The Levels of Acquiring Caring Principles for Students with Disabilities among Islamic Educational Teachers from the School Principals' Perspectives

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Abstract

There are many questions raised about Islamic education teacher preparation programs in dealing with students with special needs and the competencies that must be possessed to work with people with special needs, and this is what the current study will attempt to achieve. This study explores the levels to which Islamic education teachers possess the necessary competencies to work with students with special needs. This study adopted the descriptive survey approach, where an instrument was distributed that included three areas: educational and professional competencies, competencies related to scientific characteristics, and competencies related to personal traits. The sample included 82 principals from Abha, Saudi Arabia. The results found agreement among the respondents in performance on the tool. The performance competencies necessary for working with the disabled were average due to the program's focus on the theoretical aspect at the expense of performance skills. The results found the absence of differences in the degree of special education trainee teachers' possession of the necessary competencies to work with people with special needs according to the study variables. All these Islamic education teachers were trained only in three disabilities, and this is considered a shortcoming in the training program by the universities.

Keywords: Islamic education, competencies, personal skills, students with disabilities, school principals.

1. Introduction

Interest in people with special needs has increased recently, and institutions and centres concerned with training and rehabilitating them have appeared in various countries of the world. Laws and legislation have also appeared that stipulate the rights of these people to receive various services, including education, like other normal people (Brifkani, 2021). This is evident in the Salamanca Declaration issued in Spain in 1994 by the World Conference on Education for People with Special Needs, with the participation of (89) countries and (25) international organizations (Mindani et al., 2022). Teaching people with special needs requires qualified and trained teachers in special education, who possess the professional and educational competencies, knowledge, skills, and characteristics that enable them to serve this group. This has led countries to seek to prepare programs for qualified special education teachers, which has

emerged through the creation of these programs in various institutes and universities, as is the case in Jordan, where these programs have appeared since 1980 and are still ongoing (Huda, 2021).

Defining the educational philosophy in teacher preparation, clarifying the objectives of this preparation, and placing them in specific types of behaviour for the teacher, and specific types of results for the learner are also evident in the teacher preparation movement based on the principle of performance and the principle of competencies because any change depends on achieving success on a group of forces, some of which are technical and some of which are human (Prasetiyo et al., 2020). Human forces are considered the basis of work and the starting point for success, as neither modern buildings nor technological capabilities achieve the desired goals of the educational process unless a qualified teacher is available who can benefit from them and employ them (Sidiq & Aini, 2019). The educational competencies movement is considered one of the contemporary trends in teacher preparation, which arose within the framework of the behavioral school and educational technology related to the means and methods of the practical application of educational work, which affected the preparation programs (Seman et al., 2019).

There have been trends calling for the preparation of special education teachers based on professional competencies, due to the belief that there is a strong relationship between pre-service training and work in the field. This trend has been known as training based on educational competencies, as it focuses on identifying the general knowledge, skills, and abilities related to the main axes in the special educational process, which the teacher is supposed to have to be able to train and raise the disabled child effectively (Setia et al., 2021). The competencies required for working with people with special needs have been numerous in educational literature, as have the methods of classifying them. For example, cognitive competencies, performance competencies, competencies related to attitudes, competencies related to planning, and competencies related to implementation and the use of the individual method (Soleh et al., 2024). Others have classified them into nine dimensions, which are: planning for education, educational performance, carrying out administrative duties, communication and interaction and developing the student's self-concept, evaluating and measuring student behavior, designing and using curricula, personal and professional growth, and professional information (Taja et al., 2021).

The selection, preparation, and qualification of special education teachers before and during service has received the attention of professionals planning special education programs and laws, just as attention was paid to the field of special education for exceptional children. This attention has increased in the field of special education because of the more difficult task awaiting the special education teacher, who is expected to deal with children who show developmental deviations and behavioral disorders (Abed & Shackelford, 2023). It appears in the field of special education that a large percentage of teachers suffer from fluctuations in the field of work, and this is attributed to their feeling of lack of readiness and competence, and also their feeling that they are not qualified in the workplace.

1.1. Problem Statement

Interest in special educational services and programs provided to children with special needs has increased in general, as a result of the direct interest of decision-makers, specialists, researchers and parents, as well as the legislation and laws issued that oblige societies to provide appropriate educational, social and health care for these individuals, reaching the maximum level of their capabilities to achieve satisfaction among all those interested in educating and caring for this group of society. Teachers in general, and special education teachers in particular, play a major role in serving this group of society, and they also represent an important element and component in the special education system, so societies have been interested in teacher preparation programs, and pre-service and in-service preparation programs have emerged. However, there are many questions raised about Islamic education teacher preparation programs in dealing with students with special needs and the competencies that must be possessed to work with people with special needs, and this is what the current study will attempt to achieve.

1.2. Questions of the study

1- To what extent do Islamic education teachers possess the necessary competencies to work with students with special needs?

2- Does the degree to which Islamic education teachers possess the necessary competencies to work with people with special needs differ according to the school principals' gender, experience, and disabilities category?

1.3. Significance of the study

The current study is important because its findings will tell us how much Islamic education teachers in special education have the skills required to work with individuals who have special needs, as well as how differently these skills are possessed depending on the trainee teacher's gender, the training institution, the university, and the type of disability they work with. This will help those interested in special education teacher preparation programs, including specialists, researchers, and decision-makers, to stand on this, to improve the level of these programs to raise the level of these teachers, which in turn leads to improving the services provided to people with special needs, as well as the level of satisfaction with these services, to obtain more support and endorsement for these programs and services. In addition, most studies that referred to educational and professional competencies addressed them in terms of importance for trainee teachers and did not address the extent to which they possess these competencies, and this is what this study will attempt to determine.

1.4. Study limitations

The results of this study are determined by the special conditions provided by the sample in terms of its size, characteristics, and method of selection. The study is also limited to the use of the instrument in terms of its development procedures, its psychometric characteristics, the method of collecting information, and statistical analysis.

2.   Literature Review

Positive visions for children with disabilities have increased throughout the ages all over the world, which prompted education to search for a new function other than what it provides for normal children to provide it for children with special needs (Bakri, 2019). The function of education has evolved from allocating separate classes in its public schools for those it finds in need of special care to allocating entire schools to care for different categories of students who face similar difficulties in adapting to school (Dzulkifli et al., 2021). There are now schools for each category separately according to the type of disability it has - such as the blind, the deaf, and the mentally disabled - and thus education found itself required to make an aspect of its philosophy independent to serve these disabled children, and to direct a number of its goals towards achieving their hopes and aspirations, which led to the emergence of what is called special education, which at first glance is thought to be related to the type of curricula only, but it is concerned with the components of the educational curriculum in its comprehensive concept, which includes, in addition to curricula, books, references, educational tools, school activities, educational assessment methods, and teaching methods, in addition to psychological and social guidance and counselling (Hamid & Mohamed, 2021).

An examination of reality highlights an educational problem in the systems of preparing teachers for people with special needs, which is evident in the great interest in special categories with severe or moderate disabilities according to the classification and severity of the disability in auditory education, visual education, or intellectual education institutions (Alharbi, 2022). This problem raises an important question: What is the fate of children who suffer from simple disabilities such as the visually impaired, the hearing impaired, the slow learners, those with learning difficulties and academic backwardness (IQ between 75-90), in addition to categories with multiple disabilities and those afflicted with emotional disturbance, speech and language difficulties? They are a group of categories that need education based on integration into regular schools (AlMahdi & Bukamal, 2019). It is indeed an educational problem when they are assigned to special education classes with severe disabilities according to the principle of isolation, where groups of students are not homogeneous in terms of type, level of disability, and speed of learning. Also, assigning those who are academically backward to regular classes is reflected in the educational process and affects it, and at the same time, the regular school causes repeated failure for these children by entering into unequal competition (Khasawneh, 2023). With their colleagues who are higher than them in mental level, this results in a feeling of failure due to their limited abilities, all of which is due to the absence of a specialized teacher, who is properly prepared to confront the effects of this problem, as preparation is only according to the type of severe disability, and at the local level, the preparation of this teacher is also absent in colleges of education (Mindani et al., 2022).

The process of integrating disabled children into public schools is a modern trend in which there is recognition of human rights, social rights of the disabled and their right to social participation, in addition to the fact that integration means many things such as the absence of isolation, being accepted by society, and being treated like others, as the philosophy of integration requires that the disabled be raised in regular schools in preparation for future social and professional

integration that avoids alienation in their society (Brifkani, 2021). However, the integration of disabled children requires the school to identify the educational needs of students in general and the disabled in particular so that appropriate educational programs can be prepared to confront them, as the success of integration depends on the use of appropriate educational programs to confront their academic, social and psychological needs in regular classes (Khasawneh, 2023).

Approaching the definition of educational philosophy for teacher preparation clarifying the objectives of this preparation, and putting them in the form of specific types of behaviour for the teacher, and specific types of results for the learner, is evident in the teacher preparation movement based on the principle of Performance-Based Teacher Education, and the principle of Competence-Based Teacher Education, because any change requires a group of forces to achieve success, some of which are normal, some of which are technical, and some of which are human (Huda, 2021)), and human forces are considered the basis of work and the starting point for success, as neither modern buildings nor technological capabilities achieve the desired goals of the educational process unless a competent teacher is available who can benefit from them and employ them (Prasetiyo et al., 2020).

The educational competencies movement is considered one of the contemporary trends in teacher preparation that arose within the framework of the behavioural school and educational technology, which relates to the means and methods of the practical application of educational science, which affected preparation programs (Sidiq & Aini, 2019). The competency-based education movement is part of the cultural movement in American society that emphasized the idea of responsibility and the need to define the specifications of a good teacher, which is represented in a program that specifies several competencies that experts expect to appear in the student/teacher's behaviour, and includes the criteria that can be relied upon to evaluate his competencies, and the responsibility for reaching the expected level of each competency falls on the student/teacher himself (Seman et al., 2019). Teacher preparation programs based on educational competencies have been active since the 1960s and were represented in preparing lists of these competencies and related research and studies, and in rebuilding the programs of teacher preparation institutions on their basis and evaluating the teacher based on his competencies.

Competency-based preparation is based on the systems analysis method, which refers to the use of scientific thinking in solving long-term problems, which requires viewing teacher preparation as a system that aims to develop teachers who possess the knowledge, skills and attitudes that help students achieve good learning, through readings, discussions, and the types of behaviour that the teacher goes through in his attempt to acquire what is necessary in light of educational competencies (Setia et al., 2021). It focused on the necessity of preparing the professional personality, periodic evaluation of the preparation program, and training, with the necessity of organizing and establishing systematic training programs, and organizing practices, to enable students/teachers with special competencies (Taja et al., 2021). It is worth noting that there are 13 general competencies programs at the University of North Florida on which the special needs teacher preparation program is built, and at the University of South Carolina, a graded list is used that includes a set of competencies that must be available in special needs teachers, designed to

measure their observation skills, needs, and ability to self-evaluate, and it also includes the basic principles for improving evaluation tools for their use and the effectiveness of these programs that help prepare and train the teacher on future planning in light of the educational requirements of those with special needs (Soleh et al., 2024).

Previous studies

Haris and Cahyadi (2021) provided a descriptive account, from the parents' point of view, of the approach used to teach Islamic religious education to elementary school-aged children with special needs. A qualitative technique was used in the study. The principal, Islamic religious education instructor, assisting teachers, and parents of special needs students made up the study subjects. Miles and Huberman's interactive approach was used to analyse the data that was gathered via observation, interviews, and documentation. To ensure that the data was legitimate, the researchers used the triangulation approach. Findings indicated that Islamic religious education in elementary schools makes use of an elective approach that blends traditional, cooperative, and contextual teaching strategies. From the point of view of the parents, providing their children with special needs with Islamic religious education helps them to better grasp the teachings of Islam and to build good habits in their lives.

Damaiwati et al. (2021) explored how families may best support their children with mental retardation. The study is qualitative and based on observation. To gather information, interviews, observations, and documentation are used. Data cleansing, data visualisation, and data validation are all part of the data analysis process. As this study's findings show, one effective way to educate children with mental retardation is for families to serve as role models for their children and make good habits a part of daily life. One of these pillars is the importance of faith, worship, and morality in shaping their children's character.

Anwar (2021) explored how to design, execute, and assess the learning process of Islamic religious education for children with exceptional needs. Qualitative descriptive research is used in this sort of study. The research used observation, interviews, and documentation to gather data from 31 instructors, including 2 administrators and 29 classroom teachers. Teaching staff, students, learning goals, learning materials, and objectives were all part of the comprehensive strategy for Islamic religious education for children with special needs, according to the findings. To accommodate the unique traits of children with special needs, the educational system employs both broad and narrow concepts. After consulting with the school, learning evaluations are fine-tuned to align with the relevant curricula. Preparing children with exceptional needs for primary school and lifelong adherence to Islamic principles requires effective management of Islamic religious education learning.

Using fuzzy Delphi, Zulkifli et al. (2022) created a religious education curriculum for students with learning difficulties. The three-stage developmental research strategy and method of design were both applied in this study. The authors of this study focus on fuzzy Delphi's second stage. This study ranked the components of a religious education model with the help of a panel of twenty experts. All of the criteria, including learning style, disability rights, manners, and universal design, scored over 70% to indicate that they were appropriate and relevant. Children

with learning difficulties may benefit from this model's guidance and support while they learn about religion in the classroom.

Mahfud et al. (2023) suggested an Islamic education for disabilities as a novel approach that may be implemented at the integrated blind orphanages of Aisyiyah Ponorogo, Indonesia. This study employs a qualitative research approach that makes use of content analysis, participant observation, documentation, and in-depth interviews. According to this research, authoritative parenting techniques predominate within the Islamic parenting paradigm practised at the Aisyiyah Ponorogo, whereas authoritarian and permissive approaches are less common. Both the criticisms levelled against Baumrind's parenting theory and the remedy it offers are borne out by this study. What this implies is that Islamic and authoritarian parenting styles work better together to foster a child's development into an individual who is optimistic, self-reliant, religious, responsible, and focused on the future. Aspects of parenting style, labour program, paradigm, methodology, and instrument are all part of the Islamic-based parenting model's application of the parental model of flexibility and adaptation.

3.   Methodology

This study adopted the descriptive survey approach, where an instrument was distributed that included three areas: educational and professional competencies, competencies related to scientific characteristics, and competencies related to personal traits, to a sample of school principals to provide their opinions on the levels of caring principles among Islamic education teachers working with students with learning disabilities in Abha, Saudi Arabia. After that, their responses were analyzed and the results were reached.

3.1.   Sampling

The current study population consisted of all school principals whose schools have students with learning disabilities in Abha, Saudi Arabia. Their number was 112 male and female principals. Eighty-two principals responded to the study tool for the academic year 2024, representing the study sample. Table 1 shows the distribution of sample members according to study variables.

Table 1. Distribution of sample members according to study variables

Variables and their levels		Number	Percentage
gender	Males	50	82%
	Females	32	31%
School level	Elementary	46	45%
	Intermediate	36	35%
Education level	Bachelor	54	53%
	Master's degree	18	17%
	Ph.D.	9	8%
The disability category that the teacher works with	Hearing	25	24%
	Mental	10	9%
	Learning disabilities	47	46%
Total		82	100%

3.2. Instrument of the study

The study developed a questionnaire as an instrument to collect data and analysis. Based on previous literature related to the topic of the current study, 50 items were reached, distributed over 3 dimensions, which formed the scale in its initial form. The scale was presented in its initial form to 10 arbitrators specialized in the field of special education and psychological measurement. The arbitrators recommended making amendments, which included: clarifying several paragraphs, deleting several paragraphs, and modifying the wording of some paragraphs from a linguistic perspective. The amendments recommended by the arbitrators were made, and the scale in its final form now includes 33 paragraphs distributed over 3 dimensions.

With respect to the research instrument's validity implications, we were able to accomplish logical or objective validity via our preparation methods. This means that the tool accurately represents the region of behaviour we want to evaluate, which is specified by the primary dimensions indicated earlier. With a consensus rate of almost 90%, the arbitrators concluded that the paragraphs were appropriate for the dimensions they measured.

Through the use of the internal consistency technique and the Cronbach-alpha equation, the stability indicators of the research instrument were derived. The overall stability coefficient was determined to be 0.92, while the values of the stability coefficients on the primary dimensions varied from 0.84 to 0.85. In addition to the overall stability, the values of the stability coefficients that were determined by applying the Cronbach-alpha equation to each dimension are shown in Table 2.

Table 2. The reliability coefficients using the Cronbach-Alpha equation

Dimension	Cronbach-Alpha coefficient
Educational and professional competencies	0.86
Competencies related to scientific characteristics	0.84
Personality-related competencies	0.85
Total	0.92

Considering the overall stability of the scale, it is clear that it has a relatively high value, making it a reliable tool to achieve the study objectives. Based on the stability indications gathered by the researcher, the content validity achieved by the scale represented by the scale construction procedures, and its representation of the area of measured behaviour (the competencies necessary to work with people with special needs), the study tool in its final form is considered acceptable for conducting this study and is now ready to be applied to the study sample members.

3.3. Data analysis

To answer the first question, the average scores of individuals in each paragraph were extracted, in terms of the answer scale, the average scores, and the standard deviations on each dimension and all paragraphs, for the sample as a whole. To answer the second question, the (t) test for independent samples was used to indicate the differences between the averages in the case of variables containing two levels (gender, training institution), and the analysis of dimensional comparisons in (Scheffe) was used, followed by the Scheffe test (One Way ANOVA) in the case of differences according to variables containing more than two levels.

4.   Results

4.1.   Results of the first question

The mean scores that were obtained by the members of the study sample on each paragraph of the tool were extracted in terms of the answer scale and their standard deviations. This was done in order to provide an answer to the first question, which was about the extent to which trainee teachers in special education possess the necessary competencies to work with individuals who have special needs. In addition to the standard deviations of the members of the research sample, the average scores that were received obtained by the members of the study sample were also retrieved in terms of the response scale on each dimension of the instrument as a whole. You can see the findings in Table 3.

Table 3. The average scores and standard deviations obtained by the study sample on each dimension of the instrument

Dimension	Mean score	Standard deviation
Educational and professional competencies	2.89	0.43
Competencies related to scientific characteristics	2.91	0.52
Personality-related competencies	3.20	0.55
Total	2.97	0.42

Table 3 shows that the personality-related competencies received the highest mean score (3.20), with a standard deviation of 0.55. The competencies related to scientific characteristics were in second place with a mean score of 2.91 and a standard deviation of 0.52. The Educational and professional competencies came in last with a mean score of 2.89 and a standard deviation of 0.43. The total mean score for the whole questionnaire was 2.97.

4.2.   Results of the second question

The independent sample t-test was used to indicate the differences between the means in the case of the variable of gender. A one-way analysis of variance was also used for post-hoc comparisons in the case of differences according to variables of experience and type of disabilities as illustrated in the following tables.

Table 4. The results of the (t) test for independent samples according to the gender variable

Dimension		Mean score	T value	Sig.
Educational and professional competencies	Males	2.86	0.677	0.500
	Females	2.91		
Competencies related to scientific characteristics	Males	2.99	1.408	0.161
	Females	2.86		
Personality-related competencies	Males	3.14	0.999	0.319
	Females	3.24		
Total	Males	2.96	0.180	0.857
	Females	2.97		

Table 4 above shows that the personality-related competencies received the highest score from the point of view of the school principals. The t value for the third dimension was 0.999 and it had a significance of 0.319. The total t-value of all the dimensions was 0.180 and the significance level was 0.857, which means the presence of significant differences between the views of principals according to the gender variable.

Table 5 below reveals the results related to the perspectives of school principals on the levels of competencies according to the experience variable.

The results of the (t) test for independent samples according to the experience variable

Dimension	Less than 5 years		From 5-10 years		More than 10 years	
	MS	SD	MS	SD	MS	SD
Educational and professional competencies	3.43	0.45	3.83	0.56	3.63	0.54
Competencies related to scientific characteristics	3.42	0.73	3.47	0.73	3.54	0.55
Personality-related competencies	2.77	0.67	3.14	0.58	3.19	0.66
Total	3.20	0.61	3.48	0.62	3.45	0.58

Table 5 reveals that the total score for the principals who have 5 to 10 years of experience was the highest. The other two categories had lower mean scores and standard deviation. This indicates the presence of significant differences in the views of school principals toward the levels of competencies of Islamic education teachers when dealing with students with disabilities. The last dimension of the questionnaire was related to the type of disability the teacher deals with and the following table shows the results.

Table 5. ANOVA analysis of the differences between the means according to the variable of the disability category

Dimension	Source of variance	Freedom Value	Sum of squares	Mean square	F value	Sig.
Educational and professional competencies	Between groups	2	0.875	0.438	2.379	0.096
	Within groups	145	26.669	0.184		
Competencies related to scientific characteristics	Between groups	2	1.167	0.583	2.224	0.112
	Within groups	145	38.028	0.262		
Personality-related competencies	Between groups	2	0.012	0.006	0.020	0.980
	Within groups	145	44.285	0.305		
Total	Between groups	2	0.390	0.195	1.116	0.330
	Within groups	145	25.305	0.175		

Table 5 shows that there are significant differences between the teachers in dealing with the type of disability. The main difference was apparent in the educational and professional competencies as the f value was 2.379. This means that the type of disability has an impact on the teachers' competencies as the school principals described.

5. Discussion

Table 3 and a comparison of the average scores on the various dimensions regarding the answer scale make it very evident that the trainee teachers possess the most competencies pertaining to personal traits, then those pertaining to scientific characteristics, and lastly those pertaining to educational and professional competencies. The overall sample performance on the instrument was 2.97, indicating that Islamic education instructors in special education do, to a certain extent, have the abilities needed to engage with individuals who have special needs. The standard deviation values of the paragraphs ranged between 0.01 to 0.86 within the dimension of educational and professional competencies (working within a multidisciplinary team, exchanging opinions with teachers on issues related to child development, upbringing, and rehabilitation programs). This indicates harmony and agreement among the respondents in

performance on the tool. The performance competencies necessary for working with the disabled were average due to the program's focus on the theoretical aspect at the expense of performance skills (Damaiwati et al., 2021). The importance of the competencies ranged between very necessary and moderately necessary.

The researchers believe that the competencies related to personal traits were the most possessed because these competencies are primarily linked to the readiness to work with people with special needs, as most of these trainee teachers have the readiness to work with people with special needs before joining university studies in this field, in addition to the fact that the teaching courses develop these personal traits, while the educational and professional competencies were less possessed because they represent knowledge and skills, which are often acquired during university studies by taking different courses, in addition to the fact that the degree of possession depends on the content of these courses (Anwar, 2021). The researchers also believe that the reason for the low educational and professional competencies is due to the inadequacy of the special education program for students in terms of technical and professional skills to deal with people with special needs, and the lack of significant focus on this aspect in the special education program courses.

The ability to communicate with others came in the highest order in terms of possession by Islamic education teachers. The researchers believe that communication skill is developed among the trainee teachers before joining the training program, through daily interactions in social life, and the efforts of these trainee teachers to gain the appropriate experience and knowledge in the field of specialization, in addition to the continuous emphasis on the importance of communication and interest in it in most academic courses. As for holding periodic meetings with teachers, the reason for the low degree of possession by the Islamic education teachers may be due to reasons related to the policy of the institutions in which the training is conducted, which often imposes restrictions on the trainees and limits their interaction with other teachers, in addition to the teachers in the training institutions not accepting the trainee teacher, and viewing him as less experienced and professionally mature (Zulkifli et al., 2022). Trainers, supervisors, and administrators of training institutions also place prior restrictions on trainee teachers, which exaggeratedly limits this. Moreover, Islamic education teachers submit to all demands of the school administration, regardless of the accuracy and correctness of these demands, to obtain a good evaluation from the administration and supervisors, and thus they cannot implement much of what they learned in teacher preparation programs.

6.   Conclusion

The purpose of this study was to identify the extent to which Islamic education teachers possess the necessary competencies to work with students with special needs. The results found agreement among the respondents in performance on the tool. The performance competencies necessary for working with the disabled were average due to the program's focus on the theoretical aspect at the expense of performance skills. The absence of differences in the degree of special education trainee teachers' possession of the necessary competencies to work with

people with special needs according to the study variables may be attributed to the similarity of teacher preparation programs in the official universities included in the current study, as these programs are very similar in terms of their theoretical and practical content. In addition, all of these programs qualify special education teachers to work with different special education categories without specialization in qualification and training, in addition to the fact that the areas of training are limited, as is evident from the study sample. All trainees receive training in the field of mental disability, learning difficulties, or hearing impairment, while there is no training in other fields. It was noted and it was a concern in this study that all trainee teachers did not work with different disabilities, as the questionnaire included physical and health disabilities, autism, visual, hearing, mental, and learning difficulties. However, all these Islamic education teachers were trained only in three disabilities, and this is considered a shortcoming in the training program by the universities.

7. Recommendations

The study recommends providing unqualified teachers to work in this field with specialized training courses and programs, allowing them opportunities to acquire the necessary skills and competencies. Special education teacher preparation programs should aim to build and develop the necessary competencies for them in a balanced manner so that they include all the competencies included in the dimensions in the current study. The study also recommends giving more attention to the practical aspects of the programs for preparing, qualifying, and training special education teachers at the different levels of these programs, so that they take up a larger space in these programs, including practical training in various categories of special education. Focusing in special education teacher preparation programs on the aspects related to educational and professional competencies, which are related to the mechanism of working with people with special needs. The program should take into account the distribution of trainee teachers in a balanced manner for various disabilities in centres and schools.

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