teachers must be prepared according to their philosophical frameworks, which enables them to confidently and efficiently perform their diverse tasks and responsibilities while educating and preparing future generations for life.

The teacher's personality, skills, and professional competence are key factors contributing to the success of the educational process in general, particularly in special education. Working with individuals with special needs requires certain personality traits that enable teachers to perform their roles effectively, such as patience, self-control, acceptance of challenges, and the ability to create emotional engagement with students and motivate them to learn. Additionally, teachers must be proficient in teaching methods that are adapted to the abilities, readiness, and disabilities of these students (Al-Zahrani & Roshdi, 2009).

Unlike other teachers, educators working with students with disabilities undergo specialized training to cater to these individuals' unique physical and psychological characteristics and

intellectual needs. These teachers are required to understand the psychological and behavioral characteristics, as well as the needs and preferences of individuals who differ from the general population. Moreover, they must be capable of providing appropriate instruction using methods that align with the varied levels of their students. Therefore, they require highly professional standards, advanced abilities, specialized competence, and diverse skills to enhance their educational and instructional performance and increase their effectiveness so that their role in enriching and advancing learning becomes clear. Furthermore, they must also be competent enough to keep pace with the advancement of knowledge and to perform their assigned tasks based on established and predefined standards (Husseini, 2013; Suleiman, 2011; Al-Ajmi & Al-Dossari, 2016).

Because the teacher is the most significant and influential component and the cornerstone of the educational and pedagogical process, and because the educational and pedagogical goals are tied to him, it is essential that he fulfills the various roles that help him improve his teaching abilities so that the knowledge, skills, attitudes, and values that students acquire reflect this. Before a teacher is qualified to perform his duties and responsibilities to the best of his ability, he must develop the teaching abilities and competencies that he practices in the classroom. Many educators and those in charge of the educational and pedagogical process are now concerned about the preparation and training process since the teacher can only do these jobs and obligations if he is carefully chosen, prepared, and trained (Metwally, 2004).

No matter how many skills a teacher has to perform his tasks and duties, he must constantly renew and develop them and seek out new information, particularly that which pertains to improving and developing his teaching abilities. He must also seek out additional skills to enable him to carry out his work effectively, including skills that lead to effective teaching (Tablaan, 2004).

An effective educator adapts to modern trends and the changes and advancements in the world around him. Therefore, he must be continually updated on everything that is fresh in his area of expertise. According to Al-Maafa (2009), he must also possess a set of qualities that allow him to help students improve their diverse skills and abilities.

The competence of teachers of students with disabilities is closely linked to their willingness to learn teaching methods, strategies, and techniques, as well as their drive for self-development and continuous professional preparation in the domain of teaching students with disabilities. Developing the necessary teaching skills during service is essential, as the training of educators for students with disabilities begins the moment they choose this profession.

Teachers of students with disabilities play a vital role in rehabilitating and training their students. To perform this role effectively, they must possess sufficient theoretical knowledge about students with disabilities, such as the concept of the disability, its distinctive characteristics, causes, teaching theories, and other information that contributes to forming a knowledge base that helps them understand the group they are working with. However, theoretical knowledge alone is not enough to achieve the desired outcomes. Therefore, in addition to theoretical knowledge, teachers must also have practical skills that enable them to fulfill their duties towards students with disabilities effectively. Instructors in special education, particularly those who work with students with disabilities, must be fully equipped with both the theoretical and practical knowledge necessary to provide the best educational practices for these students (Obeidat, 2010).

Based on the aforementioned, clearly there is a crucial need for teachers of students with disabilities who possess effective teaching skills that contribute to their development across various domains of growth and address their educational needs, particularly in the cognitive domain, which directly influences other areas of growth. Satisfying the diverse needs of learners with disabilities requires educators who not only have the necessary expertise but also the dedication to achieve meaningful outcomes with this population.

Despite growing international efforts to provide optimal care for individuals with disabilities, a significant number of teachers still hold non-specialized academic qualifications that inadequately prepare them to meet the challenges they face in educating this group. This inadequacy weakens the overall quality of the educational process. Abdel-Aali (2013) highlights this issue in his study, revealing that teachers of students with intellectual disabilities often lack the necessary competencies to effectively engage with these learners. This underscores the critical need to define the specific teaching competencies required for teachers of students with intellectual disabilities. Furthermore, it is imperative to draw on the experiences of various countries in this field, integrating these approaches to elevate the teaching skills of educators working with learners with disabilities.

Numerous studies have investigated the teaching competencies of teachers who work with students with disabilities. These include research aimed at training teachers in the instruction of mathematical division (Al-Asabi & Bastil, 2024), identifying digital teaching skills (Al-Jabr & Al-Ahmad, 2023), and studies exploring teachers' knowledge of strategies for teaching reading comprehension (Mubijr & Ghareeb, 2023). Other research has focused on the teaching skills of Arabic language teachers for non-native speakers (Rababah, 2023), the acquisition of 21st-century skills among special education students (Al-Magharba & Mustafa, 2020), and the assessment of teaching competencies and variations according to gender, academic qualifications, and specialization among special education teachers (Bin Musa & Bin Zamoush, 2017). The level of educational competencies required for interacting with students with disabilities among special education students at Ajloun University (Milhem, 2013), as well as the teaching skills of special education teachers (Al-Ghazo, Al-Qaryouti, & Al-Sartawi, 2004).

### **1.1. Study Problem and Questions**

A variety of studies and conferences, including the research conducted by Al-Samadi and Al-Nahar (2001), have indicated that the skills associated with lesson planning, implementation, and evaluation are generally well-developed. Furthermore, the mastery of teaching execution skills exceeds that of planning and evaluation skills. However, the findings from the study conducted by Al-Ghazou, Al-Qaryouti, and Al-Sartawi (2004) revealed that the study sample did not achieve a high level across all four dimensions of teaching skills: planning, management, implementation, and evaluation. The study by Al-Musada (2011) revealed a deficiency in educational competencies among educators of students with intellectual disabilities in Jordan. Furthermore, a study by Al-Rawi (2018) revealed that the assessments from the sample regarding the significance of professional competencies were predominantly high.

From this perspective, the problem begins with an examination of the current status and realities of the field of special education today, indicating that special education teachers, in general, and those teaching students with disabilities, in particular, perform a range of instructional skills within the classroom. Disabilities are characterized by the fact that students experience deficits in cognitive, behavioral, motor, linguistic, social, and other areas, making it difficult for them to learn skills and apply them to real-life situations. Therefore, teachers are instrumental in ensuring the effectiveness of classroom instruction and in achieving effective education while meeting their students' diverse needs, especially their educational needs.

Through this study, the researcher sought to investigate the extent of teaching skills possessed by educators of students with disabilities, as perceived by the teachers themselves. The idea for this study arose after the researcher reviewed the theoretical literature available across various online research platforms and electronic databases. Numerous studies relevant to this topic were identified, such as the research conducted by Almoghyrah (2021) that investigated the challenges faced by teachers in implementing individualized educational plans for children who are diagnosed with Down syndrome in regular schools in Riyadh, and Al-Qudah (2015) study that assessed the level of

educational competency among educators of students with intellectual disabilities in Saudi Arabia. Additionally, Al-Musadeh (2011) aimed to evaluate the educational competency of educators for students with intellectual disabilities in Jordan, while Browder et al. (2005) investigated the influence of training teachers in assessment-related competencies on the performance of students with intellectual disabilities. Al-Ghazou, Al-Qaryouti, and Al-Sartawi's (2004) objective in this study was to identify the teaching skills of a sample of special education teachers, and Al-Samadi and Al-Nahar (2001) assessed the proficiency of special education educators in the United Arab Emirates regarding effective teaching competencies. The researcher also engaged with teachers of students with disabilities regarding the necessary teaching skills and the extent to which these skills meet their students' needs. Consequently, the study problem was delineated by addressing the following primary research question:

1. To what degree do teachers of students with disabilities possess teaching skills from their own perspective?

This primary question is further divided into the subsequent sub-questions:

a. Do statistically significant differences exist at a significance level of  $\alpha = 0.05$ , to the extent that educators of students with disabilities demonstrate teaching skills based on the variable of their academic qualifications (diploma, bachelor's degree, or higher)?

b. Do statistically significant differences exist at a significance level of  $\alpha = 0.05$ , to the extent that educators of students with disabilities exhibit teaching skills based on the variable of their teaching experience (less than 3 years versus 3 years or more)?

c. Do statistically significant differences exist at a significance level of  $\alpha = 0.05$ , to the extent that educators of students with disabilities demonstrate teaching skills based on the variable of disability category (intellectual disabilities, learning disabilities, and autism)?

### **1.2. Significance of the Study**

#### a) Theoretical Significance of the Study

This research may provide valuable insights into:

1. Providing a foundational database of information that can be utilized in developing a questionnaire outlining the key instructional skills required for educators of students with disabilities.

2. Addressing the increasing demand for enhanced services offered to individuals with special needs in general, and specifically to individuals with disabilities.

#### b) Practical Significance of the Study

This research may provide valuable insights into:

1. Assisting educators of students with disabilities in employing the necessary and appropriate teaching skills to effectively work with these students, aiming to achieve a high level of performance and high-quality outcomes.

2. Providing a questionnaire or observation instrument for the management of special education institutions and centers, which can be used to evaluate the performance of teachers of students with disabilities.

3. Improving the effectiveness of programs aimed at equipping educators for their roles with students with disabilities.

### **1.3. Study Objectives**

The objective of this study is to:

1. Determine the degree to which teachers of students with disabilities possess instructional skills from their own perspective.
2. Examine the statistical differences in the degree to which teachers of students with disabilities possess instructional skills based on the variables of teaching experience, academic qualification, and disability category.

#### **1.4. Terms of the Study**

The study focuses on the following definitions:

1. Students with Disabilities (Operational Definition): A category of learners who exhibit clear deficiency in intellectual, cognitive, behavioral, social, and linguistic abilities, accompanied by weaknesses in academic skills. These students require special services to aid in their development across various areas of growth, and their performance and skills are below the expected level for their chronological age.
2. Teachers of Students with Disabilities (Operational Definition): All qualified teachers who hold various academic degrees and possess diverse teaching experiences and skills that enable them to effectively interact with students with disabilities.
3. Teaching Skills (Operational Definition): A set of knowledge, procedures, practices, behaviors, and activities performed by teachers of students with disabilities within the classroom. These include lesson planning, lesson execution, assessment, and the methods used to deliver educational content with the goal of facilitating learning. These skills were measured by the scores obtained by teachers of students with disabilities using a questionnaire specifically designed for this study.

## **2. Methodology**

### **3.1. Study Methodology**

The researcher employed a descriptive approach in their study, which facilitated the gathering and examination of the necessary data.

### **3.2. Study Sample**

The study involved the distribution of 150 questionnaires via the WhatsApp application to educators of both genders in the Jordanian governorates of Irbid, Ajloun, and Jerash. The website featuring the questionnaire received 155 visits, with 150 participants completing all the questionnaire questions and paragraphs. Therefore, the study sample consisted of 150 male and female teachers, intentionally selected from among teachers of students with disabilities. Table 1 provides an overview of the distribution of the study sample based on the independent variables.

**Table 1.** Categorization Of Study Sample Participants Based on the Independent Variables

Variable	Level	Frequency	Percentage
Academic Qualification	Diploma	24	16.0 %
	Bachelor's Degree and Above	126	84.0 %
	Total	150	100 %
Teaching Experience	Less Than 3 Years	62	41.3 %
	3 Years and Above	88	58.7 %
	Total	150	100.0 %
Disability Type	Intellectual Disability	44	29.3 %
	Learning Disability	88	58.7 %
	Autism	18	12.0 %
	Total	150	100.0 %

### **3.2. Study Instrument**

The researcher designed and developed a comprehensive questionnaire to assess the extent to which teachers possess essential teaching skills for teaching students with disabilities. This initial version of the questionnaire was informed by a thorough review of relevant theoretical literature and prior research associated with the topic. The questionnaire comprises three key dimensions, encompassing a total of 33 items. These dimensions are:

1. The first dimension is lesson planning, and it is composed of nine items.
2. The second dimension is lesson implementation, and it consists of 14 items.
3. The third dimension is evaluation, and it consists of 10 items.

The questionnaire utilized a five-point Likert scale to gauge responses to the scale items. Participants were instructed to assign a value of 5 points for "Always," 4 points for "Often," 3 points for "Sometimes," 2 points for "Rarely," and 1 point for "Never."

### **3.3. Validity of the Instrument**

Content of the instrument's validity:

A panel of judges with expertise in special education, curriculum, and instructional strategies was asked to evaluate the instrument in order to ascertain its validity. The questionnaire was finished by adding new paragraphs, changing existing paragraphs, or eliminating paragraphs in response to their feedback. The final version of the document had thirty-three paragraphs spread over three dimensions, which Was Based on the yard's consideration of the judges' remarks and opinions. The passages that were approved by above 90% of the judges were kept.

### 3.4. Reliability of the Instrument and Application Stability

To ensure the reliability of the instrument, the researchers distributed the study instrument to a pilot sample of 30 participants who were not included in the main study sample. This process was repeated twice, with a two-week interval between distributions. They then calculated the Pearson correlation coefficient between their scores on all dimensions of the instrument during both administrations. All correlation coefficients between the two applications for the dimensions of the instrument, and the instrument as a whole, were found to be statistically significant. Additionally, the researchers applied Cronbach's alpha to the sample's responses from participants for the study instrument in the first administration, as detailed in Table 2.

**Table 2.** Cronbach's Alpha Coefficients and Pearson Correlation Coefficients for The Test-Retest Reliability of the Study Instrument's Dimensions

Dimension	Cronbach's Alpha Coefficient	Pearson Correlation Coefficient
Lesson Planning	0.791	0.63*
Lesson Implementation	0.808	0.75*
Evaluation	0.897	0.77*
Instrument as a Whole	0.914	0.69*

\* Statistical significance at ( $\alpha < 0.05$ )

The table indicates that the reliability coefficients, calculated using Cronbach's alpha, for the different dimensions of the Instrument varied from 0.791 to 0.914. Furthermore, the test-retest reliability values ranged from 0.63 to 0.77, all of which are considered high and suitable for practical use. It is widely acknowledged in most studies that a reliability coefficient of 0.60 is acceptable (Amir and Sounderpandian, 2002).

### 3. Results And Discussion

This section begins with the results relating to the first question, "To what degree do teachers of students with disabilities possess teaching skills from their own perspective?" To address this question, we obtained the arithmetic means and standard deviations of the sample members' estimates of the study instrument dimensions. These findings are presented in Table 3.

**Table 3.** Arithmetic Means and Standard Deviations of the Sample Members' Estimates for the Study Instrument Dimension Are Arranged in Descending Order Based on the Arithmetic Mean

Rank	Number	Dimension	Arithmetic Mean	Standard Deviation	Evaluation Score
1	1	Lesson Planning	4.51	0.64	High
2	2	Evaluation	4.42	0.61	High
3	3	Lesson Implementation	3.78	0.77	High
		Instrument as a Whole	4.17	0.33	High



In Table 3, it is clear that educators working with students with disabilities demonstrate a strong degree of teaching skills, as indicated by the arithmetic mean of the instrument of the study sample members as a whole (4.17) and a low standard deviation (0.33), reflecting a high evaluation score. The table also reveals that the arithmetic means of the sample members for the instrument's individual dimensions ranged from 3.78 to 4.51, with all dimensions receiving high evaluation scores. Specifically, the lesson-planning dimension received the highest arithmetic mean of 4.51 and a standard deviation of 0.64, followed by the evaluation dimension with an arithmetic mean of 4.42 and a standard deviation of 0.61. The lesson implementation dimension received the lowest arithmetic mean of 3.78 and a standard deviation of 0.77. The researcher attributes these results to the practices implemented within these centers and institutions that focus on enhancing the teaching skills of their educators through training courses and workshops. This approach seeks to offer students with disabilities effective educational support services, leading to positive outcomes within these centers and institutions.

The results of this study align with the findings of the studies by Al-Asbi and Bastable (2024), Al-Jabr and Al-Ahmad (2023), Rababa'a (2023), Al-Maghariba and Mustafa (2020), Al-Maghariba & Al-Hamidani (2020), and Melhem (2013), all of which indicated a high level of teaching skills among the participants. However, the results of this study differ from those of the studies by Almutiri, Alotaibi, Albaz, and Alfawaz (2024), Mubajer and Ghareeb (2023), Mustafa (2019), Al-Huwaiti (2019), Ben Moussa and Ben Zaamouch (2017), and Al-Ghazou, Al-Qaryouti, and Al-Sartawi (2004), which pointed to a low level of teaching skills among the participants.

Next are the results related to the second question, "Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of teaching skills possessed by teachers of students with disabilities attributable to the variable of academic qualification (diploma, bachelor's degree or higher)?"

To address this question, the means and standard deviations of the study sample's estimates across all dimensions of the study instrument, as well as for the instrument as a whole, were calculated based on the academic qualification variable. Additionally, the Independent Samples T-Test was applied to the study dimensions and the overall Instrument based on the academic qualification variable. The results are presented below:

**Table 4.** Results of the Independent Samples T-Test on the Study Dimensions and the Instrument as a Whole Based on the Academic Qualification Variable

Dimension	Academic Qualification	Arithmetic Mean	Standard Deviation	T-Value	Statistically Significant
Lesson Planning	Diploma	4.61	0.53	0.88	0.38
	Bachelor's Degree and Above	4.49	0.66		
Lesson Implementation	Diploma	3.51	0.64	1.91	0.06
	Bachelor's Degree and Above	3.83	0.78		
Evaluation	Diploma	4.43	0.58	0.08	0.94
	Bachelor's Degree and Above	4.42	0.62		
Instrument As A Whole	Diploma	4.09	0.18	1.36	0.18
	Bachelor's Degree and Above	4.19	0.35		

The data in Table 4 indicate no statistically major differences at the significance level of  $\alpha \leq 0.05$  in the degree of teaching skills possessed by teachers of students with disabilities attributable to the academic qualification variable. The T-values for all dimensions of the study instrument and the instrument as a whole, based on academic qualification, were not statistically significant.

The researcher ascribes this outcome to the desire of the teachers to demonstrate their capabilities regardless of their academic qualifications. What matters to these educators is achieving positive outcomes from the teaching process, which in turn positively impacts the performance of students with disabilities, highlighting the productivity and energy of these teachers.

The findings of this study align with the results of Al-Maghariba & Al-Hamidani (2020) and Melhem (2013), which also indicated no statistically significant differences in the degree of teaching skills based on academic qualification. However, these results differ from those of Ben Almutiri, Alotaibi, Albaz, and Alfawaz. (2024), & Moussa and Ben Zaamouch (2017), which found statistically significant differences in teaching skills based on academic qualification.

Next, this research explores the third question, "Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of teaching skills possessed by teachers of students with disabilities attributable to the variable of teaching experience (less than 3 years vs. 3 years or more)? To answer this question, the means and standard deviations of the study sample's estimates across all dimensions of the study instrument, as well as for the instrument as a whole, were calculated based on the teaching experience variable. Additionally, the Independent Samples T-Test was applied to the study dimensions and the overall instrument based on the teaching experience variable. The results are presented below:

**Table 5.** Results of the Independent Samples T-Test on the Study Dimensions and the Instrument as a Whole Based on the Teaching Experience Variable

Dimension	Teaching Experience	Arithmetic Mean	Standard Deviation	T	Statistically Significant
Lesson Planning	Less Than 3 Years	4.56	0.53	0.95	0.34
	3 Years and Above	4.46	0.71		
Lesson Implementation	Less Than 3 Years	3.80	0.77	0.24	0.81
	3 Years and Above	3.77	0.78		
Evaluation	Less Than 3 Years	4.41	0.61	0.09	0.93
	3 Years and Above	4.42	0.61		
Instrument as a Whole	Less Than 3 Years	4.20	0.27	0.69	0.49
	3 Years and Above	4.16	0.37		

The results presented in Table 5 indicate the absence of statistically major differences at a significance level of  $\alpha \leq 0.05$  in the teaching skills of teachers of students with disabilities, based on the variable of teaching experience. The T-values for all dimensions of the study instrument, as well as the instrument as a whole, did not reach statistical significance in relation to the teaching experience variable.

The researcher attributes this finding to the eagerness of novice teachers to demonstrate their capabilities, regardless of their level of experience. These teachers are primarily concerned with achieving positive outcomes in the teaching process, which in turn positively reflects on the performance of students with disabilities. This drive likely fosters productivity, positive energy, and a competitive spirit among teachers to prove their competence, irrespective of their years of experience.

The results of this study are consistent with those reported by Rababa'a (2023) and Al-Maghariba and Mustafa (2020), & Mustafa (2019), both of which found no statistically significant differences in the possession of teaching skills based on the variable of teaching experience. However, these findings contrast with those of Almutiri, Alotaibi, Albaz, and Alfawaz. (2024), Al-Maghariba & Al-Hamidani (2020), and Al-Ghazou et al. (2004), which reported statistically significant differences in teaching skills based on teaching experience.

Finally, there is fourth question, "Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of teaching skills possessed by teachers of students with disabilities attributable to the type of disability (intellectual disabilities, learning difficulties, autism)?"

To answer this question, the arithmetic means and standard deviations of the study sample's assessments were computed for all dimensions of the study instrument, as well as for the instrument as a whole, based on the disability type variable. Additionally, a One-Way Analysis of Variance (ANOVA) was applied to the study dimensions and the instrument as a whole, based on the disability type variable. The findings are outlined below:

**Table 6.** Results Of the One-Way Analysis of Variance (ANOVA) On the Study Dimensions and the Instrument as a Whole Based on the Disability Type Variable

Dimension	Disability Type	Arithmetic Mean	Standard Deviation		Sum Of Squares Deviations	Degree of Freedom	Arithmetic Mean of Squared Deviations	F	Significance
Lesson Planning	Intellectual Disability	4.55	0.66	Between the Groups	0.384	2	0.192	0.46	0.63
	Learning Disability	4.53	0.62	Within a Group	61.112	147	0.416		
	Autism	4.44	0.66	Total	61.496	149			
Lesson Implementation	Intellectual Disability	3.80	0.82	Between the Groups	0.818	2	0.409	0.69	0.51
	Learning Disability	3.67	0.69	Within a Group	87.818	147	0.597		
	Autism	3.85	0.79	Total	88.636	149			
Evaluation	Intellectual Disability	4.53	0.57	Between the Groups	1.512	2	0.756	2.07	0.13
	Learning Disability	4.28	0.62	Within a Group	53.708	147	0.365		
	Autism	4.43	0.62	Total	55.220	149			
Instrument as a Whole	Intellectual Disability	4.23	0.38	Between the Groups	0.465	2	0.233	2.14	0.12
	Learning Disability	4.09	0.20	Within a Group	15.973	147	0.109		
	Autism	4.19	0.36	Total	16.438	149			

The results presented in Table 6 reveal the absence of statistically important differences at the significance level of  $\alpha \leq 0.05$  in the teaching skills possessed by teachers of students with disabilities, as attributed to the variable of disability type. The F-values for all dimensions of the study instrument, as well as for the instrument as a whole, were not statistically significant concerning the type of disability.

The researcher attributes this finding to the nature of the roles and responsibilities that teachers undertake, which remain relatively consistent regardless of the specific category of disability with which they engage. Furthermore, the intrinsic motivation for self-actualization and the pursuit of achievement appear to be driving factors for educators working with students with disabilities, enabling them to demonstrate their competencies and fulfill their professional aspirations.

These findings align with those of Ben Moussa and Ben Zaamouch (2017) and Al-Huwaiti (2019), both of which indicated no statistically significant differences in the possession of teaching skills based on the type of disability.

#### 4. Recommendations

Considering the findings from the current study, the researcher suggests the following recommendations:

1. Provide effective programs and services to develop the teaching skills of educators working with students with disabilities, enabling them to achieve better outcomes.
2. Implement regular and ongoing assessments of the teaching skills possessed by educators of students with disabilities to identify their training needs, prioritize their professional development, and refine their positive teaching practices, irrespective of academic qualifications, disability type, or levels of teaching experience.
3. Conduct additional studies and scientific research related to the teaching skills of educators engaging with students who have disabilities.

#### Declarations

**Conflicts of Interest.** The authors declare no conflict of interest.

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