

The Reality of Online Education and its Obstacles from the Perspectives of Resources Rooms Teachers in Amman Schools During the COVID-19 Pandemic

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Abstract

This study explored the reality of the application of online education from the perspectives of resource room teachers and the obstacles they faced during the Coronavirus (Covid-19) pandemic in private schools in the capital, Amman. The study also investigated the effect of the variables of the teacher's experience and the type of student's disability on the participants' point of view. The study used the analytical descriptive approach and developed a scale consisting of 35 items distributed into two parts. The first section aimed to collect demographic data on the study sample, and the second section consisted of two areas, the first dealing with the degree of application of online education, and the second field, obstacles to the application of online education. The study sample consisted of 120 male and female teachers of resource rooms in Amman. The results of the study indicated that there is an average level in the degree of online learning application from the point of view of resource room teachers in Amman schools during the Corona pandemic. The degree of obstacles to the application of online learning was at an average level. The researcher recommended the need for conducting more studies on the reality of applying online learning with students with disabilities and their teachers during the Corona pandemic in government schools and UNRWA schools.

Keywords : online education, resource room teachers, Amman schools, COVID-19.

INTRODUCTION

Latest developments all over the world put education on the front of the interest of all countries and governments. Education has been highly focused on due to cognitive and technological developments and the acceleration of communications. Undoubtedly, the educational and learning processes has evolved in several phases. Several types of education have appeared, such as online education, e-learning, mobile learning, and others. With the advent of the Internet era, several educational and learning systems emerged, such as online education, which became a successful experience because of its high efficiency and effectiveness (khasawneh, 2021).

Under different circumstances, it is possible to activate the online learning process and stop students from going to schools, as part of preventive measures. The main purpose of

such actions id to enforce social and physical distance to reduce the spread of some pandemics and diseases in particular. This case has happened recently after the outbreake of the COVID-19 pandemic. The first cases of Covid-19 disease were recorded at the end of 2019 and the World Health Organization followed up on the emerging cases by January 2020. The virus has spread inside China and to other countries in the world, which eventually forced the World Health Organization to declare it a global pandemic in January 2020 (Center for Strategic Studies, 2020).

In Jordan, the government took precautionary measures in an attempt to prevent the vast spread of the virus. A very important decision the government took was to close schools and academic insitiutions to protect students' health. In the meanwhile, the Ministry of Education starteed to implement online education through a new designed platform

called “Darsak” (your lesson). This platform was a free Jordanian distance learning platform, which provides lessons to students from all grades. These lessons were organized through video clips provided by highly qualified teachers (Ministry of Education, 2020). The COVID-19 pandemic forced the Ministry of Education to make online education a priority to ensure the continuation of the education process (Hadadin, 2020).

Resource rooms teachers were forced to apply online learning, which did not go without some gaps and lapses that affected the teaching-learning process, especially since this pandemic is new to Jordan, and the online learning system has not been officially activated before. This led to making unremitting efforts for teachers to spend additional time teaching online permanently and directly with their students to provide the required support for these students and not to fall behind their peers in the same classes (Alea et al., 2020).

Resource rooms constitute the most appropriate environment for teachers to carry out their duties towards students with disabilities. Since this pandemic was new in the history of Jordan, teachers have faced several challenges due to a gap in the appropriate implementation of the online education system, and in light of the limited resources provided by the Ministry of Education for resource room teachers and students as necessary. There was also a lack of sufficient awareness of the importance of special education in general, and resource room students in particular (khasawneh, 2021).

The problem of the study

The new coronavirus pandemic left great impact on different aspects of life in the Jordanian society, just like any other nation in the world. Jordan has limited economic resources, which left its impact on the educational process as well. Schools were closed and online education was enforced as an alternative. With the use of a new system for education, several challenges and obstacles might arise, especially for students with learning disabilities and their teachers.

From the researcher’s work in the field of special education, she noticed a large gap in the online education process, as the communication between teachers, resource room students, and

their families was challenging during the Corona pandemic. The researcher also noticed the weak implementation of the effective use of electronic educational platforms, as well as the weak infrastructure in terms of the availability of devices, equipment or the Internet. The teachers’ abilities in adopting to the new online education system was also challenging. Teachers in the resource rooms faced several obstacles represented in not having been exposed to such a crisis and its repercussions before, and the difficulty of teaching resource room students remotely in such circumstances. Therefore, this study attempted to shed light on the reality of the application of online learning from the point of view of resource room teachers and related obstacles in Amman schools during the emerging coronavirus pandemic.

Questions of the study

The research questions of this study are as follow:

1. What is the degree of application of online education from the point of view of resource room teachers in Amman schools during the COVID-19 pandemic?
2. What is the degree of obstacles to applying online learning from the point of view of resource room teachers in Amman schools during the COVID-19 pandemic?

Significance of the study

This study is significant for theory and practice. The current study is a new contribution to the literature focusing on the impact of the pandemic on teachers of resource rooms in Jordanian schools. The study focuses on online education and the degree of its significance for resource room teachers during the Corona pandemic in the course of the educational process. This study may contribute to increasing knowledge and facts available about resource room teachers and distance learning during the Corona pandemic.

The practical significance of this study comes from determining the factors affecting the reality of the application of online learning, and that may concern decision-makers, the administration, and people working in the Ministry of Education and other educational institutions. This study benefits researchers to research in this field, taking into account other variables and different educational

environments. This study helps shed light on the obstacles facing distance learning among resource room teachers in Amman schools during the emerging Corona pandemic (Covid-19), which may contribute to finding appropriate solutions for them.

Objectives of the study

This study aimed to identify:

1- The degree of application of online learning from the point of view of resource room teachers in Amman schools during the Corona pandemic.

2- The degree of obstacles to applying online learning from the point of view of resource room teachers in Amman schools during the Corona pandemic.

Limitations of the study

Spatial limits: This study was limited to private schools in the capital city of Amman, Jordan.

Time limits: This study was applied in the second semester of the academic year 2020/2021.

Human limits: This study was limited to resource room teachers in private schools.

Thematic limits: the subject of the study was limited to the resource room teachers' responses to the items of the instrument of the study.

Literature review

Al-Etribi (2019) defines online education as a system that provides educational materials, such as lessons, videos, and audio to students, where the participants of the process are not in the same location. Online education utilizes IT and communication technologies, including the Internet and local channels to provide a synchronous or asynchronous learning environment remotely without committing to a specific place. It is also defined as a gate for teaching and learning as a gateway to connect both the learners and teachers in an interactive environment. (khasawneh, 2021).

There is consensus among scholars and specialists in education that online education and learning is of vital importance. They agree on the effectiveness of using the suitable

methods in online education to match the needs of the different learners across the world, regardless of their countries, interests, and circumstances (Konig et al., 2020). Amer (2013) mentioned the most prominent advantages provided by distance learning, as it provides educational opportunities for everyone, regardless of geographical or social obstacles, physical disabilities, or other obstacles. It fulfills the desire of students to obtain multiple degrees at a low cost. It also meets the requirements of this era (Holmes & Gardner, 2006).

Several integrated tools are used in online education to manage the educational process remotely, with the possibility of documentation and reporting. There are synchronous and asynchronous platforms, which allow the creation of virtual classes, file sharing, and include discussion rooms, educational channels divided according to study materials, in addition to the advantages of uploading assignments, activities, and conducting assessments. These tools also include correcting assignments automatically, and some of them provide electronic libraries and educational attachments (Al-Hamami, 2020).

The importance of using distance learning in light of the Coronavirus pandemic helps in providing appropriate educational conditions, which are created for the needs of learners for continuity in the learning process. It also provides multiple and diverse educational resources that eliminate individual differences between learners and keep pace with and improve the educational process. , Using online education saves time and effort and motivates the learner to acquire a good amount of skills and knowledge (Konig et al., 2020).

The great challenges faced by distance learning must be acknowledged. Despite the recent progress in technology, distance learning is not a substitute for face-to-face education but rather, a supplementary to it. Human interaction is vital to the education process. Therefore, to eliminate the impact of less contact, all elements and components of the online education process should work together to make it successful. Moreover, the period of education during the Corona pandemic was an experience of learning, adaptation, and innovation. Despite the challenges, the positives of this experience during the crisis cannot be ignored (Yulia, 2020).

Online education became a necessity rather than an option. The use of a new system could form a new opportunity to reshape and restructure the educational process in schools. More innovative methods and techniques could be adopted to bridge the gap between the learner and the learning process itself and to achieve high quality education (Feri et al., 2020).

In light of the current conditions of the spread of the Coronavirus, which has swept the whole world, the distance learning process has been activated in Jordan and students have been stopped from attending schools as part of the precautionary measures to achieve social distancing to prevent the spread of the virus. The Ministry of Education has activated an alternative that simulates the current crisis through television channels and electronic platforms. This platform was called "Darsak" platform, which broadcasts televised lessons on the Jordan Sports Channel and is repeated regularly.

Previous studies

Several studies tackled the issue of online and distance education and students with LDs, especially during the COVID-19 pandemic. Al-Salami and Al-Makkawi (2020) identified the challenges facing students with hearing disabilities while using online education and their solutions in light of the spread of the Coronavirus pandemic. The study also identified the advantages and requirements of distance education for students with hearing disabilities, as well as identifying their characteristics and methods of communicating with them. The research used the descriptive-analytical method, and a questionnaire was applied to a sample of (391) teachers of hearing impairment in integration and special education schools in Egypt and Saudi Arabia. The research found a set of challenges facing distance education for students with hearing disabilities in the shadow of the pandemics; some of them related to teachers of hearing impairment and some of them related to integration and special education schools.

Abdullah and Hamad (2020) explored the teachers' views on the problems faced by students with learning disabilities from the secondary stage in Jerusalem during e-learning in light of the Corona pandemic. The study also

investigated the mechanisms for activating education in light of this pandemic. The study used the qualitative method and applied the study on a sample of (6) teachers. The study used interviews to identify their views by responding to a set of questions that dealt with several areas about the problems faced by students with LDs during the pandemic and their suggestions to activate online education. The results of the analysis showed many problems that faced the students of the learning difficulties category from the teachers' point of view.

Mikusikova and Veresova (2020) explored the reality of online education in the COVID-19 pandemic according to teachers. The research sample consisted of 379 female teachers (89.7% females) and (44.91 males) ranging in age from 23-70 years. The results showed that negative feelings increased for teachers, while positive feelings decreased. The impacts of onloine education were related to emotions and the change caused by the pandemic. Moreover, teachers also confirmed their readiness to implement partial changes in their education after the pandemic period.

Ayda et al (2020) identified measures taken to enable special education students while using online education during the epidemic (COVID-19), and how students and their families can benefit from these applications. The research was prepared qualitatively and semi-structured interview questions were used to collect data. The data was analyzed using the content analysis method for ten teachers of special education. The results of the research showed that there was no effect of distance education and face-to-face education on the nature of family education.

Herburger (2020) identifies the guidelines that make teachers more supportive to their studetns eith LDs while teaching them online during the COVID-19 pandemic. The study study included teachers of special education in different schools from the United States of America. The results showed variation in the kind of support provided before and after the pandemic. The kinds of support to regular students was different and the study urged for providing similar services to students with learning disabilities.

It is concluded that there is a scarcity of studies that have specialized in studying the reality of the application of distance learning from the point of view of resource room teachers

and the relevant obstacles in Amman schools during the pandemic. Some of these studies were limited to examining the challenges and obstacles facing distance learning from the point of view of teachers in general, Herberger (2020).

The methodologies used for the research varied between the descriptive-analytical method using questionnaires to collect data, and the qualitative methodology through conducting interviews to collect data. In the current study, the researcher benefited from previous studies in enriching the theoretical framework, developing the study instrument, and choosing appropriate statistical methods for data analysis.

Methodology

Sampling

The participants in this study included teachers from all resource room teachers, who applied distance learning during the coronavirus pandemic for grades one to ten in private schools in Amman. The number of resource rooms in private schools in Amman according to the statistics of the Special Education Department (2020/ 2021), was (55) officially licensed and registered resource rooms and more than (100) unlicensed resource rooms with the Private Education Department.

From this study population, 120 male and female teachers of resource rooms were selected as a sample for this study. These teachers applied distance learning during the Corona Virus pandemic for the first to tenth grades in private schools in the capital Amman, which represent different levels of experience, educational qualifications, and specializations as seen in Table 1.

Table 1. *Distribution of the sample according to demographic variables*

Variable	Category	No.	Percentage	Combined percentage
Gender	Male	30	25	25
	Female	90	75	100
Experience	Less than 5 years	35	29.2	29.2
	From 5-10 years	34	28.3	57.5
	More than 10 years	51	42.5	100
Academic qualification	Bachelor	91	75.8	75.8
	High diploma	8	6.7	82.5
	Post-graduate	21	17.5	100.0
Specialization	Special education	80	66.7	66.7
	Other	40	33.3	100
Total		120	100.00	

Validity

The researcher presented the developed instrument to 10 judges from university professors with experience and expertise, to obtain the validity of the content in terms of clarity and integrity of the statements and their belonging to the objectives of the study, and to make any modification by deleting, adding or reformulating. The amendments that were proposed by the judges, in their entirety, revolved around rewriting some statements and adding some clarifications to facilitate understanding, deleting some statements, and reformulating the language of a number of them.

The statements that were agreed upon by (90%) of the arbitrators were kept as part of the instrument.

Reliability

The researcher measured the stability of the instrument after dividing it into two domains and six dimensions to measure the stability of each dimension in the domain separately. The Cronbach Alpha was obtained, where the significance of the stability of the instrument was extracted by applying it to a pilot sample consisting of (25) resource room teachers whose answers were not used in the study sample. Table 2 shows the results.

Table 2. *Indications of the reliability of the instrument using Cronbach's alpha*

Domain		No. of statements	Alpha
degree of distance learning application		12	0.915
1st dimension	Using electronic platforms to carry out academic tasks	7	0.836
2nd dimension	Using electronic platforms to carry out administrative tasks	5	0.904
Obstacles to the application of distance learning		23	0.942
1st dimension	Obstacles to teaching tasks	8	0.888
2nd dimension	Administrative Obstacles	5	0.886
3rd dimension	Technical and technological obstacles	5	0.892
4th dimension	Obstacles related to personal skills	5	0.900
Total		35	0.859

Table 2 shows that the reliability coefficient using Cronbach's alpha test for the study dimensions were high and ranged from 0.836-0.904. The lowest value was in the use of electronic platforms to carry out academic tasks, which was (0.836), and which confirms the reliability of the instrument. The alpha value for the study domains were (0.900) and (0.915), respectively. In addition, the alpha value of the instrument as a whole was (0.859), which indicates that all values have achieved the required value of stability of (60%), and this indicates the high reliability of the study instrument.

Table 3. *The degree of applying online education in private schools in Amman from the point of view of resource room teachers*

NO.	Rank	Statement	Mean score	Standard deviation	Response rate
Using electronic platforms to carry out academic tasks					
4	1	I use electronic platforms to send educational and multimedia files (images, audio, video, Word, PDF).	3.87	1.12	High
3	2	I use electronic platforms to send and receive educational assignments.	3.86	1.06	High
5	3	I use electronic platforms to evaluate resource room students through (exams, recitation, dictation, reading aloud...).	3.59	1.05	medium
1	4	I use electronic platforms to teach educational materials in a synchronous way (The teacher and the student are present at the same time).	3.58	1.18	medium
6	5	Using electronic platforms helps me follow up on students' performance and monitor their progress.	3.51	1.09	medium
7	6	Using electronic platforms helps me to interact positively with students while explaining educational materials.	3.40	1.17	medium
2	7	I use electronic platforms to teach educational materials in the asynchronous learning method. (Teacher and student are not required to be present at the same time).	3.18	1.11	medium
The overall mean score of the first dimension			3.57	0.790	medium
Using electronic platforms to carry out administrative tasks					
10	1	I use electronic platforms to communicate with the school administration.	3.44	1.11	medium

Results

The first question

The mean scores and standard deviations of the degree of applying online education were calculated from the point of view of resource room teachers. The part of the questionnaire to answer this question consisted of two basic dimensions. Table 3 presents the results of the statements arranged in descending order of importance, according to the mean scores.

12	2	I use electronic platforms to share new school decisions and instructions with resource room students during distance learning.	3.43	1.17	medium
11	3	I use electronic platforms to communicate with parents.	3.38	1.18	medium
9	4	I use electronic platforms to communicate with teachers of regular classes.	3.27	1.10	medium
8	5	I use electronic platforms to guide resource room students on how to use the platforms during distance learning.	3.27	1.09	medium
The overall mean score of the second dimension			3.36	0.96	medium
The overall score of the application as a whole			3.48	0.81	medium

Table 3 shows that the opinions of the resource room teachers in Amman schools about the degree of using electronic platforms to carry out academic tasks were average and obtained a mean score of 3.57. The mean score for the statements ranged from 3.18 - 3.87. By reviewing the order of the statements, it turns out that statement No. (3) had the greatest importance in using electronic platforms to carry out academic tasks, where its mean score was (3.87) and the standard deviation was (1.12), which is within the high significance.

The least important statements from the point of view of resource room teachers in Amman schools about the degree to which

electronic platforms are used to carry out administrative tasks was paragraph No. (8) and its text was "I use electronic platforms to guide resource room students on how to use platforms during distance learning", with a mean score of 3.27 and a standard deviation of 1.09.

The second question

The mean scores and standard deviations of the obstacles to applying distance learning were calculated from the perspective of resource room teachers in Amman schools during the Corona pandemic. This part contained four basic dimensions, the paragraphs of which are arranged according to the mean score.

Table 4. *The degree of distance learning obstacles in Amman schools from the point of view of resource room teachers*

NO.	Rank	Statement	Mean score	Standard deviation	Response rate
Obstacles to teaching tasks					
3	1	I find it difficult to use teaching methods and strategies appropriate to the learning style of the resource room student through the distance learning application.	3.59	1.03	medium
1	2	Increasing my working hours.	3.56	1.03	medium
8	3	Lack of commitment by some resource room students to attend daily classes remotely.	3.53	1.06	medium
2	4	I find it difficult to keep track of resource room students learning individually.	3.48	1.10	medium
4	5	I find it difficult to evaluate remote resource room students.	3.42	1.03	medium
7	6	I find it difficult to achieve all of the goals written in each student's IEP.	3.35	1.07	medium
6	7	I find it difficult to teach some educational materials remotely.	3.33	1.04	medium
5	8	I find it difficult to computerize educational materials and present them to resource room students.	3.16	0.99	medium
The overall mean score of the first dimension			3.43	0.78	medium
Administrative obstacles					

9	1	The lack of provision by the school administration of the devices and tools used in the application of distance learning.	medium	1.12	متوسطة
10	2	Lack of school administration providing computer and internet courses for resource room teachers.	medium	1.05	متوسطة
11	3	Weak effective and positive communication between resource room teachers and students.	medium	1.07	متوسطة
13	4	Poor effective and positive communication between resource room teachers and parents.	medium	1.10	متوسطة
12	5	Poor effective and positive communication between resource room teachers and school administration.	medium	1.12	متوسطة
The overall mean score of the second dimension			3.35	0.91	medium
Technical and technological obstacles					
18	1	It is difficult for electronic platforms to meet the learning patterns of resource room students through the application of distance learning.	3.80	1.03	High
17	2	Slow internet while using online platforms.	3.65	1.17	medium
15	3	The lack of modernity of devices and tools used in the application of distance learning.	3.61	1.09	medium
16	4	Frequent disconnection while using electronic platforms.	3.60	1.14	medium
14	5	Lack of availability of devices and tools used in the application of distance learning.	3.52	1.14	medium
The overall mean score of the third dimension			3.64	1.11	medium
Obstacles related to personal skills					
20	1	My skills in designing and using educational electronic software during the distance learning application are weak.	3.06	1.13	medium
23	2	My lack of motivation towards the application of distance learning during the application of distance learning.	3.00	1.20	medium
22	3	Poor effective communication skills during the distance learning application.	2.89	1.21	medium
19	4	Weak computer and internet skills during the distance learning application.	2.83	1.23	medium
21	5	My poor time management skill while applying distance learning.	2.68	1.18	medium
The overall mean score of the fourth dimension			2.89	1.01	medium
The total score for the obstacles			3.34	0.73	medium

It is noted from Table 4 that the opinions of the resource room teachers about the obstacles to applying distance learning in Amman schools during the Corona pandemic were average and obtained a mean score of (3.34). The mean scores of the dimensions ranged from (2.89) - (3.64). By reviewing the order of the statements for the first dimension, it turns out that statement No. (3) was the highest degree of obstacles in the teaching tasks, with a mean score of (3.87) and a standard deviation of (1.03), which is within the medium significance.

The least important paragraphs from the point of view of resource room teachers in

Amman schools about the obstacles related to personal skills during distance learning was paragraph No. (21) and its text was, "The weakness of my time management skill during the application of distance learning", with a mean score of (2.89) and a standard deviation of (1.01).

Discussion of results

In the first question, the assessment of the first dimension related to the degree of using electronic platforms to carry out academic tasks was at an average level. This result can be

explained in light of the closure of educational institutions caused by the Coronavirus pandemic. The government took precautionary measures to confront the spread of this epidemic and adopted distance education as a compulsory and essential alternative to face-to-face education.

This is also supported by the availability of technology in our era, which has become as a major part of our daily life. This called for the need to invest and harness it to solve the dilemma of closing schools. Teachers can now carry out their educational functions remotely anytime and anywhere. Online education is applicable at all times for teachers, which provides sufficient flexibility for students to learn in line with their circumstances and needs, and to ensure the continuity of the educational learning process.

The provision of electronic platforms and various applications has helped provide appropriate opportunities for teachers to teach educational materials using synchronous and asynchronous e-learning, send and receive assignments, and send educational files and multimedia. Several private schools have used their platforms, along with the "Darsak" platform, which has been approved by the Ministry of Education, to enable teachers to manage the educational process remotely.

As for the second dimension on the degree of using electronic platforms to carry out administrative tasks, teachers' responses were at an average level. Distance education has given the resource room teacher multiple responsibilities. His task is no longer limited to explaining and preparing for lessons, but rather managing the course of the educational process within the virtual classroom, and controlling matters inside and outside the virtual classroom, including following up on all students at all times.

The private schools provided some good facilities and technological infrastructure that supported teachers in carrying out administrative tasks, such as organizing, planning, monitoring, following up on reports, exchanging experiences, and feedback with the school administration. Moreover, electronic platforms have been used to share new school decisions and instructions, as well as to communicate with students and their parents and

obtain feedback through them to increase the quality of distance learning.

Concerning the demographic characteristics of the study sample, this may be one of the factors that contributed to estimating their views of the degree to which they applied distance learning at an average level. It is clear from the keenness of private school administrations in Amman to select their staff of resource room teachers to have the appropriate specializations, high academic qualifications, and long experience. Moreover, the fact that most teachers received courses in the use of computers and the Internet, whether through the school or in person, may have a clear impact on their evaluation of the items in this dimension.

The results to the second question revealed that the obstacles to applying distance learning from the point of view of resource room teachers in Amman schools during the Corona pandemic came at an average level. The obstacles of using electronic platforms related to teaching, administrative, technical, and technological tasks, and the personal skills of resource room teachers also came at an average level. This result differs from both Al-Qawabah (2019) and Al-Salma and Al-Makkawi (2020), where their results indicated a high level of obstacles.

As for the first dimension of obstacles, it was evaluated to a medium degree for the teaching tasks facing resource room teachers. This result could be attributed to the increase in work pressure and the increase in teaching tasks, which fell on teachers during their application of distance learning during the Corona pandemic. This was accompanied by an increase in the number of working hours and no fixed time for teaching. The teacher was required to change his role from one who teaches the scientific content to have a multi-role. He was forced to be a manager of the educational situation, a designer of the educational process, a producer of educational materials, a guide for the learner, and an assessor of the educational system with a continuous evaluation (Mikuskoval and Versova, 2020).

Since resource room students have disabilities, this may have a role in making the percentage of obstacles faced by resource room teachers at an average level. This is because the nature of the problems presented by these students is represented by difficulties in reading, writing, math, or difficulties in attention or

concentration, which all require the resource room teacher to make additional efforts for the success of the distance education process. It was found that there are fewer opportunities for resource room students to benefit from distance learning. Some of the programs and activities offered to students with learning disabilities or mental disabilities are difficult to implement through distance learning because their nature depends on face-to-face education. The teacher of the resource room, for example, has to constantly stimulate the attention and focus of students during the explanation, and use tangible tools, which is absent during the application of distance learning. This is in addition to the limited ability to diversify the teaching strategies used, such as learning through play and others. The impact of this appeared in the current study, as it was reflected in the percentage of achieving the goals written in the individual educational plan for each student in the resource rooms.

As for both the administrative obstacles and the technical and technological obstacles that face resource room teachers when applying distance learning, they can be attributed to the poor availability of infrastructure, such as the provision of devices and tools necessary to implement distance learning, and the lack of modernity of these devices if they are available. This is in addition to the slow or interruption of the Internet during daily work. All this is accompanied by a lack of adequate training for teachers to use computers and the Internet as shown in Table 4. As was presented in the results, (20%) of teachers did not receive any training courses in the use of computers and the Internet, and that only (36.7%) received training through the school. This may suggest that school administrations neglect the training needs of teachers, which would be an obstacle during the implementation of distance learning. UNESCO (2020) has indicated that technological preparation helps teachers to facilitate the implementation of distance learning and make it more flexible and effective.

As for the obstacles related to the personal skills of resource room teachers for the application of distance learning, they can be attributed to the fact that the COVID-19 pandemic has forced teachers to go through the distance learning experience and switch from the face-to-face education system to the distance education system suddenly and without prior

warning or training. This transformation required mastering a set of basic skills that qualify teachers to perform their role to the fullest, such as mastering the skill of using computers and the Internet, time management skills, and communication skills. Many teachers were not prepared or adequately trained to meet the requirements of the distance learning application.

Recommendations

The study recommends the need to implement distance learning in a manner that takes into account diversity in every society to ensure full and fair access for all learners to educational opportunities. Online and distance learning programs should be inclusive and adaptable, taking into account the needs in inclusive education. The study also recommends engaging parents as an integral part of the distance learning team and adopting dialogue and awareness as a means to play their pivotal role in supporting their children and supporting them morally and technically in organizing their study schedules. Thus, ensuring the follow-up of educational achievement.

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