

**Achievement Motivation In A Sample Of Special Education
Educators
(Deaf And Blind Pupil Educators):
A Comparative Study Between Deaf-Mute And Hearing-
Impaired Pupil Educators And Blind Pupil Educators In El
Oued County**

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Abstract:

This study aims to search for differences in achievement motivation between the educators of visually impaired pupils and their counterparts, the educators of hearing impaired pupils, at several levels, namely: the sense of responsibility – the pursuit of excellence and ambition – perseverance – the sense of the importance of time – planning for the future, and identifying the main problems that may hinder the performance of their work. This includes the lack of cooperation of parents, which would affect the completion of their work motivationally and their desire to help these children with special needs. The latter are a group struggling with many physical and psychological problems that require the educator to take full care of them, which would help them later to integrate into regular schools. Therefore, we spot the light on the desire of educators to make achievements in order to

take care of these pupils and study the difference between each of the educators of visually and hearing impaired pupils.

Keywords: achievement motivation – special education educators – visually impaired students – hearing impaired students - psychological care.

1- Introduction:

The profession of the educator needs a lot of basic qualities, which he must acquire, as it combines scientific and personal characteristics. Yet the focus on these qualities should be on educators of children with special needs, including acceptance and understanding of the disability of those children with all its characteristics and types, as well as the ability to deal with them in a good manner and have the motivation to work with them properly and perform the humanitarian duty towards them. They must be distinguished by the ability to achieve and provide the best for them, because children with special needs have various disabilities in terms of severity and type, so the special education educator entrusted with the process of psychological and pedagogical care of disabled children is, the neediest to acquire such characteristics that qualify him to deal with this group with its various disabilities, adding to his master role in ensuring this. This study aims to identify the achievement motivation of educators of children with special needs when performing their tasks with this category, in light of the project of working with people with visual and hearing impairment and knowing the achievement motivation for educators of this category in addition to studying the comparison between them.

Research problem: Work is one of the basic tasks carried out by the individual in his daily life, through which he can achieve and prove himself as well as satisfy his needs and desires. There is agreement among those interested in studying human behavior that man is purposeful, in the sense that no behavior emanates from the individual, especially in the field of work, but lies behind it a motive that may have an internal source stemming from his personal needs and desires, or an external source stemming from the variables of the social environment. Therefore, attempts to obtain the

maximum effort of the individual should be based on his knowledge with its motives, which are "the driving and guiding force of the individual's activity towards achieving his goals" (Al-Khalidi, 2001), so it is considered the main driver of behavior and what causes its continuity. Askar Ali (2005) pointed out in his definition of motivation that is "the desire to do work that achieves the individual's targeted need or goal". Since the ability to work requires the characteristic of achievement, which is not available to all individuals at the same level, and many of those who perform their work actually lack achievement. To realize this, the individual must be loving and interested in his work so that he can reach the degree of achievement. In order for the individual to attain such degree of dedication and sincerity, he must have a strong achievement motivation of internal origin, which Khalifa (1995) defines as "performance in the light of the level of excellence". In this context, the category of educators and teachers working with people with special needs, especially those with visual and hearing disabilities, has been highlighted, as they face many difficulties and obstacles that can limit their motivation to work. They are required to provide the best of their special education services directed to the hearing and visual disabled group to take care of them and help them learn independence and self-reliance in all the special skills that enable them to live later with the environment to which they belong. These are the main principles that educators must teach to children with disabilities, in addition to their academic training in order to integrate them into regular classes later, as their disability does not prevent them from learning in regular schools and reaching high levels of training. This is by intensifying the efforts of educators and strong determination to achieve the goal of integrating them in schools, and ensuring a good future for them. However, these educators may often face great difficulties with this special category, both in terms of their academic training, as they are required to receive specialized training in the field of special education, and also at the level of the method of dealing with the disabled group, which requires special pedagogical and psychological methods as well as the provision of pedagogical means to help provide special education services to them. Such educators need great support from all parties, including

officials, parents, pupils or even members of society, because they deal with a group that is very sensitive to its disability and is very aware of the mistakes of those around them. Therefore, these educators need to achieve their goals in their field of work, which meets their desires and needs and achieve their psychological balance, which is evident in their behavior with children with disabilities, where they exert their utmost capabilities and skills in order to realize achievements in the field of special education for the visually and hearing impaired, in light of the problems and difficulties they face that may frustrate their determination and negatively affect the level of motivation to achieve. McClelland stressed the existence of a relationship between the high level of motivation to achieve and some aspects of behavior such as: initiative, taking responsibility, initiating actions and tasks that challenge capabilities and possibilities, and achieve goals (Al-Assaf, Al-Saud, 2007: 72). In this regard, McClelland proposed the achievement motivation theory, through which he sees that the individual has three main needs: the need for achievement, the need for strength, and the need to belong. Stiers and Porter (1991) claim that "successful management is the one that seeks to motivate its employees by satisfying their needs according to the urgency of these needs, through the integrated view of the individual as an employee, to increase the strength of the comprehensive need in light of the available administrative environment, and to ensure the satisfaction of this employee in all respects" (Al-Assaf, Al-Saud, 2007: 72). Since the educators assigned to teach hearing and visually impaired children are one of the main professional groups due to the specificity of the target group and the difference in their needs and degree of disability as well as their acceptance of this disability, and also in light of the failure of parents to help them in the education process and to take care of the group of the disabled, it has become necessary to shed light on these educators, study the level of their achievement motivation and to identify the differences between educators working with visually impaired pupils and educators working with hearing impaired pupils. Is there any significant difference in achievement motivation between visual impaired pupils and their hearing impaired peers?

2- Research questions:

The main question: - Are there statistically significant differences in achievement motivation between deaf pupil educators and their counterparts working with blind pupils?

Secondary questions:

- Are there statistically significant differences in the sense of responsibility between deaf pupil educators and their counterparts working with blind pupils?
- Are there statistically significant differences in the pursuit of excellence and ambition between deaf pupil educators and their counterparts working with blind pupils?
- Are there statistically significant differences in perseverance between deaf pupil educators and their counterparts working with blind pupils?
- Are there statistically significant differences in the sense of importance of time between deaf pupil educators and their counterparts working with blind pupils?
- Are there statistically significant differences in planning for the future between deaf pupil educators and their counterparts working with blind pupils?

Research hypotheses:

General hypothesis: - There are statistically significant differences in achievement motivation between deaf pupil educators and their counterparts working with blind pupils.

Partial hypotheses:

- There are no statistically significant differences in the sense of responsibility between deaf pupil educators and their counterparts working with blind pupils.
- There are no statistically significant differences in the pursuit of excellence and ambition between deaf pupil educators and their counterparts working with blind pupils.
- There are no statistically significant differences in perseverance between deaf pupil educators and their counterparts working with blind pupils.

- There are no statistically significant differences in the sense of importance of time between deaf pupil educators and their counterparts working with blind pupils.
- There are no statistically significant differences in planning for the future between deaf pupil educators and their counterparts working with blind pupils.

3- Research importance:

This study reveals the importance of the achievement motivation for educators working with groups of children with special needs and its necessity in their field of work. It is the dynamic engine and potential energy that drives the individual to perform the tasks assigned to him, due to the requirements of such group dealt with by educators and teachers characterized by strong qualifications, motivations and special training to master working with them on the one hand, and the need of hearing and visually impaired children for competencies used at all psychological, personal and educational levels on the other hand.

4- Research objectives

This study aims to find out if there are differences between educators working with pupils with hearing disabilities and their counterparts working with pupils with visual disabilities in terms of the achievement motivation, through which the differences between them in the five dimensions of achievement motivation (sense of responsibility, pursuit of excellence and ambition, perseverance, sense of the importance of time, planning for the future) can be explored.

Taking advantage of the end results in raising the awareness of workers in general, and workers with special needs in particular, and driving their attention to the importance of the concept of achievement motivation and its relationship with aspects of life in general.

5- Procedural concepts of the research variables:

5-1- Achievement motivation:

It is a hypothetical training that indicates the extent to which educators are willing to strive to achieve their goals with excellence, superiority and satisfaction of their desires and needs in accordance with the expectations of

success, acceptance and strength of personality. It is measured in this study using the Achievement Motives Scale (AMS) of Abdul Latif Muhammad Khalifa (2006), adapted to the Algerian environment by Pr. Bachir Maamria. This is according to four levels: (sense of responsibility – pursuit of excellence and ambition – perseverance – sense of the importance of time – planning for the future).

Limits of the research: Human limits:

The study was conducted in February 2017.

Spatial limits:

The basic study was conducted in the two schools for hearing impaired children in Reguiba, and the school for visually impaired children in Al-Rebbah.

Theoretical part: First: Achievement motivation:

Definition of achievement motivation:

More important than dealing with the term "achievement need", we find Murray, who used the term "achievement need" within the twenty-eight needs contained in his list, considering that the achievement need means the individual's desire or tendency to overcome obstacles, exercise strength, and struggle to perform difficult tasks in the best way available, and as quickly as possible.

It can be said that Murray's definition of achievement need includes several meanings conducive to achievement, such as eagerness, perseverance, mastery, ambition, and the individual's understanding of himself. He also focuses in his definition on two basic factors: mastery and quickness.

The importance of achievement motivation:

Many researches and studies have pointed to different aspects of the importance of motivation, such as its association with success, its effective role in guiding behavior, in addition to its clear impact on the decisions taken by individuals in different life situations, as well as the association of motivation with a range of economic, social, moral, and many psychological variables. It should be noted that the individual's knowledge of the true direction of his motives helps him a lot to fix, direct, and control them, and

the individual's knowledge of the motives of others around him enables him to establish good relations with them.

As for the educational aspect, motivation is considered one of the main educational goals, through the educational process seeking to stimulate the motivation of the learners, and directing it in a way that achieves the ultimate goals of that process, in addition to the school's work to generate different interests among the learners, whether cognitive, emotional, sportive, or artistic...etc. from which learners benefit even outside the school, and get support in their future lives in general.

Theories of achievement motivation:

There are numerous theories explaining the achievement motivation by the number of scientists and researchers who dealt with this topic in research and study, but all these works and studies can be combined in three main directions, as follows:

A- Achievement motivation in light of the value expectation curve:

In this direction, the focus will be on:

- **The work of Ec Tolman:** His work is summarized in considering that the tendency of the individual to perform an action is expressed by a function of interaction between three types of variables, namely: * the motive variable * the expectation variable * the emitter variable.

These are the three variables through which the orientation of the individual's behavior is determined, and the latter also affects the intensity of the individual's perseverance in order to reach his desired goals. Overall, Ec Tolman sees a positive correlation between expectations associated with the value of achievement. On the other hand, he emphasizes that the type and intensity of the individual's achievement-oriented behavior can be predicted by knowing the following:

- The strength of the individual's motivation, and the degree of intensity of his achievement need.
- Expectations that the individual perceives for his achievement ability in a given situation.

B- Achievement motivation in the light of the cognitive dissonance theory:

This theory is mainly represented in the works of L. Festinger, but it is considered an extension of the direction of the value prediction curve. This theory claims that each human has a set of cognitive elements that include individual's knowledge of himself, as well as the way the world moves around him. If one of these elements is in conflict with any of the other elements, and the existence of one of them logically requires the presence of the other element, this inevitably generates tension in the individual, which dictates the need to get rid of one of the two incompatible elements. L. Festinger also assumes in this theory that there are pressures imposed on the individual when he tries to achieve consistency between his knowledge (beliefs), and his behavior, and that the inconsistency between beliefs and behavior is due in essence to two main reasons:

- * The individual takes the decision, or performs the task without knowing the consequences, which leads to the so-called "post-decision effects".
- * The effects of behavior that is contrary to the individual's beliefs and attitudes. This is when the individual performs work that he is dissatisfied with, but through which he seeks financial gain or social satisfaction, which leads to inconsistency between values and behavior, and this results in so-called "cognitive dissonances".

C- Achievement motivation in the light of attribution theory:

Most of the principles of this theory go to Haider, who is considered the first founder of the attribution theory, and among the firsts to study human motives, especially the motives of individuals behind their causal explanations. He believes that there are two main motives that lie behind the causal explanations provided by individuals, namely:

- * The first motive: The individual needs to form a consistent and coherent understanding of the world around him, using simple principles in his perception of the individuals around him, as well as the physical topics in the environment.
- * The second motive: In summary, it represents the individual's need to control and dominate the environment, as well as his constant quest for the

ability to predict all the events surrounding him, which generates the individual's need to predict how the individuals around him will behave in the future, allowing him to see the world in a more organized way.

This theory refers in particular to the existence of different circumstances that interfere with the individual's attribution of the events facing him, which Haider called the created conditions; It is the set of forces to which the individual attributes the corresponding events in his life, and these forces are either personal or environmental.

Second: Special education

- Definition of special education:

Definition of Rondal (1988): Rondal defined special education as an attempt to meet the needs and requirements of children and adolescents who have a disability or several serious disabilities in addition to an improper adaptation to the conditions or requirements of the school in the first place and with the requirements of the social and professional environment in the second place (Rondal, 1988: 22).

Definition of Mona Al Hadidi (1994): Mona Al Hadidi defined special education as a set of structured individual educational methods that include a special educational situation, special materials and equipment, special pedagogical methods, and remedial procedures aimed at helping children with special needs achieve the minimum possible self-efficacy and academic success (Al Hadidi, 1994: 24).

Definition of Farouk Al-Rossan (1996): It is that part of the educational movement prevailing in society and directed to abnormal children who need special educational services that enable them to achieve their development and assert themselves and ultimately lead to their learning with normal people in society in order to achieve the greatest investment of their cognitive, social, emotional and professional potential throughout their lives and for the benefit of society (Al-Rossan, 1996: 52).

Definition of Majeed Al-Sayed Obaid (2002): It is a system of services that provides curricula for children with disabilities that reduce or affect their abilities to learn in a normal educational atmosphere, where special

education serves different categories of disabled children such as mentally, physically, visually, hearing impaired, slow learners, multiple disabilities and the gifted (Al-Sayed, 2002: 75).

Definition of Sawsan Shaker Majeed (2008): It is a comprehensive term used to express the curricula and services provided to children who deviate from their normal peers (whether in physical, mental or emotional aspects) to a degree that makes them need special experiences, methods or educational materials that help them achieve the best possible educational return, whether in regular classes or special classes if their problems are more severe (Majeed, 2008: 28).

Principles of Special Education: The most important of which are:

- The right to care and education for all people with special needs and includes all children with various forms of disability, as noted in the 1994 UNICEF report.
- Developing individual and collective educational plans, to meet the educational needs of each group, while defining certain criteria for reaching the goal in the levels of achievement and motor and vocational skills, while not neglecting the role of the family in this regard.
- Providing educational services for the disabled according to the method of integration with the least environmental determinants. This concept includes, for example, the presence of disabled children at a certain stage of schooling with their regular peers to provide the maximum possible degree of social interaction.
- Allowing people with disabilities to satisfy their hobbies and practice them through their gatherings as a therapeutic method to overcome the state of feeling inferiority and help them develop performance and positive behavioral practices.
- Early diagnosis of disabilities in children and adults alike leads to improving and planning appropriate services for them according to actual needs.
- The right of persons with disabilities, whether children or adults, to have access to educational opportunities, with the establishment of support

services necessary for this education, such as the adaptation of equipment and devices.

- Informing families of persons with disabilities about the various problems of disability and seeking to provide adequate information about them and how to solve them (Yusuf 2005: 67 - 66).

- Ethics of teachers of children with special needs (special education):

The following basics are meant to be a set of ethics that teachers of children with special needs should adhere to, as these teachers and those working with individuals with special needs are required to follow the principles hereinunder:

- Required to develop high quality education that ensures a decent life for people with special needs.
- Have a high level of competence and honesty in the exercise of their profession.
- Support functional work and scientific research that benefit individuals with special needs and their families.
- Seek to enrich their knowledge and skills that support education.
- The work of special education staff includes working with students and with the policies specific to their profession (laws and regulations).
- Strive to change and improve laws and legislation related to people with special needs, amendments and policies that cover special education in general, and thus the field of services and training related to their profession when necessary.
- Do not participate in an immoral act (illegal or unlawful) and do not violate the applicable professional standards (Yassoldyke-algozzine, 1990).

- Competencies that must teachers of children with special needs acquire:

- **Academic competencies:** The ability to update and renew educational and psychological information, the width and diversity of experiences, the ability to teach others, the ability to think scientifically, the ability to interpret (Korshom, 2004).

- Educational competencies of special education teachers: They are the teacher's possession of general knowledge and skills necessary for teaching, and the extent of their mastery, and the identification of their areas as follows:

Personal competencies, measurement and diagnostic competencies, competencies for preparing the individual educational plan, competencies of implementing the educational plan, competencies of communication with parents.

Third: Hearing and visual impairment:

1- Hearing impairment:

Said Hosni Al-Azza claims that the concept of hearing impairment refers to "a discrepancy in hearing levels ranging from weak to simple to very severe, and this disability affects the individual during the various stages of his development, deprives him of hearing spoken speech with or without the use of hearing aids and includes hearing impaired and deaf individuals" (Hosni Al-Azza, 2002:110).

It also means that there are problems or dysfunctions that prevent the auditory system from performing its functions in the individual or that the individual's ability to hear different sounds is negatively affected (Abdulaziz, Kawafha, 2003: 99).

As for Muhammad Abdul Momen, the deaf child is defined as "an individual who has lost his sense of hearing for genetic or innate reasons acquired, whether from birth or after" (Abdul Momen,1986: 67).

As for Ramadan Gaddafi, deafness is defined as "hearing loss that usually exceeds 80 decibels, or the inability of an individual to recognize sounds in the case of the use of hearing aids without resorting to the use of other senses to communicate with others" (Gaddafi, 1994: 136).

As for Abdulmutallib Al-Quraiti, he defines hearing disability as "a general term that covers a wide range of degrees of hearing loss, it ranges from deafness or profound loss that hinders the process of learning speech and language, and mild loss that does not hinder the use of the ear in

understanding speech and learning speech and language" (Al-Quraiti, 1996: 137).

Classification of hearing impairment according to its location in the auditory system:

- **Conductive hearing loss:** This type of disability occurs as a result of a disturbance in the outer ear canal, in the tympanic membrane, or in the three ossicles (hammer, anvil, and stirrups), which causes obstruction of the transmission of acoustic vibrations to the inner ear, and thus their inaccessibility to the brain (Zoghbi, Ahmad, 2003: 157).

Sensorineural hearing loss: Disability in this type represents an imbalance in the ways of sensory-neural communication, and this often leads to injury to the inner ear, which is a major problem for doctors and educators alike, an example of which is the condition called "Dysacusis", whose symptoms appear to be difficult to understand spoken speech or language (Al-Rossan, 1998, 143-144).

- **Central hearing loss:** The reason for this type of hearing disability is due to the injury of the auditory center in the brain, so that the affected individual is unable to distinguish or interpret the auditory effects. This type of disability is often accompanied by severe neurological disorders, and the central hearing disability is difficult to treat, in addition to the fact that the use of hearing aids is very limited in this type (Al-Zu'bi, 2003: 158-159).

- **Mixed hearing loss:** Symptoms and causes of mixed hearing loss include symptoms and causes of both sensorineural hearing loss and conductive hearing loss (Al-Batania et al., 2006: 326).

2- Visual impairment

- **Definition of the World Health Organization (WHO):** Severe visual impairment has been defined as a condition in which a person performs visual functions in a limited manner. It is a condition in which a person finds it very difficult to perform basic visual functions.

- **Definition of the American Association:** The blind is the person who does not have any use of vision altogether, and the person is classified as blind if the field of vision of the eye is better at 20/200 or less.

Visual impairment traits: The traits and forms of visual impairment varies as follows:

- **Hyporopia:** The individual suffers from difficulty seeing near objects due to the fall of the image of these visible objects behind the retina. In this case, prescription glasses with convex lenses or contact lenses are used to address this problem.
- **Myopia:** It is a condition opposite to hyporopia where the individual suffers from difficulty in seeing the visible objects in front of the retina. Medical glasses with concave lenses or contact lenses are used to address this problem.
- **Astigmatism:** Its manifestations appear in the difficulty of seeing objects clearly or centered due to defects in the shape of the cornea or lens, and it uses glasses with a cylindrical lens to correct the vision of objects or by surgery and contact lenses.
- **Glaucoma:** It is often known as blue water, a condition that results from an increase in the secretion of aqueous fluid in the anterior cornea (water moisture), or its drainage decreases as a result of the blockage of the special channel, which leads to high pressure within the eyeball and pressure on the optic nerve, which results in poor vision.
- **Cataract:** It is often referred to as (white water), and the symptoms of cataracts are a lack of clarity of vision and a feeling that there is a blur on the eyes, which leads to frequent blinking or seeing things as if they tend to yellow.
- **Strabismus:** It is the impairment of the position of the eyes or one of them, which hinders the function of vision from normal performance, and strabismus is either congenital or hereditary.
- **Nystagmus:** It is the rapid and permanent fluctuation in the movement of the eyeballs, which does not allow the individual to focus on the visual subject (Peter, 2010: 247).

Second part: Methodological procedures:

Methodology:

Since the research problem is based on the study of differences between deaf pupil educators and blind pupil educators in terms of the achievement motivation, the method used in this study was the descriptive comparative causal method.

Basic study sample:

The purpose of selecting the sample is to obtain information about the indigenous community, and the study population consists of 43 educators working in the two schools for visually impaired children in Al-Rebbah and their counterparts working in the school for hearing impaired children in Reguiba.

Table No. (01): Distribution of the members of the basic study sample:

Sample members	Females	Males	Total
Hearing impaired pupil educators	03	08	11
Visually impaired pupil educators	17	15	32
Gross total	43		

Basic data collection tools for the study:

In this study, the achievement motivation questionnaire of Abdul Latif Khalifa was used, coded and adapted to the Algerian environment by Dr. Al-Bachir Maamaria. The questionnaire includes five dimensions:

- Sense of responsibility: (1, 6, 11, 16, 21, 26, 31, 36, 41, 46).
- The pursuit of excellence and ambition (2, 7,12, 17, 22, 27 ,32, 37 ,42 , 47).
- Perseverance (3, 8 ,13 ,18 ,23, 28, 33, 38, 43, 48).
- Sense of the importance of time (4, 9,14, 19, 24, 29, 34, 39, 44, 49).
- Planning for the future (5, 10, 15, 20, 25, 30, 35, 40, 45, 50).

1- Psychometric characteristics of the scale: Validity of the terminal comparison:

Table No. (02): T value between the scores of the lowest and upper groups of the scale

Groups	Number	Arithmetic mean	Standard deviation	T test	Statistical significance
Upper group	9	83.55	1.74	8.36	Significant 0.01
Lower group	9	57.77	9.07		

The T value is significant at 0.01, therefore the scale is valid.

Stability: Half-split method: The stability coefficient reached (**0.94**), thus the stability coefficient of the scale is high.

- **Alpha-Cronbach coefficient method:** After calculating the alpha coefficient of the scale, it is concluded that the alpha coefficient is equal to (**0.84**), which is statistically acceptable.

Presenting and analyzing the results of the first secondary hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the averages of the two groups in the sense of responsibility variable was calculated using the (T) test to indicate the differences. The results were as follows:

Table No. (03): Arithmetic means, deviations, T value and their significance between the hearing impaired and the visually impaired pupil educators in terms of the sense of responsibility

Sense of responsibility	M	D	T value	L.S
Deaf pupil educators (n=11)	24.45	2.734	1.173	0.05
Blind pupil educators (n=32)	22.75	4.522		

The results recorded in the above table show that T test value was estimated at (1.173) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no significant differences between deaf pupil educators and blind pupil educators in the sense of responsibility.

Presenting and analyzing the results of the second partial hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the means of the two groups in the variable of the pursuit of excellence was calculated using the (T) test for the significance of the differences. The results were as follows:

Table No. (04): Arithmetic means, deviations, T value, and their significance between hearing impaired and visually impaired pupil educators in terms of the pursuit of excellence

The pursuit of excellence	M	D	T value	L.S
Deaf pupil educators (n=11)	24.09	2.663	1.458	0.05
Blind pupil educators (n=32)	22.19	4.020		

The results recorded in the above table show that the T test value was estimated at (1.458) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no significant differences between deaf and blind pupil educators in terms of the pursuit of excellence.

Presenting and analyzing the results of the third secondary hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the means of the two groups in the variable of perseverance was calculated using the (T) test for the significance of the differences. The results were as follows:

Table No. (05): Arithmetic means, deviations, T value and their significance between the hearing and the visually impaired pupil educators in terms of perseverance

Perseverance	M	D	T value	L.S
Deaf pupil educators (n=11)	32.45	4.612	1.118	0.05
Blind pupil educators (n=32)	21.22	6.036		

The results recorded in the above table show that the T test value was estimated at (1.118) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no

significant differences between the deaf and the blind pupil educators in terms of perseverance.

Presenting and analyzing the results of the fourth secondary hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the means of the two groups in the variable of sense of the importance of time was calculated using the (T) test for the significance of the differences. The results were as follows:

Table No. (06): Arithmetic means, deviations, T value and their significance between the hearing and visually impaired pupil educators in terms of the sense of the importance of time

Sense of the importance of time	M	D	T value	L.S
Deaf pupil educators (n=11)	24.09	3.239	1.619	0.05
Blind pupil educators (n=32)	21.56	6.891		

The results recorded in the above table show that the T test value was estimated at (1.691) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no significant differences between the deaf and the blind pupil educators in terms of the sense of the importance of time.

Presenting and analyzing the results of the fifth secondary hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the means of the two groups in the future planning variable was calculated using the (T) test for the significance of the differences. The results were as follows:

Table No. (07): Arithmetic means, deviations, T value and their significance between the hearing the visually impaired pupil educators in terms of planning for the future

Planning for the future.	M	D	T value	L.S
Deaf pupil educators (n=11)	21.73	4.962	0.412	0.05
Blind pupil educators (n=32)	20.91	5.921		

The results recorded in the above table show that the T test value was estimated at (0.412) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no significant differences between the deaf and blind pupil educators in terms of planning for the future.

Presenting and analyzing the results of the general hypothesis:

To ensure the realization of this hypothesis, the significance of the differences between the means of the two groups in the variable of achievement motivation was calculated using the (T) test for the significance of the differences. The results were as follows:

Table No. (08): Arithmetic means, deviations, T value and their significance between the hearing and the visually impaired pupil educators in terms of the achievement motivation

Achievement Motivation	M	D	T value	L.S
Deaf pupil educators (n=11)	117.81	11.356	1.685	0.05
Blind pupil educators (n=32)	108.62	24.038		

The results recorded in the above table show that the T test value was estimated at (1.685) at the level of significance (0.05), and this value is greater than the level of significance (0.05), therefore there are no significant differences between the deaf and blind pupil educators in terms of the achievement motivation.

Conclusion and recommendations

Conclusion

This study dealt with the topic of achievement motivation among a sample of special education educators (deaf pupil educators and blind pupil educators). The study was conducted following the descriptive approach: comparative causal method, on a sample of (43) members, selected in an intentional manner. The sample included all members of the original community (survey), who are educators and teachers working with deaf and blind pupils, by applying the achievement motivation scale of Abdul Latif Khalifa adapted by Pr. Bachir Maamria on the Algerian environment. The differences between deaf pupil educators and blind pupil educators in terms of achievement motivation were measured according to five dimensions (sense of responsibility, perseverance, sense of the importance of time, the pursuit of excellence, and planning for the future), using a T test for the significance of differences between the means. The results were as follows:

- There are no statistically significant differences in terms of achievement motivation between deaf pupil educators and their counterparts working with blind pupils.
- There are no statistically significant differences between deaf pupil educators and their counterparts working with blind pupils in each of (sense of responsibility, perseverance, sense of the importance of time, pursuit of excellence, and planning for the future).

Recommendations

- The necessity to meet all the needs of educators to do their work properly.
- Highlighting the main problems they struggle with and solving them so as not to affect the nature of their work with people with special needs.
- Educating them that this work provides them with a great reward from God Almighty and thus working with dedication and conscience that will reflect positively on their personal lifestyle.

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- Educating teachers and educators about the nature and characteristics of the age group of each stage (difficulties, deficiencies, behavioral disorders associated with each disability...).
 - A sense of responsibility towards children with disabilities because the nature of working with them requires the educator to have some qualities such as acceptance and a sense of responsibility towards pupils with disabilities.
 - The need for parents of children with special needs to cooperate with educators in order to provide psychological and pedagogical support, provide them with assistance and meet their most important needs.
 - Educating teachers and educators during their training period about some psychological problems that they may encounter in their professional career, with reference to effective methods to confront them in the future.
 - Building mentoring syllabi to raise the level of achievement motivation among special education educators and teachers by specialists in this field, including mentors, psychologists and socialists.
 - Paying attention to training managers and supervisors of special education schools on how to provide moral and psychological support and assistance to special education educators and teachers in general and to less experienced ones in particular.

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