
The Role of the Assistant Teacher in Improving the Educational Process from the Point of View of Teachers in Private International Schools in Muscat Governorate

Hamed Alyahamdi

Faculty of Education, Arab Open University, Sultanate of Oman

Suad Moahammed AL-Ramdhani

Master Researcher, Education Leadership, Arab Open University, Sultanate of Oman
suadr@sultansschool.edu.om

Mayda Abdullah AL-Nadabi

Master Researcher, Education Leadership, Arab Open University, Sultanate of Oman

Abstract

The assistant teacher has an important role to play in improving the educational process in the field of education. The purpose of the study was to learn about the role of the assistant teacher in improving the educational process from the point of view of the permanent teachers in the private education sector in Muscat governorate. The study was based on the analytical descriptive curriculum and was used as a tool for study. The school community included 100 kindergarten teachers.

The results of this study have led to a high degree of calculation of the role of assistant teacher in the four areas (planning, implementation, evaluation, and human relations). This study produced several recommendations, notably the introduction of the assistant teacher program in public schools, which has a prominent role to play

in raising and improving the quality of the educational process, together with the classroom teacher, and the delegation of many powers to carry out its roles properly and appropriately.

Keywords: Assistant Teacher, International Schools, Educational Process.

Introduction

Man is God's successor in the land, where he has distinguished himself from other creatures by reason, which is mandated and responsible, and because the teacher is the human being and God's successor in the land and constitutes the first form of civilizational, economic, social, and cultural construction among nations through his true contributions in all fields.

The message of education is the message of prophets and missionaries because it is the noblest and most honorable message that nations have ever known and because it is the fundamental basis for the development and development of individuals and societies. Education is the implantation of a set of values that strengthen the relationship of man to his God to the degree of a sense of surveillance by secret and public and that are intended to bring about the psychological happiness and cardiac tranquility of man and to provide a safe life in life (Shamri, 2005).

In the view of researchers, education is one of the reciprocal interactions between the teacher and the learner that leads to a positive change in behavior. All activities, trainings, interactions, and organizations in the classroom are aimed at building and integrating the personality of the learner from various aspects of the mental, physical, emotional, and social aspects.

The teacher has a vital role to play in the educational process, as they are the cornerstone of its success, so they need to develop their knowledge, especially as we are on the verge of a new millennium, in which the teacher's roles have changed and he has played a key role in the search, investigation, acquisition and

subsequent transfer of knowledge in a manner consistent with the abilities of the learners (Victor, 2008).

The teacher represents the instrument of living and creative interaction between the light minds and the heart of a failed education. The mastermind is the mastermind for learning the different ways of thinking, different positive cultural attitudes, and the conscience of nations to shape, develop and shape human personality and human consciousness. He is also the bridge for human communication to convey national values and culture and their identity. The teacher is a dynamic energy of communication with learners. Modern technology in all its forms cannot extend the bridge of human communication, combined with the warmth of human emotions and feelings, the maximization of noble human values and the preservation of human dignity, because these are the tasks of the human teacher from the beginning to the end.

Therefore, the teacher & apos; s roles in the educational process are increasing day by day because of rapid developments in the fields of education, which force him to pursue and thereby update knowledge and technology and to learn the latest educational developments and take advantage of them in the educational process. The ability and knowledge of the scientific subject, the diversification of teaching methods and belonging to the profession, and the enthusiasm and motivation of the school, have the greatest impact on the teaching process, along with patience, personal strength, intelligence, good morals, adherence to religious principles and values, body integrity and mind, increase the motivation and academic attainment of learners (Rasmitadila et al. 2020).

One theory of human capital has shown that the more the teacher succeeds in increasing the educational level of the people of nations, the higher the levels of knowledge, the higher the level of national production, which in turn reflects on the achievement of social well-being (Mahmoud 2016).

The Sultanate of Oman 's interest in teachers begins with the procedures for admission to schools of education, the measurement of personal orientations, abilities and intellectual and physical readiness, as well as the decisions taken by educational institutions, which keep pace with contemporary world educational changes and developments, and through the organization of conferences, workshops, seminars, conferences and professional development programs, in order to bridge the gap between theory and practice.

The use of a teaching assistant by private global schools is the first successful educational experiment to improve the quality of their education, with a focus on the renewal of teaching methods and the introduction of teaching technology. It is therefore important to study the experience to ascertain how effective it is in raising the standard of students and improving the educational process in private world schools.

As a result of recent changes in education trends, the importance of changing some pedagogical concepts and thus of looking at the teacher and his/her roles differently from the traditional ways in which the teacher bears all the burdens of teaching and learning processes has emerged.

It is therefore essential that the idea of a teacher with different roles or multiple tasks and responsibilities disappears, which has led some countries to think about hiring an assistant and a support teacher to ease some of the burden on him.

Study Problem

Despite the efforts made by the Ministry of Education in the governorate of Muscat and its directorates aimed at improving and developing the teacher 's competence and professional development and at gaining access to the latest Arab and international teaching methods, through the holding of training workshops and refresher courses at the beginning of the school year and the organization of meetings

during the school year, there are still some shortcomings in the performance of some teachers.

In the Sultanate of Oman and in the governorate of Muscat, in particular, the teacher is suffering from two burdens: heavy educational and administrative tasks, high student numbers in the same class, and school formations for the school year 2022/2023, issued by the Ministry of Education. The educational tasks of the teacher include the fact that the teacher has at least 28 shares and 20 shares for the first teacher. In accordance with Ministerial Decision No. 2015/446, other administrative activities and tasks are involved. The student density of each class was calculated so that the number of students in grades 1 to 4 would not exceed 35 in one grade and grades 5 to 12 in 38 in one grade. However, no optional subject division would be opened for the higher grades if the number of students wishing to do so did not exceed 10, and no enhanced teachers were provided for the school under the pretext of a multiplicity of curricula in certain subjects (Gadi 2022).

The Education and Employment Issues Report of the Sultanate of Oman (2019) also showed that the administrative burden on teachers has increased to such an extent that teachers do not return to their feedback on student performance report cards that the time allocated for communication is relatively small compared to the time allocated for teaching assignments. This is an indication of the high cost of teachers and the low utilization of their actual teaching capacity (Zedjali 2019).

Accordingly, in response to the demands for renewal and development in the field of education in the Sultanate of Oman and the creation of new jobs, which would increase the efficiency and quality of education and its outputs, meet the needs of both teachers and students, and create job opportunities for the Sultanate's children. In the absence of studies and educational research on the possibility of creating an assistant teacher in public schools - to the knowledge of researchers - the problem of study will be addressed in the following question:

What is the Role of the Assistant Teacher in Improving the Educational Process from the Point of View of Permanent Teachers in the Private Education Sector in Muscat Governorate?

The following questions arise from this question:

- 1- What is the degree to which the assistant teacher has exercised his role in improving the educational process from the point of view of teachers in the private education sector in Muscat governorate?
- 2- How can you benefit from the position of assistant teacher in private schools in the Sultanate of Oman in Muscat governorate?

Objectives of the Study

The study pursued the following objectives:

- Elaborate the conceptual framework for the assistant teacher function.
- To recognize the role of assistant teacher in education in special education schools in Muscat governorate.
- To disclose the tools to be provided for the application of the position of assistant teacher in improving the achievement of students in the schools in Muscat governorate.
- To present a proposal for the position of assistant teacher in improving the educational process in the schools of basic education in Muscat governorate.

The importance of the study is that it is of an educational and developmental nature and contributes to the following:

- Several governmental bodies, such as the Ministry of Education and the Ministry of Labour, have been assisted by drawing the attention of officials and planners of

education policy in the Sultanate of Oman to the creation and adoption of the post of assistant teacher in the educational hierarchy.

- To reduce the burden on teachers in helping to perform their professional duties, thereby increasing their level of contribution, and thus improving the output of the educational process.
- To promote and highlight the responsibility of the assistant teacher towards students in treatment programs to improve student achievement levels.

It may be useful for the development and development of the educational process in all its components and therapeutic education, especially in high student-density schools.

- Elaborate the conceptual framework for the assistant teacher function.
- To recognize the role of assistant teacher in general education in schools in Muscat governorate.
- To disclose the tools to be provided for the application of the position of assistant teacher in improving the achievement of students in the schools in Muscat governorate.
- To present a proposal for the position of assistant teacher in improving the teaching process in the schools in Muscat governorate.
- Contributes to the opening of new areas for similar research and offers proposals that increase the importance of the role of the assistant teacher in the educational process.

Limitations of the Study

Objective Limit: Studying the role of the assistant teacher in improving the educational process from the point of view of teachers in private schools in Muscat Governorate

Human Limit: Classes will be limited to teachers in private schools in Muscat Governorate.

Spatial Limit: Private schools in Muscat Governorate, Sultanate of Oman.

Institutional Limitation: Private Schools in Muscat Governorate.

Time Limit: The study was held in the academic year 2022-2023.

Study Terminology

- 1. Assistant Teacher:** Taqatqa (2020) and others defined him as the teacher accompanying the main teacher in the classroom, who holds a university degree or an educational qualification certificate and is assigned to the teaching process in all its aspects with the aim of achieving general goals side by side with the basic teacher.
- 2. Researchers Defined it Procedurally:** an employee working at the school with or without a university qualification who assists the basic teacher in the classroom and his tasks include teaching a small group of students, supporting curricula with enrichment activities, following up and correcting homework, preparing educational aids and others under the supervision of the basic teacher and his guidance.

Previous Studies

Here are some of the studies that are most relevant to the content of the current study according to its historical sequence from oldest to newest:

- The study of Al-Quraini and Al-Wabli (2019) aimed to identify the level of need for an assistant teacher to work in special education institutes and programs from the perspective of teachers in the Kingdom of Saudi Arabia, and the research sample included a group of teachers who work in special education programs that provide services to people with disabilities in various regions of the Kingdom of

Saudi Arabia, and the study came out with a set of recommendations, which is the urgent need for the presence of the assistant teacher in the mentioned educational institutions due to the nature of the roles and tasks of the teacher, including assistance in supervision. Monitoring and follow-up in evaluation and planning of programs, routine work, communication and communication processes and academic work.

- Al-Mutairi's study (2019) aimed to identify the reality of the assistant teacher profession in both the United States of America and the United Kingdom and the possibility of benefiting from it in the Kingdom of Saudi Arabia, and the study relied on the comparative approach between countries in the educational system and resulted in a set of results, including: The comparison countries agreed not to require a higher qualification to work in the position of assistant to public education schools, and are similar in the requirement of training courses and programs to practice the profession of teacher assistant, and the study reached a proposed conception For the profession of assistant teacher in public education in the Kingdom of Saudi Arabia in the light of the experience of the United States of America and the United Kingdom.
- Ruzicka et al. (2019) conducted a study aimed at enhancing the role of the assistant teacher in the educational process in primary schools in the Czech Republic, and the study concluded that it is necessary to promote effective and high-quality communication for the assistant teacher, not only with permanent teachers, which helps him perform his tasks smoothly and perfectly, and also activating communication with educational administrators because of its many benefits, especially in knowing everything new. It keeps pace with the modern era, and the study recommended the importance of participating in specialized programs in modern communication methods and identifying its educational foundations. **Assistant teacher in every subject, especially in arts and**

music skills, and work on the continuous educational professional development of the teacher's assistant.

- Nabeelah & Melani (2020) revealed the extent to which the assistant teacher contributes to the quality of learning outcomes, especially in the first grade; this study investigates the responsibilities of first-grade teachers in the classroom and teachers' management of complex teaching environments. The study used qualitative data to conduct structured interviews with first-grade teachers and teaching assistants (TAs) in public and private schools in several schools to explore different perspectives on the need for assistant teacher services in the first-grade classroom, using meaningful samples to allow for a wide range of inputs. The results indicated that the participants consider the presence of the assistant teacher necessary, especially in the first-grade classes, due to his effective contribution with the class teacher to the quality of learning provided to learners.

The Results of all Studies Showed the Following:

1. The assistant teacher has a role in providing support in the classroom, which contributed to raising their level of achievement.
2. Teachers emphasized the need for the assistant teacher to be present in the classrooms of the first grade.
3. The assistant teacher has an effective role in helping the classroom teacher and devoting himself to teaching tasks instead of being busy with administrative tasks and solving problems in the classroom.
4. The assistant teacher contributed to the class teacher's dedication to the task of teaching.

Similarities between the Current Study and Previous Studies:

1. **In Terms of the Method Used in the Study:** This study participated with Arab and foreign studies in its use of the descriptive analytical approach as a suitable approach for this study.

- 2. In Terms of Study Tool:** The study agreed with Arab and foreign studies in its use of the questionnaire as a study tool but differed with the study of Nabeela & Melanie in the use of personal interviews and observations as a study tool.
- 3. In Terms of the Results of Previous Studies:** All studies agreed on the importance of the role of the assistant teacher in raising the level of the educational process, and its roles are reflected in raising the level of students and providing a purposeful and active educational climate in cooperation with the classroom teacher.

Benefits of Previous Studies

1. Choose a study curriculum and tool.
2. Building the study tool, defining its fields, and drafting its paragraphs.
3. Reviewing the role of the assistant teacher in improving the educational process and working to raise the level of students at all educational levels.
4. Further in the theoretical framework and the diversity of references used.
5. Present, discuss, draw conclusions, and make recommendations.

What Distinguishes the Current Study from Previous Studies:

The study, according to the knowledge of the researchers, was one of the first studies related to the role of the assistant teacher in improving the educational process from the point of view of teachers in international private schools in Muscat Governorate.

The study provides recommendations that would contribute to improving the educational process and raising the level of students, especially those with low achievement.

Theoretical Framework

Assistant Teacher

An assistant teacher is defined as a person who performs work under the supervision of the teacher, provides support and support in the educational process, and seeks to meet the needs of students (Al-Waeli and Al-Qarni, 2021). Al-Dosari (2017) defined him as the teacher who accompanies the primary teacher in the classroom, works to develop and improve the performance of students, and is assigned tasks to assist the basic teacher. Researchers define it as a teacher who accompanies the basic teacher in the classroom with the aim of improving the educational process and seeks to help students to improve their performance and raise their level of achievement.

The Nature of the Work of the Assistant Teacher

The nature of the assistant teacher's work varies according to the school stage in which he works, because the tasks of the assistant teacher in kindergarten or primary school differ from his tasks in the preparatory or secondary stage. Al-Saadouni et al. (2020) stated that the tasks of the assistant teacher are represented in the following points:

1. Providing support and support to the teacher in the classroom to organize the educational process.
2. Work to help students in the classroom raise their motivation and meet their needs.
3. Helping students with special needs, provided that the assistant teacher has the skill to deal with them inside and outside the classroom.
4. Considering the individual differences between students, identifying their capabilities and skills, working to detect and develop strengths, and treating weaknesses.
5. Produce an independent learner capable of self-reliance.

6. Focusing on building the learner's personality in the cognitive, skill and emotional field in a balanced manner.

The researchers add, through their work in international private schools, that one of the tasks of the assistant teacher is to prepare the teaching aids for each lesson, prepare the educational techniques that are used for the lesson, assist the teacher in managing the classroom in case of student density, correct evaluation tests, supervise students during the break, and provide them with support in order to complete their tasks and classroom activities, in addition to that he neglects the leading teacher in his absence..

Assistant Teacher in Educational Thought

The assistant teacher in the current era is a complement to the basic work carried out by the teacher, because of his great role in improving the educational process, raising the achievement level of students, and reducing the burden placed on the teacher. Al-Dosari (2017) pointed out that the idea of the assistant teacher has historical roots in Arab and Islamic thought, and this is evident in the descriptions that were given to the assistants of sheikhs and scholars in their lessons, including the following:

Mu'in Al-Sheikh: He is the person who is responsible for repeating the lesson to the students, after hearing it from the Sheikh.

Teaching Assistant: It is the student who repeats what the Sheikh delivered to the attendees, due to the density of the number, which resulted in the inability of the audience to hear the voice of the Sheikh.

Al-Mustamali: He is the best student of the Sheikh, as the Sheikh assigns him the task of teaching new students.

The Proposed Conception of the Profession of Assistant Teacher in General Education

After reviewing the study of the assistant teacher and his role in the educational process, the researchers presented their perceptions of the proposal, which includes several axes, namely:

The Premises and Foundations of the Proposed Conception

The proposed conception of the assistant teacher in basic education in the Sultanate of Oman was based on several premises, as follows:

1. Oman Vision 2040, which singled out teachers in the Sultanate of Oman with a new vision, focused on benefiting from the experiences of the countries of the world in education.
2. The development renaissance, which included all fields, where education is one of the most important pillars that directly affect the development process, and it needs continuous support to advance it and enhance its educational outputs.
3. The results of the studies confirmed the positive and effective impact of the assistant teacher and the influence on the performance of students, as well as the performance of the teacher.
4. The great development in educational curricula, modern strategies in education, and administrative and clerical tasks that have become a burden on the teacher in the process of matching teaching tasks with other tasks entrusted to him.
5. The high retirement rate among male and female teachers resulting from work pressures and multitasking.
6. The high percentage of secondment for administrative work in government ministries and away from the educational system in general and the teaching corps in particular.

Ways and Procedures of the Proposed Conception

To form a clear and specific vision for filling the position of assistant teacher proposed to be approved and introduced in the stages of public education in the Sultanate of Oman, and to achieve the vision, draw the following points:

1. Assistant Teacher Qualification in Oman

The nomination process for this position must target both educational and non-educational university graduates, holders of a general diploma, and equivalent specialized institutes and grant a diploma degree in the specialization of assistant teacher.

2. Teacher Preparation in Oman

This should be done by following these points:

1. Joining and introducing the assistant teacher program within the specializations of universities and educational colleges with an accredited study program for a period of one year and with a diploma degree, to qualify those wishing to practice the position of assistant teacher, so that this program targets those with university and non-university qualifications who wish to join it.
2. Holding training courses and educational workshops in the childhood learning program, and modern teaching strategies, which are under the supervision of the Ministry of Education, and an accredited certificate is granted to the student that enables him to compete for the position of assistant teacher.

3. Tasks of The Assistant Teacher in Educational Institutions in The Sultanate of Oman

The nature of the work of the assistant teacher varies according to the academic stage in which he works, the assistant teacher in the kindergarten stage differs from his tasks and roles that he will perform in the stages of basic education or higher

educational stages to some extent, and let's start with his tasks at each stage based on the work of researchers in private international schools:

First: Assistant Teacher in Kindergarten and Basic Education:

The roles of the assistant teacher in these two stages are represented in the following points:

- The ability to produce curriculum-related teaching aids that support, enrich, and enhance lessons.
- Assist in planning and implementing daily programs in the classroom under the supervision of the classroom teacher.
- The assistant teacher performs the task of the class teacher in the event of his absence or absence in the classroom for some reason.
- Participate in educational meetings, workshops and training programs organized inside and outside the school to raise the efficiency of assistant teachers between technical and other.
- Preparing reports on problems that occur with students or issued by them and submitting them to the class teacher and informing him of the problems that may encounter him in an organized manner.
- Assisting the classroom teacher in developing activities dedicated to promoting the healthy, emotional, and cognitive growth of the students he deals with and designing enrichment activities that help students develop mental and cognitive abilities and contribute to maintaining the health of their bodies to make them active citizens in a contemporary society.
- Work to help students learn critical thinking in a creative way and rely on themselves in solving problems and develop their self-esteem and others through dealing with students with low achievement and supporting them individually or in

small groups in a creative thinking way and supporting them to solve the problems they encounter relying on themselves and thus the gradual development of themselves and others of their colleagues.

- Carrying out some administrative tasks such as school shifts, recording the attendance and absence of students, monitoring tests if the teacher was in the correction committees, and additional school activities that help in the development of creativity and innovation.

Requirements for the Application of the Proposed Conception

There are many requirements that contribute to the application of this proposed vision to create the position of assistant teacher in public education in the Sultanate of Oman, by following the following points:

1. Granting authority in the process of recruiting assistant teachers to the directorates of the Ministry of Education in the different governorates, according to need.
2. Introducing an assistant teacher program for a full academic year in universities and colleges of education.
3. The financial grades of the assistant teacher position are determined based on the different qualifications through coordination between the Ministry of Labor and the Ministry of Education.
4. Drafting a job description with a precise and clear definition of the tasks for the position of assistant teacher in the Sultanate of Oman by those in charge of preparing the organizational guide for the occupants of positions in the educational sector.
5. Holding workshops and mini-applied lessons within the school to identify the most important modern teaching strategies to train the assistant teacher and provide him with the necessary experience and skill.
6. Inviting teachers to learn about the experiences of leading and distinguished countries educationally to identify the positive roles played by the assistant

teacher alongside the classroom teacher, which contributes to the development and improvement of the outputs of the educational process.

Mechanisms for the Implementation of the Proposed Concept:

To be able to implement this proposed concept of study, the recruitment of assistant teacher should be carried out in two stages:

First Stage:

The vision is applied to the basic education stage, which includes the first cycle of (1-4), where graduates of the assistant teacher program approved by the Ministry and Higher Education are appointed.

Second Stage:

The concept is applied to post-basic education, which includes the second cycle of (5-10) and includes grades (11-12), and continuing education, which includes adult education, where only university graduates and educators are assigned to this job.

Obstacles to the Application of the Proposed Concept

Each experience and vision face several obstacles that may affect the process of its application, and the challenges that may face this proposed conception of this study are the following:

1. The lack of understanding of decision-makers and officials in the educational sector in the Sultanate of Oman of the effective role played by the assistant teacher, and the need of the educational process to be present alongside the basic class teacher, which may lead them to ignore the process of creating this job.
2. Lack of clarity of the roles and tasks performed by the assistant teacher and confusing them with the functional tasks of the class teacher.
3. Deficiency in specialized training courses and programs in the field of assistant teacher.

-
4. Decrease in cooperative and participatory work between the classroom teacher and the assistant teacher, due to the large number of tasks and the multiplicity of requirements and duties that are not at the heart of their work.

Proposed Solutions to Overcome Obstacles

1. Intensifying scientific studies and research dealing with the role and importance of the assistant teacher in the educational process, and the need for education in the Sultanate for its existence, with the need to demand it by the Shura Council, which contributes to drawing the attention of officials and decision-makers in the educational sector to the need to create this job, which will contribute significantly to the development of the educational process in the Sultanate of Oman and work to improve its outputs.
2. Work to define the roles and job tasks performed by the assistant teacher clearly and accurately and include them in the job description in educational jobs and emphasize the importance and necessity of adherence and commitment to the tasks and roles contained therein and supervise this by educational supervision and school leaders.
3. Intensifying training courses in the field of assistant teachers and preparing plans and schedules for them, with the need to provide qualified and specialized trainers in this field and considering the need to provide funding for this.
4. Work to reduce the quorum of teachers from daily classes and exempt them from administrative tasks, with the need to focus on the importance of dividing tasks between him and the assistant teacher under the supervision of the school principal and as mentioned in the regulation.
5. The teaching staff educates students about the effective role played by the assistant teacher and the importance of cooperating with him and respecting him, and emphasizing the need not to tolerate those who show otherwise.

Method and Procedure

Study Methodology

The study followed the descriptive analytical approach, where the questionnaire tool was used to identify the role of the assistant teacher in improving the educational process from the point of view of permanent teachers in the private education sector in Muscat Governorate and applied to the members of the study sample, then information and data were collected, analyzed, interpreted and recommendations extracted.

Study Population

The study population consisted of teachers in the kindergarten and lower primary stages (first grade to third grade) in private sector schools in Muscat Governorate for the academic year 2022/2023, amounting to 1764 distributed over 292 private schools, according to the statistics of the Oman Yearbook 2021/2022.

Study Sample

The study sample included (100) teachers of kindergarten and lower primary stages (first grade to third grade) in private schools in Muscat Governorate for the academic year 2022/2023, which is a random sample, and the questionnaire was distributed to the sample members by 13% of the members of the original community.

Table (1): The distribution of the study sample according to years of experience, qualification

%	Fully qualified	%	Years of Experience
16	diploma	19	Less than 5 years
66	Bachelor	25	5-10 years
18	Master	32	11-15 years old
100	Total	100	Total

Study Tool

It consisted of (64) items divided into (4) areas: the field of planning, the field of implementation, the field of evaluation, the field of human relations, and each paragraph was given a weight listed according to the pentagonal scale (very large, large, medium, few, very few).

Authenticity of The Tool: The questionnaire was presented in its initial form to a group of arbitrators from the faculty members at the Faculty of Education at the Arab Open University, where they expressed their opinions and observations on the appropriateness of the paragraphs of the questionnaire, and the extent to which the paragraphs belong to each of the four areas of the questionnaire, as well as the clarity of its linguistic formulation, and in light of those opinions, some paragraphs were excluded and others were modified, so that the number of paragraphs of the questionnaire became (64) paragraphs, distributed as in Table (2)

Table (2): Number of questionnaire paragraphs according to each of its fields

Number of paragraphs	Domain
16	The first area: the role of the supporting teacher in the field of planning
16	The second area: the role of the supporting teacher in the field of implementation.
16	The third area: the role of the supporting teacher in the field of evaluation
16	Fourth Area: The Role of the Supporting Teacher in the Field of Human Relations
64	Total:

Instrument Stability: The stability coefficient was calculated by Cronbach alpha coefficients and sum (0.985) in Table (3):

Table (3): Cronbach alpha coefficient for measuring the stability of the resolution

Cronbach's alpha coefficient	Number of paragraphs	Domain
0.961	16	The first area: the role of the supporting teacher in the field of planning.
0.967	16	The second area: the role of the supporting teacher in the field of implementation.
0.979	16	The third area: the role of the supporting teacher in the field of evaluation.
0.937	16	Fourth Area: The Role of the Supporting Teacher in the Field of Human Relations
0.985	64	Total

Study Results and Interpretation

The study followed the following procedures: After verifying the validity and stability of the study tool, it was technically and linguistically produced in its final initial form, and then it was included in the Google Form program, after which the principals of private schools in Muscat Governorate were addressed to apply the study tool, and the questionnaire was distributed electronically at the end of 2022:

Results Related to The First Question: What is the Degree to Which the Assistant Teacher Exercises His Role in Improving the Educational Process from the Point of View of Teachers in the Private Education Sector in Muscat Governorate? The frequencies, arithmetic averages and percentages shown in Table 4 were calculated:

The First Area: The Role of the Supporting Teacher in the Field of Planning

Table (4): Shows the arithmetic mean, standard deviation, and relative weight for each paragraph of the first field.

Order	Level	Relative weight	Standard deviation	Average	Paragraph	M
6	Large	86.6	0.933	4.33	Participation of the (permanent) class teacher in drawing goals.	1
7	Large	86.4	0.764	4.32	Links educational classroom activities to learning objectives.	2
5	Large	87.2	0.772	4.36	Considering the comprehensiveness of the objectives for the aspects of the personality of students with low achievement.	3
2	Large	87.8	0.680	4.39	Identify the group of students with poor educational achievement.	4
1	Large	88.2	0.683	4.41	Organize working groups to achieve interaction and participation during processing	5
5	Large	87.2	0.859	4.36	Active participation in lesson planning.	6
6	Large	86.6	0.782	4.33	Creating an educational climate for those with low educational attainment to learn quickly commensurate with their abilities.	7
10	Large	85.2	0.799	4.26	Considering the individual differences between students in the teaching planning process.	8
9	Large	85.6	0.726	4.28	Participate in the selection of teaching methods for remedial education.	9
	Large	82.6	0.991	4.13	Planning to invest all material and human resources in the school.	10
4	Large	87.4	0.825	4.37	Organizes an additional program with the permanent teacher for the poor educational attainment	11
3	Large	87.6	0.862	4.38	Prepares alternative plans in case of the absence of the (permanent) class teacher.	12
6	Large	86.6	0.712	4.33	Planning with the (permanent) class teacher for a program to motivate and develop students and raise their educational achievement.	13
11	Medium	77.8	1.024	3.89	Develop alternative treatment plans for the results of achievement tests.	14
12	Medium	77.2	1.101	3.86	Drawing new plans with the (permanent) class teacher and drawing conclusions and evaluating them	15
8	Large	85.8	0.729	4.29	Diversity in classroom activities and programs when drawing plans.	16
	Large	86.4	0.419	4.32	All paragraphs of the field together	

Table (4) shows that the arithmetic averages of the role of the assistant teacher in improving the educational process in the field of planning are between (3.86-4.41), where the arithmetic mean for the planning field was (4.32), with a relative weight

(86.4) This means that the responses of the study sample members in the role of assistant teacher were to a large degree.

The Researchers Noted That The Highest Paragraph Was: paragraph (5), which stipulated "organizing working groups to achieve interaction and participation during treatment" ranked first and came with a relative weight (81%) This means that the response of the sample members was high, and through discussing the content of this paragraph, it is noted that the assistant teacher seeks to organize working groups in order to achieve interaction and participation between the working groups, taking into account the individual differences within the same group, as this is a natural matter that falls on the teacher's shoulders This result is consistent with Al-Mutairi's (2019) study, which emphasized the enhancement of group work in order to achieve constructive interaction and participation during treatment.

The Lowest Paragraph Was Paragraph (15), which stipulated "**Drawing New Plans With the (Permanent) Class Teacher and Drawing and Evaluating Results**" ranked thirteenth with a relative weight (68.2%), which means that the respondents responded to a small degree. This indicates the lack of participation of the assistant teacher in drawing plans and drawing conclusions alongside the permanent teacher, and researchers attribute this to:

1. Lack of reinforcement received by the assistant teacher and training that helps him to improve his level of performance in line with the plans set.
2. Everyone sees that the role of the assistant teacher is limited to clerical work and monitoring students in extracurricular activities, and it is not his job to participate in planning.
3. The assistant teacher does not participate in planning the construction of diagnostic tests necessary to detect students' weaknesses and does not participate in drawing classroom strategies to help him detect students' weaknesses.

The Second Area: The Role of the Supporting Teacher in the Field of Implementation:

Table (5): Arithmetic mean, standard deviation, and relative weight for each paragraph of the second field

Order	Level	Relative weight	Standard deviation	Average	Paragraph	M
11	Large	85.8	0.795	4.29	Implementation of the treatment plan based on the results of diagnostic test programs with the class teacher (permanent)	1
8	Large	86.8	0.655	4.34	Helping students with poor achievement to overcome educational obstacles in the classroom environment.	2
11	Large	85.8	0.729	4.29	Work on giving additional classes to students with poor achievement based on a schedule prepared for this with the school administration.	3
3	Large	88.2	0.651	4.40	Provide the (permanent) classroom teacher with constant feedback on the level of students.	4
6	Large	87.2	0.777	4.36	Work on dividing the class into various therapeutic teaching activities.	5
5	Large	87.4	0.704	4.37	Diversification in teaching procedures and methods and their compatibility with the different objectives of the curriculum.	6
12	Medium	76.2	1.061	3.81	Design educational activities parallel to educational objectives.	7
13	Medium	75.8	1.066	3.79	Work on diversity in the use of different teaching aids.	8
	Large	83.6	0.833	4.18	Correction of clerical work carried out by students.	9
9	Large	86.6	0.842	4.33	Commitment to attend courses held by the school or educational supervisors	10
2	Large	88.4	0.606	4.42	Work to raise morale and motivate students twice the achievement.	11
	Large	87	0.845	4.35	Follow up on students' attendance at educational treatment programs.	12
4	Large	87.6	0.708	4.38	Connect educational situations in the classroom to students' interests during the implementation of activities.	13
3	Large	88.2	0.653	4.41	Work on documenting the scientific progress made by students with low academic achievement.	14
1	Large	89.8	0.628	4.49	Commitment to administrative and technical instructions in the school environment (shifts, attendance, and departure times).	15
10	Large	86	0.905	4.30	Work in coordination with the school administration in communicating with parents of underachieving students.	16
7	Large	86.9	0.4399	4.345	All paragraphs together	

Table (5) shows that the arithmetic averages of the role of the assistant teacher in improving the educational process in the field of implementation are confined between (3.79-4.49), where the arithmetic average of the field of implementation was

(4.345), with a relative weight (86.9), and this means that the responses of the study sample members in the role of the assistant teacher were to a large degree.

The Researchers Noted That the Highest Paragraph Was paragraph (15), which stipulated "adherence to administrative and technical instructions in the school environment (shifts, attendance and departure times)." It ranked first with a relative weight (82.2%), which means that the respondents responded to a large degree. Where it is noted that the assistant teacher is committed to administrative and technical instructions in the school environment, and agreed with the study (Al-Saadouni.2020) The researchers attribute this matter to the fact that the assistant teacher performs his expected role very well in adhering to the regulations in force in the school environment, and his role is no less than the role of the teacher or administrator in adhering to the administrative and technical instructions in force in the environment School, **and researchers attribute this to:**

1. Follow-up of the school principal as a resident leader and continuous mentor to the assistant teacher has a role in creating an atmosphere of communication, interaction, and professional commitment, which helps to benefit from the potential of the assistant teacher and direct it towards better learning.
2. Continuous reinforcement and encouragement of perseverance by officials urges commitment and not to be absent and thus reach their maximum bid to achieve better results.

The Lowest Paragraph Was paragraph (8), which stipulated "working on diversity in the use of different teaching aids", which ranked thirteenth with a relative weight (68.8%), which means that the respondents responded to a small degree. The researchers attribute this matter to the lack of awareness of some assistant teachers of the role entrusted to them in the implementation of teaching aids for lesson activities that help the permanent teacher in treating individual differences between students in the same class, and the researchers attribute this to:

3. Lack of experience of the assistant teacher in drawing and building various educational strategies.
4. The lack of assignment of the permanent teacher to him and not assigning additional burdens to him for fear of their failure to assume responsibility.
5. The belief of some (permanent teacher) that the assistant teacher does not have sufficient experience in using various teaching aids in lessons, which pushes them to retreat away from this work.
6. The assistant teacher's unwillingness to draw strategies and classroom activities alongside the permanent teacher.

The Third Field: The Role of the Supporting Teacher in the Field of Evaluation:

Table (6): Arithmetic mean, standard deviation, and relative weight for each paragraph of the third domain

Order	Level	Relative weight	Standard deviation	Average	Paragraph	M
	Large	83.4	0.922	4.17	Analyzes students' strengths and weaknesses in curriculum implementation processes	1
6	Large	85.8	0.820	4.29	And the use of appropriate evaluation processes in scientific and objective ways for students with poor achievement.	2
2	Large	87.6	0.736	4.38	Linking appropriate assessment methods to lesson objectives and remedial learning experiences.	3
9	Large	84.6	0.897	4.23	Determine what underachieving students have learned and how much they benefit from what they have learned.	4
10	Large	84.4	0.786	4.22	Modifying teaching methods during teaching based on the results of evaluation.	5
4	Large	86.2	0.734	4.31	Use the results of the assessment to consider the individual differences of students with poor achievement.	6
8	Large	84.8	0.830	4.24	Develop a plan for evaluation strategies and methods of implementation for students with low achievement.	7
12	Medium	75.4	1.053	3.77	Work on developing treatment plans based on the results of diagnostic tests.	8
4	Large	86.2	0.706	4.31	Work with the teacher to use standardized and approved assessment tools to identify the progress of student learning.	9
8	Large	84.8	0.842	4.24	Work on developing a formative evaluation for students with low achievement during the implementation of classroom activities.	10
5	Large	86	0.847	4.30	Evaluate students with poor achievement in a final evaluation.	11
9	Large	84.6	0.908	4.23	Collaborate with the teacher to develop final evaluation tests	12

Order	Level	Relative weight	Standard deviation	Average	Paragraph	M
7	Large	85.6	0.866	4.28	Drawing up remedial plans and programs with the (permanent) classroom teacher and considering the individual differences between those with poor educational achievement.	13
11	Large	83.8	0.940	4.19	Cooperating with administrative supervisors in employing remedial programs in the school environment.	14
3	Large	86.6	0.792	4.33	Develop evaluation programs to see the progress of students after all educational experience.	15
1	Large	87.8	0.735	4.39	Communicate with parents in setting timings for the final calendar	16
	Large	85.3	0.5877	4.266	All paragraphs together	

Table (6) shows that the arithmetic averages of the role of the assistant teacher in improving the educational process in the field of evaluation are limited between (3.77-4.39), where the arithmetic mean for the evaluation field was (4.266), and with a relative weight (85.3), which means that the responses of the study sample members in the role of the assistant teacher were to a large degree.

The Researchers Noted That the Highest Paragraph in This Area Was: Paragraph (16), Which Stipulated " communication with parents in setting timings for the final evaluation" ranked first and came with a relative weight (76.8%), and this means that the response of the sample members was to an average degree, which agreed with the study (Ruzicka et al. 2019) and the researchers attribute this to the fact that the assistant teacher performs the final evaluation process to measure the ability of his students to the extent to which they are able to the information, experiences and knowledge they have acquired and thus enhances Strengths and addresses weaknesses to improve their academic level

The Lowest Paragraph Was: Paragraph (8), Which Stipulated " working on developing treatment plans based on the results of diagnostic tests ", ranked tenth and came with a relative weight (69%), and this means that the response of the sample members was to a small degree, which agreed with the study (Al-Saadouni.2020) The researchers attribute this to the fact that some assistant teachers do not have sufficient experience to develop treatment plans that are consistent with

the objectives of the curriculum, and their experience and competencies do not qualify them to link the results of diagnostic tests. Educational strategies that raise the level of their achievement results.

Fourth Field: The Role of the Supporting Teacher in the Field of Human Relations:

Table (7): Arithmetic mean, standard deviation, and relative weight for each paragraph of the fourth field

Order	Level	Relative weight	Standard deviation	Average	Paragraph	M
4	Large	85	0.892	4.25	He feels the students and treats them gently and gently	1
2	Large	86.2	0.849	4.31	Commitment to the ethical rules of the teaching professions.	2
1	Large	87.6	0.763	4.38	Maintain good relations with fellow teachers.	3
4	Large	85	0.796	4.25	Creating a safe classroom climate away from fear.	4
2	Large	86.2	0.787	4.31	Keep information confidential away students.	5
3	Large	86	0.759	4.30	Help students respect values and adhere to the customs and traditions of society.	6
9	Large	81.2	0.941	4.06	Effective communication with the (permanent) classroom teacher, the school principal, and specialized educational supervisors.	7
12	Medium	79.8	0.980	3.99	Participate in school administration meetings continuously.	8
5	Large	84.4	0.824	4.22	Respect students' feelings and meet their social needs.	9
6	Large	83.6	0.833	4.18	Appreciating and respecting parents and considering their opinions in their children's education.	10
10	Large	81	0.880	4.05	Take advice from co-workers (teachers) to improve learning.	11
10	Large	81	1,038	4.05	Participation of co-workers (teachers) to solve education problems.	12
8	Large	82.8	0.817	4.14	Developing relationships with co-workers (teachers) and imbuing them with mutual respect.	13
7	Large	83.4	0.865	4.17	Developing relationships with the school principal and giving them mutual respect.	14
11	Large	80.6	0.937	4.03	Participate in school student activities such as trips and competitions.	15
9	Large	81.2	0.930	4.06	Professional development by participating in professional development groups.	16
	Large	83.44	0.6258	4.172	All paragraphs together	

Table (7) shows that the arithmetic averages of the role of the assistant teacher in improving the educational process in the field of human relations are limited between (3.99-4.38), where the arithmetic average for the field of evaluation was (4.172), with

a relative weight of (83.44), and this means that the responses of the study sample members in the role of the assistant teacher were to a large degree.

The Researchers Noted That the Highest Paragraph in This Area Was: Paragraph (3), Which Stated "Maintain good relations with fellow teachers." ranked first and came with a relative weight (87.6%) This means that the response of the respondents was to a large degree, and this is consistent with the study (Nabeelah and Melani.2020) The researchers attribute this to the fact that respondents are aware of the role of human relations in influencing the behavior of individuals and groups within the work environment, and that interrelationships are of great importance in renewing information for teachers, and providing them with the best and latest methods that help them solve students' problems and improve their level of achievement.

The Lowest Paragraph Was Paragraph (8), which Stated "Participation in school administration meetings continuously." It ranked twelfth and came with a relative weight (79.8%) This means that the response of the sample members was to a large degree, as it is clear from this paragraph the lack of activation of the role of the assistant teacher in meetings, and agreed with the study (Taqatqa.2020) The researchers attribute the reason for the low paragraph (8) to the low level of belonging of this category of assistant teachers to schools and their students, and the reason may be due to their low job satisfaction, in addition to the fact that most assistant teachers do not have the experience and educational competencies that qualify them to carry out their job tasks.

To summarize the results, the researchers calculated the sum of the scores, averages and relative weight related to each of the questionnaire areas shown in Table (8):

Table (8): Averages, standard deviations, and relative weight for each resolution domain

Order	Relative weight	Standard deviation	Average	Number of paragraphs	Domain
3	86.38	0.41866	4.3189	16	The first area: the role of the supporting teacher in the field of planning
2	86.9	0.43993	4.3450	16	The second area: the role of the supporting teacher in the field of implementation.
4	85.31	0.58774	4.2656	16	The third area: the role of the supporting teacher in the field of evaluation
1	87.9	0.41722	4.3950	16	Fourth Area: The Role of the Supporting Teacher in the Field of Human Relations
	86.6	0.6188	4.3311	46	Total

Table (8) shows the areas related to the role of the assistant teacher in improving the educational process in Muscat Governorate, arranged in descending order according to the relative weight of each axis, where it is found for researchers that the arithmetic average of all paragraphs of the role of the assistant teacher in improving the educational process in Muscat Governorate is equal to (4.33), and the relative weight is equal to (86.6%), and this indicates that the opinions of the study sample members on the role of the assistant teacher in improving the educational process in Muscat Governorate were to a degree Researchers attribute this result to the importance of the role of the assistant teacher in improving the educational process next to the permanent teacher.

Answer to the Second Question of the Study

How Can I Benefit From The Position of Assistant Teacher in Private Schools in Muscat Governorate, Sultanate of Oman?

An open question was developed to survey the proposals of the study sample members, and the researchers calculated the frequencies and percentages of each answer, and Table (9).

Table (9): Perception of the sample members frequency and percentages of ways to develop the role of the assistant teacher in improving the educational process from the point of view of permanent teachers in the private education sector in Muscat Governorate

%	Number of repetitions	Domain
First: Planning		
%29	20	Participation of the assistant teacher to the class teacher in the preparation of goals.
%20.59	14	Participation of the class teacher's assistant teacher in lesson planning.
%27.9	19	Drawing innovative treatment plans for students with low achievement.
%22.1	15	Continuous professional development to fill the gaps of the shortcomings of the assistant teacher
%100	68	Total
Second: Scope of Implementation		
%20.59	14	Diversity in teaching methods and strategies
%29	20	Follow-up of students' written work
%27.9	19	Considering the individual differences between students
%22.1	15	Carrying out some classes with the permanent presence of the teacher.
%100	68	Total
Third: The field of evaluation		
%25	19	Linking the means of evaluation to the objectives of the lesson
%26.3	20	Diversification in the means of evaluation (formative and final evaluation)
%19.7	15	Provide the permanent teacher with continuous feedback on underachieving students
%28.9	22	Each student group has a different assessment according to the teaching skills
%100	76	The Collection
Fourth: The field of human relations:		
%29.3	22	Participate in school management meetings
%26.6	20	Exchange classroom visits with teachers to take experience and benefit
%25.3	19	Treating students well and consolidating respect and appreciation
%18.6	14	Building a bridge of communication with parents and the local community
%100	75	Total:

It is clear from Table (9) that most of the percentages of the proposals of the sample of permanent teachers on ways to develop the role of the assistant teacher in improving the educational process were high, and this indicates that:

1. The teacher's constant awareness of the role of the assistant teacher in improving the educational process and working side by side in formulating goals, developing teaching methods, and diversifying classroom activities, especially for students with low achievement.
2. The importance of the assistant teacher in advancing the educational process from classroom activities and extracurricular activities, and thus the diversity of student skills that keep pace with education outcomes.
3. Work on continuous professional development and the keenness of parents to give the assistant teacher more powers because of his great role in improving the educational process.

Conclusion and Recommendations

Due to the recent changes in the trends of education at the present time, it has become necessary to change some concepts and look at the roles and tasks performed by the teacher in a completely different way from the traditional method adopted previously in which the teacher bears all the burdens, tasks and responsibilities in the teaching and learning processes.

In line with the modern trends followed by many countries of the world in the use of the assistant teacher in the educational process in order to improve and develop the educational process, and to achieve development demands, and to face the obstacles of change and educational renewal, from this point of view, this research came to highlight the role of the assistant teacher in improving the educational process, where the study came out with a number of recommendations, namely:

1. Work on the implementation of the assistant teacher program in public schools because of its prominent role in raising the level of the educational process and improving it along with the classroom teacher.
2. Giving priority in recruitment and appointment to assistant teachers who prove merit and psychological and physical ability.
3. The need to delegate many powers to the assistant teacher to perform their roles correctly and required.
4. Conduct further studies on this area.
5. Identify global and contemporary trends in developed countries in the field of preparing and training assistant teachers and benefit from them in line with the conditions and capabilities of the system in the Sultanate of Oman.
6. The greatest reliance in training on the applied side and linking the theoretical and applied side using modern scientific techniques.
7. The use of the assistant teacher at all educational levels.
8. Work on employing individualized learning so that the assistant teacher can follow each child separately.

References

1- Arabic References

- Bouhi, Farouk and Lotfi, Antar. (2001). the teaching profession and the roles of the teacher, University Knowledge House
- Al-Dosari, Muhammad. (2017, July 12). Primary school support teacher. New education. <https://2u.pw/NKu0jH>
- Al-Tawbia, Mona bint Saeed bin Saleh, Hamad, Omar Hashem Ismail, and Lashin Mohammed Abdul Hamid (2020). Challenges facing school principals in the Sultanate of Oman in improving the level of students' performance in international

tests (TIMSS), International Journal of Educational and Psychological Studies. College of Education, Sultan Qaboos University, Sultanate of Oman

- Al-Wabli, Abdullah, Al-Quraini, Turki. (2021). the level of need for assistant teachers in special education institutes and programs from the perspective of teachers in the Kingdom of Saudi Arabia. University of Sharjah Journal, 18 (2), 300-341.
- Saadouni, Doaa, Barhoum, Reham, Shakra, Ikhlas, Sabah, Wafa. (2020). the role of the supporting teacher in raising the achievement of vulnerable primary school students in UNRWA schools and ways to activate it. International Journal of Educational and Psychological Sciences, 41(59), 76-117.
- Al-Dosari, Muhammad. (2017, July 12). Primary school support teacher. New education. <https://2u.pw/NKu0jH>
- Al-Zadjali, Saud Abdullah. (2019). Education and employment issues in the Sultanate of Oman, a brief critical introduction to the problems of management and the phenomenon of corruption. Dar Arab for Publishing and Translation. 1 F1
- Knowledge Economy: An Analytical Study, Journal of Criticism and Enlightenment, Fifth Issue, Second Semester, Second Year.
- Education, Ministry of Education (2015). Manual of tasks of school jobs and approved shares for them. Main Committee for Educational Policies and Education Development
- Ghadi, Muhammad Yunus (26.July.2022). School formations for the academic year 2000/2023. Sultanate of Oman Educational Blog. https://www.oman-edu.com/2022/07/20222023_26.html
- Al-Bahawashi, Mr. Abdelaziz. (2006). the effective school concept of its management - mechanisms for improvement. World of books.

-
- Abadi, Muhammad Humaidan. Draft decision on the Disarmament Agenda, 2001. Obstacles Facing Teachers in Implementing Classroom Management Strategies, Journal of the Association of Arab Universities, (9), 9-103.
 - Ajami, Muhammad. (2020). Educational management and planning between theory and practice. Dar Al-Masira.
 - Indian, Suhail. (2001). the role of the teacher in developing some social values among twelfth grade students in Gaza governorates from their point of view. Unpublished Master's Thesis. Islamic University.
 - Dweikat, Sana. (2021, October 16). How we can deal with individual differences within the class. Subject. <https://2u.pw/IVqYFk>
 - Al-Khatib, Ahmad and Al-Khatib, Raddah. (2006). Strategies for Educational Development in the Arab World. The modern world of books.
 - Amal, oriental. (2018, May 20). The importance of teaching values. Encyclopedia of Education and Training. <https://2u.pw/tkC6CP>
 - Al-Qasim, Hossam. (2018). the role of the teacher in developing continuous self-learning skills among public school students in Palestine. Journal of Al-Quds Open University, 9(26), 118-136.
 - Agha, Helen Talaat. (2000). the Role of the Host Teacher in Practical Education Programs and the Extent of His Practice from the Point of View of Trainee Teachers, Unpublished Master's Thesis, Islamic University. Gaza
 - Boushaala, Omar. (2021, March 25). Strengthening the role of partnership between the family and the school in the educational process at home. Democratic Center. <https://2u.pw/GjiQEA>
 - Khidr, Majdo. (2021, November 8). The role model teacher and his impact on the student's life. Politicians. <https://2u.pw/AmdyW4>
-

-
- Dahlan, Omar Ali Musa. (2012). Estimating the competencies of the supporting teacher from the point of view of school principals and educational supervisors in Khan Yunis Governorate. Islamic University of Gaza - Scientific Research and Studies Affairs.
 - Sabih, Khidr. (2021, August 28). The supervising teacher and his leading role in the school development model is a forward-looking vision. New learning. <https://2u.pw/TowxpE>.
 - Shaker, Asma. (2021, January 9). What is the concept of individual differences between students in the educational process? E Arab. <https://2u.pw/voGCe0>.
 - Taqatqa, Samah Nazir, Zeidan, Afif Hafez, Abu Khairan, Ashraf Mohammed (2020). Perceptions of teachers residing in Bethlehem Governorate for the role of the supporting teacher in the development of the educational process. International Journal of Specialized Education. . Ministry of Education. Al-Quds University. Palestine
 - Odeh, Muhammad. (2006). Basic stage teacher preparation. University Book House.
 - Mahmoud, Khaled. (2017). the future roles of the teacher in light of the requirements of the knowledge economy era: an analytical study. Studies in Educational Sciences, 1(3), 85-118.
 - Mahati, Randa Nimer Tawfiq (2010). The role of the supporting teacher in improving the educational process from the point of view of permanent teachers in UNRWA schools in Gaza Governorate. Department of Pedagogy. Educational administration. Islamic University of Gaza.

- Reality, the teacher in the Sultanate of Oman. 2015). Study of the Shura Council and its recommendations. <https://www.shura.om/Laws-Legislation>. Electronic study.

2- Foreign References

- Berger, Diane. (2014). I do as much as any teacher: Role conflict among paraeducators in private special education schools [Doctoral Dissertation Unpublished]. Long Island University.
- Yell, Mitchell. (2018). the law and special education (5th ed). Pearson.
- Ruzicka, Stelzer, Urbanovska, Baslerova. (2019). Teacher and Assistant Teacher in Joint Education in the Czech Republic. Palacký University Olomouc (Czech Republic). Valdosta State University (United States)