

The Teaching Needs of Resource Room Teachers in the Northern Governorates of Palestine from their Perspective.

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Abstract:

This current study aimed to identify the teaching needs of resource room teachers at the (near, intermediate, and distant) levels from their perspectives, and to identify the extent to which each of these training needs is affected by gender and years of experience. Methodology: The descriptive survey approach was adopted, which is appropriate for the purposes of this study. The results showed that the level The teaching skills needed by resource room teachers in Palestine were all urgent to be trained. And the results found that there were no statistically significant differences between male and female teachers with regard to their teaching needs related to study skills as a whole in Palestine according to gender, and they appeared to a large extent, with some substantial differences. Conclusions: All the teaching skills needed by resource room teachers in Palestine were urgent to practice. Recommendations: Design training programs for teachers with special needs, focusing on developing their skills in planning, implementation, evaluation, use of technology, and classroom management, in a manner consistent with their professional and practical needs.

Keywords: Teaching needs, Teaching skills, resource room teacher.

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1 – Introductions:

Identifying teacher training needs is an essential process in the education sector, playing a pivotal role in improving the quality of teaching and learning. It also ensures that professional development initiatives are aligned with the specific gaps and challenges faced by teachers, ultimately fostering an environment of continuous growth and improvement in the classroom. Identifying the training needs of teachers is not just a process, but a strategic approach to strengthening the foundation of education. By focusing on the specific requirements of teachers and addressing them through well-structured programs, educational institutions can enhance teaching effectiveness, promote professional growth, and ensure the delivery of high-quality education to all learners.

Training needs are defined as the gap between the current level of performance and the level of performance required of individuals within an organization. This gap forms the basis for determining the training required to bridge deficiencies and improve performance. Below are conceptual insights into training needs based on different scientific perspectives.

1. Training needs are the gaps between current behaviors or performances and standards expected after training. This requires identifying behaviors that need to be modified or improved and setting post-training performance goals. The gap provides the basis for determining the required degree of training (Al-Ghamdi, 2010).

2. Defined by Shami (2014) Training needs are areas of deficiencies in employee performance caused by various factors, which training programs aim to address to enhance effectiveness.

Despite differences in definitions, there is a common view, and researchers agree that training needs refer to a lack of the necessary knowledge, skills, attitudes, or behaviors required to meet the level of expected performance (Al-Qahtani, 2012).

Laird (2010) asserts that identifying training needs well enables organizations to create targeted training programs that address individual and collective deficiencies. Such programs are necessary to improve overall productivity and ensure that the workforce is equipped to meet current and future challenges, and training needs are generally classified into two main types:

Individual training needs: These refer to the specific requirements of an individual or small group of individuals who lack the necessary knowledge, skills, or competencies related to their professional roles. Addressing these needs is essential to enhance their performance and enable them to effectively meet their job requirements.

Group Training Needs: This category includes the collective needs of larger groups of individuals within an organization or sector. It focuses on equipping these groups with the

knowledge and skills to face common challenges or adapt to new developments in their field. (Laird,2010)

From this standpoint, the category of people with special needs that require special attention in the educational field is prepared. This specificity imposes the need to prepare and train specialized teachers capable of providing appropriate educational and educational care for this category. The philosophy of preparing special education teachers is one of the fundamental foundations that contribute to improving their preparation and training programs. The philosophy of preparing special education teachers also stems from the general educational philosophy of society. This philosophy is a set of general principles developed in an integrated and coordinated manner with the aim of guiding those in charge of preparing teachers, whether in general or special education teachers in particular, in faculties of education at various stages and educational levels. Special education teacher preparation programs must be geared to accurately meet the needs of children with disabilities, which requires continuous updating of curricula and training methods (Salem, 2010).

We conclude by watching on many previous educational studies related to the study variables, such as: the study of Saghir and Ben Saci (2020), which indicated the level of training needs, and the results revealed that there are statistically significant differences in terms of teaching needs in some teaching skills due to the variable of professional experience. In her study, Al-Gitawi (2024) found results, including: Teachers' possession of technological skills and their employment in teaching students was high, and the results also showed no There are statistically significant differences between the average responses of the sample members in the extent to which the technological skills of primary school teachers are employed due to the variable of years of experience. The results of Mustafa's study (2019) also showed that there were no statistically significant differences due to gender or experience for both samples, and the results showed that some teaching skills among mathematics teachers with special needs were not achieved audio-visually.

Al-Smadi (2012) also dealt with the training needs of teachers, and included the following dimensions: planning and preparation, classroom environment, effective teaching, educational techniques, professional ethics, and the results of the analysis showed that there were statistically significant differences due to the interaction of the group and the academic qualification on the total degree, teaching distance and the degree of teaching ethics in favor of holders of a bachelor's qualification in the experimental group. The results of the judge's study (2018) showed) that the most important training needs of special education teachers are in descending order: needs related to teaching aids and methods and reinforcement in the first place, then the area of needs related to advocacy, then the area of needs related to the individual educational plan and the individual educational plan, then needs related to

measuring the current level of performance, needs related to curriculum construction, while the area related to evaluation, feedback and graphing ranked good.

As stated in the study of Bin Karima (2018), whose results showed that the competencies included are very important competencies and that the need for them was great; the results indicated that all the educational competencies included in the needs questionnaire are very important competencies, and proved that the study sample needs to be trained to a large degree. As stated in the Beshari study (2018), which was represented by the following training needs (planning, implementation, evaluation), which aims to raise the teaching competencies of teachers of the first cycle of basic education, which confirmed the success of its training program, and recommended continuous training for teachers to possess advanced teaching skills. The results of the study of Yahyaoui and Bashata (2020) after analyzing the data showed that teachers of hearing-impaired children believe that the training needs included in the questionnaire are very necessary to perform their tasks to the fullest, and the results of the study showed that there are no statistically significant differences in the needs of teachers of hearing-impaired children according to the variable of scientific qualification, professional seniority and nature of training.

We conclude through the above that it is clear that there are few studies related to the teaching needs of resource room teachers, and from here the study seeks to answer the following questions:

1. What are the teaching needs of resource room teachers at the short, medium, and long levels?
2. Does the identification of teaching needs of resource room teachers differ by gender?

Importance of the study:

The importance of this study lies in the knowledge of the researcher as it is one of the few and rare studies in Palestine, and it benefits teachers in determining their training needs, and it is considered enhanced in its results to what was stated in the Arab studies that dealt with teaching skills, and also contributes to the development of teachers' performance by holding training programs in the skills they need, and helps in providing an appropriate educational environment to adapt the appropriate curricula to teach this category of students.

The importance of the current study is highlighted:

1. Sheds light on the most important teaching skills needed by resource room teachers in Palestine.
2. Assists those in charge of educational and pedagogical institutions, special education institutions and related associations to set educational goals and programs during and before service.
3. This study is an essential step in building a training program in improving and developing the teaching skills of resource room teachers in Palestine.

4. Building a tool to identify the training needs of resource room teachers for the teaching skills identified in the study.

Objectives of the study:

The current study aims to identify the teaching needs of resource room teachers, and also aims to identify the teaching needs that resource room teachers need to train on in the short, medium and long term, and also aims to find out to what extent there are statistically significant differences according to specialization and gender.

Procedural definition of study variables

Teaching skills: It is a set of skills acquired by the resource room teacher that enable him to teach with perfection with the least time and effort, and speed in achievement of the goals and is represented in the skills of planning, implementation, evaluation, educational technology, and classroom management, and is expressed procedurally by the degree obtained by the resource room teacher on the tool prepared for the purpose of study, as he is considered weak if his score is from 66 to less than 110, average from 110 to less than 154, and good from 154 to 198.

Planning skill: It is a learned skill for resource room teachers that includes developing an individual educational and educational plan that includes educational situations for each student; setting general and specific goals; choosing appropriate teaching strategies and procedures; determining appropriate activities and time allotments; choosing the necessary materials and teaching aids appropriate to the goal; as it is considered weak if its score is from 12 to less than 20; medium from 20 to less than 28; and good 28 to 36.

Implementation skill: It is a skill learned for resource room teachers and includes the use of appropriate configuration, explanation and presentation of the lesson, time management and organization, the use of appropriate teaching strategies, attracting students' attention, the use of material and moral reinforcement methods, asking classroom questions, and closing the lesson (concluding the lesson). He is considered poor if his score is from 16 to less than 37.33; his average is from 26.66 to less than 37.33; and good from 37.33 to 48.

Evaluation skill: It is a skill learned for resource room teachers and includes the ability to conduct evaluations of all kinds; correct wrong answers, reinforce correct answers; use feedback; follow up and save the student's file (homework, worksheets); considered poor if his score is from 13 to less than 21.66; average from 21.66 to less than 30.33; and good from 30.33 to 39.

The use of educational technology: It is a skill learned for resource room teachers and includes the use of educational presentation devices and tools and educational tools such as the use of computers, smart boards, mobile phones and educational television programs; the use of the Internet; the use of multimedia, video and the use of electronic games; and

the use of educational electronic platforms; considered weak if its score is from 11 to less than 18.33; and medium from 18.33 to less than 25.66 and well from 25.66 to less than 33.

Classroom management: It is a learned skill for resource room teachers and includes organizing the physical environment in the classes of people with special needs; maintaining order, building rules, and classroom instructions; and modifying behavior in a manner commensurate with the educational situation is considered poor if its score is from 13 to less than 21.66; average from 21.66 to less than 30.33; and good from 30.33 to less than 39.

Teaching needs: A number of skills identified by the resource room teacher and needs to be trained in the short or medium term.

2– Method and procedures:

1.2 Study Methodology:

In order to determine the level of teaching skills of resource room teachers in Palestine, the descriptive survey approach corresponding to the purposes of this study was adopted, as the curriculum that cares about the phenomenon as it is in reality, and links it to other phenomena, and works mainly to describe, organize and analyze it to come up with its indicators and results, sources of information related to the subject of the study were adopted, based on the theoretical framework and previous studies, the data were collected through the questionnaire and the interview that was prepared.

2.2 Study population and sample:

Study population Public and private schools in Palestine, private associations and private rehabilitation centers for the academic year (2025–2024). In this study, the comprehensive inventory method was adopted, as the study sample included all members of the study sample, who are teachers of resource rooms in schools, schools, associations and specialized centers in the northern governorates of Palestine (Tulkarm, Qalqila, Salfit, Jenin, Qabatiya, Nablus, Tubas), where the questionnaire was distributed electronically to the members of the study sample and (115) teachers responded to it, which is a representative percentage of society, so it was adopted As a sample of the study, the characteristics of the study sample according to their variables are described below.

Table (1) Distribution of the study sample according to its independent variables

Percentage %	Iteration	classification	Variable
25.2	29	male	

74.8	86	female	Sex
100.0	115	Total	

Table 1 shows the frequency and percentage of each variable and the distribution of the study sample according to its demographic variables. The percentage of the gender variable for males (25.2) and females (74.8).

2.3 Study Tool:

The questionnaire was used as a tool for the study, and the researchers used the following in its construction:

- And a statement of the teaching skills they need to be trained in and to what extent (short, medium, long).
- Information obtained during the survey study.
- By reviewing the theoretical framework and benefiting from previous studies (Samadi, 2012; Ben Beshari, 2018; Saghir and Ben Sassi, 2020; Al-Qadi, 2018; Ben Karima, 2018; Yahyaoui and Bashatta, 2020; Ben Siddiq and Boubacar, 2021) that examined the same topic and benefited from the efforts of researchers.
- Based on the previous step and by reviewing the dimensions (areas) of the teaching needs specified in the questionnaires of previous studies, the agreed dimensions were chosen, and then these dimensions were analyzed into indicators, and then the indicators were covered with paragraphs, knowing that we separated some basic teaching skills and mentioned their sub-skills in the same dimension so that the respondent can determine the level of control over them.

After reviewing the literature of the study and previous studies related to the subject, a tool was adopted for his study (questionnaire), which consisted in its final form of five areas and as a result (66) items were proposed, and the training needs allow him to choose one of the alternatives in front of each paragraph (short term, medium term, long term)

2-4- Psychometric properties of the instrument:

Honesty: The truthfulness of the content was measured using the method of honesty of the arbitrators, where the tool was presented to 13 arbitrators of teachers and university professors specialized in special education, and refereed professors with long professional experience, where the arbitrators indicated that all paragraphs were approved as measuring the trait of teaching skills.

Stability: Cronbach's alpha equation was used to calculate the tool stability coefficient for the resolution paragraphs, and Table (2) shows the stability coefficients for the fields of the study tool.

Table (2)

Stability coefficient values for instrument domains, using Cronbach's Alpha equation

Needs	figure
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stability Coefficient of	Number of paragraphs	Domain
0.747	12	skill Planning1
0.791	16	skill Implementation2
0.841	13	skill Evaluation3
0.979	11	using of skill The4 technolog educational
0.882	14	Classroom management5 skill

From Table (2), the stability coefficients for the dimensions of the needs ranged (0.747–0.882), which are high stability values and meet the purposes of the study.

2– Statistical methods:

Statistical processing was done using the two statistical packages version SPSS 25.0, Excel 10

3. Results and discussion:

3–1– Results of the first question: What teaching skills do resource room teachers need to be trained in from their point of view?

The table referred to in Appendix (4) showed that the teaching skills that resource room teachers needed in Palestine were all urgent to be trained on. However, these percentages of these skills that teachers urgently need to be trained on at the near level ranged from (50.43%) to (56.52%) and at the medium level, they ranged from (14.78%) to (34.78%).

This result is explained by the fact that the results of the study showed that the level of control of teaching skills came with an average degree in the total degree, while the paragraphs that fall under the planning skill are a paragraph that formulated the annual goals in a procedural manner, which appeared by a percentage of (56.52%) at the near level, and a percentage of (31.30%) at the intermediate level, and a paragraph prepared the individual educational plan for each student. Which appeared by a percentage (52.17%) at the near level, and a percentage (30.43%) at the intermediate level. And a paragraph I define the sub-learning objectives according to the student's level. Which appeared by a percentage (50.43%) at the near level, and by a percentage (34.78%) at the medium level.

As for the paragraphs that fall under the skill of evaluation, a paragraph use arrangement questions that depend on the order of words, sentences, pictures and figures. Which appeared by a percentage (52.17%) at the near level, and a percentage (28.70%) at the medium level. And a paragraph used the student's achievement file in the evaluation process, which appeared at a percentage (51.30%) at the near level, and a percentage (28.70%) at the intermediate level.

Paragraphs that fall under the skill of using educational technology, a paragraph Search the Internet to access information in the process of education within the resource room. Which appeared by a percentage (53.91%) at the near level, and a percentage (14.78%) at the medium level. And a paragraph Use electronic games to teach students inside the resource room. Which appeared by a percentage (50.43%) at the near level, and a percentage (29.57%) at the intermediate level. and paragraphs. I contacted the class educator to follow up on the student's file on the ES-School platform. Which appeared by a percentage of (50.43%) at the near level, and a percentage of (24.35%) at the medium level.

Paragraphs that fall under the skill of classroom management, a paragraph employ educational angles according to each educational objective. Which appeared by a percentage (51.30%) at the near level, and a percentage (25.22%) at the medium level. Use the daily progress and follow-up model, which appeared at a percentage of (50.43%) at the near level, and a percentage of (23.48%) at the medium level

The study of Mustafa (2019), which showed the results of the lack of achievement of some teaching skills among mathematics teachers with hearing or visual, and this result differed with the study of invasion and others (2004) indicated that the sample members did not reach the intermediate level on the dimensions of the questionnaire for planning, implementation, management and lesson evaluation skills.

This indicates that the resource room teacher uses various sub-skills within the class, and the teacher is keen to provide the appropriate educational environment for students in accordance with the professional standards of the special education teacher.

It also agrees with the study of Awwad and Imam (2007), whose results found that the availability of educational services in resource rooms was moderate. It is consistent with Al-Najjar's (2015) study, whose results found that teachers' assessment of the efficiency of planning and implementation of the individual educational program was average.

3-1- Results of the second question:

Does the identification of teaching needs of resource room teachers differ according to gender?

- We note from the table referred to in Appendix No. (5) The responses of the study sample showed that there were no statistically significant differences from the level of significance towards the level of training needs for planning skill among resource room teachers in Palestine according to gender. Where the values of the significance level from the highest value reached (0.783-0.138) and these values are greater than (0.05)., and therefore we accept the null hypothesis that there are no statistically significant differences from the level of significance towards the level of training needs for planning skill among resource room teachers in Palestine according to gender.
- We note from the table referred to in Appendix No. (6) that the responses of the study sample showed that there were no statistically significant differences from the level of

significance towards the level of training needs of resource room teachers in Palestine according to gender. Where the values of the significance level respectively (0.806–0.089) and these values are greater than (0.05),

Therefore, we accept the null hypothesis that there are no statistically significant differences from the level of significance towards the level of training needs for the implementation skill of resource room teachers in Palestine according to gender. As for paragraph No. 24, the significance level reached (0.012), this value is less than (0.05), we reject the zero hypothesis and accept the alternative, it is statistically significant in favor of females

- We note from the table referred to in Appendix No. (7) that the responses of the study sample showed that there were no statistically significant differences from the level of significance towards the level of training needs of resource room teachers in Palestine according to sex. Where the values of the significance level respectively (0.968–0.101) and these values are greater than (0.05), while paragraph No. 40 reached the significance level (0.042) This value is less than (0.05)), they are statistically significant in favor of females.

Therefore, we accept the null hypothesis that there are no statistically significant differences from the level of significance towards the level of training needs for the evaluation skill of resource room teachers in Palestine according to gender.

- We note from the table referred to in Appendix (8) that the responses of the study sample showed that there were no statistically significant differences from the level of significance towards the level of training needs of resource room teachers in Palestine according to gender. Where the values of the significance level respectively (0.998–0.115) and these values are greater than (0.05) Therefore, we accept the null hypothesis that there are no statistically significant differences from the level of significance towards the level of training needs for educational technology skill among resource room teachers in Palestine by gender.

- We note from the table referred to in Appendix No. (9) that the responses of the study sample showed that there were no statistically significant differences from the level of significance towards the level of training needs of resource room teachers in Palestine according to gender. Where the values of the significance level respectively (0.981–0.087) and these values are greater than (0.05) Thus, we accept the null hypothesis that there are no statistically significant differences from the level of significance towards the level of training needs for classroom management skill among resource room teachers in Palestine according to gender.

As for paragraph No. 61, the significance level reached (0.044), this value is less than (0.05), it is statistically significant in favor of females, and it needs equal training.

The results found that there were no statistically significant differences between male and female teachers with regard to their teaching needs related to study skills as a whole (planning, implementation, evaluation, use of technology, and classroom management)

among resource room teachers in Palestine according to gender, and they appeared very similar, with some specific differences in some items, however, item 40, which is the use of the cumulative record, showed a difference between male and female teachers, as indicated by the difference observed in item 24 To the skill of non-verbal reinforcement specialized training based on gender to ensure that all teachers are equally qualified for effective application in the classroom.

It also disagrees with the results of the study of Ben Sassi and Dababi (2010), which indicated that there are statistically significant differences in the level of training needs due to gender variables.

The results of the study differ with the study of Al-Saghir and Ben Sassi (2020), which showed that there are statistically significant differences in all skills between males and females due to the gender variable.

This study is consistent with the results of Al-Siddiq and Boubaker (2021) that there are no statistically significant differences between teachers of visually impaired children in their needs for teaching skills attributed to the gender variable (males, females).

4–Conclusion:

- The teaching skills needed by resource room teachers in Palestine were all urgent to be trained.
- The results found that there were no statistically significant differences between male and female teachers with regard to their teaching needs related to study skills as a whole in Palestine according to gender, and they appeared to a large extent, with some substantial differences.

• Recommendations:

1. Designing training programs for teachers with special needs, focusing on developing their skills in planning, implementation, evaluation, use of technology, and classroom management, commensurate with their professional and practical needs.
2. Improving the infrastructure of resource rooms by providing educational means and modern technologies.
3. The need to pay attention to the preparation of continuous and integrated training plans that seek to enhance the efficiency of resource room teachers in all areas of teaching skills, taking into account recent educational changes and developments.
4. In the future, researchers could focus on developing training programs for teachers with special needs that include modern classroom management techniques and the integration of technology into education, as well as improving resource room infrastructure.

Appendix of Tables and Figures:

Table (4) Descriptive statistics in the results of determining teaching needs and their dimensions							
figure	Skills	near	medium	Far	near %	medium %	Far %
1	4. Formulate annual objectives in a procedural manner.	65	36	14	56.52%	31.30%	12.17%
2	.2Search the Internet to access information in the process of education within the resource room .	62	17	36	53.91%	14.78%	31.30%
3	.3Prepare an individual educational plan for each student .	60	35	20	52.17%	30.43%	17.39%
4	.29Use order questions that depend on the order of words ,sentences ,pictures and models .	60	33	22	52.17%	28.70%	19.13%
5	35Use the student's achievement file in the assessment process	59	33	23	51.30%	28.70%	20.00%
6	.11Employ instructional angles according to each educational objective .	59	29	27	51.30%	25.22%	23.48%
7	.5I set the sub-instructional objectives according to the student's level .	58	40	17	50.43%	34.78%	14.78%
8	.10Use electronic games to teach students inside the resource room .	58	34	23	50.43%	29.57%	20.00%
9	.11 I contact the class educator to follow up on the student's file on the	58	28	29	50.43%	24.35%	25.22%

	electronic platform ES-School .						
10	.14Use the daily progress monitoring and follow-up form .	58	27	30	50.43%	23.48%	26.09%

Table (5) shows the value of Ka2 and the level of significance of the teaching needs of the planning skill.

Significance level	Ka value2	Teaching needs for planning skill						Paragraphs
		Long range		Long range		Near-term		
		females	males	females	males	females	males	
0.569	0.064	16	6	30	10	40	13	P 1
0.643	0.884	11	3	42	12	33	14	P 2
0.198	3.239	18	2	24	11	44	16	P 3
0.783	0.489	11	3	28	8	47	18	P 4
0.437	1.656	11	6	29	11	46	12	P5
0.76	0.579	20	5	27	9	39	15	F6
0.228	2.959	19	11	30	9	37	9	F7
0.138	3.968	22	13	36	10	28	6	P8
0.326	2.242	19	10	38	9	29	10	P9
0.456	1.568	23	11	27	9	36	9	P10
0.414	1.764	21	10	31	7	34	12	P11
0.14	3.963	19	10	27	4	40	15	P12

Table (6) shows the value of Ka2 and the significance level of the execution skill

Significance level	Ka value2	Teaching needs for implementation skill						Paragraphs
		Long range		Long range		Near-term		
		females	males	females	males	females	males	
0.089	4.651	23	14	23	5	40	10	P13
0.641	0.89	22	5	31	11	33	13	P14
0.564	1.146	20	6	32	14	34	9	P15
0.196	3.255	17	6	30	15	39	8	P16

0.231	2.934	20	3	27	13	39	13	P17
0.454	1.581	25	5	26	10	35	14	P18
0.806	0.431	13	3	32	11	41	15	P19
0.428	1.696	25	5	23	10	38	14	P20
0.544	1.219	35	10	25	7	26	12	P21
0.175	3.486	27	4	23	9	36	16	P22
0.733	0.622	16	4	35	14	35	11	P23
0.012	8.84	21	0	33	16	32	13	P24
0.22	3.029	26	5	25	13	35	11	P25
0.769	0.524	21	8	30	8	35	13	P26
0.49	1.429	27	6	24	11	34	12	P27
0.115	4.324	21	3	37	11	28	15	P28

Table (7) shows the value of Ka2 and the significance level of the assessment skill

Significance level	Ka value2	Teaching needs for the skill of evaluation						Paragraphs
		Long range		Long range		Near-term		
		females	males	females	males	females	males	
0.967	0.067	16	6	25	8	45	15	P29
0.497	1.396	18	7	31	7	37	15	P30
0.835	0.36	16	4	40	14	30	11	P31
0.304	2.382	26	5	25	12	35	12	P32
0.243	2.831	20	3	25	12	41	14	P33
0.101	4.586	26	6	16	11	44	12	P34
0.986	0.027	17	6	25	8	44	15	P35
0.611	0.984	26	6	21	8	39	15	P36
0.2	3.218	23	8	29	5	34	16	P37
0.602	1.014	19	4	30	12	37	13	P38
0.877	0.239	21	8	22	8	37	13	P39
0.042	6.334	23	3	22	14	43	12	P40
0.635	0.908	28	7	26	11	41	11	P41

Table (8) shows the value of Ka2 and the significance level of the educational technology skill

		Teaching needs for technology skill	Paragraphs
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Significance level	Ka value2	Long range		Long range		Near-term		
		females	males	females	males	females	males	
0.19	3.325	31	6	20	11	32	12	P42
0.26	2.696	28	8	10	7	35	14	P43
0.632	0.919	27	7	23	7	48	15	P44
0.736	0.613	20	5	30	12	36	12	P45
0.115	4.319	30	5	19	11	37	13	P46
0.619	0.959	19	9	29	9	38	11	P47
0.998	0.004	18	6	30	10	38	13	P48
0.632	0.917	21	9	27	10	38	10	P49
0.49	1.427	26	6	24	11	36	12	P50
0.779	0.501	18	5	24	10	44	14	P51
0.593	1.044	23	6	22	6	41	17	P52

Table (9) shows the value of Ka2 and the significance level of the classroom management skill

Significance level	Ka value2	Teaching Needs Classroom Management						Paragraphs
		Long range		Long range		Near-term		
		females	males	females	males	females	males	
0.651	0.857	23	9	35	9	28	11	P53
0.087	4.876	30	4	26	13	30	12	P54
0.64	0.891	19	7	32	13	35	9	P55
0.908	0.193	21	7	29	11	36	11	P56
0.553	1.163	25	11	32	11	29	7	PHY57
0.978	0.043	25	9	34	11	27	9	P58
0.919	0.17	22	7	29	11	35	11	P59
0.551	1.191	11	6	36	12	39	11	P60
0.044	6.249	21	14	37	7	28	8	P61
0.776	0.507	27	8	21	9	38	12	P62
0.804	0.436	20	7	23	6	43	16	P63
0.662	0.824	17	8	31	10	38	11	P64
0.981	0.038	18	6	28	10	40	13	P65
0.963	0.076	23	7	20	7	43	15	P66

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