



The Difficulties Faced By Students With Special Needs In E-Learning From The Point Of View Of Teachers In Palestine

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ARTICLE INFO ABSTRACT

This study aims to identify the difficulties faced by students with special needs in e-learning from the point of view of teachers in Palestine, as well as to identify the tools that teachers used in e-learning, and to reveal the difference in the presence of these difficulties according to the variables of gender, academic qualification, and Years of Experience. The importance of the study lies in the fact that it addresses an important segment of our students, namely students with special needs, which results in identifying the difficulties facing the teaching and e-learning process. School principals and teachers, based on the results of this study and its recommendations, may benefit from knowing the difficulties that teachers faced related to educational tools. Electronic. The researcher followed the descriptive approach for its suitability to the current study, and it also provides a realistic explanation of the factors related to the subject of the study. They prepared a questionnaire consisting of (20) items distributed over four areas. Its validity and reliability were examined, and a validity and reliability rate of (88%) was found. The study sample consisted of all teachers. The minimum basic stage, numbering (50) male and female teachers, for the 2023/2024 school year, according to the Directorate of Education in Jenin Governorate. The results showed that the degree of difficulties that came from (the educational content, the student, e-learning tools, and the teacher) that students with special needs faced from the teachers' point of view was very high. The study recommended conducting training courses for teachers of people with special needs in order to develop their competencies in learning and e-learning, working to appoint young teachers who have the ability to apply e-learning, and working to develop electronic educational programs for curricula for the lower stage in schools.

Keywords: e-learning, people with special needs.

Introduction:

The current era is characterized by rapid change in all aspects of life. Among these changes are the tremendous technological revolution, rapid progress, and the growing volume and quantity of information in the fields of knowledge, learning, and education. This has led to a major revolution in the development of the educational process, which has necessitated the use of modern and advanced methods in the learning and teaching process. These methods rely on e-learning programs and change the concept of the traditional learning triangle "teacher, student, and educational institution". They transform educational processes into more modern and contemporary ones.

Since the emergence of the technological revolution in information technology, the need for rich, multi-source environments for research and self-development has increased. As a result, the concept of e-learning has emerged as a learning method that relies on modern computer technologies, the global network, and its multimedia (Al-Ashhab, 2015).

The integration of modern technologies into the classroom and the use of various educational materials within it have marked the beginning of a new era in instructional design. This approach, which relies on the utilization of these technologies, is known as e-learning or virtual education.

E-learning differs from virtual education in that it follows a similar structure to traditional education, but utilizes electronic tools and media. It can take place within the classroom, making it a real-world educational experience as opposed to a virtual one. The term "virtual" refers to something that is not real (Salem, 2004).

In Palestine, the utilization of e-learning in the Palestinian Ministry of Education and Higher Education is one of the priorities of its strategic plans. The Ministry has taken the initiative for years to successfully implement e-learning in its schools. The shift towards e-learning is one of the quality-related policies in its strategic plan (2011-2013), with a focus on digitizing the educational curriculum in line with the Ministry's e-learning initiative (Palestinian Ministry of Education and Higher Education, 2021).

Throughout history, various terms have been used to describe individuals with special needs. Some of these terms include "the disabled," "the handicapped," "the elderly," and "the impaired." More specific terms such as "blind," "lame," "crippled," "deaf," "mute," "insane," and "disabled" have also been used. All of these terms are based on the concept of "deficiency," focusing solely on the individual's weaknesses and shortcomings while neglecting their strengths.

The term "special groups" or "individuals with special needs" has emerged as a more widely used and accepted term in society. This term takes into account the human and psychological aspects of these individuals and considers them from all perspectives, utilizing their strengths to overcome their weaknesses (Abd El-Aty, 2010).

The Council for Exceptional Children (CEC) 2000 emphasizes that special education teachers for students with disabilities should generally have the skills to use specialized educational technologies and the ability to provide a purposeful learning environment that contributes to building positive attitudes towards the use of educational tools and technologies for individuals with disabilities.

The CEC also emphasizes that teachers should help students use different communication tools that contribute to the integration of this group into the outside community (Abu El-Magd, 2018).

Problem of the Study and its Questions:

The COVID-19 pandemic has created new pressures on various aspects of life, and one of the most prominent areas is education. Therefore, resorting to e-learning was the fastest emergency solution to preserve education. Educational institutions, including universities, were forced to close their doors to reduce the chances of its spread, which raised great concerns among those working in this sector (Bozkurt et al., 2020).

The problem of the study is the extent of teachers' knowledge and interaction in e-learning for teaching students with special needs. E-learning has great importance for students with special needs, but it has also been accompanied by many difficulties due to the educational and learning reality that imposed itself suddenly.

Based on the above, the problem of the study can be defined by the following question: What are the difficulties faced by students with special needs in e-learning from the perspective of teachers in Palestine?

The main question is divided into the following sub-questions:

- Are there differences in the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective, attributed to the gender variable?
- Are there differences in the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective, attributed to the academic qualification variable?
- Are there differences in the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective, attributed to the years of experience variable?

Research Hypotheses

The study examined the following hypotheses:

- There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective attributable to the gender variable.
- There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective attributable to the academic qualification variable.
- There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective attributable to the years of experience variable.

Study Objectives:

This study aims to:

- Identify the difficulties faced by students with special needs in e-learning from the teachers' perspective.

- Explore the tools used by teachers in e-learning.
- Investigate the differences in the existence of these difficulties according to the variables of gender, academic qualification, and years of experience.

Significance of the Study

This study holds significant value for various stakeholders in the education system. The findings can be leveraged by school administrators and teachers to gain a deeper understanding of the challenges faced in online teaching and learning. By identifying these challenges, educators can utilize the study's recommendations to enhance their teaching practices and improve the online learning experience for students with special needs.

Furthermore, the study's insights can benefit higher-level educational authorities, such as education directorates. By understanding the specific obstacles encountered by students with special needs in online education, these authorities can make informed decisions and implement effective strategies to overcome these challenges and ensure an inclusive and accessible learning environment for all students.

Study Terms:

- E-learning: The use of modern communication tools, including computers, networks, and multimedia, to deliver information to learners in the shortest possible time, with the least effort, and the greatest benefit. It enables the management, control, and evaluation of the learning process (Al-Rubaie, 2010).
- Students with Special Needs: Students who require special treatment to be able to comprehend their surroundings due to their special health conditions that make them different from ordinary students (Ikshik & Ghaith, 2020).

Scope of the Study:

- Temporal Scope: The study was conducted during the first semester of the academic year 2023/2024.
- Spatial Scope: The study was conducted in schools affiliated with the Directorate of Education in Jenin Governorate.
- Human Scope: The study was applied to teachers in Jenin Governorate.

People with Special Needs

Who are people with special needs? Duwaikat (2022) defines people with special needs as individuals who require special treatment to be able to understand their surroundings. This is due to their having a type of disability that hinders their ability to adapt to things in the same way as healthy people. These individuals cannot learn in regular schools, and they need special tools and methods that are tailored to their abilities.

According to Abu Al-Majd (2018), assistive educational technology for individuals with special needs can be divided into two main categories:

• Electronic Technologies:

- Computers and their various software programs.
- Educational television.
- Video and cassette recorders.
- Data projectors.
- Calculators.
- Other electrical and electronic devices.

• Non-Electronic Technologies:

- Whiteboards and chalkboards.
- Books, pictures, and models.
- Charts and posters.
- Other non-electrical or electronic materials.

Some experts further classify assistive educational technology into complex or highly complex technologies, medium-level technologies, and simple or easy-to-use technologies. According to Abu Al-Majd (2018), there are four main categories that classify special needs:

1. Social, Behavioral, and Emotional Special Needs:

- Autism Spectrum Disorder (ASD)
- Emotional and Behavioral Disorders (EBD)
- Attention Deficit Hyperactivity Disorder (ADHD)

- Anger Management Issues

2. Educational and Cognitive Special Needs:

- Specific Learning Disabilities:
 - Difficulty reading or writing
 - Inability to understand basic mathematical operations
- Moderate Learning Disabilities:
 - Language delays
 - Inability to read, write, or speak
- Severe Learning Disabilities:
 - Intellectual or psychological disorders
 - Difficulty communicating with others
 - Attention deficit
- Physical Learning Disabilities:
 - Physical disabilities that are difficult to treat

3. Communication and Interaction Special Needs:

- Complete inability to speak or hear
- Autism Spectrum Disorder (ASD)

4. Physical Special Needs:

- Blindness
- Hearing impairment or loss
- Total physical disability

Electronic-learning

E-learning represents the modern revolution in educational methods and techniques, which utilizes the latest technological advancements in devices and software in educational processes. This ranges from using electronic presentation tools to deliver lessons in traditional classrooms, to using multimedia in classroom teaching and self-learning, to building smart schools and virtual classrooms that allow students to attend and interact with lectures and seminars held in other countries through internet and interactive television technologies (Al-Sudhan, 2015).

E-learning is a system that is planned and designed based on the systems curve. It relies on the use of interactive electronic media and is one of the forms of distance learning. It also supports the principle of self-learning and lifelong learning, and achieves the concept of E-learning (Al-Zain, 2016)

Characteristics and Features of E-Learning

E-learning is the process of transferring and presenting information electronically and then using it in various electronic components and formations, including:

1. Flexibility in transferring and presenting information, educational materials, and learning activities. This includes the diversity of choices and alternatives available to students.
2. Electronic delivery of educational materials. This means that students can obtain their education from electronic educational resources available through the computer desktop.
3. Providing educational and learning opportunities. This is determined by providing and delivering educational materials from their sources and electronic components with flexibility in time and place.
4. Restructuring the role of the teacher and student. This is done in accordance with the developments in educational thought.
5. Creating incentives and encouraging communication between teachers, learners, leaders, and the local community.
6. Sharing experiences. This is done by creating communication channels that enable teachers, managers, supervisors, leaders, specialists, and all interested parties to discuss and exchange opinions (Ismail, 2009: URL Ismail, 2009).

Obstacles to E-learning

Despite the list of advantages and benefits of e-learning, it is not without its obstacles. Ismail (2009) and Al-Baytar (2009) highlighted the most prominent challenges facing the implementation of e-learning as follows:

1. Weak computer and internet skills: Some students may have weak computer and internet skills, which can hinder their ability to effectively participate in e-learning.
2. Lack of clear instructions: Students may struggle to follow their e-learning if they are not provided with clear instructions and guidance.

3. Technological infrastructure: The necessary budgets for a technological infrastructure may not be available to all educational institutions. This can include slow internet connections, a lack of computers, or outdated devices that do not meet the required specifications.
4. Lack of awareness among teachers: Some teachers may not be aware of the potential of e-learning and may need training, technical support, and guidance on how to use new teaching methods.
5. Psychological barriers and negative attitudes: Some teachers may have psychological barriers and negative attitudes towards e-learning, feeling that it will increase their workload.

Previous Studies:

Study by Ikshik and Ghaith (2020):

This study aimed to identify the most important challenges facing teachers in using e-learning tools in the southern region of Libya, and to explore the dimensions of e-learning, its importance, objectives, and the most important requirements for its application for the benefit of special needs education in the study area. The study sample consisted of (95) male and female teachers from different regions of southern Libya. An electronic questionnaire was used as the study tool, and its validity and reliability were verified. The researchers used the descriptive analytical method to identify the challenges facing teachers in using e-learning tools to teach special needs students in the southern region. The study concluded that the sample members do not have confirmed and reliable information about e-learning, as it was proven that their opinions about it are neutral. The study also showed that teachers welcome the idea of moving to apply e-learning in critical cases and rely on it as a primary means of education in the circumstances of students with special needs.

Study by Abu al-Majd (2018)

The study aimed to identify the obstacles to using special needs education technology faced by teachers and students of this category in light of their requirements. The study sample consisted of (45) teachers, educational technology specialists, and special needs managers. The study used the descriptive approach, and the researcher used the questionnaire as a study tool. The study recommended the need to focus on removing the obstacles that limit the effectiveness of using educational technologies in the educational process, providing training and rehabilitation opportunities for teachers, especially in the field of using modern educational technologies, and the need to equip classrooms with all the requirements for using educational technologies.

Study by Al-Zarea and Al-Jahani (2014)

The study aimed to identify the obstacles facing the use of educational support tools by teachers of students with learning disabilities in teaching reading, and to develop proposals that contribute to reducing them in the use of these tools. The researchers used the descriptive method, and it was conducted on a sample of (72) male and female teachers in the Madinah and Yanbu' Al Bahr regions who teach students with learning disabilities in the second semester of the academic year 1434/1435 AH. A tool was used to detect the obstacles facing the use of educational support tools by teachers of students with learning disabilities in teaching reading. The study concluded that there are obstacles facing the use of teachers of students with learning disabilities in the field of auditory aids at a moderate level, while the obstacles of visual educational support tools, technologies and assistive devices came high for each of them.

Study of Al-Aaid (2011)

The study aimed at identifying the obstacles facing special education teachers and integration programs in regular schools in Taif Governorate. The study population consisted of male and female teachers working in schools affiliated with the Education Department in Taif Governorate. The study sample consisted of (222) teachers, (155) males and (67) females. The study tool was a questionnaire that included (99) items distributed over nine axes. To identify the obstacles facing special education teachers in Taif Governorate. Arithmetic and weighted means, standard deviation, differences between means using the "t" test, analysis of variance and percentages, correlation coefficients were used. The study concluded that there are obstacles facing special education teachers on all nine axes of the questionnaire, and there are no statistically significant differences in the obstacles facing special education teachers due to the disability category." And "There are differences in the obstacles facing special education teachers between males and females, where females were higher in their estimation of the obstacles facing them, and there are no differences in the obstacles due to the educational qualification, and there are no differences in the obstacles facing special education teachers due to years of experience.

Study of Ibrahim (2009)

The study aimed to identify the needs of special education teachers in social compliance centers in the areas of technology use for employment in special education, and to prepare a computer program based on the training needs to train teachers on the use of educational technology and to identify its effectiveness in developing teachers' skills in the cognitive and performance aspects of the skills of using technology in education.

The researcher used the descriptive analytical and experimental methods, and a random sample of special education teachers was selected. The study tools consisted of a questionnaire to identify the training needs of special education teachers, the training program, and an achievement test for the cognitive aspects related to the skills of using and employing technology, and an observation card to evaluate the skill aspect of using and employing educational technology.

The study showed that there were statistically significant differences between the mean scores of special education teachers who studied the training program in the pre- and post-test scales in favor of the post-test scale in both the test of cognitive aspects related to the skills of using and employing technology and the observation card tool for the skills of using and employing technology in education.

Study by Awad (2005)

The study aimed to identify the difficulties faced by special education teachers in their work, as well as to know the extent to which some variables related to them affect their identification of those difficulties. The study sample consisted of (109) male and female teachers who were randomly selected from the study population of (261). They filled out a questionnaire consisting of (98) items that represent the dimensions related to the difficulties of working with people with special needs. The study recommended the need to pay attention to the material and moral issues of teachers and to work on qualifying them in terms of their ability to bear the problems of students with special needs, as well as qualifying them in the methods and curricula of their teaching, and overcoming their problems with the administration through involving them in decision-making.

Study Population

The study population consisted of all special education teachers (50 teachers) for the academic year 2023/2024, according to the Directorate of Education in Jenin Governorate.

Study Sample

The researcher selected a sample from the study population using the random method. The sample size was (50) teachers of special education teachers. Table (1) shows the description of the study sample according to its independent variables:

Table (1): Distribution of the study sample according to its independent variables (N=50)

Independent Variables	Variable Levels	Repetition	Percentage%
Gender	Male	25	50.0
	Female	25	50.0
	Total	50	100%
Educational qualification	Diploma	10	20.0
	Bachelor's Degree	26	52.0
	Master's Degree or Higher	14	28.0
	Total	50	100%
Years of experience	Less than 5 Years	4	8.0
	5-10 Years	24	48.0
	10 Years or More	22	44.0
	Total	50	100%

Study Tool

After reviewing a number of previous studies and the tools used in them, the researcher developed a special questionnaire to identify the difficulties faced by students with special needs in e-learning from the perspective of teachers. The tool in its final form consisted of two parts:

- The first part included preliminary data about the respondents, which were: gender, educational qualification, and years of experience.
- The second part consisted of paragraphs that measured the degree of difficulties faced by students with special needs in e-learning from the perspective of teachers. The number of these paragraphs was 20, distributed over four main areas, as shown in Table 2.

Table 2 Distribution of the study tool paragraphs according to their main axes

The Domain	Paragraph Numbers in the domain	Number of paragraphs
Difficulties stemming from the educational content	1, 2, 3, 4, 5	5
Difficulties stemming from the student	6, 7, 8, 9, 10	5
Difficulties stemming from e-learning tools	11, 12, 13, 14, 15	5
Difficulties stemming from the teacher	16, 17, 18, 19, 20	5
	Sum	20

Validity of the Study Tool

The researcher presented the research tool to experts and took their opinion on it in terms of the appropriateness of the paragraphs for what they were prepared to measure, their appropriateness for the dimension in which they were placed, and the level of linguistic formulation and clarity of the paragraphs. After the arbitration, the researcher studied the comments and instructions of the experts on the scale items. The percentage of agreement on the questionnaire items was 88%, which indicates that the scale has an acceptable validity (Awda, 1998).

Reliability of the Study Tool

The researcher verified the reliability of the study tool using the internal consistency method. This type of reliability refers to the strength of the consistency between the items in the study tool using Cronbach's Alpha equation. This method relies on the degree of consistency in the responses of individuals from item to item for each dimension. The results of Table (3) illustrate this:

Table (3) Results of the Cronbach's Alpha Reliability Test on the Domains of the Study Tool

Domain	Cronbach alpha value
Difficulties originating from the educational content	0.788
Difficulties originating from the student	0.640
Difficulties originating from e-learning tools	0.666
Difficulties originating from the teacher	0.795
Overall grade	0.832

As shown in Table 3, the Cronbach's alpha coefficient values were acceptable for all domains of the measurement tool, ranging from 0.832 to 0.640. This indicates that the study tool has a high degree of reliability. Sekaran & Bougie (2010) stated that a Cronbach's alpha coefficient value of 0.6 or higher is considered acceptable.

Discussion of Results Of the Main Question:

What are the difficulties faced by students with special needs in e-learning from the perspective of teachers in Palestine?

To answer this question, the researcher extracted the arithmetic means and standard deviations for the study areas, and Table (4) shows that.

Table (4) Arithmetic means and standard deviations for all areas in the questionnaire.

Number	Domain	Mean	Standard Deviation	Degree
1	Difficulties originating from the educational content	3.8880	0.71161	High
2	Difficulties originating from the student	4.1760	0.52160	High
3	Difficulties originating from e-learning tools	3.9880	0.54572	High
4	Difficulties originating from the teacher	3.9280	0.67220	High
	Total	3.9950	0.431210	High

Table 4 shows that the overall score for the difficulties faced by students with special needs in e-learning from the perspective of teachers in Palestine is high, with a total average percentage of 79.90%.

The ranking of the areas according to the degree of difficulty faced by students with special needs in e-learning from the perspective of teachers in Palestine is as follows:

1. At the first place the difficulties originating from the student
2. At the second place the difficulties originating from E-learning tools
3. At the third place the difficulties originating from the teacher
4. At the fourth place the difficulties originating from the educational content

Discussion of the First Hypothetical Results:

There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean responses of the study sample individuals about the difficulties faced by students with special needs in e-learning from the teachers' point of view attributed to the gender variable.

In order to test the hypothesis, the independent t-test was used, and the results of Table (5) show this:

Table (5) Results of the t-test for the significance of the differences in the arithmetic means of the degree of difficulties faced by students with special needs in e-learning from the teachers' point of view attributed to the gender variable

Sex	Male Mean	(N=25) Deviation	Female Mean	(N=25) Deviation	Calculated (T)	calculated Significance level
Difficulties originating from the educational content	3.9680	0.49221	3.8080	0.88219	0.7920	0.43
Difficulties originating from the student	4.3600	0.40000	3.9920	0.57003	2.642	0.01**
Difficulties originating from E-learning tools	4.1440	0.32924	3.8320	0.67002	2.090	0.04*
Difficulties originating from the teacher	3.9600	0.50000	3.8960	0.81878	0.334	0.74
Overall grade	4.1080	0.28456	0.8820	0.52159	1.902	0.06

*** Statistically significant at a significance level of ($\alpha \leq 0.05$)"**

Table (5) shows that the value of the level of significance calculated for the total score and for the domains (difficulties originating from the educational content, difficulties originating from the teacher) according to the gender variable was (0.43, 0.74, 0.06), respectively. These values are greater than the value of the level of significance specified for the study ($\alpha \leq 0.05$). This means that we accept the null hypothesis that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic means of the difficulty scores that students with special needs in e-learning attribute to the gender variable.

As for the domains (difficulties originating from the student, difficulties originating from the e-learning tools), the values of the level of significance calculated from the sample were (0.01, 0.04), respectively. These values are less than the value of the level of significance specified for the study ($\alpha \leq 0.05$). This means that we reject the null hypothesis that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic means of the domains (difficulties originating from the student, difficulties originating from the e-learning tools) according to the gender variable. These differences were in favor of males.

The researcher believes that the result of the domains of difficulties originating from the educational content and difficulties originating from the teacher according to the gender variable are greater, while the domains of difficulties originating from the student and difficulties originating from the e-learning tools according to the gender variable are less. These differences were in favor of males.

Discussion of the Results Related to the Second Hypothesis

There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean responses of the study sample members regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective attributed to the academic qualification variable.

In order to test the hypothesis, the arithmetic means were extracted according to the academic qualification variable, and then the One-Way ANOVA was used to identify the significance of the differences in the arithmetic means according to the academic qualification variable. Tables (6) and (7) show this:

Table (6) Arithmetic means of the degree of difficulties faced by students with special needs in e-learning from the teachers' perspective attributed to the academic qualification variable.

Areas	Academic qualification		
	Diploma	Bachelor's	Master's or Higher
Difficulties originating from the educational content	4.1600	3.6769	4.0857
Difficulties originating from the student	4.3000	4.0692	4.2857
Difficulties originating from e-learning tools	4.0000	4.0231	3.9143
Difficulties originating from the teacher	4.0800	3.8385	3.9857
Overall score	4.1350	3.9019	4.0679

Table 6 shows that there are differences between the arithmetic means. To determine whether these differences are statistically significant, the One-Way ANOVA test was used. Table 7 shows the results.

Table 7 Results of the One-Way ANOVA for the Significance of the Differences in the Degree of Difficulties Faced by Students with Special Needs in E-Learning from the Teachers' Perspective Attributed to the Academic Qualification Variable

Qualification	Source of variance	Sum of squares	Free degrees	Average deviation	Calculated (T)	Significance level
Difficulties stemming from the educational content	Between groups	2.446	2	1.223	2.569	0.08
	Within groups	22.367	47	.4760		
	Total	24.813	49			
Difficulties originating from the student	Between groups	0.619	2	0.309	1.144	0.32
	Within groups	12.713	47	0.270		
	Total	13.331	49			
Difficulties stemming from e-learning tools	Between groups	0.110	2	0.055	.1780	0.83
	Within groups	14.483	47	0.308		
	Total	14.593	49			
Difficulties originating from the teacher	Between groups	0.486	2	0.243	.5280	0.59
	Within groups	21.655	47	0.461		
	Total	22.141	49			
Total marks	Between groups	0.496	2	0.248	1.352	0.26
	Within groups	8.616	47	0.183		
	Total	9.111	49			

*Statistically significant at the level of ($\alpha \leq 0.05$) **Statistically significant at the level of ($\alpha \leq 0.01$)

Table (7) shows that the calculated significance level of the total score for the degree of difficulties faced by students with special needs in e-learning from the teachers' perspective and in all five areas according to the academic qualification variable was (0.08, 0.32, 0.83, 0.59, 0.26) respectively. These values are greater than the significance level specified for the study ($\alpha \leq 0.05$), which means that we accept the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic means of the degree of difficulties faced by students with special needs in e-learning from the teachers' perspective attributed to the academic qualification variable.

The researcher believes that all these results in the areas of difficulties originating from the educational content, difficulties originating from the teacher, difficulties originating from the student, and difficulties originating from the e-learning tools according to the academic qualification variable are greater.

Discussion of the Results Related to the Third Hypothesis

There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the means of the study sample's responses regarding the difficulties faced by students with special needs in e-learning from the teachers' perspective, attributed to the variable of years of experience.

In order to test the hypothesis, the arithmetic means were extracted according to the variable, and then the One-Way ANOVA was used to identify the significance of the differences in the arithmetic means according to the variable of years of experience.

Tables (8) and (9) show this:

Table (8) Arithmetic means of the degree of difficulties faced by students with special needs in e-learning from the teachers' perspective attributed to the variable of years of experience.

Years of Experience Areas	Less than 5 years	5-10 years	10 years or more
	Average	Average	Average
Difficulties originating from the educational content	4.0500	3.8083	3.9455
Difficulties originating from the student	4.1000	4.2500	4.1091
Difficulties originating from e-learning tools	3.9000	4.1083	3.8727
Difficulties originating from the teacher	4.4000	3.7750	4.0091
Total score	4.1125	3.9854	3.9841

Table (8) shows that there are differences between the arithmetic means. In order to determine whether these differences reached the level of statistical significance, the one-way ANOVA test was used, as shown in Table (9).

Table (9) Results of the one-way ANOVA test for the significance of the differences in the degree of difficulties faced by students with special needs in e-learning from the teachers' point of view, attributed to the variable of years of experience.

Qualification	Source of variance	Sum of squares	Free degrees	Average deviation	Calculated (T)	Significance level
Difficulties stemming from the educational content	Between groups	0.330	2	.1650	.3170	0.73
	Within groups	24.483	47	.5210		
	Total	24.813	49			
Difficulties originating from the student	Between groups	0.253	2	.1270	.4550	0.63
	Within groups	13.078	47	.2780		
	Total	13.331	49			
Difficulties stemming from e-learning tools	Between groups	0.671	2	0.335	1.132	0.33
	Within groups	13.922	47	.2960		
	Total	14.593	49			
Difficulties originating from the teacher	Between groups	1.598	2	0.799	1.828	0.17
	Within groups	20.543	47	.4370		
	Total	22.141	49			
Total marks	Between groups	0.060	2	0.030	.1560	0.85
	Within groups	9.051	47	.1930		
	Total	9.111	49			

*Statistically significant at the level of ($\alpha \leq 0.05$)

**Statistically significant at the level of ($\alpha \leq 0.01$)

Table (9) shows that the calculated significance level of the total score of the difficulties faced by students with special needs in e-learning from the teachers' perspective and in all areas according to the variable of years of experience was (0.73, 0.63, 0.33, 0.17, 0.85). These values are greater than the significance level specified for the study ($\alpha \leq 0.05$), which means that we accept the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic means of the difficulties faced by students with special needs in e-learning from the teachers' perspective attributed to the variable of years of experience.

The researcher believes that this result in all areas of difficulties, whether they are from the educational content, the teacher, the student, or the e-learning tools, is greater according to the variable of years of experience, which means that it has an impact on difficulties and that experience in education helps to reduce and eliminate difficulties. Training courses are also important in qualifying teachers in the field of e-learning.

Recommendations and suggestions for the study

Through the analysis and interpretation of the questionnaire paragraphs as well as through the analysis of the results of the study hypotheses, the following recommendations were reached:

- Rely on young teachers to apply e-learning, especially with students with special needs.
- Address the obstacles to the application of e-learning for students with special needs by providing modern electronic devices.
- Work on training students and teachers on how to use computers and modern devices in the educational process.
- Develop plans and strategies for employing e-learning patterns for students with special needs and develop effective e-learning programs for the curriculum.
- Work on intensifying training and educational courses for teachers of students with special needs in order to develop their competencies in e-learning.

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