

The level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic

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Abstract:

This study aimed to identify the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, and also aimed to identify if there are statistically significant differences about the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, and in order to achieve this, the researchers used the descriptive analytical approach, where the study population consisted of all parents of students with learning difficulties in both Nablus and Kuwait City. Satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic and it consisted of three areas. The level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic was average, and it was found that there were no statistically significant differences at the level ($\alpha \leq 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic. after c Corona list according to the kinship variable, the educational qualification of the mother, the educational qualification of the father, and based on the results of the study, the study came out with several recommendations, the most important of which was the need to train teachers of learning difficulties on how to effectively deal with students with learning difficulties during distance education, providing appropriate suggestions by parents from In order to increase the effectiveness of distance education for students with special needs.

Keywords: Parents' satisfaction, learning difficulties, distance learning, post-pandemic.

Introduction

The Covid-19 pandemic has created the largest disruption in education systems in history, affecting about 1.6 billion students in more than 190 countries on all continents, and the closures of schools and other places of learning affected 94% of students in the world, a percentage of It rises to 99% in low- and lower-middle-income countries (Al-Zayed, 2022)

The crisis has exacerbated existing educational disparities by limiting the opportunities for many children, youth, adults and people with disabilities to continue their education, and there is a fear that learning losses will extend beyond this generation and erase decades of progress in enrolling and staying in education. Some 23.8 million learners (from pre-primary to tertiary education) may drop out or be unable to enroll in school in the coming years due to the economic impact of the pandemic alone (UN, 2020).

The current era is witnessing a great revolution in the field of technology and knowledge, and this development, in turn, has a direct and indirect impact on the educational process. The scientist Percy is considered the first to integrate technology with education, as he developed the first educational machine in 1926 and since then various educational institutions have combined and used technology with education, and this is what called educational institutions to devise different modern strategies such as the method of distance education to ensure continuity Keeping abreast of the technical development that changed the concept of technology and led to its integration with education. This style provides educational content, helps in acquiring different concepts and skills through communication programs, enables the learner to positively interact with the teacher, and develops his self-learning (Al-Matroudi and Al-Rabean, 2022).

There is general agreement on the significant impact that modern technologies have, such as computers and other means of technology, in transforming the lives of individuals with educational difficulties from being a neglected energy to a productive one. Experts and special education teachers acknowledged the great benefits of technology in the educational process for students with difficulties. Modern in providing future visions, services, special educational programs, and innovative creative solutions to education problems, which contribute to the reformulation and design of the educational content provided to them in a way that helps them to obtain information easily and easily, and to provide application, practice, training and actual experimentation through various educational practices to form their personality and organize Their learning and their acquisition of knowledge and social skills to communicate effectively, and to provide educational services that seek to activate their mental abilities and rehabilitate them so that they are not exposed to psychological and educational problems, and in order to integrate into society and become productive individuals without a burden on their families and society. And

technologies in general, when integrated with teaching methods, contribute to improving student learning, and contribute to building a positive structure that supports the education process, and effective educational technologies contribute deeply to improving the learning processes of the educational programs provided, as they achieve: Engage in learning, and help interaction in the educational group. (Wallace; Georgina, 2020).

Study Problem

Attention to students with learning difficulties is one of the important needs that the educational system seeks to achieve, since there is a good group of students who appear to have learning difficulties, and this affects the progress of their scientific and scientific lives significantly and continues with them throughout life, and earlier the countries of the world swept the so-called With the Corona virus, and this is what worked to change from the face-to-face system in the educational process to the distance education system, just as the distance education system needs many skills and also needs appropriate electronic devices, as the study of Abdel-Moati (2021) indicated that there is a discrepancy about the level of education. Satisfaction of parents of students with learning difficulties towards distance education, and Al-Baz study (2021) confirmed that there is a difference between the levels of students with learning difficulties towards distance learning, and that researchers are specialists in the field of special education, including specialists in the field of teaching methods. They noticed that there is instability about Parents of students with special needs regarding distance education for their children and their desire to know the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, and the problem of the study lies in the answer On the following questions:

1. What is the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the kinship variable?
3. Are there statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the mother's educational qualification variable?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the father's educational qualification variable.

Study Aims

This study aims to:

1. Identifying the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic.
2. To identify if there are statistically significant differences towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic according to the kinship variable.
3. To identify if there are statistically significant differences towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the variable of the mother's educational qualification.
4. To identify if there are statistically significant differences towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the qualification variable For my knowledge of the father.

The limits of the study:

The limits of the study included the following:

1. **Human limits:** the current study was limited to a sample of parents of students with learning disabilities.
2. **Spatial boundaries:** This study was limited to both the city of Nablus and Kuwait
3. **Time limits:** This study was conducted in the first semester of the academic year 2022/2023

Study Terminology

Distance education: Providing education or training through electronic educational means, including satellites, video, recorded audio tapes, computer programs, and various educational technical systems and means, in addition to a number of other means" (Hejazia and Khamisi, 2020).

Corona Pandemic: (COVID-19) The disease caused by the emerging corona virus called (Corona-SARS-2 virus) This emerging virus was first discovered by WHO on December 31, 2019 after a group of viral pneumonia cases were reported in Wuhan, People's Republic of China, The new corona virus is a new strain of corona virus that has not previously been detected in humans (WHO, 2020).

Learning difficulties: They are children who show a gap between their actual performance as measured by achievement tests in one or more areas, compared to their peers of the same chronological age, mental level and grade level. These children with sensory disabilities, whether audio, visual or motor, are excluded, as well as those who are mentally retarded. , the

emotionally disturbed, and the culturally and socially disadvantaged (Al-Hajji, 2022).

Previous studies

The study of Al-Saidi, Al-Ajmi and Aba Khalil (2022) The study aimed to identify the level of satisfaction of parents of students with learning difficulties with the use of the distance learning system in the State of Kuwait. The sample consisted of ninety-five (95) parents of students with learning difficulties, to whom a questionnaire was applied to collect data; The questionnaire consisted of three main axes: parents' satisfaction with the school administration, their satisfaction with the educational platform that is used and teaching, as well as their satisfaction with the effectiveness of distance learning, and the descriptive approach was used. The results of the research showed that the level of satisfaction of parents of students with learning difficulties about distance learning in light of the Corona pandemic in the State of Kuwait was generally high. The results showed that most of them were moderately satisfied with the school management and their preparations using the distance learning system in teaching their children; The results of the study also showed that parents of students with learning difficulties are satisfied with the use of educational platforms used in distance learning to a high degree; The study also found that parents of students with learning difficulties are highly satisfied with the effectiveness of the distance learning system. Finally, the results showed that there were no statistically significant differences between parents' satisfaction on the three axes.

Al-Zayed Study (2022) The study aimed to identify the importance of distance learning during and after the Covid 19 pandemic, identify the negatives of distance learning, reveal the Ministry of Education's preparations for its use, and the challenges facing its use during and after the Covid 19 pandemic, and provide some suggestions for the success of its use during the Covid pandemic 19 and then, and the effect of variables (gender, educational qualification, experience, stage) on that. To achieve the objectives of the study, the descriptive approach was used, and the data was collected through a questionnaire that included (48) phrases distributed over five dimensions that were applied to a sample of (944) male and female middle and high school teachers in public education schools in the State of Kuwait. The results showed that the estimates of the study sample members were average as a whole on the following two dimensions: the importance of distance learning during and after the Covid 19 pandemic, and the Ministry of Education's preparations for the use of distance learning during the Covid 19 pandemic, and the estimates of the study sample members were large as a whole on the following dimensions: The negatives of distance learning Distance, challenges to using distance

learning during and after the COVID-19 pandemic, and suggestions for successful use of distance learning during and after the COVID-19 pandemic. The results indicated that there were statistically significant differences between the averages of the study sample members on distance learning due to the variables (gender, qualification, experience, educational stage, educational region). In light of the results, the study made some recommendations.

Al-Hazmi Study (2022) The study aimed to reveal the degree to which faculty members practice distance education competencies from the point of view of Umm Al-Qura University students in light of the repercussions of the emerging Corona virus, Covid 19, and to achieve the goal of the study, the descriptive approach was used. The study included (247) male and female students at Umm Al-Qura University who were randomly selected and distributed according to the variables (gender, specialization, academic level). The degree of their application of distance education through their teaching practices and through student activities came to a high degree from the point of view of the study sample, and that there were no statistically significant differences in the responses of the study sample members about the degree of distance education practice by faculty members at Umm Al-Qura University due to demographic variables (gender, specialty, educational level).

The study of Al-Matroudi and Al-Rabeen (2022) The current study aimed to reveal the challenges of distance education facing students with learning difficulties at the primary stage in the Qassim region from the teachers' point of view, while the study sample consisted of (92) teachers of learning difficulties in primary schools in Al-Qassim region, there were (58) male teachers, and (34) female teachers. The descriptive survey method was used, and the questionnaire was designed as a tool for collecting study data. The study reached many results, the most important of which are: Insufficient knowledge on the part of teachers of learning difficulties about the unfavorable adjustments.

It should be included in the course to suit students during their distance education. The results also demonstrated the existence of statistically significant differences in teachers' responses to distance education challenges facing students with learning difficulties in the primary stage due to gender differences, and the differences in favor of males. At the end of the study, and based on its results, the study presented several recommendations to provide effective educational alternatives by educational institutions in the event of communication problems, or internet outages that would enable students with learning difficulties to continue learning and gain the benefit.

Shabani Study (2021) The current study seeks to investigate the effect of distance learning through the use of the Internet, as a measure that prevents

the possibility of contagion from the COVID-19 pandemic, on the level of Internet addiction. Through the use of the descriptive analytical approach, the research explores 12 studies in Arab countries on Internet addiction, in search of the factors and conditions and the analysis of the influence of them that lead adolescents to Internet addiction, and thus search for the relationship between distance education and Internet addiction among students. The results showed that there is no direct relationship between the long Internet preoccupation for the lesson and the occurrence of Internet addiction and consequently the absence of the time factor. The presence of the Internet may contribute to preoccupation with it to the point of addiction when multiple factors combine, including family factors, the need for emotional gratification in the absence of realistic opportunities, and insufficient skills such as social communication skill. Some of these studies indicated that Internet addiction is both a cause and a consequence of mental disorders.

A study (Hodges, Moore, Lockee, Trust, BondH 2020) aimed to reveal the difference between distance teaching in emergency situations and online education, where researchers designed a model consisting of evaluation conditions and a set of questions through which distance teaching can be evaluated. In emergency situations, and measuring the extent of the success of distance education experiences via the Internet, the study concluded that online learning experiences differ from learning in emergencies in terms of the quality of planning, and in terms of online courses in response to a crisis or disaster, and colleges and universities that work to maintain On education during the COVID-19 pandemic.

A study (DAVID T. MARSHAL, 2020) aimed at developing strategies to help teachers make smoother transitions to online teaching. Teachers were surveyed to understand their experiences while transitioning to distance education and which aspects of teaching were the most challenging by sending a link to a survey using networks. Social networking including Facebook and Reddit for 12-PK teachers to share The findings of the study were that teachers found many aspects of teaching to be more challenging when compared to face-to-face teaching. Teachers are human beings with lives and obligations and requirements that go beyond their professional role. The recommendation was to better prepare schools for emergencies or better support both teachers and students in an online environment. Revolutionizing the Modern Era Education Through Learning.

Study Methodology:

In order to achieve the objectives of the study, the descriptive-analytical approach was used, which defines a method for studying scientific phenomena or problems by describing in a scientific way, and then arriving at logical explanations that have evidence and proofs that give researchers the ability to develop specific frameworks for the problem, and this is used

in determining the results of the study. The research, and the descriptive analytical method is a meeting of two methodologies with each other, namely the descriptive method and the analytical method, where the descriptive method is the main method adopted in the research, assisted by the analytical method in order to search for the phenomenon and find appropriate solutions to it, all with the aim of the success of the research process (Alawneh, 2022).

Study population and sample:

The study population consisted of all parents of students with learning difficulties in the basic stage in the city of Nablus and Kuwait, where an accessible sample of (135) parents was selected from them, a questionnaire was distributed to them and (127) a questionnaire valid for analysis was retrieved from them, and in the following a description of the characteristics of a sample Study according to its variables:

Table (1) Distribution of the study sample according to its variables

| variable | Category | Number | Percentage |
|---------------------------------|-----------------------------|--------|------------|
| Relationship | Father | 74 | 58.3 |
| | Mother | 53 | 41.7 |
| | the total | 127 | 100 |
| Mother's education level | lower secondary school | 39 | 30.7 |
| | diploma | 12 | 9.4 |
| | Bachelor's degree and above | 76 | 59.8 |
| | the total | 127 | 100 |
| Father's education level | lower secondary school | 78 | 61.4 |
| | diploma | 12 | 9.4 |
| | Bachelor's degree and above | 37 | 29.1 |
| | the total | 127 | 100 |

Study tool:

The researchers prepared the study tool (the questionnaire) after reviewing the literature of the study and previous studies related to the subject. The questionnaire included two parts, the first section is the definitive data, and the second section includes data for the study variables, where the number of paragraphs of the tool reached (30) paragraphs, distributed over three areas so that Each field contains (10) paragraphs and was designed on the basis of a five-dimensional Likert Scale, the paragraphs were built in a positive direction, and the weights were given to the paragraphs as follows:

Strongly agree: five degrees, agree: four degrees, neutral: three degrees and disagree : two degrees, and does not agree at all: one degree.

Validity of the tool:

The validity of the tool has been verified by presenting it to a group of arbitrators with competence and experience in the field of special education and asking them to express their opinion on the paragraphs of the questionnaire by deleting and modifying and proposing new paragraphs and the appropriateness of the tool for the subject of the study. Based on the referees' observations, the study tool was modified to become in its final form (30) paragraphs, divided into 3 axes. Accordingly, the tool has the validity of the content.

Tool stability:

In order to extract the reliability coefficient, the researchers used Cronbach's alpha equation. The reliability coefficient for the first field was (0.86), the second field (0.83), the third field (0.80), and the total score (0.89). These values that were reached for the reliability coefficients are appropriate and meet the purpose of the study .

Statistical processing:

After collecting, coding and processing the data using appropriate statistical methods, using the SPSS statistical program, the researchers used frequencies, arithmetic means, standard deviations, Cronbach's alpha equation, t-test for two independent samples and one-way analysis of variance.

Results

This study aims to identify the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic. The results of the study, the researchers used the following arithmetic averages (Alawneh, 2020):

| | |
|------------------|--------|
| Less than 2.5 | Low |
| 2.5 - 3.5 | Medium |
| Greater than 3.5 | High |

The following is a presentation of the study results:

The first question: What is the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic?

In order to answer this question, the arithmetic means and standard deviation were extracted for each item of the tool, and the following is a statement of that:

Table (2) Arithmetic averages and standard deviations of the paragraphs of the level of satisfaction of parents of students with

learning difficulties towards distance learning after the Corona pandemic.

| No | Rank | Items | Role Importance | standard deviation | Arithmetic average |
|---------------|------|---|-----------------|--------------------|--------------------|
| 1 | 1. | Parents' satisfaction with the school administration | moderate | 0.885 | 3.2 |
| 2 | 2. | Parents' satisfaction with the educational platform | moderate | 0.987 | 3.09 |
| 3 | 3. | Parents' satisfaction with the effectiveness of distance learning | moderate | 0.869 | 2.92 |
| overall Grade | | | moderate | 0.5038 | 3.0735 |

It is clear from the data in the previous table that the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic is medium, and it also ranked first in the first area related to parents' satisfaction with school management, as it came with an arithmetic average (3.20) with a standard deviation (0.88).) The second domain related to parents' satisfaction about the educational platform came in second place, where it came with an arithmetic mean (3.09) and a standard deviation (0.98), and the third domain ranked third and last, which is the domain related to parents' satisfaction about the effectiveness of distance learning, where it came with an arithmetic average (2.92).) and a standard deviation (0.86), and the total score for the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic was (3.07). Body language and physical communication are very important in the education process, especially for people with learning difficulties. Their benefit is not appropriate from the distance education process during the Corona pandemic.

This result differed with the results of the study of Al-Saidi et al. (2022), which confirmed that parents of students with learning difficulties are satisfied with the use of educational platforms used in distance learning.

The second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the kinship variable?

In order to answer this question related to the kinship variable, a t-test was used for independent samples, and the results of the following table show that:

Table (3) Results of the (T) test for independent samples to indicate the differences in the level of satisfaction of parents of students with

learning difficulties towards distance learning after the Corona pandemic due to the kinship variable

| Variable | relationship | Number | Average | deviation | T value | Significance Level* |
|---|--------------|--------|---------|-----------|---------|---------------------|
| Parents' satisfaction with the school administration | Father | 74 | 3.2 | 0.876 | -0.030- | 0.97 |
| | Mother | 53 | 3.21 | 0.906 | | |
| Parents' satisfaction with the educational platform | Father | 74 | 3.14 | 0.97 | 0.547 | 0.58 |
| | Mother | 53 | 3.04 | 1.018 | | |
| Parents' satisfaction with the effectiveness of distance learning | Father | 74 | 2.85 | 0.806 | -1.072- | 0.28 |
| | Mother | 53 | 3.02 | 0.951 | | |
| Total Marks | Father | 74 | 3.0631 | 0.483 | -0.275- | 0.78 |
| | Mother | 53 | 3.0881 | 0.535 | | |

* (Statistically significant at significance level $\alpha = 0.05$)

We note through the data in the previous table that there were no statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic according to the kinship variable. The total score (0.78) and this value is greater than (0.05) and this result means that there are no statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic to a related variable Kinship, and the researchers attribute this result to the fact that the distance education edition is unified for all students with learning difficulties and that the cognitive characteristics of students with learning difficulties are similar and that all parents suffer from the same factors and therefore their answers were close, whether it was a father or a mother who responded on this scale Thus, it was found that there were no statistically significant differences at the significance level ($\alpha = 0.05$) towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the kinship variable, whether it was a father or a mother, and this result agreed with n The results of the study of Al-Saidi et al. (2022), which confirmed that there are no statistically significant differences between the satisfaction of parents on the three axes.

The third question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of the study sample members towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the variable of the educational qualification of the mother?

In order to answer this question related to the educational qualification variable of the mother, a t-test was used for independent samples, and the results of the following table illustrate this:

Table (4) The results of the (T) test for independent samples indicative of the differences in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, attributed to the variable of the educational qualification of the mother

| Axis | Contrast source | Sum Squares | Freedom Degrees | Squares Averages | F value | Significance level |
|---|------------------|-------------|-----------------|------------------|---------|--------------------|
| Parents' satisfaction with the school administration | between groups | 3.000 | 2 | 1.500 | 1.944 | 0.147 |
| | within groups | 95.677 | 124 | .772 | | |
| | the total | 98.677 | 126 | | | |
| Parents' satisfaction with the educational platform | between groups | 0.284 | 2 | 0.142 | 0.144 | 0.866 |
| | within groups | 122.582 | 124 | 0.989 | | |
| | the total | 122.866 | 126 | | | |
| Parents' satisfaction with the effectiveness of distance learning | between groups | 1.873 | 2 | 0.937 | 1.244 | 0.292 |
| | within groups | 93.339 | 124 | 0.753 | | |
| | the total | 95.213 | 126 | | | |
| Total degrees | between groups | 0.727 | 2 | 0.364 | 1.442 | 0.240 |
| | within groups | 31.254 | 124 | 0.252 | | |
| | the total | 31.981 | 126 | | | |

* (Statistically significant at significance level $\alpha = 0.05$)

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the variable of the educational qualification of the mother. Indication of the total score

(0.24) and this value is greater than (0.05) and this result means that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic to a variable The mother's educational qualification, and the researchers attribute this result to the fact that the distance learning style is not suitable for teaching people with learning disabilities and this is known to all mothers, regardless of their educational level, as students with learning disabilities need extreme care because of their learning difficulties, as they need to exchange information face to face. This is what all mothers know, regardless of their academic qualifications. Therefore, it was found that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to a variable. The educational qualification of the mother.

The fourth question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of the study sample members towards the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the father's educational qualification variable?

In order to answer this question related to the father's educational qualification variable, One-Way ANOVA was used for independent samples, and the results of the following table illustrate this:

Table (5) The results of the One-Way ANOVA for independent samples to indicate the differences in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic due to the educational qualification variable of the father.

| Axis | Contrast source | Squares Sum | Freedom Squares | Squares Averages | F value | Significance level |
|--|-----------------|-------------|-----------------|------------------|---------|--------------------|
| Parents' satisfaction with the school administration | between groups | 0.847 | 2 | 0.423 | 0.537 | 0.586 |
| | within groups | 97.83 | 124 | 0.789 | | |
| | the total | 98.677 | 126 | | | |
| Parents' satisfaction with the educational platform | between groups | 0.265 | 2 | 0.132 | 0.134 | 0.875 |
| | within groups | 122.601 | 124 | 0.989 | | |
| | the total | 122.866 | 126 | | | |

| | | | | | | |
|---|------------------|--------|-----|-------|-------|-------|
| Parents' satisfaction with the effectiveness of distance learning | between groups | 1.972 | 2 | 0.986 | 1.311 | 0.273 |
| | within groups | 93.241 | 124 | 0.752 | | |
| | the total | 95.213 | 126 | | | |
| Total degrees | between groups | 0.633 | 2 | 0.317 | 1.252 | 0.289 |
| | within groups | 31.348 | 124 | 0.253 | | |
| | the total | 31,981 | 126 | | | |

* (Statistically significant at significance level $\alpha = 0.05$)

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic, according to the father's educational qualification variable. Indication of the total score (0.28) and this value is greater than (0.05) and this result means that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of satisfaction of parents of students with learning difficulties towards distance learning after the Corona pandemic to a variable The father's academic qualification, and the researchers attribute this result to the fact that students with special needs are known to all groups that they need great care in the teaching process, and this care was not reached by the teacher during distance education. Learning, regardless of their educational qualification, meaning that the father's educational qualification does not affect the level of satisfaction with distance education. Therefore, it was found that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of satisfaction of parents of students with difficulties Learning towards distance learning after the Corona pandemic, according to the father's educational qualification variable.

Recommendations

According to the results of the study, the researchers recommended a set of recommendations, the most important of which were:

1. The necessity of training teachers of learning difficulties on how to effectively deal with students with learning difficulties during distance education.
2. Develop a flexible plan in order to teach students with learning difficulties through it and change what they see fit as soon as possible.
3. Providing an appropriate infrastructure for teachers and students in order to provide the highest level of distance education for students with special needs.
4. Providing appropriate suggestions by parents in order to increase the level of effectiveness of distance education for students with special needs.
5. Conducting more studies that dealt with teaching students with learning difficulties and applying them to a study community to which the current study was not applied.
6. Conducting more studies on the same subject so that it deals with other societies as well as variables that were not addressed by the current study.

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