

Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19

Dr. Yousef Jabber Alawneh¹; Dr. Sahar Salem Abu Shokhedim²; Diyaa, 'Mohammad Sameer' Talab Maswadeh³; Farid Al-Khazalah⁴, Dr. Tahani Saud Al khayyat⁵

Yousef.alawwneh.86@hotmail.com

²Assistant prof- An-Najah- National University, Nablus-Palestine.

³PhD researcher at Arab American University

⁴Department of Curriculum and Instruction -Al al-bayt University, Jordan.

⁵Head of Department of Community Development- Kuwait

Abstract

This study aimed to identify the Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19, and in order to achieve this, the researchers used the descriptive field curriculum where the study community is one of all teachers with handicapped , selected a available sample of the size of (93) teachers, and distributed a questionnaire to measure the trends of teachers with handicapped towards the e-learning program at the Basic Education. In the schools during the Corona pandemic, in order to analyze the data, use calculation averages and standard deviations and test (t) for independent samples, and analyze the unilateral variation and the researchers have reached a set of results, the most important of which was that the trends of teachers with handicapped towards the e-education program in the minimum basic stage in schools COVID-19 was large, It was also found that there were no statistically significant differences at the level ($0.05\alpha\leq$) in the directions of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 by variables (gender , state, scientific qualification, years of experience), and based on the results of the study the researchers came up with several recommendations, the most important of which was that teachers with handicapped should work to take into account the practical aspect of electronic learning during the planning of lessons, and that Teachers with critical needs constantly communicate with parents of students to inform them of their children's education using e-learning.

Keywords: e-learning, handicapped, Basic Education

Introduction

Education is becoming increasingly important day by day, because of its prominent role in the lives of individuals and communities, particularly in light of the challenges and rapid changes that the world is experiencing from an information and knowledge revolution, a revolution in technical, scientific and technological progress, a revolution in democracy and the challenges of globalization that have covered all fields of life and others, and what States are working hard through their educational system to prepare individuals around the world today and tomorrow, and this necessitates looking at education from a new perspective characterized by inclusiveness, and

adapted to what This education ensures that individuals have a real opportunity to grow their individual personalities, develop their innovative and creative abilities, and find individuals who are able to adapt, work, move and move from one location to another easily (Rashidi, 2020).

The world is experiencing a major scientific and technological revolution that has had a major impact on all aspects of life, beginning in the first half of the twentieth century with the invention of computers, which has evolved in its forms and types to what it is now, and because of its many advantages, the most important of which is improving the skills of learners to achieve educational goals, the possibility of

solving problems facing teachers within the class such as increased students, lack of time allocated to study, and improving positive trends towards some complex subjects. Like mathematics, nations have raced to acquire and use it in all its life affairs, including education (Shabul and Alian, 2014)

E-learning is a learning based mainly on the use of computers and the Internet, between the student and the program, and can be an interaction between the student and the faculty member. E-learning tools have evolved to include text, image, video, audio and games, and PowerPoint software can enrich the e-learning experience, video conferences and the virtual world (Judges and Interview, 2013)

E-education has an important and essential role to play in the success of the educational process, with great technological development and the proliferation of modern means of communication from a computer, internet and multiple media, such as: audio, image and video, which have allowed a large number to receive education with ease and ease, with the least time and effort. (Da'adwa, 2016).

Study problem

The problem of study crystallized among researchers through many readings on the subject and to see the theoretical framework and scientific theories on the subject of people with handicapped and recommendations calling for attention to the education of people with handicapped in the era of Corona and taking into account the pattern of education and learning that has moved from the traditional face to e-education, where many schools marginalize students with handicapped during crises and work to apply education according to the available cadres, confirmed the study of Tshapaly, 2020) Teachers should be urged to use the e-learning style to suit students with handicapped, and the bar study (2020) stressed that the e-learning system is important for all individuals and can be adapted to suit all groups, Through the competence of some researchers in technology and others in private education, they noted that there is a real and incomprehensible problem about the use of e-learning by teachers with handicapped, as well as the scarcity of studies that have looked at the topic of trends of

teachers with handicapped towards the use of the e-learning pattern, the problem of study lies in answering the questions:

1. What are the Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19?
 2. Are there statistically significant differences in the average responses of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 due to the gender variable?
 3. Are there statistically significant differences in the average responses of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 attributed to the state variable?
 4. Are there statistically significant differences in the average responses of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 due to the in years of experience variable?
- Are there statistically significant differences in the average responses of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 due to the in scientific qualification variable?

Study objectives:

This study aims to

1. Learn about the Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19.
2. To determine if there are statistically significant differences in the average responses of the surveyors in the directions of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the COVID-19 due to the gender variable.
3. To determine if there are statistically significant differences in the average responses of the respondents in the direction of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the COVID-19 attributable to the change of the state.
4. To determine if there are statistically significant differences in the average responses of the respondents in the directions of teachers

with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 due to the change of years of experience.

5. To determine if there are statistically significant differences in the average responses of the respondents in the directions of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the COVID-19 due to the change of scientific qualification.

Significance of the Study

This study is one of the most important studies that shed light on the topic of trends of teachers with handicapped towards the e-education program at the Basic Education in schools during the COVID-19 because it shows the extent of teachers' interest in e-education as well as their knowledge of this type of education and its use in teaching people with critical needs, as well as addressing the subject of e-education and addressing it with explanation and analysis through the theoretical framework and this helps the reader to fully understand the subject of education. It is hoped that this study will benefit students with handicapped, teachers and parents.

Study limits:

This study has boundaries to

- **Human limits:** This study was conducted on a sample of special education teachers.
- **Spatial limits:** This study was conducted in public schools in Both Amman, Nablus and Kuwait.
- **Time limits:** This study was conducted in the second quarter of the academic year 2021-2022

Terminology of study

E-learning: A self-learning process through mobile phones or computers, whether through internet connectivity or through CDs, allows the learner to learn anytime, anywhere, and e-learning includes text presentation, video, audio clips, animation and virtual environments, creating a very rich learning environment, and can outperform the traditional classroom

learning environment" (Abu al-Bassel, 2012,p30)>

People with handicapped : "They are a group of society that is markedly different from ordinary individuals, and these differences are manifested in the body, thought or sense, whether these differences are as permanent as those resulting from mental, genetic or physical diseases, or occurring frequently" (Bar, 2020, p. 15)

Review Of The Related

By referring to the number of references specialized in the subject of the study, the researchers looked at a range of studies that were concerned with the subject of the study and it is noted that many studies were conducted in different environments and the researchers arranged them from the latest to the oldest and were as follows:

Graphic study (jrafekya,2021)

This study aimed to identify the effectiveness of the e-learning environment in the development of academic achievement among students with handicapped from the point of view of their teachers, and in order to achieve the objectives of the study was used the analytical descriptive curriculum, and developed a questionnaire as a study tool consisting of (25) paragraphs, distributed to a sample of (75) teachers and teachers, and after obtaining the answers were introduced into the computer and processed statistically using the Statistical Package program for social sciences (SPSS), the effectiveness of the e-learning environment in the development of the electronic learning environment in the development of the computer The academic achievement of students with handicapped from the point of view of their teachers was very large, and the results of the study showed that there are no statistically significant differences towards the effectiveness of the e-learning environment in the development of academic achievement among students with handicapped from the point of view of their teachers attributable to the gender change and scientific qualification, and years of experience) and based on the results of the study the study reached several recommendations, the most important of which was for teachers with handicapped to intensify e-learning education among students with handicapped .

Al-Fran Study (2021)

This study aimed to identify trends in the use of e-learning towards teaching students with handicapped from the point of view of their teachers in order to achieve the objectives of the study was used the analytical descriptive curriculum, and the sample of the study consisted of (17) 5) A teacher, where they were distributed a questionnaire consisting of (45) paragraphs and distributed to them the study tool and after collecting it was introduced to the computer and processed statistically using the program (SPSS) and one of the most important results was that trends in the use of e-learning towards The teaching of students with handicapped from the point of view of their teachers was high, and it was found that there were no statistically significant differences in the trends in the use of e-learning towards teaching students with handicapped from the point of view of their teachers according to variables (gender , scientific qualification, years of experience), and the most iHmportant recommendations i made and the development of legislation on e-learning for people with handicapped and work on their application.

Tantawi's study (2021)

aimed at identifying the role of e-learning in improving the self-learning skills of students with handicapped at Mansoura University, the sample of the study consists of (60) students with handicapped , and to achieve the objectives of the study a questionnaire consisting of (45) paragraphs was built and distributed in four areas, and the validity and stability of the study tool was confirmed. The results of the study also indicated that the role of e-learning in improving the self-learning skills of students with handicapped at Mansoura University was very large and also showed that there are no statistically significant differences in the average responses of the study sample members the role of e-learning in improving the self-learning skills of students with handicapped at Mansoura University due to the gender changer, the level of study, college, and the study reached a set of recommendations, the most important of which was to continue to activate the use of the system of self-learning in mansoura university due to the gender changer, the level of study, college, and reached a set of recommendations, the most important of which was to continue to activate the use of the system of self-learning in

mansoura university. E-learning in the learning process for all students in general and students with handicapped in particular.

Al-Maliki and Shaaban Study (2020)

aimed to identify the reality of employing e-education in the educational process of students with intellectual disabilities from the point of view of teachers, through several topics that addressed the requirements of employing e-education, the skills needed to employ e-education, the identification of teachers' estimates towards the employment of e-education in the educational process for intellectual disabilities in light of a number of variables, namely "gender variable, years of experience, computer training programs, technical training courses", and detection On the obstacles to employing e-education in the educational process for people with intellectual disabilities. The sample of the study consisted of (171) teachers and teachers for intellectual disabilities in Jeddah governorate, and the researchers followed the descriptive approach. The resolution was used as a tool for collecting the necessary data. The results showed that the degree of appreciation of teachers towards the requirements for the recruitment of e-learning was high in all dimensions of the tool.

It also noted statistically significant differences in the impact of gender , which were in favour of females. There are statistically significant differences for different years of experience, and the differences came in favor of experienced people less than (5) years, with statistically significant differences in the impact of training programs in computers, and came in favor of those who received training programs in thefield of computers, in addition to the above thereare statistically significant differences in the impact of training courses in the field of technology in education, and came in favor of those who have already enrolled in training courses on technology. One of the most prominent recommendations was: organizing training courses and workshops for teachers whoare not qualified to use educational techniques, encouraging teachers to use e-learning bylinking the achievements provided by theteacher with moral and material incentives, providing technical support by specialists, creating computer labs and providing devices tosuit the numbers of students with disabilities .

Mohammed's study (2020)

aimed at identifying the use of e-learning in addressing students' learning problems by conducting an applied study to identify the views of teaching people and students towards its use in addressing learning problems. Two samples consisting of a number of teaching staff and students were selected at the Technical Institute in Nasiriyah at the Southern Technical University during the academic year (2017-2018) to apply the research. The researchers prepared a comprehensive lecture entitled "The importance of e-learning in university teaching" through the computer demonstration program (power point) for presentation to teachers and students aimed at introducing them to the possibilities and advantages of e-learning in the teaching process and addressing the problems of learning and developing their e-learning culture to develop their views towards it. The research tool (the measure of views towards the use of e-learning in the treatment of learning problems) consists of 35 paragraphs. His sequometric characteristics, such as honesty and stability, were extracted using appropriate statistical means. The research began with the tribal application of the scale of views towards the use of e-learning in addressing learning problems on the teaching sample and the student sample and analyzed the results of their responses on the scale paragraphs. One of the researchers then

presented the lecture using the Data Show on the two samples. The distance application of the scale of views towards the use of e-learning in addressing learning problems on both samples was then carried out and its results analysed using appropriate statistical means.

Study methodology:

In order to achieve the objectives of the study, the descriptive field method, which defines a method for studying scientific phenomena or problems, was used by doing the description in a scientific way, and then reaching logical explanations with evidence that gives researchers the ability to develop specific frameworks for the problem, and this is used to determine the results of the research

The study sample

community is made up of almost all teachers with handicapped (resource rooms) during the second quarter of the school year (2021-2022), where they numbered about (1,800) teachers and teachers according to the records of the Directorates of Education and were selected as a sample in the available manner of (100) teachers and recovered (93) valid for analysis, and described the characteristics of the sample according to its independent variables:

Table (1) Distribution of the sample of the study by variables

Variable	Type	Frequency	Percentage
Gender	Male	34	36.6
	Female	59	63.4
	Total	93	100.0
Country	Palestine	38	40.9
	Jordan and Kuwait	55	59.1
	Total	93	100.0
Qualification	Bachelor's	36	38.7
	Master's	39	41.9
	PhD	18	19.4
	Total	93	100.0
Experience	Less than 5 years old	16	17.2

	From 5-10 years	26	28.0
	11-15 years old	30	32.3
	more than 15 years	21	22.6
	Total	93	100.0

Research Instrument

The researchers prepared the study tool (questionnaire) after reviewing the literature of the study and previous studies related to the subject was prepared a questionnaire consisting of (24) paragraphs and the questionnaire included two sections section I metadata, the second section included data of study variables where the number of paragraphs of the tool (24) paragraphs distributed on a set of axes, designed on the basis of the five-dimensional lykert scale, the paragraphs were built in the positive direction, and the weights were given to paragraphs as follows: Strongly approved: five degrees, ok: four degrees, neutral: three degrees and not ok: 2 degrees, not ok at all: one degree.

The validity of the Instrument

was verified by presenting it to a group of arbitrators with competence and experience in the field of educational sciences, and asked them to express an opinion on the paragraphs of the questionnaire by deleting, modifying and proposing new paragraphs and appropriate tool for the subject of the study, and based on the observations of the arbitrators the study tool was modified to make it final form (24) paragraphs, and accordingly the tool enjoys the sincerity of the content.

Stability of the Instrument

From the extraction of the stability coefficient the researchers used the Equation of Alpha Kronbach, the stability factor (0.92) and this value reached is a suitable stability factor and meets the purpose of the study.

Statistical processing:

After collecting, coding and processing data in appropriate statistical ways, using the SPSS statistical program, researchers used repetitions, arithmetic averages and standard deviations, the Kronbach Alpha equation, a test (t) of two independent samples, and a single variation analysis.

Results and Discussion

This study aims to identify the trends of teachers with handicapped towards the e-education program at the Basic Education in schools during the COVID-19 and in order to achieve this, the researchers used a questionnaire consisting of (24) paragraphs distributed to a sample of (93) teachers of special education in basic schools, and to explain the results of the study the researchers used the following mathematical averages:

- From 4.2 degrees application is very large.
- Less than 4.2-3.40 degrees large application.
- Less than 3.40-2.60 average applications.
- Less than 2.60 -1.80 few applications.
- Less than 1.80 applications are very few
-

Question 1: What are the Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19?

In order to answer this question, calculation averages and standard deviation were extracted for each paragraph of the instrument, and table 2 explains this:

Table (2) Calculation averages and special standard deviations, Trends of teachers with handicapped towards the e-learning program at Basic Education in schools during COVID-19

Rank	Item	Mean	Std	Grade
1.	Focus on being able to meet the demands of e-learning that serves people with handicapped .	4.12	1.020	Big
2.	Students with needs are provided with continuous electronic feedback.	3.78	0.883	Big
3.	Make sure students with needs acquire skills to use self-education electronically.	3.76	0.865	Big
4.	Students with needs communicate with their colleagues electronically to exchange views and views.	3.72	0.901	Big
5.	Choose multiple means (audio, video, animation, and static) depending on the behavioral objectives and topics chosen.	3.70	1.008	Big
6.	I am evaluating educational activities to address the shortcomings of e-learning for people with handicapped .	3.56	0.914	Big
7.	Choose topics in light of specific behavioral goals.	3.55	1.097	Big
8.	Motivate learners with handicapped to use e-learning.	3.53	0.904	Big
9.	I seek to learn the material displayed electronically in order to suit the disabilities of educated students in the classroom.	3.52	1.069	Big
10.	Take into account the needs of learners with handicapped while studying skills in e-learning.	3.51	1.080	Big
11.	I seek to transform electronic meetings into a student with handicapped .	3.47	1.069	Big
12.	Use the advantages of e-learning to link the practical aspect of the theories in providing lessons electronically with students with handicapped .	3.46	0.982	Big
13.	Students with needs are contacted electronically to exchange views and views.	3.46	0.951	Big
14.	Students with needs use the modern technologies available to them in the e-learning environment .	3.44	914.	Big
15.	Use modern e-learning techniques in appropriate teaching positions for people with handicapped .	3.40	0.957	Big
16.	Choose interesting elements in displaying and presenting electronic material.	3.39	1.022	Middle
17.	Provide homework to students with needs electronically.	3.38	0.943	Middle

18.	I present the goals and topics in a way that is focused on the student's efforts.	3.32	0.946	Middle
19.	Use life situations to link them to topics of study content	3.32	1.034	Middle
20.	Take into account the principle of logical sequencing in the presentation of lessons.	3.29	1.017	Middle
21.	While planning lessons, I take into account making them more suitable depending on the type of disabilities in the classroom..	3.28	1.025	Middle
22.	Students with handicapped follow the correct rules and instructions when accessing e-learning sites.	3.28	1.057	Middle
23.	Students with handicapped have been assessed continuously to see how much they benefit from e-learning.	3.19	1.003	Middle
24.	I communicate constantly with parents of students with handicapped to inform them of their children's educational level using e-learning.	3.11	0.938	Middle
Democratic values as a whole		3.4602	0.59630	Big

It is clear from the data in the previous table that the trends of teachers with handicapped towards the e-education program in the Basic Education in the schools during the COVID-19 were between medium and large, the computational averages ranged from (4.12) to (3.11), and with regard to the overall degree of trends of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the pandemic of Corona was large and that was large. This finding confirms that the trends of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the COVID-19 are significant.

Question 2: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the directions of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 attributable to the gender variable?

In order to answer this question concerning the gender variable, a test (t) was used for two independent samples and table 3 explains this

:

Table (3) Test (t) of two independent samples to identify the trends of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 by gender variable

Variables	Type	Frequency	Mean	Std.	T	Sig
Gender	Male	34	3.5859	0.56422	1.555	0.12
	Female	59	3.3878	.606870		

It is noted from the data in the previous table that there are no statistically significant differences

at the level ($0.05\alpha \leq$) in the trends of teachers with handicapped towards the e-education

program at the Basic Education in schools during the COVID-19 by variable Gender, the value of the level of significance (0.12) and this value is greater than (0.05) and this result confirms that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the directions of teachers with Handicapped towards the e-education program at the Basic Education in schools during the COVID-19 attributable to the gender variable.

Question 2: Are there statistically significant differences at the level ($0.05\alpha \leq$) in the direction of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 by state variable?

In order to answer this question concerning the state change, a test (t) was used for two independent samples and table 4 explains this:

Table (4) Results of the (t) test of two independent samples to identify the trends of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 by state variable

Variables	Type	Frequency	Mean	Std.	T	Sig
Gender	Palestine	38	3.3537	0.60108	1.440	0.15
	Jordan and Kuwait	55	3.5338	.587130		

It is noted from the data in the previous table that there are no statistically significant differences at the level ($0.05\alpha \leq$) in the trends of teachers with handicapped towards the e-education program at the Basic Education in the schools during the COVID-19 by state variable. The value of the level of significance (0.12) and this value is greater than (0.05) and this result confirms the lack of statistically significant differences at the level ($0.05\alpha \leq$) in the directions of teachers with handicapped towards the e-education program in the minimum basic stage in the schools during the COVID-19 according to the variable of the state.

Question 3: Are there statistically significant differences at the level ($0.05\alpha \leq$) in the directions of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 due to the change of years of experience?

In order to answer this question concerning the variable years of experience, a single contrast analysis test and table 5 were used to explain this:

Table (5) Analysis of mono disparity to indicate differences in the trends of teachers with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 by variable years of experience

Variables	Sources of Differences	Total of Squares	Degrees of Freedom	Mean of Squares	F	sig
Experience	between groups	0.189	3	0.063	0.172	0.915
	within groups	32.523	89	0.365		
	Total	32.712	92			

It is noted from the data in the previous table that there are no statistically significant differences at the level ($0.05\alpha \leq$) in the trends of teachers

with handicapped towards the e-education program at the Basic Education in schools during the COVID-19 according to Variable

years of experience, the value of the level of significance (0.91) and this value is greater than (0.05) and this result confirms the lack of statistically significant differences at the level of indication ($\alpha \leq 0.05$) in the directions of teachers People with handicapped towards the e-learning program at the lower basic level in schools during the COVID-19 due to the change of years of experience.

Question 4: Are there statistically significant differences at the level ($0.05\alpha \leq$) in the directions of teachers with handicapped towards the e-education program at the Basic Education in the schools during the COVID-19 according to the variable of scientific qualification?

In order to answer this question concerning the variable of scientific qualification, he used the single variation analysis test and table 6 to explain this.

Table (6) Results of the analysis of mono disparity to indicate differences in the trends of teachers with handicapped towards the e-learning program at the Basic Education in the schools during the COVID-19 by variable scientific qualification

Variables	Sources of Differences	Total of Squares	Degrees of Freedom	Mean of Squares	F	Sig
Qualification	between groups	0.309	2	0.154	0.429	0.65
	within groups	32.404	90	0.360		
	Total	32.712	92			

It is noted from the data in the previous table that there are no statistically significant differences at the level ($0.05\alpha \leq$) in the trends of teachers with handicapped towards the e-education program at the Basic Education in schools during the COVID-19 by variable Scientific qualification, the value of the level of significance (0.65) and this value is less than (0.05) and this result confirms that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the directions of teachers People with handicapped towards the e-learning program at the Basic Education in schools during the COVID-19 are attributable to the variable of scientific qualification.

Recommendations:

Based on the results of the study, it came up with a number of recommendations that were as follows:

– Teachers with handicapped should work to take into account the practical aspect of e-learning during lesson planning.

– Teachers with handicapped should constantly communicate with parents of students to inform them of their children's education using e-learning.

– Students with handicapped must follow the correct rules and instructions when accessing e-learning sites.

– Teachers with handicapped must observe the principle of logical sequencing in the presentation of lessons. Teachers with handicapped should use life situations to link them to content topics.

Reference

- [1] Qatit, Ghassan (2009). Computer, teaching methods and calendar. Culture Publishing House: Amman.
- [2] Al-Atrash, Mahmoud and Rashid, Musab and Jarrar, Hala and Omar, Maryam (2020). The reality of e-education in the Faculty of Sports Education (*An-Najah National University*) in light of the Corona-Covid 19 epidemic from the point of view of students. International

- Academic Journal of Educational and Psychological Sciences. (2) 1. 345-369.
- [3] Ghulam, Kamalia (2007), Barriers to E-Learning in Saudi Universities: Applying to King Abdulaziz University in Jeddah.
- [4] Judges, Khaled and Interview, Bassam (2013). E-learning challenges facing faculty at Jordanian private universities. *The lighthouse*. (3) 19. 213-255.
- [5] Rashidi, Bandar (2020). The impact of e-learning on improving self-learning skills among students of education and communication techniques at Hail University. *Journal of the Islamic University of Educational Studies*. (1)28. 141-161.
- [6] Al-Maliki, Maryam and Shaaban, Manal (2020). The reality of employing e-education in the educational process of students with intellectual disabilities from the point of view of teachers. *Arab Journal of Disability and Talent Sciences*. (11) 4. 51-86.
- [7] Hassani, Shawki Mahmoud. *Education techniques and technology.*, Arab Training and Publishing Group, Cairo
- [8] Al-Shabul, Muhannad and Alian, Rabahi (2014). *Electron education*. Al-Safaa Publishing and Distribution House: Jordan.
- [9] muhammad. Bushra (2020). Addressing students' learning problems through the use of e-learning. *Arab Journal of Educational and Psychological Sciences*. (15) 4. 471-486.
- [10] Ali, Osama Saeed and Massoud, Hamada Mohammed and Mohammed, Ibrahim Yusuf. *Education technology and technology innovations.* ,The World of Books, Cairo.
- [11] Composer, Dalal Estetia and Musa, Omar Sarhan. (2008). *Educational renovations*. Wael Publishing House, Amman.
- [12] Abdul Hamid, Abdul Aziz. *E-education and innovations in education technology*. Modern Library for Publishing and Distribution, Egypt
- [13] Affouneh S, Salha S, Khlaif ZN. (2020) Designing Quality E-Learning Environments for Emergency Remote Teaching in Coronavirus Crisis. *Interdiscip J Virtual Learn Med Sci*.11(2):1-3
- [14] Aljaser, A. M. (2019). The effectiveness of e-learning environment in developing academic achievement and the attitude to learn English among primary students. *Turkish Online Journal of Distance Education-TOJDE*, 20(2), 176-194.
- [15] Bashir, K. (2019). Modeling E-learning interactivity, learner satisfaction and continuance learning Intention in Ugandan higher learning institutions. *International Journal of Education and Development using Information and Communication Technology*
- [16] Basilaia, G., &Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, 5(4), em0060.
- [17] Koumi, J (2006). *Designing Educational Video and Multimedia for Open and Distance Learning*. Routledge, England.