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REVIEW ARTICLE

THE AVAILABILITY OF PSYCHOLOGICAL TRAITS AND ACADEMIC CHARACTERISTICS OF SPECIAL EDUCATION TEACHER AMONG SPECIAL EDUCATION STUDENTS

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ABSTRACT

This study was conducted during 2013-2014 academic years in Jazan University, The aims of this study to determine availability of psychological traits and academic characteristics of special education teacher among special education students. We used descriptive statistic methods. Questioner technique is used as method of data collection. Study group include (400) special education students from Faculty of Education School and (110) male students were selected randomly as study group sample. The data was analyzed by using SPSS program, the results were as following: The availability of psychological traits of a special education teacher among special education students significant, or positive, and it is significant at ($p < 0.05$). The availability of academic characteristics of a special education teacher among special education students significant, or positive, and it is significant at ($p < 0.05$). There were no significant differences in the views of special education students about availability of psychological traits and academic characteristics of special education teacher according to specialization and levels ($p > 0.05$). The study recommends that proffers of special education students should look after the psychological traits and academic Characteristics when they are teaching and training their students.

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INTRODUCTION

The term teacher characteristics can be referred to as qualities that can be measured with tests or derived from their academic or professional records, They indicate that teacher characteristics does not generally refer to the direct observation of their influence on students. Learning in terms of other students test performance or teaching behaviors. (Anita Kosgei and other 2013) This review deals with those characteristics of teacher that might be identified and used in the initial hiring of teachers to increase their students achievement. We have all good teachers and bad ones. What makes us scurry quickly from the latter and flock to the former? We believe it is just a few characteristics or traits that just about anybody can develop, and surprisingly, these traits have nothing to do with academic credentials, intellect or measurable knowledge. What's more, it is not just classroom teachers who find success and the ability to relate to others when they develop these traits. Parents, coaches, employees, in short, anyone who needs to convey information to another can benefit from developing these qualities. If a person can develop just a few of these, he can become a Great Teacher. If someone can develop them all, there is no telling who or what that person can inspire. Teachers play a critical role in the development of children.

An excellent teacher can serve as an inspirational and encouraging role model for a child long after the classroom year is over. This is especially true when it comes to special education teachers who work with children dealing with diverse challenges and needs. People often make the mistake of thinking that because children with disabilities are often cognitively disabled, that they do not need smart teachers, Sorry the era of babysitting is over. The demands on special educators intellectually are greater than on those who teach a single subject. (Theresa A. Thomas, 2011). Special education teachers are an integral part of the educational process. It takes a person with a unique combination of traits to influence student achievement and is best. (Michael Laharty, 2011) Teachers who successfully work with special education students need to possess certain personality traits and career skills. The traits of a good special education teacher include patience, persistence, and the ability to motivate. So that there are, many psychological, traits and academic characteristics should be available in teachers as following:

Psychological traits

Humble

Great teachers speak simply. They do not need to impress with their knowledge. They are comfortable with what they know and eager to learn what they do not; great teachers are modest about their knowledge, He is grateful for the opportunity to

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help just one-person gain knowledge, great Teachers are never arrogant. (Richard, 2002)

Patient

Great Teachers are patient with their students, no matter how many mistakes the student makes or how many times the teacher needs to explain, being patient is indicative of self-restraint, discipline, and demonstrates a quality in a teacher that will likely be emulated in the student. Kind and show respect: Great teachers recognize the value and worth of each person. They try to understand their student and his perspective. They have empathy, (Anita Kosgei & other 2013).

Positive: great teachers smile

Great Teachers believe in themselves. They believe in others. They look for the best in both and their attitude reflects it. They are positive, not negative. Great Teachers also smile.

Creativity

Everyone has a different learning style. The best teachers are able to adapt their lessons in creative ways to highlight the learning strengths of each individual child. The special education teacher must be able to include all children in the learning

What is the availability range of academic characteristics of a special education teacher among special education students?

To answer this question the researcher used average, standardization, hypothesis average, when we analyzed we found average of all phrases between (4.40- 3.51) greater than

stander average (3), and the significant values of all phrases between (0 -0.03) are lower than significant levels (0.05) as in table (2), and this result means that the availability of academic characteristics of a special education teacher among special education students significant, or positive, and most academic characteristics that have great numbers of average (more than 4) are; Using meaningful verbal praise, caring about pupil's accomplishment, helping disabilities to meet their needs, having sound knowledge of subject matter, have ability to managing subjects and materials, and organizing the situation in special education class.

Are their differences in the views of students about the availability of psychological traits and academic characteristics of special education according to specialization?

To answer this question, the researcher used T-test, when we analyzed the result, we found the means of two-sample group are (178, 176.75) nearly the same, and the value of sigma (0.07) is greater the significant level (0.05) as in table (3) and this means that there was no significant differences in the views of special education students about availability of psychological traits and academic characteristics of special education teacher according to specialization.

Table 3. Shows the differences in the views of students about availability of psychological characteristics and academic teacher of special education

Specialize	N	Mean	Std. Deviation	Sig.
Mental retardation	53	178.00	19.40	.07
learning disabilities	57	176.75	27.31	

Table 1. Show availability of psycholocial traits of a special education teacher among special education students

N	Phrases	Average	SD	sig	Significant
1	Listening to a child talk aloud.	4.35	0.92	0	Significant
2	Be patiently with disabilities pupils.	4.29	0.87	0	Significant
3	Take a personal interest in each disabilities pupils.	4.25	0.80	0	Significant
4	Easier to accepting disabilities pupils.	4.23	0.84	0	Significant
5	See that special education field is very interests.	4.14	0.81	0	Significant
6	Have Held high expectations.	4.10	0.78	0	Significant
7	Have ability to modification behavior.	4.09	1.01	0	Significant
8	Have Warmth possess a sense of humor.	4.09	1.24	0	Significant
9	Show enthusiasm with disabilities pupils.	4.06	0.72	0	Significant
10	Have ability to managing time.	3.91	1.08	0	Significant
11	Pushed disabilities pupils to achieve.	3.84	0.92	0.01	Significant
12	Take careful observer of reading behavior.	3.79	0.95	0.01	Significant
13	Analyzing the errors and correction the child makes.	3.66	1.17	0.02	Significant

Key: average= average of sample SD: standardization SIG = Significant value

Table 2. Show availability of academic characterizes special education teacher among special education students

N	Phrases	Average	SD	sig	Significant
1	Using meaningful verbal praise.	4.40	.979	0	Significant
2	Caring about pupil's accomplishment.	4.38	.801	0	Significant
3	Helping disabilities to meet their needs.	4.20	.937	0	Significant
4	Having sound knowledge of subject matter.	4.16	.862	0	Significant
5	Have ability to managing subjects and materials.	4.12	.965	0	Significant
6	Having ability to managing classroom.	4.08	.987	0	Significant
7	Organizing the situation in special education class.	4.01	.953	0	Significant
8	Making learning funny.	3.98	.977	0	Significant
9	Always I seek to lean more.	3.93	.955	0	Significant
10	Looking after occupational activities of disabilities.	3.88	1.06	0.01	Significant
11	Having ability to supportive disabilities in multiple ways.	3.88	.974	0.01	Significant
12	Remaining current with what is known about S.E filed.	3.88	1.05	0.01	Significant
13	Having effective communicator.	3.74	1.33	0.01	Significant
14	Keep disabilities pupils to participate in learning process.	3.69	1.26	0.02	Significant
15	Easier to establish a caring to disabilities pupils.	3.51	1.17	0.02	Significant

Key: average= average of sample SD: standardization SIG = Significant value

Are their differences in the views of students about the availability of psychological traits and academic characteristics of special education according to levels?

To answer this question the researchers the researcher used analysis of variance (ANOVA) and Scheffe test, when we analyzed the data we found the means (averages) for different levels were (187.11, 186.7, 189.55) nearly the same, and the value of sigma were (0.380, 0.139, 0.574) is greater the significant level (0.05) as in table (4), this means that there was no significant differences in the views of special education students about availability of psychological traits and academic characteristics of special education teacher according to levels.

Table 4. Shows the differences in the views of students about availability of psychological characteristics and academic teacher of special education.

(I) level	Mean	(J) level	Mean Difference (I-J)	Sig.
4	187.11	5	12.42	.380
		6	14.57	.139
5	186.70	4	12.42	.380
		6	15.15	.574
6	189.55	4	13.57	.139
		5	5.150	.574

DISCUSSION

When analyzed the results revealed that

the availability of psychological traits of a special education teacher among special education students significant, or positive, and most traits that have great numbers of average (more than 4) are : listening to a child talk aloud, be patiently with disabilities pupils, take a personal interest in each disabilities pupils, accepting disabilities pupils, believe that special education field is very interests, have held high expectations, have ability to modification behavior, have warmth possess a sense of humor and show enthusiasm with disabilities pupils. This result in line with many studies; study of Johnson (1980) it found that the effective teacher's psychological traits were; Take a personal interest in each student, show enthusiasm with students, study of Taylor & wash (2003) which found that the effective teacher traits were; enthusiastic, accepting of others and patient, study of yah (2006), it found that personality characteristics of teachers were; intrapersonal intelligence and critical thinking disposition, study of Borich (2000) suggests that effective teachers are those who use meaningful verbal praise to get and keep students actively, study of McDermott and Rothenberg (2000), achieved that students enjoy teachers with a sense of humor and found those teachers made learning fun, in study of Irvine (2001), students defined caring teachers as those who held high expectations and pushed them to achieve, Visser and Hanggi (1999) note that; the teacher must be a careful observer of reading behavior, by listening to a child read aloud and analyzing the errors and correction the child makes, the teacher has a window into what the child is doing in his or her head to solve reading problem. Mestsala (1997) indicated that most effective teachers were masterful student behavior and managing time.

The researchers see that it so great to found availability of psychological traits among special students, because these

traits is very important for work with special needs, so that if you be special education teacher, having your own well-tuned sense of humor will lighten your days and invigorate your teaching of special education students. Regardless of their disabilities, your students can sense when you are enjoying them and their personalities. So that if you are special education teacher, special education teaching provides you with the opportunity to love and appreciate others regardless of their capabilities or behavior. When students make life difficult for you by demanding excessive attention or responding too loudly, remember how much they treasure students for the unique individuals they are. Seeking to truly understand and encourage your students will help them-and you-go far. In addition, in a special education classroom, you need to be self-assured in your decisions and leave no room for self-doubt, or it can be too easy to lose control. When you continually lead students who are unused to taking the lead themselves, you can start questioning your own decisions. the availability of academic characteristics of a special education teacher among special education students significant, or positive, and most academic characteristics that have great numbers of average (more than 4) are; Using meaningful verbal praise, caring about pupil's accomplishment, helping disabilities to meet their needs, having sound knowledge of subject matter, have ability to managing subjects and materials, and organizing the situation in special education class.

This result in line with many studies, a study at Ball State University (Johnson 1980), determine the characteristics correlated with teacher effectiveness were; have sound knowledge of subject matter, and establish a caring / warm atmosphere, Taylor & wash (2003) found characteristics of an effective teacher were an effective communicator, adaptable to change, a lifelong learner, competent, organized, hardworking, and caring, Banner and Cannon (1997) state true teachers always seek to lean more, to remain current with what is known about their subjects, to keep those subjects fresh and exciting enough to sustain the exhausting act of teaching day in and day out, year after year, Mestsala (1997) indicated that most effective teachers were masterful classroom managers, masterful materials, and resource personnel with such finesse that their control was hardly noticeable, Irvine (2001), students defined caring teachers as those who set limits, provided structure, held high expectations and pushed them to achieve, Walls, Nardi, and Hoffman, (2002) produced that the most effective teachers had little difficulty with classroom management, Flores and Clark (2004) found that academic (character) for effective teacher were; interests, occupational activity, interpersonal style. The researchers see that one of the reasons special education teachers are always in high demand is that few people have what it takes. Special education teachers work with children with a wide range of disabilities. Whether dealing with minor learning disabilities or students who have severe physical and cognitive disorders, a special education teacher must have the skill and knowledge to know how to best work with the child. In addition, we pointed that all students need academic characteristics as structure to succeed, but special education students need it more, whether they are teaching mildly dyslexic, severely handicapped or intellectually disabled students, they need to provide the class with a physical and academic structure conducive to learning. This is at the

heart of teaching special education. More than most other professions, the task of teaching special education requires people who possess a particular set of qualities.

There was no significant differences in the views of special education students about availability of psychological traits and academic characteristics and academic of special education teacher according to specialization and levels. The researchers pointed that why there are no differences in the views of special education students about availability of psychological traits and academic characteristics and academic of special education teacher according to specialization and levels were the students in special education department entering college uniform conditions as well as the role of the courses that are taught to them during their period of study, in addition The cultural factors of society study have contributed on availability of psychological traits and academic characteristics among respondents. Finally, we advise the special education professor in universities to look after these traits and characteristics when they teaching and tanning the special education student, it so great if they make exam entry for students whom need to specialize in special education fields depend to psychological traits and academic characteristics that we mentioned.

Conclusion

We conducted this study to measure the availability of psychological traits and academic characteristics of special education teacher among special education students, based on descriptive statistic method, the main research findings obtained as following:

- The availability of psychological traits of a special education teacher among students high, or positive.
- The availability of academic characteristics of a special education teacher among students high, or positive.
- There were no significant differences in the views of students about availability of psychological traits and academic characteristics of special education teacher according to specialization.
- There were no significant differences in the views students about availability of psychological traits and academic characteristics of special education teacher according to levels.

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