

## Assessing Distance- Education services for students with Learning difficulties during the Corona pandemic

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### Abstract

This study aimed to assess the distance-education services provided to students with learning difficulties during the Coronavirus pandemic. To achieve the objectives of the study, the researcher built two scales to assess distance education services that are offered to students with learning difficulties; one is from the teachers' viewpoint and the other is from the parent's perspective. The findings showed that the degree of assessment of distance education services for students with learning difficulties during the Corona pandemic was moderate at the overall level among teachers and low among parents. There were no statistically significant differences in the teachers' responses attributed to the variables: gender, academic qualification, and years of experience. Moreover, there were no statistically significant differences in parents' responses attributed to the variables: the child's gender, the educational qualification of the parents and the child's age.

Keywords: Corona pandemic, students with learning disabilities, distance education.

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## 1. Introduction;

Recently, people around the world are experiencing an accelerated change in all fields because of the novel Coronavirus (COVID-19) outbreak associated with the extreme acute respiratory syndrome (SARS-COV 2). This disease was discovered in December 2019 in Wuhan, China. On March 11, 2020, the World Health Organization classified it as a global pandemic, as this virus spread directly among humans. The outbreak of this novel virus has had many negative effects on the global economy, which heralds a wave of an economic recession looming over most of the countries of the world, in addition to its negative impact on the educational field as more than three hundred million students around the world were interrupted from their educations (WHO, 2020).

As one of the countries within the international system, the Hashemite Kingdom of Jordan has confronted the Corona pandemic since its early spread. It seriously sought to take all necessary measures for community prevention, and the first of these measures were those related to the education process. The Jordanian Ministry of Education issued direct decisions to shift from traditional school education to distance learning services. They provided substitutional learning services such as a special television channel designated to broadcast the televised lessons according to an announced schedule to ensure the best education opportunities. On the other hand, the authorities concerned with the education of students with learning difficulties were keen on the continuity of providing their services through the distance education system. This was done by harnessing all available means for that, and through direct follow-up from teachers and source rooms' specialists in charge of teaching students with learning difficulties, and continuous coordination with parents. Based on the fact that students with learning difficulties are an integral part of the educational process, it was indispensable to plan alternative mechanisms to ensure the continuity of providing these services to students with learning difficulties, just like their ordinary peers. The Ministry of Education has also held several training courses for students with learning difficulties, teachers and parents on how to use and benefit from its distance education services provided on its platform <https://darsak.gov.jo/> (Publ. L. No. 7/2/2392, 2020).

The importance of distance learning for students with learning difficulties is demonstrated by the fact that it bypasses the time and place limitations of the educational process and breaks down the psychological barriers between the teacher and the learner as distance education implements education technology in all educational activities and services, ensuring convenient access to teachers and the curriculum is available around the clock. In addition to the fact that the relationship between the teacher and the learner is more convenient than the crowded classroom environment (Nacheva & Green, 2020). Distance education, like any other sector, may face various challenges that may limit its level of success or prevent it from achieving its required goals. (Nacheva & Green, 2020) indicates that the most prominent obstacles to distance learning are the fact that the emphasis is more on the cognitive side than on the skills and emotional aspect. In addition to the high operational costs of distance learning tools, particularly in the early stages of implementation as their use requires infrastructure such as computers, laboratories, and rapid communication lines. A certain form of a trained instructor is also required to deal with the techniques used and specialists in the preparation of electronic curricula, and the need of a skilled technician.

Given the importance of this topic, several studies have addressed the subject of the current study. In 2020, the UAE Ministry of Education conducted a study that evaluates distance education services provided to students with special needs enrolled in inclusive education services at kindergartens and schools in Dubai. The findings of the evaluation of distance education services from the viewpoint of teachers and parents came at a moderate level. Also, the findings of the study of (Attiyat & Abu Hamour,

2020) showed that the level provided to students with special needs came to a moderate degree. In a study that aimed at identifying the barriers that students with difficulties face while using distance education and to enhancing e-learning environments, their functions, and the quality of the resources available in them, (Rodrigo & Tabuenca) found that the number of students with learning difficulties enrolled in the training courses through distance education was so minimal, and the categories of their disabilities were so specific that it is difficult to determine what actions should be taken to support them (Rodrigo & Tabuenca, 2020). Meanwhile, Cinquin & Guitton (2019) aimed to identify a group of relevant studies in the field of e-learning systems that could be accessed by people with cognitive impairment and to provide an analysis of the results of these studies. They found that there is a significant lack of e-learning research discussing the problem of accessibility for people with disabilities, as well as poor levels of accessibility for electronic resources and weak special education outcomes. In 2018, (Crouse & Rice) carried out a study to identify the practices that teachers use via the Internet in teaching students with learning difficulties. The results showed that the practices that teachers gained through working remotely with students with learning difficulties were good and that the teachers' knowledge based on distance teaching practices were also good when working with students with disabilities.

In Omari's and Tyler-Wood's study which they carried out in 2017, they identified the factors associated with students with learning disabilities who learn from a distance. They indicated that social interaction factors were related to academic achievement and that there were some facilities and continuous technical support for students with learning difficulties who benefit from distance learning services, which has affected the improvement of their level of achievement. The current study is similar to some other studies that dealt with distance education for students with learning difficulties in terms of using the questionnaire tool to collect data. However, this study is distinguished from the rest of the previous studies by addressing the evaluation of distance education services provided to students with learning difficulties in public schools. Therefore, the current study is the first study -within the limits of the researcher's knowledge- which investigates the level of distance education services provided to students with learning difficulties in public schools in Jordan in general and in Al-Salt city in particular. The study problem has emerged from the researcher's experience in this sector and the need to evaluate the reality of the distance education services offered to students with learning disabilities in public schools. More precisely, the study problem has arisen in their attempts to address the following questions.

1. What is the level of the assessment of the distance education services provided to students with learning difficulties in public schools from the teachers' viewpoint?
2. What is the level of the assessment of distance education services provided to those with learning difficulties in public schools from the parents' viewpoint?
3. Are there statistically significant differences between teachers' viewpoints regarding their assessment of the level of distance education services provided to students attributed to variables (years of experience, gender, academic qualification)?
4. Are there statistically significant differences between parents' opinions regarding their assessment of the level of distance education services that are attributed to variables (student's gender, student's age, parent's educational level)?

The importance of the current study lies in the scarcity of Arab studies that dealt with this subject and it is expected that the current study will pave the way for another research in the same field. The current may also provide the field of special education with a measuring tool that will contribute to the possibility of assessing distance education services for students with learning difficulties in the future

and to raise appropriate recommendations for finding solutions and solving the problems that prevent the availability of the appropriate level of education services remotely to control its quality and the quality of its output. The study will be limited to a group of public schools in Al-Salt during the first semester of the 2020/2021 academic year. It is also limited to teachers of students with learning difficulties working in public schools in al-Salt. The results of this study are determined by the study sample, the used methodology, and the tool, which are: (The distance education services assessment tool prepared by the researcher, and the extent of its validity and reliability).

## 2. Method and Materials;

### 2.1. Research Model;

*The researcher followed the descriptive survey method, given its relevance to the nature and objectives of the study*

### 2.2. Participants,

The current study population comprises all (100) public schools in the Al-Balqa Governorate including (80) male and female teachers who teach students with learning difficulties. (150) male and female students with learning difficulties enrolled in public schools in the city of Al-Salt participated in this study. Meanwhile, the study sample consisted of (80) male and female teachers and (150) parents of students with learning difficulties who received education services in the source rooms in government schools in Al-Salt as shown in Table (1) and (2).

**Table 1. The distribution of the study sample “the teachers”**

Variables	Categories	NO.	Percent
Gender	Male	45	56%
	Female	35	44%
Qualification	Bachelor of	37	46%
	Higher Diploma	29	36%
	Postgraduate	14	18%
experience	1 - 5 years	39	49%
	6 -10 years	27	34%
	More than 10 years	14	18%
	Total	80	100%

**Table 2. The distribution of the study sample “the parents”**

Variables	Categories	NO.	Mean
Gender	Male	82	55%
	Female	68	45%
Parent’s qualification	Secondary and lower	27	18%
	Diploma	35	23%
	Bachelor of	78	52%
Child’s age	Postgraduate	10	7%
	7 years	24	16%
	8 years	65	43%
	9 years	36	24%
	10 years	25	17%
	Total	150	100%

### 2.3. Data Collection Tools

To achieve the objectives of the current study, the researcher built two instruments (questionnaires). The first instrument is the assessment of distance education services provided to students with learning difficulties scale which detects parents' viewpoint (ADES) and includes (23) items. The second is the assessment of distance education services provided to students with learning difficulties scale which perceive teachers' viewpoint (ADES) that includes (24) items. A five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) was adopted to measure the responses of both teachers and parents, by giving each of its items one score out of five represented numerically (5, 4, 3, 2, 1) respectively. The following range was adopted (1 - 2.33= low), (2.34- 3.66= moderate) and (3.67 – 5= high). After obtaining the necessary approvals from the Ministry of Education to conduct the study, the school principals in al-Salt were contacted and asked to hold a meeting between the researchers, the teachers, and parents to clarify the purpose and procedures of the study and to take their approvals on participating in the study. Participants were reassured that all their data will be treated confidentially, then questionnaires were administered to them.

#### 2.4. Instruments validity

The instrument's validity was checked through content validity by presenting the two tools to ten arbitrators with expertise and specialization in the field of special education and psychometrics, and those working in the field of special education to check the suitability of the items. Then the ratios of the arbitrators' opinion were extracted as the total percentage was (85%).

1. The Assessment of Distance Educational Services Scale for teachers' instrument (ADES) Scale/teachers:

The reliability of the (ADES) Scale for students with learning difficulties during the Corona pandemic (Covid-19) was verified by using the Cronbach Alpha to calculate its reliability. The reliability coefficient reached (0.928), which is considered an appropriate correlation coefficient for this study.

Construct validity: to verify the construct validity, the scale was applied to (30) teachers, and the coefficient of correlation of the item with the overall score of the scale was extracted as illustrated in Table (3).

Table 3. Correlation coefficients between the items and the overall score of the ADES /teachers.

NO.	coefficients	NO.	coefficients
1	.664**	13	.657**
2	.689**	14	.499**
3	.577**	15	.556**
4	.489**	16	.689**
5	.676**	17	.656**
6	.546**	18	.666**
7	.707**	19	.432*
8	.623**	20	.372*
9	.623**	21	.587**
10	.707**	22	.633**
11	.625**	23	.799**
12	.735**	24	.730**

\*\* Statistically significant at (0.01)

\* Statistically significant at (0.05)

Table (3) shows that the values of the correlation coefficients between the item score and the overall score of the distance education services assessment scale (ADES ) from the teachers' viewpoint ranged between (0.372 - 0.799), which are considered appropriate and statistically significant values and shows the construct validity of the scale.

## 2. The Assessment of Distance Educational Services Scale for teachers' instrument (ADES)

### Scale /Parents

The reliability of the second instrument: the assessment of distance education services assessment scale (ADES) for parents of students with learning difficulties during the Corona pandemic (Covid-19) was checked by using the Cronbach Alpha to calculate the reliability. The reliability coefficient reached (0.921), which is considered an appropriate correlation coefficient for this study. The construct validity was verified by applying the scale to (30) parents, and the correlation coefficient of the item with the overall score of the scale was extracted as illustrated in Table (4).

Table 4. Correlation coefficients between the items and the overall score of the (ADES) Scale (Parents)

NO.	Correlation coefficients	NO.	Correlation coefficients
1	.710**	13	.787**
2	.750**	14	.681**
3	.488**	15	.817**
4	.618**	16	.735**
5	.466**	17	.471**
6	.533**	18	.497**
7	.782**	19	.629**
8	.689**	20	.374*
9	.665**	21	.588**
10	.642**	22	.314
11	.335	23	.501**
12	.773**		

\*\* Statistically significant at (0.01)

\* Statistically significant at (0.05)

As illustrated in Table (4), the values of the correlation coefficients between the item score and the overall score of scale from the parents' viewpoint ranged between (0.314 - 0.817), which are considered appropriate and statistically significant values and these values expresses that the construct validity of the scale.

### 2.5.Procedures

The current study was implemented according to the following steps:

- Reviewing the theoretical literature and a set of previous studies to help the researcher in preparing the study instrument, which consists of two questionnaires concerned with the teachers and parents' perspectives about distance- education services provided to students with learning difficulties during the Corona Pandemic.
- Approval was taken from the authorized bodies and the participants.

- The questionnaires were presented to specialized and experienced arbitrators to check the appropriateness of the items and their relativity to the topic they measure and to suggest any necessary adjustments; the suggestions were considered.
- The instrument was applied to a pilot sample to verify its validity and reliability.
- Data were collected and statistically analyzed by using appropriate statistical methods.
- Conclusions were drawn, interpreted, and recommendations were made.

### 3- Results

#### 3.1-The results of the first question:

What is the level of assessment of distance learning services offered to students with learning difficulties in public schools from a teacher's point of view? To address this question, descriptive analysis was conducted (means, standard deviation) to obtain the level of assessment of distance education services offered to students with learning difficulties in public schools from the teachers' point of view, as shown in Table (5).

Table 5. Means and standard deviations of the scale

NO.	Rank	Items	Mean	SD	Level
11	1	Teachers' tasks are interrupted during the implementation of distance education	3.65	1.020	moderate
12	2	Students' benefit from the distance education system varies significantly according to their capabilities	3.56	.939	moderate
13	3	The technologies used in distance education ensure easy access to educational content for students	3.51	.886	moderate
1	4	I received appropriate preparation and qualification to use distance education technologies	3.40	.628	moderate
3	5	Technical support services are available when needed by specialized technicians in record time	3.39	.606	moderate
2	6	He provided me with all the necessary technologies and equipment to ensure that the distance education process was properly implemented	3.38	.624	moderate
21	7	The distance education system provides students with learning difficulties with sufficient opportunities for interaction and active participation during the class	3.31	1.086	moderate
6	8	The role of the teacher for students with learning disabilities is clear regarding student education	3.30	.664	moderate
7	9	The distance education system achieves the objectives stated in the IEP for students	3.29	.715	moderate
8	10	The distance education system creates greater opportunities for direct and continuous communication with students' parents	3.26	.707	moderate
4	11	The instructions associated with the distance education system were clear and easy to implement	3.25	.684	moderate
5	12	Instructions related to the remote education system for students with learning disabilities were clear and easy	3.25	.720	moderate
10	13	The educational technologies used in distance education are compatible with the students' characteristics and attributes	3.25	.755	moderate

NO.	Rank	Items	Mean	SD	Level
9	14	The continuous communication with parents reflected positively on the level of achieving educational goals with their children	3.20	.683	moderate
14	15	The distance education system provides the possibility of using educational resources to serve the educational goal and suit students' abilities	3.20	.973	moderate
22	16	I am satisfied with the distance education services provided to students with learning difficulties	3.10	.936	moderate
16	17	Students receive the modifications and services stipulated in their needs through the distance education system	2.96	.818	moderate
23	18	Appropriate educational strategies to teach academic skills remotely to students were provided	2.96	1.012	moderate
24	19	Appropriate behavior modification strategies that aid in the remote teaching process for students were provided	2.94	.932	moderate
17	20	Officials responded to complaints and suggestions prompt and effective	2.88	1.023	moderate
15	21	The distance education system provided greater opportunities for effective communication and cooperation between resource room teachers	2.85	1.032	moderate
18	22	There was a cooperation of all stakeholders for the success of the distance education process	2.76	1.034	moderate
19	23	(The departments) were keen to communicate directly, provide the necessary support, and follow up on the progress of the distance education process for students	2.71	.970	moderate
20	24	Parents show a clear interest in the success of the distance education process	2.55	.840	moderate
		Overall average of services evaluation	3.16	.303	moderate

Table (5) shows that teachers assess the services provided to students with learning difficulties to a moderate degree. The overall mean of the scale “the assessment level of distance education services provided to students with learning difficulties in public schools from the teachers' viewpoint” is (3.16) and with a moderate level. The means of the items of the scale ranged between (2.55 - 3.65) where the item (11) which states “teachers' tasks are interrupted during the implementation of distance education,” has the highest mean (3.65) and came to a moderate level, followed by item (12) which reads “Students' benefit from the distance education system varies significantly according to their capabilities” with a mean of (3.56), and item no. (13) which states “The technologies used in distance education ensure easy access to educational content for students” with a mean of (3.51), while item (20) which states that “Parents show a clear interest in the success of the distance education process” came in the last rank with the lowest mean (2.55) and a moderate level too.

### 3.2. Results of the second question:

What is the level of the assessment of the distance education services provided to those with learning difficulties in public schools from the parents' viewpoint? To answer this question, descriptive analysis was extracted (means, standard deviations, and the level of the assessment of distance education

services provided to students with learning difficulties in public schools) from parents' point of view as shown in Table (6).

Table 6. Means and standard deviations of the scale

NO.	Rank	Items	Mean	SD	level
1	1	I have the necessary knowledge to use distance education technologies	2.41	.715	moderate
7	2	The distance education system achieves the objectives stated in the IEP as it should	2.37	.485	moderate
6	3	The role and teacher of students with learning disabilities are clear regarding student education	2.04	.704	low
5	4	The teacher of students with learning difficulties is keen to communicate with me and answer all my questions	2.03	.670	low
20	5	I was provided with a schedule of treatment sessions by the specialists	2.01	.714	low
3	6	Technical support services are available by the center when needed by specialized technicians in record time	1.99	.746	low
12	7	The distance education system provides the ability to use educational aids to serve the educational goal and suit the capabilities of my child	1.97	.789	low
2	8	They provide all the necessary technologies and devices to ensure that my / my daughter's education is properly followed up	1.95	.643	low
19	9	My child receives support services sessions (speech, occupational, behavioral, and physical therapy) according to his / her treatment plan	1.88	.713	low
14	10	My child receives all the adjustments and services stipulated in the IEP through the distance education system.	1.81	.748	low
8	11	The distance education system provides greater opportunities for direct and continuous communication with teachers and specialists for students with learning difficulties	1.77	.647	low
15	12	Stakeholders responded to complaints and suggestions promptly and efficiently	1.76	.783	low
23	13	I was provided with how to use educational aids in the process of teaching my child from a distance	1.75	.768	low
4	14	The instructions related to the remote education system for our children were clear and easy to implement	1.73	.741	low
17	15	I see the cooperation of all concerned parties for the success of the distance education process for my child	1.73	.723	low
18	16	I am satisfied with the distance education services provided to my child	1.73	.741	low
22	17	I was provided with appropriate educational strategies that suit my child	1.73	.741	low
13	18	The distance education system provided a greater opportunity for effective communication and cooperation between us	1.71	.717	low
9	19	The continuous communication with my child's teachers reflected positively on the level of achieving their educational goals	1.69	.665	low

NO.	Rank	Items	Mean	SD	level
11	20	The technologies used in distance education ensure easy access to educational content for our students	1.69	.696	low
16	21	The concerned parties were keen to activate direct communication channels to follow the progress of the distance education process for our children	1.67	.757	low
21	22	I was provided with my child's treatment plan, which contributes to the possibility of a home follow-up	1.57	.718	low
10	23	The educational technologies used in distance education are compatible with the characteristics of my child	1.54	.672	low
Total			1.85	.329	low

Table (6) shows that the overall mean for the scale from parents' point of view = 1.85, and with a low level. Means and standard deviations of the scale items ranged between (1.54 - 2.41). The item which says “I have the necessary knowledge to use distance education technologies” came at the first rank = 2.41 and with a moderate level, followed by the item that reads “The distance education system achieves the objectives stated in the IEP as it should” with a mean (2.37) and a moderate degree. Parents assessed the rest of the provided services with a low degree with means ranged between (2.04- 1.54). Item (10) which states “the educational technologies used in distance education are adapted to the characteristics of my child” came in the last rank with the lowest average =1.54 and a low level, indicating that according to parents, the provided services are not sufficient to achieve the required goal.

### 3.2. The results of the third question:

Are there statistically significant differences between teachers’ opinions about their assessment of the level of distance education services provided to students attributed to variables (years of experience, gender, academic qualification)? To answer this question, means and standard deviations of teachers’ opinions regarding their assessment of the level of distance education services provided to students were extracted according to variables (years of experience, gender, academic qualification) as indicated in Table (7).

Table 7. Descriptive analysis of teachers’ scale variables (years of experience, gender, academic qualification)

Variables	Categories	NO.	Mean	SD
Gender	Male	45	3.14	.343
	female	35	3.20	.244
Qualification	Bachelor of	37	3.20	.299
	Higher Diploma	29	3.13	.309
	Postgraduate	14	3.13	.314
Experience	1 - 5 years	39	3.19	.309
	6 - 10 years	27	3.12	.253
	More than 10 years	14	3.17	.380

Table (7) shows statistically significant differences in the means of teachers’ opinions regarding their assessment of the level of distance education services offered to students attributed to the variables years of experience, gender, academic qualification. To identify the significance of these differences, Three-Way ANOVA was conducted; the results are shown in Table (8).

Table 8. Three-Way ANOVA results of teachers' responses

Source of variance	SS	DF	MS	F value	Sig
Gender	.080	1	.080	.855	.358
Qualification	.196	2	.098	1.052	.354
Experience	.232	2	.116	1.249	.293
Error	6.889	74	.093		
Total	7.268	79			

Table (8) shows that the “F” value for teachers' viewpoint regarding their assessment of the level of distance education services offered to students according to variables is as follows; gender variable =0.855, educational qualification =1.052, and experience=1.249. These values are not statistically significant at the significance level of (0.05), meaning that there are no statistically significant differences in teachers' opinions regarding their assessment of the level of services the distance education offered to students that are attributed to the variables of years of experience, gender, and academic qualification.

#### 3.4. The results of the fourth question:

Are there statistically significant differences between parents' opinions regarding their assessment of the level of distance education services that are attributable to variables (student gender, student's age, parent's educational level)? To address this question, the means and standard deviations of the parents' evaluation were extracted, which are attributed to the variables (student gender, student age, parent's educational level) as shown in Table (9).

Table 9. Descriptive analysis of parents' scale

Variable	Categories	NO.	Mean	SD
Gender	Male	82	1.83	.318
	female	68	1.88	.342
Parents' quantification	Secondary and lower diploma	27	1.81	.272
	Bachelor of	35	1.86	.313
	Postgraduate	78	1.85	.351
Child's age	7 years	10	1.90	.387
	8 years	24	1.83	.299
	9 years	65	1.87	.319
	10 years	36	1.91	.352
		25	1.73	.336

Tables (9) shows statistically significant differences in the means of parents' viewpoints concerning their evaluation of the level of distance education services that are attributed to variables (student gender, age of the student, the educational level of the parent) as illustrated in Table (10).

Table 10. Three-Way ANOVA of parents' scale

Source of variance	SS	DF	MS	F value	Sig
Child's gender	.058	1	.058	.535	.466
qualifications	.049	3	.016	.151	.929

Source of variance	SS	DF	MS	F value	Sig
Child's age	.539	3	.180	1.651	.180
Error	15.466	142	.109		
Total	16.139	149			

Table (10) shows that the “f” value for parents’ viewpoints about the level of distance education services that are attributed to the child’s gender variable =0.535 and for the parent’s educational qualification variable =0.151, where their opinions about the level of distance education services that is due to the child’s age =1.651. These values are not statistically significant at the significance level (0.05), which indicates that there are no statistically significant differences in the opinions of parents regarding their estimation of the level of distance education services that are attributed to the variables of the student’s gender, the age of the student, and the educational level of the parent.

#### 4- Discussion

The results of the first question indicated that the teachers’ assessment of distance education services came at an average level, which is considered logical and professional because teachers in the study sample were enrolled in training courses held by the Ministry of education to provide them with the required training in order to master the use of the available resources to achieve the desired educational goals with their students of various groups. When examining the item that ranked first and with the highest mean (from the teachers' point of view), we notice that it says (The tasks of special education teachers are affected during the implementation of distance education). This item which has the highest mean came at the first rank (3.65) and with a moderate level. The researcher attributes this result to the fact that teachers usually have different and various teaching tasks concerning student's learning during the educational process that may be affected to some extent such as students’ responses during face-face interaction "physically", benefiting from teacher's immediate feedback in reading, writing, and math. Moreover, regardless of the comprehensive training provided to teachers, online learning services still lack practical use during the novel corona pandemic and especially from students who actually have learning difficulties. This is proven by the next high item which says that "students benefit from the distance education system varies significantly according to students' capabilities." No one can deny the challenges brought by the outbreak of coronavirus which spread quickly without allowing people or government to handle the situation quickly and efficiently, especially in the education sector since these distance education services need different tools to be implemented to their fullest. Meanwhile, the item which states that (Parents show a clear interest in the success of the process Distance education) came at the last rank with the lowest mean (2.55) and with a moderate level, which is explained by the fact that teachers have done their regular teaching tasks, evaluation, and following-up their students during the implementation of distance education successfully, and that parents were eager to benefit from the distance education services because of school closure. The result of this study is consistent with the study of the Ministry of Education and Emirati Education (2020).

The result of the second question indicated that parents' estimation of distance education services came at a low level. The item states that (The educational technologies used in distance education are compatible with the characteristics of my child) came in the last rank with a mean of (1.54) and a low level. This would be explained by the fact that their evaluation of the nature of distance education services was low due to the lack of opportunity for intense and direct communication with their children's teachers and service providers, as it was difficult for a parent to attend classes and educational sessions and to participate in them if necessary. We can also attribute the reason to the

failure to provide daily and continuous follow-up of their children with learning difficulties in coordination with their teachers and the lack of sufficient experience of the students' parents to deal with the requirements of distance education as required. In addition, the item (knowledge is necessary to use distance education techniques) came with the highest mathematical average and the first rank (2.41) and at an intermediate level, which would be attributed to the difference in knowledge and cultural levels among them. The results of the current study are consistent with the study of the Ministry of Education, 2020, which indicated the provision of distance education services by parents at an intermediate level.

Regarding the third question, the results indicated that there are no statistically significant differences in teachers' opinions about their evaluation of the level of distance education services provided to students attributable to the variables of years of experience, gender, academic qualification. We can attribute the reason for this result to the efforts made by the Ministry in preparing all teachers in public schools on how to use distance educational technologies. Thus, they are technically and technologically prepared and qualified. The results of the current study differed from the results of the Ministry of Education (2020).

The results of the fourth question showed that there are no significant differences in favor of any of the variables as parents of students with learning difficulties, regardless of any of the variables mentioned above, evaluated the distance education services offered to their children at a low level. This can be explained by the fact that these services were provided in an unprofessional manner, which did not guarantee that their children would receive optimal opportunities to learn in a fair and equal manner regardless of their children's abilities. The results of the current study differed from the results of the Ministry of Education (2020), as it indicated that the differences may be attributed to the variable type of disability, which constitutes an addition to the current study.

## **5-Conclusion**

According with the recent novel corona pandemic, the Jordanian Ministry of Education issued direct decisions to shift from traditional to distance learning services. They provided substitutional learning services such as a special television channel designated to broadcast the televised lessons according to an announced schedule to ensure the best education opportunities. On the other hand, the authorities concerned with the education of students with learning difficulties were keen on the continuity of providing their services through the distance education system. This was done by harnessing all available means for that, and through direct follow-up from teachers and source rooms' specialists in charge of teaching students with learning difficulties, and continuous coordination with parents. Based on the fact that students with learning difficulties are an integral part of the educational process, it was indispensable to assess the distance education services provided to students with learning difficulties from both their teachers and parents perceptions. Therefore, the study utilized the descriptive survey method in which the questionnaire tool was distributed over the study sample of (80) male and female teachers and (150) parents of students with learning difficulties who received education services in the source rooms in government schools in Al-Salt.

The statistical analysis of collected data found that teachers' assessment of distance education services came at an average level, which is considered logical and professional because teachers in the study sample were enrolled in training courses held by the Ministry of Education to provide them with the required training in order to master the use of the available resources to achieve the desired educational goals with their students of various groups. Moreover, regardless of the comprehensive training

provided to teachers, online learning services still lack practical use during the novel corona pandemic and especially from students who actually have learning difficulties, as teacher reported. Meanwhile, the parents' estimation of distance education services came at a low level due to the lack of opportunity for intense and direct communication with their children's teachers and service providers, as it was difficult for a parent to attend classes and educational sessions and to participate in them if necessary. Furthermore, there are no significant differences in favor of any of the variables as parents or teachers of students with learning difficulties evaluated the distance education services offered to their children. And There are no statistically significant differences in teachers' responses due to the variables: gender, academic qualification, and years of experience. Moreover, there were no significant differences in parental responses attributable to the variables: the child's sex, the parents' educational qualifications and the child's age.

## 6-Recommendations

Considering the findings of the study, the researcher recommends the following:

- Combining traditional educational services and online education for students with learning difficulties.
- Involving parents of students with learning difficulties in training programs that aim to raise the competencies necessary to benefit from distance education services.

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