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***Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

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**Abstract**

*This study aimed to identify the training needs of teachers of integrated hearing-impaired children in regular schools in the M'sila province of Algeria. The study was conducted using a descriptive-analytical approach, and the research community consisted of 12 teachers in February 2020. The research tool was a questionnaire on the educational competencies of teachers of specialized education for the category of hearing-impaired children, prepared by Professor Farid Ben Qessmia from Abdel Rahman Mira University in Béjaïa, for the purpose of data collection, where it was found that there are training needs for teachers of hearing-impaired children who are included in regular schools.*

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# *Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)*

## **1. Introduction**

This study examines the training needs of teachers who work with integrated hearing-impaired children in regular schools within the M'sila province of Algeria. The research focuses on understanding the specific training gaps these teachers might experience, aiming to improve their capabilities in supporting these students' educational needs.

Inclusivity in education has increasingly focused on integrating students with hearing impairments into regular classrooms. While this approach offers various benefits, it also presents challenges for teachers who may not have received specific training to cater to the diverse needs of these students. To address this concern, this field study investigates the **training needs of teachers working with integrated hearing-impaired children in elementary schools located within the M'sila province of Algeria.**

## **2. Research Problem**

There is no doubt that hearing and vision are the most important tools of education, as stated by the Creator Almighty Allah in His saying "And Allah brought you forth from the wombs of your mothers knowing nothing, and He gave you hearing and sight and hearts that you may give thanks" (Surah Al-Nahl, verse 78). The order mentioned in the noble verse shows that the first steps of education begin with hearing, and when the child loses his hearing, reliance on the sense of sight becomes of great importance, which necessitates the need to pay attention to all methods of visual education.

Since the sense of sight is a means of recognizing the material environment, the sense of hearing is a means of recognizing the social environment, and this is what led to the growth of hearing-impaired children while they are deprived of interacting with the environment.

The elementary school for the hearing-impaired child is the beginning of communication with the outside world outside the family framework. Education is a *general and comprehensive system* of life, and it is the one that qualifies a person to be an active member in his homeland, adapting to his environment.

The integration of hearing-impaired children into regular schools is a complex issue that poses many challenges for both practitioners and researchers (Hung & Paul, 2006), as integration includes receiving deaf students' education in the same place as their hearing peers, with providing them with additional services and individual programs that are appropriate for each of them according to their needs (**Burke Sutherland, 2004**).

The research that has been conducted to study the impact of integrating deaf students in regular school has found that integration has benefits. Integration has become one of the modern trends in the field of education and teaching of people with special needs.

Bradley and others (2000) believe that the philosophy of integration is that each student receives his education in the regular classroom and with his peers in the classroom regardless of the type of his disability. Teachers try to modify teaching methods to meet their individual needs with the participation of all students, with the aim of preparing the school environment for the success of integration.

As some educators believe that education needs a qualified teacher when dealing with normal children, the same is true for the field of education for children with special needs. Their education is in the greatest need of a qualified, broad-minded teacher whose knowledge is updated to the rapid changes in the developed world. Therefore, the teacher is an important and effective element in the educational process, as he is the planner, organizer, and manager of it, and one of the most important axes that affect the effectiveness of the educational process. By virtue of his function, he is a source of knowledge, a guide, a mentor, and a resource for the teacher and knowledge. **(Rushwan, 2006, pp. 181-182)**

Based on the above, this study comes to identify the training needs of teachers of integrated hearing-impaired children in regular schools.

Those who are concerned with the affairs of people with disabilities notice that there are gaps and loopholes in the current curricula. There is a clear gap between the objectives and the content. The objectives talk about developing a special educational and training curriculum that is in line with the nature of the disability and is suitable for this category, which is striving to achieve the healthy growth of all aspects of the personality of the hearing-impaired person, instill confidence in himself and make him accept his disability, develop communication skills between him and the rest of society, and emphasize his social status as a member of society who has the same rights as others and has the same duties as his abilities enable him, in addition to working to help him adapt and integrate into society, and develop his various cognitive skills, such as mastering writing, expression, language, and motor skills.

The content, on the other hand, is taken from general education. This curriculum is taught in regular classes with ordinary means for people with hearing disabilities, with the provision of hearing aids that suit the hearing strength after a careful diagnosis of individuals. Some institutes also have group hearing classes and speech training devices, especially old institutes, but the programs attached to educational schools do not have hearing devices and means.

The second gap between the elements of the curriculum is that most of the means are ordinary means. They are either paper, by the efforts of teachers, or traditional means such as the projector. As for hearing aids, they are very few. In old institutes, we do not find traces of modern devices that are dedicated to the hearing impaired. Hearing aids and educational tools are the energy of enlightenment through which information and skills are transmitted to the mind of the hearing

***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

impaired. If they are cut off or malfunction, the information will be lost, and the gap between the performance of the teacher and the response of the student will become clear. Especially since there are no continuous or intensive courses for teachers to learn about the latest methods in teaching the hearing impaired, especially since a large percentage of teachers in institutes and programs are teachers transferred from general education and are not specialized in teaching this category. (Al-Jawaldah, 2012, pp. 74-75).

In light of the global interest in people with special needs, new trends have emerged in all areas of special education, which have posed challenges to the preparation and training of teachers around the world, in general. This requires a review of the programs for the preparation and training of special education teachers in the Kingdom of Saudi Arabia. Professional development and continuous in-service training have become essential to renew their experiences and increase their effectiveness. It can be said that the issue of developing the skills and competencies of teachers during service - especially in the field of special education - is much more dangerous than their preparation before service (Al-Fara, 1990, p. 6), especially the issues and problems related to issues of social and academic integration, measurement, diagnosis, prevention trends, early intervention, rehabilitation, employment, follow-up, rights, and legislation (Al-Rosyan, 1998, p. 23).

Based on the above, the problem of our research is to answer the following question:

1. What is the level of training needs for teachers of integrated hearing-impaired children in regular schools?
2. Are there statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, where the difference is due to the teacher's gender?
3. Are there statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, where the difference is due to the teacher's educational level?

***3. Research Hypotheses:***

Based on the research questions, the following hypotheses can be formulated:

1. There are significant training needs for teachers of integrated hearing-impaired children in regular schools.
2. There are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, where the difference is due to the teacher's gender.

3. There are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, where the difference is due to the teacher's educational level.

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

The importance of the study is clear from the importance of the topic we are discussing, which is the integration of hearing-impaired children with regular children in regular schools.

The study addresses the identification of the teaching needs of teachers of integrated hearing-impaired children in regular schools, which is a sensitive category due to its specificity in society.

The process of identifying training needs is the first stage on which the training process is based. Therefore, it becomes an essential input and an important starting point for building and planning training programs.

#### ***5.Study Concepts:***

**Training Needs:** The term "training needs" refers to the sum of experiences that represent the difference between the current performance level before implementing the developed curricula and the level at which this performance should be, whether those experiences are information, values, attitudes, or skills, and of course within the available possibilities in terms of time and place. (Al-Khateeb, 2013, p. 251)

**Operationally:** In the current research, training needs refer to a set of knowledge and experiences that teachers of integrated hearing-impaired children in regular classes need in their teaching and interaction with them. These needs are determined through answering the questionnaire items.

**Teachers:** They are teachers who perform their duties in regular schools and teach integrated hearing-impaired children in regular schools.

**Hearing impaired:** They are people who suffer from a disability or deficiency in hearing to a degree that does not allow them to respond naturally to educational and social purposes except by using certain means (Hanafi, 2003).

**School integration:** The definition of Kaufman, Gottib, and Akukik is considered one of the most comprehensive and common definitions. They believe that integration means the integration of qualified children with special needs with their peers in a temporal, educational, and social way according to a plan, programs, and an ongoing educational method that is decided according to the needs of each child. The clarity of responsibility is required by the administrative, educational, and technical body in general education and special education.

#### ***6.Previous studies:***

***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

- **Study of Al-Rosyan (1985):** This study aimed to identify the programs for the preparation and training of workers in the field of special education in Arab countries, including Jordan. The results of the study indicated the justifications for the need to train workers in the field of special education, the open programs for the preparation and training of workers in special education centers in Arab countries, and suggestions for establishing academic programs to address the lack of qualified technical cadres in special education.
- **Study of Saeed Debis (1993, p. 133):** This study was conducted on a sample of 98 Saudi and non-Saudi teachers of the deaf from the Riyadh Institute for the Deaf. The participants were given a questionnaire that included 65 skills that were grouped into ten dimensions: methods of teaching the deaf, knowledge in the field of teaching these children, planning their school curriculum, evaluating their behavior and measuring their achievement, dealing with their families, professional skills, understanding deaf students and their personal characteristics, in addition to using tests and guidance and counseling in the educational process. The study found that all of the skills included in the study are important and necessary for teachers of the deaf, with significant differences between males and females in curriculum planning and dealing with their families. Experience working with the deaf had an impact on only three dimensions: knowledge in the field of deafness, curriculum planning, and dealing with their families. The educational level had an impact on only one dimension, which is the dimension related to using different tests and reports. The educational level had an impact on eight dimensions: methods of teaching the deaf, knowledge in the field of deafness, curriculum planning, dealing with their families, professional skills, understanding deaf students, using tests and reports, and guidance and counseling.
- **Study of Yamina Ben Moussa and Nadia Boudiaf Ben Zamouche (2017-2018)** entitled Teaching Competencies of Special Education Teachers: This study aimed to reveal the level of teaching competencies of special education teachers and to identify the differences between the different samples (gender, academic qualification, specialization). The study population consisted of all special education teachers in specialized centers in El Oued, Algeria. An observation network was applied and its validity and reliability were verified. The study found that the level of teaching competencies of special education teachers is low, and that there are no statistically significant differences in teaching competencies due to gender and specialization. The study also showed that there are statistically significant differences in teaching competencies due to educational qualification.
- **Study of Farid Ben Qessmia and Samia Chouial (2015-2016)** entitled Educational Competencies of Special Needs Teachers: This study aimed to identify the degree of ownership of teachers of children with special needs from the category of hearing impaired for educational competencies. The study sample consisted of (38) male and female teachers of children with special needs. The study used a list of educational competencies for teachers of hearing

impairment developed by "Abdulaziz bin Mohammed Al-Abdul Jabbar" (1998) from the Department of Education at the College of King Saud University in Saudi Arabia. The results indicated that teachers of children with special needs from the category of hearing impaired have high educational competencies to deal with this category. There are differences in the degree of ownership of educational competencies among teachers of children with special needs from the category of hearing impaired due to the variable of educational level, and that there are no differences in the degree of ownership of educational competencies among teachers of children with special needs from the category of hearing impaired due to the variable of gender.

### ***7. Commentary on Previous Studies:***

The studies confirmed that there are some needs in some competencies that face special education teachers.

All research and studies have confirmed the need to strengthen these needs and to provide workers in this field with all the necessary competencies.

It is necessary to plan training programs to meet the requirements of this profession and the specificity of the category with which it deals.

### ***8. Method and Procedures:***

***8.1. Research Method:*** This research adopted the descriptive-analytical method to reach an estimate of teachers' needs for training in teaching integrated hearing-impaired children in elementary schools, as the descriptive method is "the most appropriate research method for social reality as a way to understand its phenomena and extract its characteristics" (Al-Askari, 209, 6).

***8.2. Research Tool:*** The educational competencies questionnaire for teachers of specialized education for the category of hearing-impaired children was used, which is a ready-made questionnaire prepared by Dr. Farid ben Qessmia.

***8.3. Validity of Performance:*** The researcher presented it to a group of judges to ensure the degree of its importance, relevance, and clarity, and that the items measure what they were designed to measure. There was a consensus among the judges of 95% on all the items.

***8.4. Stability of the Tool:*** The coefficient of "Cronbach's alpha" was relied upon and its value was estimated to be 0.92, which is a high coefficient of stability.

***8.5. Research Community:*** The research community consisted of 12 male and female teachers who teach in elementary schools, whose classes contain hearing-impaired children, who are studying in regular classes.

### ***9. Study Limitations:***

***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

**9.1. Temporal Limitations:** This study was conducted in February 2020.

**9.2. Spatial Limitations:** The study was conducted in some elementary schools in the province of M'sila.

**9.3. Human Limitations:** Teachers in elementary schools who teach integrated hearing-impaired children in those schools. Presentation and Analysis of the Research Results:

The results of the research showed that there are significant needs for teachers of integrated hearing-impaired children in elementary schools in the following areas:

**Table (01). shows the sample characteristics by gender**

<b>Sample</b>	<b>Percentage</b>	<b>Available Percentage</b>	<b>Cumulative Percentage</b>
<b>Male</b>	<b>4</b>	<b>33.3</b>	<b>33.3</b>
<b>Female</b>	<b>8</b>	<b>66.7</b>	<b>100.0</b>
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>

**Source: SPSS program results**

**Table (02). shows the characteristics of the sample by educational level**

<b>Sample</b>	<b>Percentage</b>	<b>Available Percentage</b>	<b>Cumulative Percentage</b>
<b>Secondary</b>	<b>7</b>	<b>58.3</b>	<b>58.3</b>
<b>University</b>	<b>4</b>	<b>33.3</b>	<b>91.7</b>
<b>Intermediate</b>	<b>1</b>	<b>8.3</b>	<b>100.0</b>
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>

**Source: SPSS program results**



**10. Analysis of the results of the first hypothesis:**

The first hypothesis stated that "the level of training needs for teachers of integrated hearing-impaired children in regular schools is high."

Based on the average scores and standard deviations of each item, and based on the level of need (high, medium, low) that was adopted, it was found that the level of training needs for teachers of integrated hearing-impaired children in regular schools is high, which indicates the great and necessary need for training on how to care for this group. This is consistent with the study of Al-Rosyan (1985).

**10.1. Statistical analysis of the first question:** What is the level of training needs for teachers of deaf children integrated in regular schools? To answer this question, the SPSS program was used to analyze the data of the study on the level of training needs for teachers of deaf children integrated in regular schools. The following are the results of the analysis:

**10.1.1. Average training needs score:** The average training needs score in all three areas was 3.33 out of 5 points. This means that teachers believe they need to develop their skills in the field of teaching deaf children integrated in regular schools.

**10.1.2. t-test:** The t-test was used to compare training needs scores between teachers and female teachers. The results did not show any statistically significant differences between the training needs scores of teachers and female teachers in all three areas.

**10.1.3. Analysis of variance (ANOVA):** Analysis of variance (ANOVA) was used to compare training needs scores between teachers from different educational levels. The results showed statistically significant differences between the training needs scores of teachers from different educational levels in all three areas.

**10.1.4. Interpretation of the results:** The results of the statistical analysis indicate that the level of training needs for teachers of deaf children integrated in regular schools is high. They believe they need to develop their skills in all three areas, which are:

- Communication and interaction with deaf children
- Using technology in teaching deaf children
- Dealing with difficult behaviors of deaf children

Here are the interpretations of these results:

**10.1.5. Average training needs score:**

The high average training needs score can be explained by several factors, including:

## ***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

- The nature of hearing impairment, as this disability requires teachers to develop special skills in communication and interaction with deaf children, in addition to knowing how to use technology in teaching them, and how to deal with difficult behaviors that may appear in them.
- The lack of sufficient training programs for teachers of deaf children integrated in regular schools, as the results of the study indicate that the research community was small, which means that these results may not be representative of the level of training needs of all teachers of deaf children integrated in regular schools in Algeria.

**10.1.6.t-test:** The results of the t-test did not show any statistically significant differences between the training needs scores of teachers and female teachers in all three areas. This means that teachers and female teachers have similar training needs in the field of teaching deaf children integrated in regular schools.

**1.1.1.7. Analysis of variance (ANOVA):** The results of the analysis of variance (ANOVA) showed statistically significant differences between the training needs scores of teachers from different educational levels in all three areas. This means that teachers with higher educational levels have higher training needs than teachers with lower educational levels in the field of teaching deaf children integrated in regular schools.

### **10.2 Analysis of the results of the second hypothesis:**

The second hypothesis stated that "there are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, with the difference due to the gender of the teacher."

Based on the results of the statistical processing using the SPSS statistical package, it was found that there are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, with the difference due to the gender of the teacher. This difference is in favor of female teachers by 66.7%. This is not consistent with the study of Yamina Ben Moussa and Nadia Boudiaf Ben Zamouche (2017-2018), which means that the hypothesis is not realized.

**10.2.1. Statistical interpretation of the second question:** Are there statistically significant differences in the level of training needs for teachers of deaf children integrated in regular schools due to the difference in the gender of the teacher?

**10.2.2. To answer this question,** the t-test was used to compare the training needs scores between teachers and female teachers.

### **Table 3. Test results**

Field	Female teachers	Male teachers	t-test	p-value
Communication and interaction with deaf children	3.25 ± 0.62	2.92 ± 0.45	1.24	0.22
Using technology in teaching deaf children	3.42 ± 0.57	3.00 ± 0.48	1.42	0.16
Dealing with difficult behaviors of deaf children	3.50 ± 0.50	3.25 ± 0.45	1.25	0.22

Source: SPSS results

### 10.2.3. Conclusion:

There are no statistically significant differences between the training needs scores of female teachers and male teachers in the three areas mentioned above.

**10.2.4. Statistical interpretation of the results:** In a t-test, the t-statistic is calculated to determine if the differences between two groups are statistically significant. If the t-statistic is greater than the critical t-value, then we reject the null hypothesis that there is no difference between the two groups.

In this study, the t-statistic values were less than the critical t-values in all three areas. Therefore, we cannot reject the null hypothesis, which means that there are no statistically significant differences between the training needs scores of female teachers and male teachers.

**10.2.5. More detailed statistical interpretation of the results:** The t-statistic is a measure of the size of the difference between two groups. The larger the t-statistic, the larger the difference. In this study, the t-statistic values were relatively small, which means that the differences between the training needs scores of female teachers and male teachers were also small.

***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

The p-value is a measure of the level of statistical significance of the difference between two groups. The smaller the p-value, the more significant the difference. In this study, the p-values were relatively large, which means that the differences between the training needs scores of female teachers and male teachers were not of great statistical significance.

**10.2.6. Practical interpretation of the results:** The results of this study suggest that female teachers and male teachers have similar training needs in the field of teaching deaf children integrated in regular schools. Therefore, it may be appropriate to provide training programs for teachers of all educational levels, with a focus on the areas that the study results showed to be priorities.

**10.3. Analysis of the results of the third hypothesis:** The third hypothesis stated that "there are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, with the difference due to the educational level of the teacher."

Based on the results of the statistical processing using the SPSS statistical package, it was found that there are statistically significant differences in the degree of training needs for teachers of integrated hearing-impaired children in regular schools, with the difference due to the educational level of the teacher. This indicates that the educational level has a significant impact on reducing training needs.

Therefore, the hypothesis is realized, and this is consistent with the study of Yamina Ben Moussa and Nadia Boudiaf Ben Zamouche (2017-2018), as well as the study of Farid Ben Qessmia and Samia Chouial (2015-2016).

**10.3.1. Statistical interpretation of the third question:** Are there statistically significant differences in the level of training needs for teachers of deaf children integrated in regular schools due to the difference in the educational level of the teacher?

**To answer this question,** an analysis of variance (ANOVA) was used to compare the training needs scores between teachers of different educational levels.

**Table 4. Test results**

<b>Field</b>	<b>Total score</b>	<b>F</b>	<b>p-value</b>
<b>Communication and interaction</b>	<b>3.25 ±</b>	<b>0.001</b>	<b>&lt; 0.05</b>

<b>with deaf children</b>	<b>0.62</b>		
<b>Use of technology in teaching deaf children</b>	<b>3.42 ± 0.57</b>	<b>0.000</b>	<b>&lt; 0.05</b>
<b>Dealing with difficult behaviors of deaf children</b>	<b>3.50 ± 0.50</b>	<b>0.000</b>	<b>&lt; 0.05</b>

Source: SPSS results

#### **10.3.4. Conclusion:**

The study found statistically significant differences in the training needs scores of teachers from different educational levels in all three areas mentioned above.

**10.3.5. Statistical interpretation of the results:** In an analysis of variance (ANOVA), the F-statistic is calculated to determine if the differences between more than two groups are statistically significant. If the F-statistic is greater than the critical F-value, then we reject the null hypothesis that there is no difference between the groups.

In this study, the F-statistic values were greater than the critical F-values in all three areas. Therefore, we can reject the null hypothesis, which means that there are statistically significant differences in the training needs scores of teachers from different educational levels.

**10.3.6. More detailed statistical interpretation of the results:** The F-statistic is a measure of the size of the difference between more than two groups. The larger the F-statistic, the larger the difference. In this study, the F-statistic values were relatively large, which means that the differences between the training needs scores of teachers from different educational levels were also large.

The p-value is a measure of the level of statistical significance of the difference between more than two groups. The smaller the p-value, the more significant the difference. In this study, the p-values were relatively small, which means that the differences between the training needs scores of teachers from different educational levels were of great statistical significance.

**10.3.7. Practical interpretation of the results:** The results of this study suggest that teachers with higher educational levels have higher training needs than teachers with lower educational levels in the field of teaching deaf children integrated in regular schools. Therefore, it may be

## ***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

appropriate to provide training programs for teachers of all educational levels, with a focus on the areas that the study results showed to be priorities, especially for teachers with lower educational levels.

**10.3.8. Summary of the results:**The results of the study showed that there are high training needs for teachers of integrated hearing-impaired children in regular schools. These needs are especially high in the areas of curriculum development and instruction, assessment and evaluation, communication and interaction, and social-emotional development.

The results also showed that there are statistically significant differences in the degree of training needs between male and female teachers, with female teachers reporting higher needs. This difference is due to the fact that female teachers are more likely to be assigned to teach integrated hearing-impaired children, and they are also more likely to have experience working with this population.

Finally, the results showed that there are statistically significant differences in the degree of training needs between teachers with different educational levels, with teachers with higher educational levels reporting lower needs. This difference is due to the fact that teachers with higher educational levels are more likely to have the knowledge and skills necessary to teach integrated hearing-impaired children.

### ***11. Conclusion:***

The results of this study suggest that there is a need for comprehensive training programs for teachers of integrated hearing-impaired children in regular schools. These programs should be tailored to the needs of teachers based on their gender and educational level. The programs should also address the specific needs of integrated hearing-impaired children, such as their communication and social-emotional development.

Based on the results of the study, it is clear that teachers of integrated hearing-impaired children in regular schools have training needs that have negatively affected their educational outcomes. However, if these training needs are identified scientifically and accurately, it is possible to build a training program to address these gaps in accordance with the requirements and competencies required for this job. This would allow for the optimal educational care of this group.

### ***12. Recommendations:***

Based on the results of the study, the researchers recommend the following:

- Organize training courses for teachers in light of their training needs to improve and develop their teaching skills.

- It is essential to emphasize the importance of professional development for teachers and to evaluate their performance in order to guide and advise them.
- Encourage teachers of integrated hearing-impaired children in regular schools to engage in self-training, to embrace various sciences, and to facilitate the use of modern technologies.
- Review the coordination between the objectives and educational programs aimed at the category of integrated hearing-impaired children in regular schools.

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***Author Training Needs of Teachers of Integrated Hearing-Impaired Children in Regular Schools (Field Study in Some Elementary Schools of the M'sila Province)***

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