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The degree of response of resource room teachers to the distance learning process during the corona pandemic

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Abstract

The corona pandemic has affected the world life from different aspects. Education was the most important aspect which was affected.This study investigated the response of 295 Jordanian resource room teachers to the requirements of distance education for students with disabilities during the corona pandemic and its relationship to some demographic variables. The research design was a combination of quantitative and qualitative methods. It included a valid and reliable scale comprised of (37) items divided into four components: planning for the instruction, implementation, evaluation and diagnosis, and the use of information and communication technology i.e. ICT. The results showed that teachers' response to the components; planning for instruction and implementation of the instruction was moderate, however, it was low for the fields of evaluation and ICT employment. Further, the differences in all components were found attributable to the gender variable in favor of females and the school type variable in favor of private schools. This study concluded that the online education affected the way students with disability acquired their skills and education.

Keywords: corona; disabilities; distance learning; Jordan; resource room teachers.

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Introduction

The Corona epidemic had an impact on every aspect of our life, including health, education, social services, and the economy. It also affected the educational system; a sudden big shift from in-person instruction to online instruction. Students at all levels were affected by this shift, especially those in primary school and those with disabilities and consequently the student missed training and practice on fundamental academic skills and employment (United Nations, 2020).

The World Health Organization confirmed that the Coronavirus has affected the whole world and thus requiring the applicable measures to limit the spread of this pandemic and its negative repercussion, for instance, imposing travel restrictions, social distancing, or self-isolation. Some countries announced extensive closures for a number of sectors such as schools, gyms, museums, cinemas, and swimming pools. About 153 countries nationwide closed their educational facilities on March 15,2020 and around 1.5 billion students would have to stay at home and pursue online learning which compelled all educational institutions to abandon in-person instruction (UNESCO, 2020).

In fact, attaining educational goals for students with disabilities necessitated using methods of teaching that were different from those used for normal students in terms of content, individual programs, methods of instruction, educational settings, and assessment techniques. The shift to online education has made it more challenging to directly serve students with disabilities during the COVID-19 pandemic, for instance, carrying out the instruction, assessment, following-up, identifying strengths and weaknesses of students with disabilities and how to deliver online instruction, especially for this category (Boudreau, 2021).

Jordanian government, similar to other countries around the world, imposed many measures to control and mitigate coronavirus' spread. These measures include closing schools and shifting to online teaching. Therefore, the Ministry of Education in Jordan provided online courses through the educational platforms: Darsak 1& Darsak 2 that were broadcasted on television where the educational courses were explained to students through recorded classes presented on these platforms. Private schools, on the other hand, used different technological programs such as Zoom, Microsoft Teams, and other educational platforms (Ministry of Education, 2020). Despite all these efforts, the educational environments were not ready yet to respond effectively to the new changes especially those appeared in the implementation process.

Literature Review

Due to the Corona pandemic it was necessary to investigate the responses and practices carried out by resource room teachers to identify the extent to which the impact of these practices were on improving students' performance and overcoming the effects of the Corona pandemic during the learning process.

For instance, Niwaz, Waqas & Kamran (2019) revealed the challenges that students faced in the distance learning in Pakistan. Qualitative interviews were conducted to understand the participants' perception regarding distance learning in the following aspects: their learning hindrance due to their circumstances, issues related to teachers, and issues of assessment and interaction. The results showed that these factors affected negatively the distance learning experiences.

Yulia (2020) conducted a study aimed at demonstrating the impact of the Corona pandemic on reshaping education in Indonesia. The results showed the rapid impact of the Corona epidemic on the educational system which represented in the decline of the conventional instruction and the spread of online instruction. The study recommended using different strategies to increase smooth learning and improve instruction through the internet.

A United Nations report in 2020 showed that the closure of schools and the shift to distance learning led to many repercussions related to the efficiency of education, including the impact of the learning

outcomes, the poor interactive environment between students and teachers, and loss of educational motivation and low spirit of competition. Indeed, the effects of these procedures were more critical on students with disabilities who were the most affected by these consequences.

However, Soland et.al. (2020) stated that the majority of the students with disabilities did not receive the required in-person instruction that was necessary to their disabilities. This affected their educational levels because they missed the direct instruction that stimulates their energies, develops their skills, and considers their unique circumstances as well as their cognitive and skill capacities.

On the other hand, Huda (2021) demonstrated that parents of disabled children had negative attitudes toward the distance learning due to the fact that their children were unable to learn remotely and interact with social media. A number of challenges for online learning had appeared and those challenges varied depending on the type of the disability and any underlying deficiencies. Dickinson & Yates (2020) argued that the problem of children with disabilities increased due to their weak ability to understand, as they individually need repetition and explanation, in addition to their physical dependence on others. That is, it was difficult for teachers, families, and caregivers to deal with students who have disabilities in online learning.

According to Abu Moghli & Shuaib (2020), teachers confirmed that students with disabilities were excluded the most from online learning during the pandemic because of the inaccessibility and the inadequacy of the resources at hand to meet the requirements of the students with disabilities, and the inadequate involvement of them in the education process. However, many special education teachers in resource rooms tried to meet these challenges but they still faced obstacles.

Basilaia& Kvavadz (2020), on the other hand, conducted a study in a private school regarding the experience of shifting towards the distance learning via the internet during the corona pandemic showed that distance learning was successful. The study recommended the need for using the skills gained from the distance learning experience, especially for students with disabilities who need additional hours of training, increasing the effectiveness of group teaching, increasing the students' independence, and acquiring new skills. The study also stressed the need to study and improve teaching methodologies, to ensure access to the interaction of people with disabilities, and stressed the importance of integrating the Google Meet program into the basic educational systems of the classroom.

Al-Salami & Al-Makawi (2020) tried to identify the challenges of distance learning for students with hearing disabilities and the mechanisms employed to confront them during the Coronavirus and to determine the advantages and requirements of distance learning for students with hearing disabilities. A scale was applied to a sample of (391) teachers of hearing impairments in integration and special education schools in both Egypt and Saudi Arabia. The study identified several issues, including student dropout rates, educational system disparities, and a lack of options for implementing online learning and thus suggested several remedies. Ghanaym (2020) examined the impact of the Coronavirus on the educational process, based on the government measures. The results showed an increase in the student dropout from attending educational classes, and the inequality between the educational systems. The study recommended the importance of facing the crisis to preserve the educational process, providing possibilities for distance learning, finding many educational platforms, qualifying teachers well, providing material and human capabilities to achieve the goals, and providing an information network and technological infrastructure that serves the education sector.

Kayalar (2020) identified the obstacles that teachers faced as a result of the transformation of distance learning during the Corona pandemic. The study showed that the distance learning created challenges for novice teachers who are opposed to the new methods and technologies. These obstacles included the inequality in the use of ICT, the weak technological infrastructure of schools, the teachers' need for

training in technological skills, appropriate support for the distance learning system and dealing with digital instructional content, the ability to present it to students and to use the evaluation processes. It was found that the social, economic and educational levels of families had a significant impact on the academic success of their children in distance learning. The unequal opportunities arose and the financial problems emerged as a result of the crisis that affected teachers. The study recommended that teachers should not rush in using the new tools in teaching, but rather use interesting methods, stick to textbooks and educational platforms, and keep the number of students small to make instructions more effective.

Based on what has mentioned earlier and to the best of the researcher's knowledge, no study has yet looked at how resource room teachers responded to the various aspects of the educational process in light of the corona (COVID-19) epidemic in Jordan. Therefore, the importance of this study comes from highlighting the training needs for resource room teachers in Jordan in addition to identifying and documenting the methods that have a beneficial impact to make them more visible and widely available at the level of education for students with disabilities. Thus, the findings of the current study may identify the obstacles found in the learning distance process and provide the teachers with the appropriate practises, mechanism, and methods to overcome them.

Objectives of the Study

This study aimed to determine the level of practices and the resource room teachers' responsiveness to the distance learning requirements and the four components of the educational process; planning, implementation of the instruction, evaluation and diagnosis, and employing ICT for students with disabilities. It also aimed to identify the degree of response and practices to the changes imposed by the Corona pandemic and its relationship to the variables, viz., the type of school (public or private),and the gender of teachers (male, female). Specifically speaking, the study aimed to answer the following questions:

1. What is the degree of response of resource room teachers to the distance learning process in light of the Corona pandemic in the city of Amman?
2. Are there any statistically significant differences at the significance level ($\alpha = 0.05$) for the degree of response of resource room teachers due to the variables of gender and type of school?

Methods

Research Design and Method

The research design of the current study is a combination of quantitative and qualitative research methods. For instance, the data of the study was first collected through using a valid and reliable scale and then analysed quantitatively through using different statistical tests. After that, the data was discussed and described qualitatively to highlight the effects of the main variables of the study regarding the effects of the online education on children with disabilities.

Sample of the Study

The study population consisted of (295) male and female resource room teachers who are responsible to teach and give students with disabilities direct and special instructions, academic treatment, homework assistance, writing the individual educational plans, and assessing the students (Al-Abdallat et.al., 2018). They work in Amman in several Education Directorates: Qasaba Amman District, University, Sahab, Qweismeh, Marka, Wadi Al-Seer, Naour, Ain Al-Basha, Al-Jizah and Al-Muwaqar. About 189 teachers work in public schools, and 106 work in private schools for the academic year (2021/ 2022) who were selected by a random method, as shown in Table (1).

Table (1) Distribution of the participants by variables

Variable	Category	N	Per cent
Gender	Male	116	50.4
	Female	114	49.6
School type	Public	131	57.0
	Private	99	43.0
	Total	230	100.0

1.2Study Instrument

To identify the degree of resource room teachers' practices and responses to the distance learning process in light of the Corona pandemic from the teachers' viewpoint and its relationship to some variables, the researcher constructed a scale consisted of (37) items distributed over four fields which are:

1. Planning for the teaching process: planning for teaching and organizing activities in varying degrees to help achieving goals, providing appropriate capabilities, choosing teaching methods that are compatible with the content and the students and preparing software to facilitate the process of communication with students.
2. Implementation of the instruction process: it includes putting the strategies into practice through selecting varying approaches based on the learning styles appropriate to the students to achieve the goals, and using educational means and activities to teach the material and present it through technological programs for distance education.
3. Student assessment: it includes using a variety of assessment techniques to evaluate students' academic content achievement, adapting the testing process to cover the material in a way that is suitable for students with disabilities, and periodically writing the assessment findings.
4. Employment of ICT: the implementation of the technical tools, applications, programs, and assistive technology in the distance education process to meet the curriculum goals and connection with parents.

The scale had 40 items in its initial form; ten items for each field. After the arbitration process, the scale had 37 items in four fields; ten items for planning for instruction, ten items for the implementation of instruction, ten items for evaluating process, nine items for using ICT, and eight items for the communication process. A 3-point Likert scale was used to measure the participants' responses using (high, medium, and low) levels.

Instrument Validity and Reliability

To validate the interrater validity, the instrument was presented to ten specialized reviewers in special education and educational evaluation to assess the items of the instrument and decide its appropriateness for what it is intended to measure, and its relevance to the field. The construct validity, on the other hand, was verified by extracting the items' correlation coefficient with the total score of the field to which it belongs and the total score of the scale. The correlation coefficients between the items in each field and the overall degree of the fields to which they belong are displayed in Table (2).

Table (2) Results of the correlation coefficients

Planning correlation coefficients			Implementations correlation coefficients			Evaluation correlation coefficients			ICT employment correlation coefficients		
Item	Field	Total	Item	Field	Total	Item	Field	Total	Item	Field	Total
1	.617	.573	1	.573	.591	1	.655	.721	1	.386	.412
2	.428	.467	2	.669	.684	2	.354	.490	2	.600	.619
3	.412	.497	3	.478	.505	3	.519	.598	3	.484	.509
4	.617	.644	4	.515	.501	4	.550	.598	4	.383	.360
5	.669	.769	5	.656	.722	5	.291	.332	5	.507	.625
6	.754	.755	6	.749	.797	6	.631	.690	6	.390	.376
7	.481	.503	7	.584	.563	7	.614	.641	7	.638	.698
8	.486	.478	8	.691	.698	8	.429	.449	8	.623	.793
9	.365	.478	9	.593	.631	9	.324	.405			
10	.273	.289	10	.585	.613						

Table 2 shows that the correlation coefficients between the field's items for "planning for instruction" and the overall degree of the field ranged from (0.273 to 0.754), but between the items and the scale's overall score, they ranged from (0.289 and 0.769). The correlation coefficients between the field's items for " implementation of the instruction" and the overall degree of the field ranged from (0.478 and 0.749), but between the items and the scale's overall score, they ranged from (0.501 and 0.797). The correlation coefficients between the field's items for " evaluation" and the overall degree of the field ranged from (0.291 and 0.655), but between the items and the scale's overall score, they ranged from (0.332 and 0.721). The correlation coefficients between the field's items for " employing ICT" and the overall degree of the field ranged from (0.383 and 0.690), but between the items and the scale's overall score, they ranged from (0.360 and 0.793). These values are acceptable and confirm the construct validity of the scale.

The reliability of the instrument was verified by the internal consistency of its items using Cronbach's alpha equation by applying the scale to a pilot sample and extracting the reliability coefficient as shown in Table (3).

Table (3) Reliability coefficients by Cronbach's alpha equation

NO.	Field	Cronbach's alpha Reliability
1	Planning instruction	0.827
2	Implementation of the instruction	0.881
3	Evaluation	0.799
4	Employment of ICT	0.790

NO.	Field	Cronbach's alpha Reliability
5	Total	0.952

Table (3) shows that the reliability coefficient was (0.952) and the reliability coefficients for the sub-dimensions ranged between (0.790 and 0.881). These values are acceptable and indicate the reliability of the scale.

Findings

This section represents the statistical findings of the first and second study questions. That is, it represents the degree of response of resource room teachers to the distance learning process during the corona pandemic on the four components of the scale; planning for the instruction process, implementation, evaluation and diagnosis, and the use of information and communication technology i.e. ICT. This section also represents the significant differences at the significance level ($\alpha = 0.05$) for the degree of response of resource room teachers due to the variables of gender and school type.

Therefore, Table 4 shows the means, standard deviations, and the degree of response of resource room teachers to distance learning.

Table (4) Means, standard deviations, and the degree of participants' responses on the scale

Rank	NO	Fields	Mean	Std.	Degree
1	1	Planning for instruction	2.50	.503	Medium
2	2	Implementation of the instruction	2.38	.614	Medium
3	3	Evaluation	2.29	.494	Low
4	4	Employment of ICT	2.20	.529	Low
		Total	2.35	.502	Medium

Table (4) shows that the total means of the participant's response on the scale was (2.35), with a medium degree, while the means of the sub-domains ranged between (2.20 and 2.50). Planning for instruction topped the fields with a mean of (2.50) and a medium degree, followed by the implementation of the instruction process with a mean of (2.38) and a medium degree, then the field of evaluation with a mean of (2.29) and a low degree, while the employment of ICT ranked last with the lowest mean (2.20) and at a low score. The following is a detailed description of the items of each field.

First: Planning for Instruction Process

Table 5. shows the means, standard deviations, and the degree of participants' responses on the scale.

Table (5) Means, standard deviations, and the degree of participants' responses on the scale

Rank	No	Items	Mean	Std.	Degree
1	2	I define the basic concepts & goals that I seek to achieve in the lesson during the distance education process	3.11	.727	Medium
2	7	I decide the standards by which students' achievement of the objectives they were taught will be assessed.	2.99	.712	Medium
3	3	I plan to teach with varying degrees of difficulty to help each student according to their abilities and needs	2.67	.707	Medium
4	10	I determine the introductory behaviour for each lesson before distance learning implementation.	2.53	.617	Medium
5	8	I choose appropriate teaching methods for the goals and skills that I seek to achieve during the distance learning	2.43	.847	Medium

Rank	No	Items	Mean	Std.	Degree
6	4	I design activities differently from the easiest to the most difficult to facilitate the delivery of the idea to students at all levels during the distance learning process	2.40	.796	Medium
7	5	I offer all options for technology programs, curriculum, and sources for delivering knowledge during the distance learning process.	2.33	.990	Low
8	1	I design educational activities that help implement the achievement of educational goals when applying the dick-ros in the distance learning process	2.25	.750	Low
9	9	I define the activities, exercises and techniques through which the goals are achieved in the distance learning process	2.20	.808	Low
10	6	I prepare the software quickly and accurately to carry out the distance learning process	2.07	.997	Low

Table (5) indicates that the mean scores for the degree of participants' response to the field “planning for instruction process” ranged between (2.07 and 3.11). The item that reads (I define the basic concepts & goals that I seek to achieve in the lesson during the distance education process) ranked first with the highest mean (3.11) and at a medium degree, while the item that reads (I prepare the software quickly and accurately to carry out the distance learning process) rank last with the lowest mean (2.07) and a low degree.

Second: Implementation of Instruction

Table 6 presents the means, standard deviations, and the degree of participants’ response to the implementation of the instruction.

Table (6) Means, standard deviations, and the degree of participants’ response to the implementation of the instruction

Rank	**NO**	**Item**	**Mean**	**Std.**	**Degree**
1	5	I employ methods of suspense and excitement in the distance learning process	2.72	.867	Medium
2	3	I allow students to interact with each other during the application of the class through distance education	2.66	.729	Medium
3	4	Choosing educational methods and educational strategies that can achieve the goal during the distance education process	2.41	.876	Medium
4	2	I consider the individual differences between students during the implementation of the lesson in the distance education process	2.35	.931	Medium
5	7	I present the curriculum in different ways that suit the capabilities of students during the distance learning process	2.33	.889	Low
6	1	I allow students to participate during the process of implementing the class in the distance education process	2.31	.880	Low
7	6	I use the required technological means during the implementation of the lesson (such as visual, audio, audio, and digital media)	2.30	1.033	Low
8	8	I diversify the methods of presenting lessons using different strategies (brainstorming, discussion, etc.)	2.30	.882	Low
9	9	I connect the curriculum to students' experiences and lives so that education is functional	2.27	.957	Low
10	10	I use a variety of software that helps achieve educational goals during the distance learning process	2.14	.748	Low

Table 6 shows that the means of the degree of participants' response on the implementation of the instruction process ranged between (2.14 and 2.41), where the item that states (Choosing educational methods and educational strategies that can achieve the goal during the distance education process) ranked first with the highest arithmetic mean (2.41) and a medium degree, while the item (I use a variety of software that helps achieve educational goals during the distance learning process) came in the last rank with the lowest mean (2.14) and at a low degree.

Third: Evaluation

Table (7) presents the means, standard deviations, and the degree of participants' response on the evaluation field.

Table (7) Means, standard deviations, and the degree of participants' response on the evaluation field

Rank	No	Item	Mean	Std.	Degree
1	5	I measure students' performance and progress in the academic field	3.38	.600	Medium
2	1	I create remote assessment techniques based on the outcomes of the instructional process during the Corona pandemic.	2.48	.914	Medium
3	6	I create exam materials that can gauge a student's development at various stages of the online learning process.	2.32	.821	Low
4	7	I master the evaluation process through the use of technological devices and tools	2.30	.907	Low
5	4	I vary the assessment questions on the curriculum subject units and sections to adequately cover all knowledge domains.	2.22	.791	Low
6	3	I use a variety of assessment methods during and after the distance learning process	2.13	.817	Low
7	8	I write periodic reports that identify the student's strengths and weaknesses	2.10	.836	Low
8	9	I do the evaluation process at the end of each session	2.04	.764	Low
9	2	I take notes when applying each assessment tool during the distance learning process	1.65	.681	Low

Table (7) reveals that the means of the degree of participants' response on the field " evaluation" ranged between (1.65 and 3.38), where the item that reads (I measure students' performance and progress in the academic field) topped the sub-scale with the highest mean (3.38) and a medium degree, whereas the item (I take notes when applying each assessment tool during the distance learning process) came in the last rank with the lowest mean (1.65) and a low degree.

Fourth: Employment of ICT

Table (8) shows the means, standard deviations, and the degree of participants' responses on the field employment of ICT.

Table (8) Means, standard deviations, and the degree of participants' responses on the field employment of ICT

Rank	No	Item	Mean	Std.	Degree
1	7	I possess high skills in employing technology in the education process	2.60	.996	Medium

Rank	No	Item	Mean	Std.	Degree
2	8	I communicate with parents using educational communication tools to offer technical assistance and direction.	2.31	.909	Low
3	1	I use technological techniques and modern programs in the distance education process	2.30	.725	Low
4	9	I use assistive technology to help children during the distance learning process	2.29	.946	Low
5	5	I apply the education process through a set of programs that achieve the goals of distance education	2.26	.654	Low
6	6	I offer all technological options, and technical capabilities offered by sources and gadgets for the distance learning process and parent communication.	2.07	.747	Low
7	4	I evaluate the effectiveness of the programs I used in the distance education process	1.97	.819	Low
8	3	I diversify the use of technology in the process of education and assessment to achieve the educational goal	1.77	.799	Low

Table (8) shows that the means of participants' responses on the field "employing ICT" ranged between (1.77 and 2.60). The item which says (I possess high skills in employing technology in the education process) ranked first with the highest mean (2.60) and a medium degree, while the item (I diversify the use of technology in the process of education and assessment to achieve the educational goal) came in the last rank with the lowest mean (1.77) and a low degree.

Based on the data shown on tables 4, 5, 6, 7 and 8 above, the following statistical tests were conducted to see whether there are any statistically significant differences at the significance level ($\alpha = 0.05$) for the degree of response of resource room teachers due to the variable of gender and type of school. Therefore, the mean and standard deviations of the responses of participants on the scale were extracted considering the variables of gender, type of school as shown in Table (9).

Table (9) Means and standard deviations of the participants' response by the variables of gender and school type

Variable	Category		Subfields				
			Planning	Implementation	Evaluation	ICT employment	Total
Gender	Male (n=116)	Mean	2.31	2.18	2.10	1.98	2.15
		Std.	0.459	0.532	0.482	0.474	0.448
	Female (n=114)	Mean	2.69	2.59	2.49	2.41	2.55
		Std.	0.472	0.625	0.427	0.494	0.473
School type	Public (n=131)	Mean	2.14	1.94	1.94	1.84	1.97
		Std.	0.276	0.260	0.291	0.359	0.230
	Private (n=99)	Mean	2.98	2.97	2.76	2.67	2.85
		Std.	0.296	0.422	0.267	0.294	0.262

Table 9 shows significant differences in the means of the participants' responses attributed to the variables of gender and school type, for the sub-dimensions and the overall mean of the scale. To find out the significance of the differences, the three-way MANOVA analysis was conducted as shown in Table (10).

Table (10) The results of the Three-way MANOVA Analysis

Source of variance	Fields	SS	DF	MS	F value	Sig
Gender	Planning for instruction	7.793	1	7.793	167.123	.000*
	Implementation of the instruction	8.575	1	8.575	111.184	.000*
	Evaluation	7.656	1	7.656	167.716	.000*
	Employment of ICT	9.593	1	9.593	138.354	.000*
	Total	8.344	1	8.344	362.979	.000*
School type	Planning for instruction	35.098	1	35.098	752.734	.000*
	Implementation of the instruction	52.782	1	52.782	684.368	.000*
	Evaluation	33.635	1	33.635	736.791	.000*
	Employment of ICT	35.536	1	35.536	512.533	.000*
	Total	39.242	1	39.242	1707.064	.000*
Error	Planning for instruction	10.491	225	.047		
	Implementation of the instruction	17.353	225	.077		
	Evaluation	10.271	225	.046		
	Employment of ICT	15.600	225	.069		
	Total	5.172	225	.023		
Total	Planning for instruction	57.910	229			
	Implementation of the instruction	86.422	229			
	Evaluation	55.822	229			
	Employment of ICT	64.196	229			
	Total	57.668	229			

*Statistically significant at (0.05).

First: Gender Variable

Table (10) shows that there are statistically significant differences in all the sub-fields and the overall mean of the participant's response score on the scale, where the values of (f) are all statistically significant at the significance level of 0.05, indicating that there are differences in the fields (planning of the instruction process, implementation of the instruction, evaluation, employment ICT) and the overall mean of the scale due to the gender variable, and all differences were in favour of females.

Second: Type of School

Table (10) reveals statistically significant differences in all sub-dimensions and the overall mean of the participant's responses due to the variable type of school. (F) values are also statistically significant at the significance level of 0.05, indicating, there are differences in the fields (planning for instruction process, implementation of the instructions, evaluation, employment of ICT) and the overall mean of the scale due to the variable type of school and all the differences were in favour of private schools.

Discussion

This study aimed to identify the degree of response of resource room teachers to the implementation of distance learning during the corona pandemic in the city of Amman. The findings showed that the response of resource room teachers to the education fields; planning, and implementation of instruction was medium. For instance, the overall means of the participants' responses to the four fields revealed that planning for instruction topped the fields with a mean score of (2.50) and a medium degree, followed by the implementation of the instruction process with a mean score of (2.38) and a medium degree. However, the overall means of the participants' responses to the four fields revealed that the fields of evaluation and ICT employment were low with a mean scores of (2.29) and (2.20) at a low degree, respectively.

Regarding the findings of the degree of responses of the participants to each field, the findings showed that for the planning for instruction field, the highest mean score (3.11) was in favor of the item (I define the basic concepts & goals that I seek to achieve in the lesson during the distance education process) while the item that reads (I prepare the software quickly and accurately to carry out the distance learning process) had the lowest mean score (2.07). On the other hand, the highest mean score (2.41) on the implementation of the instruction process was in favor to the item that states (Choosing educational methods and educational strategies that can achieve the goal during the distance education process) while the item (I use a variety of software that helps achieve educational goals during the distance learning process) came in the last rank with the lowest mean (2.14). Meanwhile, the highest mean score (i.e. 3.38) on the field " evaluation" was in favor of the item that reads (I measure students' performance and progress in the academic field) whereas the item (I take notes when applying each assessment tool during the distance learning process) came in the last rank with the lowest mean (1.65). Finally, the highest mean scores (2.60) on the field "employing ICT" was in favor of the item which says (I possess high skills in employing technology in the education process while the item (I diversify the use of technology in the process of education and assessment to achieve the educational goal) came in the last rank with the lowest mean (1.77).

The aformentioned findings can be attributed to the sudden shift from in-person instruction to distance learning due to the corona pandemic, the failure to adjust to the new requirements of distance learning, and the lack of the fundamental infrastructure for both schools and students. It can also be ascribed to the Ministry of Education's initiatives to teach normal students through media platforms and its failure to provide teachers with the tools and resources they require.

Due to the difficulty of using some assessment techniques through distance learning for students with disabilities and the nature of the evaluation process for this category, the score was low for the dimensions of evaluation and technology employment. Continuous and formative student evaluation, as well as the teacher's potential requirement for individual review at times, contributed to the challenge of evaluating the process of evaluation in distance learning for students with disabilities. The overall absence of technology tools in the hands of teachers and students with disabilities contributed to the lack of learning opportunities and the subpar job performance of teachers.

The findings also indicated that there were statistically significant differences attributed to gender variable. The gender variable was found to affect the dimensions (planning for instruction, implementation of instruction, evaluation, and employing ICT) and the highest means were in favour of females in each field (Means= 2.69, 2.59, 2.49, 2.41, respectively). This can be related to the fact that females were more dedicated to the distance learning process, tried to find alternative ways to accomplish the learning process' objectives, and worked mostly in private institutions.

The findings also revealed that the school type variable caused statistical differences in the dimensions (planning, implementation, evaluation, and employing ITC) and the highest means were in favour of private schools (Means=2.97, 2.96, 2.76, and 2.67, respectively). This can be attributed to the fact that private schools were able to offer quickly programs which enable teachers to respond to the requirements of distance learning. The schools were also able to provide technological tools for teachers for distance learning and to take advantage of the economic circumstances of the parents of disable dchildren who attend these privte schools. However, public schools relied mainly on the Ministry's assistance, foreign aid, or the programs of international organizations.

Conclusion

The current study aimed to explore the resource room teachers' responsiveness to the distance learning requirements and the four components of the educational process; planning, implementation of the

instruction, evaluation and diagnosis, and employing ICT for students with disabilities and its relationship to the variables, viz., the type of school (public or private),and the gender of teachers (male, female). The findings showed that the degree of response of resource room teachers to the education fields; planning, and implementation of instruction was medium, however, for the fields of evaluation and ICT employment it was low. Furthermore, the findings showed that there were statistically significant differences in the four field due to gender and school type variables in favor of females and private schools, respectively.

Recommendations

This research may provide appropriate training for resource room teachers on the use of the programs that apply distance learning to increase the educational competencies of teachers. It may also provide both male and female resource room teachers with the appropriate environmental support from computers, technology support or the internet to communicate easily with students. It may also encourage other researcher to shed the lights on other variables that affect the distance learning process for students with disabilities.

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