Teaching practices of teachers of schoolgirls with intellectual disabilities in the light of learning theories

Abstract

This study aimed at recognizing the teaching practices of teachers of schoolgirls with intellectual disabilities that are done in the light of learning theories, and checking the impact that the variable of teaching experience, educational qualification, educational stage and classification of a schoolgirl with intellectual disability have on these practices. To fulfill the study aim, the study tool (Questionnaire) has been developed. It was prepared by the researchers through making use of the theoretical framework and previous studies, and in the light of the study objectives and questions that were formulated. The study sample included (166) teachers of schoolgirls with intellectual disabilities in institutes and programs of intellectual education, Ministry of Education in Riyadh. The results of the study showed that the teaching practices of teachers of schoolgirls with intellectual disabilities rely on the behavioral theory in the first place, then on the social theory and finally on the constructivist theory which in third place. In addition, the results showed there were statistic-marked differences in the response of teachers of schoolgirls with intellectual disabilities about the practice level of each area of the three learning theories in accordance with the variable of classification of a schoolgirl with intellectual disability in favor of a group of teachers of schoolgirls with intellectual disabilities who teach learnable schoolgirls. As for educational qualification variable and educational stage variable, they almost had no impact on the teaching practices of teachers of schoolgirls with intellectual disabilities in the light of learning theories.

Key words: Intellectual disability, teaching practices, learning theories.