

# The Degree of Effectiveness of the Learning Resources Rooms in Teaching Students with Learning Difficulties in Ajloun Education Directorate Schools in Jordan as Perceived by their Teachers

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## Abstract

This study aimed to identify the degree of effectiveness of the learning resources rooms in teaching students with learning difficulties in Ajloun Education Directorate schools in Jordan as perceived by their teachers .It also aimed to identify if there are significant statistical differences among the responses of the study sample attributed to the variables :gender ,major and experience. The population of the study consisted of all learning resources rooms' teachers and all Arabic and mathematics teachers of all schools which include learning resources rooms. Their total number amounted to 554 teachers: 299 females and 255 males. The study sample consisted of 94 teachers chosen randomly from the population .The instrument of the study was a questionnaire developed by the researcher ;its validity was confirmed by 85% of the agreement of the referees and its reliability was achieved by using (Alpha-cronbach) coefficient whose value was (0.97) the results of study indicated that the degree of effectiveness of four out of five domains of the instrument is high ranked as follows : (1) reinforcement for students; (2) evaluation and diagnosis of the students; (3) strategies and methods of teaching; (4) instructional facilities and equipment. The findings indicated that the degree of effectiveness parents is medium. The finding also indicated that there are no statistically significant differences among the study sample responses attributed to gender, major and experience variables.

**Keywords:** learning resources rooms, effectiveness of learning resources rooms, learning difficulties, schools in Jordan, students with learning difficulties

## 1. Introduction:

In the light of the directives of the Ministry of Education in Jordan to develop programs provided to people with learning difficulties, it has founded learning resources rooms in all directorates of education. It established and equip (40-100) learning resources rooms yearly. It began to work on the learning difficulties program and founded learning resources rooms in 1987. The number of such rooms increased and reached (826) resources rooms in Jordan in the year 2012. Each resources room serves twenty students with learning difficulties yearly. (Ministry of Education, 2012).

The learning difficulties program implemented by the Ministry of Education in Jordan aims to help the students with learning difficulties through discovering guidance and awareness to all parties concerned in the educational process such as principals, teachers and parents of the learners with learning difficulties, and emphasizes the importance of this program and highlights its positive sides especially to the learners and to follow them up with their parents.

Students with learning difficulties join learning resources rooms. Each resources rooms accommodates about 20 students starting from the second basic grade to the eighth basic grade who suffer from weak skills in Arabic language and mathematics.

The concept of learning difficulties means, according to the Ministry of Education in Jordan, the following: “disorder in one or more of the basic psychological processes that include understanding and using the written language or the spoken language which appear in the disorders of listening, thinking, speaking, reading, writing and mathematics which are not attributed to reasons related to mental or hearing or visual disability.

The ministry has identified the social and educational characteristics of the students with learning difficulties to distinguish them from the normal students. Learning difficulties include the academic problems such as reading , writing and mathematics difficulties. They also include disorders of memory and thinking such as the difficulty to remember the words the students has already seen or read. They also include the weakness of the ability to distinguish between similar stuff and the inability to focus and to concentrate attention, and the disruption of hearing and the language development, and the weakness of comprehending the information obtained by the student through his various senses, hyperactivity, such as not being able to sit in one place for a long time, and keeps moving between the rows of the seats in the classroom”. (Ministry of Education, 2012).

The mechanism of managing the learning resources room is based on specific criteria, including that learning in the learning resources is based on the principle of individualized learning (3-4) students in each session. Students with learning difficulties are taught in the learning resources room at a rate of one session a day, after which they return to their regular classrooms. (Ministry of Education, 2012). This organization is known as

the comprehensive inclusion, where the students and the normal students in the regular classrooms, simultaneously they receive additional services and academic support in the learning resources rooms provided by a qualified learning resources room teacher who is also qualified well to deal with the students with learning difficulties as confirmed by Saeed (2006), cited in (Ali, 2011).

Instruction inside the learning resources center depends on the individualized instruction managed by the teacher who prepares an appropriate and effective learning environment, provides the proper educational material, and uses the diverse teaching methods and the instructional media convenient with the potential of each student and his style of learning. He also draws an educational plan for every student to promote his level in the materials he feels that they are tough for him. (Ali, 2011).

The number of the students with learning difficulties form a high percentage among students in various countries of the world and their number is growing in most subjects. The rates of their distribution vary according to different studies of the world depending on the criteria used in these studies on the one hand, and the difference of the communities in which such studies are conducted on the other hand. Never the less, most of those studies which confirm the large size of the problem. Ali (2011) has quoted some of the findings of the studies which showed the proportion of those with learning difficulties in some Arab countries. In Jordan, the proportion of the students with learning difficulties amounted to (9.2%) in the elementary stage and is (6.8%) among females. In Oman the proportion of the students with learning difficulties is (10.8%) in Arabic language and mathematics, (12%) among females and (9.3%) among males. In the united Arab Emirates the students with learning difficulties was (13.7%) in the elementary stage and (11.8%) among females. In Egypt their percentage reached (26%) who suffer from reading difficulties and (28.4%) in writing.

Alusaimi (2015) cited the results of some studies which confirmed that that (7%) of the students in the elementary schools in Saudi Arabia joined the programs of the learning difficulties, and the use of computer has helped the students with learning difficulties to do their special homework and apply their individual plans, and solve some of the problems in reading comprehension, writing and arithmetic.

The high rate of the students with learning difficulties stresses the importance and the need to solve this problem and emphasizes the importance of preparing well the learning resources rooms in every school and the importance of preparing and training the learning resources room teachers. Taking care of the learning resources rooms is very important during the public education stage because in such stages the students' mental abilities are polished through reading reflected in the formation of their personalities.

## **2. Statement of the Problem:**

The studies reviewed by (Ali, 2011) and (Alusaimi, 2015) confirmed that the rate of those with learning difficulties is high in Jordan and the Arab countries. Those studies have proved the effectiveness of instruction using learning resources rooms in improving the level of the performance of the students with learning difficulties as the study of (Vaughn, Elbaum; and Boardman, 2001) which confirmed that educating the students with learning difficulties in a less restricted environment leads to more social acceptance and the development of the social skills and the formation of friendships, and the high level of self-esteem they have. Awwad (2009) also reviewed the findings of some studies which led to the improvement of the reading, writing and arithmetic of the students with learning difficulties after teaching them in learning resources rooms in Jordan and the United Arab Emirates (Said, 2002; Muhammad, 2002; Maaytah, 1999).

Awwad (2009) also reviewed the study conducted by Calhon; Fuchs; Beth and Lynn, 2003 which indicated that teaching math in a learning resources room for 15 days for 92 students from the ninth grade up to the twelfth grade led to their improvement of their level of performance in the concepts and skills of math and also led to the improvement of their attitudes towards mathematics and increase their motivation toward it. Awwad (2009) also reviewed the study conducted by Englert; Wu; Zhao (2005) which indicated the improvement of the performance level of the children with learning difficulties in the fourth and fifth grades by using the learning resources room.

Review of the previous studies which addressed the effectiveness of learning resources rooms in the education directorates in Jordan, the researcher did not find any study conducted on the effectiveness of the learning resources rooms in teaching students with learning difficulties in Ajloun Governorate. Hence, the problem of the study is to identify the degree of the effectiveness of the learning resources rooms in teaching the students with learning difficulties in the schools of Ajloun Education Directorate from the perspectives of the teachers through answering the main question which says:

What is the degree of the effectiveness of the learning resources rooms in teaching the students with learning difficulties in the schools of Ajloun Education Directorate?

### **2.1 The Study Questions:**

This study is an attempt to answer the following questions:

**The first question:** What is the degree of effectiveness of the learning resources rooms in teaching

students with learning difficulties in the schools of Ajloun education directorate from the perspective of the teachers?

**The second question:** Are there statistically significant differences in the study sample responses to the degree of effectiveness of the learning resources rooms in the schools of Ajloun education directorate attributed to variables (gender, major, and experience)?

### 3. The Purposes of the Study:

This study aimed to achieve the following:

- Identifying the degree of the effectiveness of the learning resources rooms in teaching the students with learning difficulties in the schools of Ajloun Education Directorate from the teachers' perspectives.
- Identifying whether there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) among the responses of the study sample members in the degree of effectiveness of the learning resources rooms in teaching the students with learning difficulties in the schools of Ajloun education directorate attributed to the variables: gender, major and experience.

### 4. The Significance of the Study:

The significance of this study stems from the following:

- This study will help in capturing the attention of the educators and the teachers to focus on the degree of effectiveness of the learning resources rooms in teaching the students with learning difficulties in the schools of Ajloun education directorate from the teachers' perspective.
- This study will provide recommendations based on the results the study indicated concerned with how to activate the learning resources rooms in teaching the students with learning difficulties.

### 5. The Operational Definitions:

#### - Learning Resources Room:

It is a classroom attached to a regular school with a minimum area of 30m<sup>2</sup> provided with appropriate furniture, the instructional media and the educational games. The number of the students it can take is (20- 25) students from the second basic grade to the eighth basic grade. They are students with learning difficulties. The teachers of the learning resources room are university graduates with bachelor degree in Arabic, mathematics, special education and diploma of learning difficulties. They attend training courses in learning difficulties. Students are usually divided into groups.

#### 5.1. Students with Learning Difficulties:

They are students who are classified as suffering from learning difficulties in the Arabic language skills and mathematics and are diagnosed by unofficial tests based on the curriculum skills who show weakness of a student in a material he suffers from its difficulty, after which students with learning difficulties are transferred to a learning resources room to receive appropriate educational services and special programs prepared for them in advance for grades from the second basic grade the eighth basic grade to in Jordan.

### 6. Limitations of the Study:

**Spatial Limitations:** This study is limited to the schools of Ajloun education directorate which contain learning resources rooms.

**Time Limitations:** The instrument of the study was applied to the subjects of a study sample during a period of time which lasted one and a half months during the academic year 2015/2016.

**Human Limitations:** The study was restricted to the teachers of learning resources rooms, teachers of Arabic language and mathematics.

Validity of the results of the study is identified by the extent of the validity of the responses of the sample of the study.

### 7. Previous Studies:

Smadi (1996) conducted a study aimed at measuring the effectiveness of a learning resources room as an educational alternative in teaching a slow learner. The study attempted to answer the following question: are there differences between the experimental group which joined the learning resources room and the control group that did not join them in acquiring basic academic skills in reading and arithmetic? The results indicated the effectiveness of the learning resources room as an educational alternative in improving the Arabic language and arithmetic skills in the learning resources room.

Kellerman (1998) conducted a study that aimed at raising the academic level of the students with

learning difficulties. The study used the descriptive method. The results of the study have confirmed the possibility of raising the academic level of the students with learning difficulties by providing them with academic support in the learning resources room.

Grotheer (1999) also conducted a study aimed to find out the effectiveness of the quality of the individualized instruction plans for students with learning difficulties inside the learning resources room. The results of this study have confirmed that the individualized instruction inside the learning resources room is more efficient and of better quality when there is a specialized teacher in the field of special education.

Almaytah (1999) also conducted a study on the effectiveness of learning resources rooms as one of special education alternatives in dealing with learning difficulties in learning resources rooms. The researcher used the field experimental method with a sample consisted of a control group and an experimental group. He relied on tests to gather data. The results of the study have revealed that the programs offered in the regular classrooms do not meet the needs of all sorts of students and providing supporting services to all groups of students from outside the regular classroom enhances individualized learning which boosts the students' self-confidence, and developing appropriate diagnosis tools helps the regular teacher to solve the students' problems and draw appropriate plans to deal with such problems.

Stacey (2001) also conducted a study that aimed to identify the extent of the effect of content boosters available in a supported environment (the learning resources room) on students' achievement and has provided a subsidized environment for students with learning difficulties who were suffering from the difficulty of the geography course content. The findings of the study have revealed that the students have achieved the required success by providing them with distinctive services in the geography corner inside the learning resources room.

Saeed (2002) also conducted a study aimed to identify the effectiveness of learning resources rooms on academic achievement development for students with learning difficulties in the Arabic language (reading, speaking and writing) skills. The sample of the study consisted of (60) students chosen from Zarqa education directorate in Jordan. The results of the study have indicated that there are substantial differences between the average scores of the pretest achievement and the post-test achievement in reading, speaking and writing skills attributed to the educational and remedial services which the students with learning difficulties have received in the learning resources rooms. The study recommended the need to increase the number of lessons per week given in the learning resources room and emphasized the need for coordination between the regular classroom teacher and the teacher of the learning resources room and the school principal and the educational supervisor.

Muhammad (2002) also conducted a study in which he included a proposed program to treat the learning difficulties of reading and writing for students of the learning resources rooms in the Basic Elementary School in the United Arab Emirates. The study aimed at diagnosing the learning difficulties in reading and writing of a sample of students of the basic elementary stage who use the learning resources rooms through designing a program to treat such difficulties and applying it to those students. The researcher used Rafen colored matrix test approved by the Ministry of Education and Youth in the United Arab Emirates. The researcher also prepared diagnosis test for reading and writing and achievement tests for reading and writing and proposed a program to treat some learning difficulties of reading and writing as instruments of the study. The study sample consisted of (160) students with learning difficulties in reading and writing who use also learning resources rooms. Then they were divided into two groups: a control group and an experimental group. Each group consisted of (40) students. The results have indicated significant statistical differences in favor of the experimental group in reading and writing, and indicated no significant statistical differences between the two groups attributed to gender. The results have also indicated significant statistical differences as a result of the interaction between the two pretest and the post test in writing in favor of the remedial program.

Naser (2005) conducted an assessment of the learning resources rooms in Jordan and proposed a new educational program. The results have indicated the need to reconsider a number of the elements of the learning resources room which include diagnosis equipment, curriculum instructional strategies and the application of the instructional technology.

Fraihat (2007) also conducted a study of the educational services as perceived by parents and teachers of regular classrooms. The results have indicated the consent of both parties for the services rendered in the learning resources room to the learners with learning difficulties.

Awwad and Emam (2007) conducted a study which aimed to identify the status of the educational services provided in the learning resources rooms to the students with learning difficulties as perceived by teachers and the availability of those educational services due to the type of education (public, private, UNRWA), the geographical location of the school, the gender of the teacher and the experience. The study sample consisted of (150) teachers of learning resources rooms. The results of the study have indicated the availability of the educational services in resource rooms moderately and revealed statistically significant differences in the degree of the availability of the educational services of the learning resources rooms attributed to the geographical location in favor of the middle region, and revealed significant differences in the degree of the availability of diagnostic and treatment in favor of the less experienced teachers, and also revealed statistically significant



differences in the degree of the availability of the educational services attributed to the type of the school in favour of the private schools.

Al-Khateeb and Al-Hadidi (2009) conducted an assessment of the level of satisfaction of the teacher and of learning resources rooms and of parents of the students with learning difficulties about the educational services provided by the learning resources rooms. The results have revealed the teachers' satisfaction with their work in the learning resources rooms and lack of satisfaction for parents who failed to participate in the programs of the learning resources rooms.

Sabbah and Shanaah (2010) studied the impact of the learning resources rooms from the perspectives of principals, teachers and the educational supervisors. The results have revealed the satisfaction of the school principals, teachers and educational supervisors about the effectiveness of the learning resources rooms, their tools, their methodology, programs, and their educational equipment.

Al -Ayed (2011) conducted a study that aimed at indentifying the satisfaction of the parents of the students with learning difficulties about the services provided to them by the teacher in the learning resources room in Amman Education Directorate. The results have revealed that among the most prominent results that gained the satisfaction of the parents were the services offered to them in the learning resources rooms by the resources room teacher and service that received the least satisfaction shown by parents were the non-curricular services.

Al- Khasawneh (2012) conducted a study about the status of the educational services rendered by the learning resources rooms to the students with learning difficulties in the basic stage in Irbid governorate from the perspectives of the parents. The study sample consisted of (384) parents who responded to a measure prepared by Al-Khasawneh which includes four domains: participation, exploration and learning environment, enhancement and evaluation. The results have indicated that the participation of the parents in the learning resources rooms was of moderate degree. Parents perceive the teachers of the learning resources rooms pay more attention to the evaluation strategy, followed by the reinforcement strategy and the last one is the strategy of exploration and the environment of learning. The results have also indicated that the parents' perspectives differ due to gender in favor of the mothers, and they differ due to the type of the school in favor of the private school.

Al-Zubi and Abdulrahman (2012) conducted a study aimed at measuring the effect of using the learning resources rooms in improving the reading and mathematics skills for the students of (60) students chosen to join the learning resources rooms in Najran in Saudi Arabia. The sample was divided into two equal groups: a control group and an experimental group. The experimental group joined a learning resources room and the control group received its lessons in a regular classroom. The results have indicated a significant statistical difference in favor of the experimental group.

Turkey and Sawalhah (2013) conducted a study that aimed to identify the status of the learning resources rooms in the public schools in Tafila Governorate from the perspectives of the teachers of the learning resources rooms. The study sample consisted of (21) learning resources rooms teachers in public schools in Tafila Governorate and they were chosen on purpose. To achieve the purposes of the study, the researchers developed a questionnaire which included (66) items. Those items were distributed to five domains: learning resources room teacher, school administration, participation of parents, learning resources room, and the conduct of educational process. The results of the study have indicated some prominent results among which: the perceptions of the teachers of the status of the learning resources rooms for learners with learning difficulties were moderate. The results have also indicated significant statistical differences between the perceptions of the teacher of the status of the learning resources rooms due to gender regarding the domains the teacher of the learning resources room and the school administration, and the school administration and the instrument as a whole were in favor of the females. The results have also indicated that there were no statistical significant differences between the perceptions of the status of the learning resources room due to the scientific qualifications.

Jaradat (2014) also conducted a study aimed at identifying the programs of the learning resources rooms in North Khaleel Education Directorate in inclusion of the learners with learning difficulties in the regular school and the obstacles and the difficulties that confront the process of inclusion through case study and awareness of the development and progress in inclusion education programs for students with learning difficulties. The study adopted the methodology of case study and the method of content analysis based on official documents and instructions issued by the Palestinian Ministry of Education. The study used interview method with the student and her regular classroom teacher and her learning resources room teacher, and the school principal and the student's parents and the notes drawn from the student's records. The results have indicated that the results of the purposeful dialogue, the collective and individual sessions with those concerned with the student and the observations of her classroom teacher and the educational counselor of school, and the educational supervisor during his field visits to the school and his follow up of her file resulted in noticeable improvement in the student's performance, and the diversity of the educational methods and adopting the method of peer teaching and the inclusion in classroom groups have helped her to develop positive social

relations with her classmates in the school and the students mastered well writing alphabet and syllables and some words and participated in the class committees, and acquired the listening skill and the student felt well because of the attention and care given to her by her family.

Al Usaimi (2015) conducted a study aimed at to identify the status of using modern instructional technology in the learning resources room and the difficulties that confront the teachers of the students with learning difficulties in Qaseem District in Saudi Arabia through using the analytical descriptive method. The sample consisted of (67) teachers chosen from the teachers of the students with learning difficulties. The results have indicated that the teachers of the students with learning difficulties use of modern instructional technology was moderate. The results have also indicated that there were significant statistical differences between the responses of the teachers regarding the status of the use of instructional technology due to the variable of attending training courses were in favor of those teachers who attended the training courses.

### **7.1 Comments on the previous studies:**

Upon review of the previous studies which studied the degree of the effectiveness of learning resources rooms, a person concludes that no previous study dealt with the degree of the effectiveness of the learning resources at the schools of Ajloun Education Directorate. The sample of the current study is restricted to the teachers of the learning resources rooms and the teachers of the Arabic language and mathematics at the schools which include learning resources rooms. Teaching in learning resources rooms is restricted to teaching the Arabic language and mathematics skills, to improve the level of skills in those two subjects. This study is distinguished from the previous studies because the sample of the study was careful to know the opinions of the teachers who teach these subjects whether in regular classrooms or in learning resources rooms. Because only those teachers who deal with the students with learning difficulties, whether in the learning resources rooms or in the regular classrooms. Learners with learning difficulties are taught three Arabic language lessons and two mathematics lesson weekly in the learning resources rooms and go back to their regular classrooms. So the sample of the study is restricted to the teachers who only deal with those students but Grotheer (1991) and Almaaytah (1991) focused on individualized learning inside the learning resources room, and Stacey (2001) studies the availability of the educational services rendered by the learning resources room. Meanwhile the studies of Alayed (2011) and Alkhateeb and Alhadeedi (2009) studied the satisfaction of parents of the students with the learning difficulties about the educational services offered in the learning resources rooms to their children. Alamran (2007) studied the learning resources in Saudi Arabia and Muhammed (2002) proposed a solution to deal with learning difficulties. Ajlan (2003) studied learning difficulties and their relation to shortage of attention and excessive activity and disorder of behavior of the students of the elementary stage. Alusaimi (2015) studied the status of the use of the instructional technology in the learning resources rooms and the difficulties and obstacles that confront the teachers who teach students with learning difficulties in Qaseem District in Saudi Arabia.

Hence, this study has been conducted to meet the need of measuring the degree of the effectiveness of the learning resources rooms in the schools of Ajloun Education Directorate on one hand, and to focus on measuring the effectiveness of such learning rooms from the perspectives of the teachers who teach the students with learning difficulties whether in their regular classrooms or in their learning resources rooms.

## **8. Methodology of the Study:**

The researcher used the analytical descriptive method. This method focuses on collecting data about the topic of the study. This method is appropriate for this type of study which attempts to identify the degree of the effectiveness of the learning resources rooms in the schools of Ajloun Education Directorate from the perspectives of the teachers.

### **8.1 The Population of the Study:**

The population of the study consisted of all the teachers of the learning resources rooms and the teachers of the Arabic language and mathematics in the schools in which there are learning resources rooms. The total number of this population is (554) teachers: (255) male teachers and (299) female teachers.

### **8.2 The Sample of the Study:**

The sample of the study consisted of (94) teachers chosen randomly from the population. Table (1) below shows the distribution of the sample according to the independent variables of the study.

**Table (1): Distribution of the sample according to the independent variables of the study**

	Variable	Number	Percentage
1.	<b>Gender:</b>		
	Male	34	36.2%
	Female	60	63.8%
2.	<b>Major:</b>		
	Learning resources teacher	17	18.1%
	Arabic language teacher	47	50%
	Mathematics teacher	30	31.9%
3.	<b>Experience</b>		
	Less than 5 years	10	10.7%
	5 years – less than 10 years	35	37.2%
	More than 10 years	49	52.1%
4.	<b>Qualifications:</b>		
	Bachelor degree	70	74.5%
	Bachelor degree + higher diploma	15	16%
	Masters degree	9	9.5%

### 8.3 The Instrument of the Study:

The researcher designed a questionnaire to achieve the objectives of the study in the light of the theoretical literature and previous studies related to the topic of the study. This instrument consists of two main parts. The first part included general data concerning the respondents of the sample and included the following variables: gender, major, experience, and the scientific qualifications. The second part included five domains to identify the degree of the effectiveness of the learning resources rooms from the perspectives of the teachers in the schools which contain learning resources rooms in Ajloun Education Directorate. Those five domains are: the first domain: the domain of the degree of the effectiveness of the assessment and diagnosis of the students with learning difficulties and it includes (8) items. The second domain is the domain of the degree of the effectiveness of the cooperation of parents of the students with learning difficulties and it includes (8) items. The third domain is the domain of the degree of the effectiveness of the educational facilities and equipment of the learning resources rooms and it includes (9) items. The fourth domain is the domain of the degree of the effectiveness of the strategies, activities and methods of teaching used by the teacher of the learning resources room and it includes (14) items. The fifth domain is the domain of the degree of the effectiveness of reinforcement provided to the students with learning difficulties and it included (8) items. The total number of the items of the questionnaire is (47).

The following method has been used to determine the level of the answers of the items of the second part of this questionnaire, as follows: high = 3, medium = 2, and low = 1. Then the answers are divided into three equal levels by applying this equation:

$$\text{Category length} = (\text{the greatest value} - \text{the lowest value}) \div \text{number of alternatives of the instrument} = (3 - 1) \div (3) = 0.66\%$$

Thus the levels become as follows:

Range (1 – 1.66%) indicates very low degree of effectiveness. The second range (1.67 – 2.33) which indicates a medium degree of effectiveness. The third range (2.34 – 3) indicates a high degree of effectiveness.

### 8.4 Validity of the Instrument:

The validity of the questionnaire was judged by six referees chosen from the faculty members with the proper specialty and experience at Al al-Bayt university and Yarmuk university. They were asked to give their comments about the items of the questionnaire, the integrity of the language and the affiliation of the items of the instruments, and to express their views by deletion, addition, or modification of any item. Some of the items have been modified based on their observations. The researcher considered consensus of (80) of the referees is an acceptable level, meanwhile the instrument got (85%) of the agreement of the referees. This is considered a high proportion of agreement. The final copy of the instrument consisted of (47) items.

### 8.5 The Reliability of the Instrument:

The reliability of the instrument and its five domains have been achieved and confirmed by using (Alph – Cronbach) coefficient. The reliability coefficient values of the five domains are high.

**Table (2) shows the internal consistency of the five domains of the instrument**

Number	Domain	Reliability Coefficient Value
1.	The degree of the effectiveness of the evaluation and diagnosis of the students with learning difficulties.	0.90
2.	The degree of the effectiveness of the cooperation of the parents of the students with learning difficulties.	0.89
3.	The degree of the effectiveness of the educational facilities and equipment in the learning resources rooms.	0.87
4.	The degree of the effectiveness of the strategies, activities and methods of teaching used by the learning resources room teacher.	0.93
5.	The degree of the effectiveness of reinforcement for students with learning difficulties.	0.90
<b>Total</b>		<b>0.97</b>

### 8.6 The Procedures of the Study:

In order to conduct the study and to come up with results, the researcher made the following procedures:

1. The researcher reviewed the theoretical literature and the previous studies related to the topic of the study, the effectiveness of the learning resources rooms. The researcher benefitted from this review in building the instrument of the study after he had confirmed its validity and reliability.
2. The researcher obtained a permission from Ajloun Education Directorate to distribute the questionnaire to the sample of the study. The researcher distributed (100) copies of the questionnaire to the teachers of learning resources rooms and the teachers of the Arabic language and mathematics in the schools which include learning resources rooms. (94) copies of the questionnaire were retrieved and the retrieval ratio was = 94%, which is high.
3. The researcher entered the data into the computer and performed statistical analysis by using SPSS.
4. The researcher analyzed the results and discussed them in the light of the theoretical literature and previous studies.
5. The researcher concluded the study with appropriate recommendations and proposals in the light of the results that have been reached.

### 9. The Results of the Study and Discussion:

The following are the most important findings of the study:

First: the results related to the answer of the first question which says: “What is the degree of effectiveness of the learning resources rooms in Ajloun Education Directorate schools from the teachers’ perspectives?”

To answer this question, the arithmetic means and the standard deviations of the degree of the effectiveness of the learning resources rooms in Ajloun Education Directorate schools from the teachers’ perspectives of each of the items of the five domains of the instrument and the instrument as a whole have been calculated. Table (3) below illustrates this.

Rank	Number	Domain	Mean	S.D.	Degree of effectiveness
1	5	Degree of effectiveness of reinforcement for students with learning difficulties.	2.52	.492	high
2	1	Degree of effectiveness of evaluation and diagnosis of students with learning difficulties.	2.43	.496	high
3	4	Degree of effectiveness of strategies activities and methods of teaching of the learning resources room teacher.	2.37	.457	high
4	3	Degree of effectiveness of instructional facilities and equipment in the classroom.	2.34	.460	high
5	2	Degree of effectiveness of cooperation of the parents of the students with learning difficulties.	2.02	.509	medium
<b>The total score of the instrument</b>			<b>2.34</b>	<b>.411</b>	<b>high</b>

Table (3) shows that the means and standard deviations and the degree of the effectiveness of the domains of the instrument and the instrument as a whole where the means ranged between (2.02 – 2.52) within the effectiveness degrees high and medium. The domains with numbers (3,1, 4,5) are within a high degree of



effectiveness. The domain of the degree of reinforcement for students with learning difficulties ranked first with a mean of (2.52) and standard deviation of (.492) followed by the second rank, the domain of the degree of effectiveness of evaluation and diagnosis of students with learning difficulties with a high degree of effectiveness and a mean of (2.43) and standard deviation of (.496); followed by the third rank, the domain of the degree of effectiveness of strategies, activities and methods of teaching of the learning resources room teacher, with a high degree of effectiveness, a mean of (2.37) and a standard deviation of (.457); followed by the fourth rank domain, the domain of the effectiveness of the educational facilities and equipment in the learning resources room with a high degree of effectiveness, with a mean of (2.34) and a standard deviation of (.460); followed by the fifth rank domain, the domain of the degree of effectiveness of the cooperation of the parents of students with learning difficulties with a medium degree of effectiveness, a mean of (2.02) and a standard deviation of (.509). The researcher attributes the degree of effectiveness of four domains out of five domains to the teachers who teach the students with learning difficulties. Those teachers are qualified enough. 90.4% of them hold a bachelor degree in special education or in Arabic language or mathematics, and they also hold diploma in learning difficulties. 9.5% of the teachers hold a masters degree. Teachers also attend training courses and workshops held by Ajloun Education Directorate. Besides, 89.3% of the teachers have good experience of more than (5 years), and only 10.7% of the teachers have less than (5 years) of experience. Though the teachers of learning resources rooms form only 18.1% of the study sample, but the rest of the respondents, (81.9%) are bachelor degree holders either in Arabic language, or mathematics. All the respondents confirm and justify the high degree of effectiveness of the learning resources rooms, and they are more able to evaluate their effectiveness because they are involved in teaching them.

The results of this study confirm the high degree of the effectiveness of the learning resources rooms in improving the academic level of the students with learning difficulties. Thus the results are consistent with the results of the studies conducted by Smadi (1996), Kellerman (1998), Saeed (2002), and Zubi and Abdulrahman (2012).

To show the degree of the effectiveness of the domain of reinforcement for the students with learning difficulties which occupied the first rank among all the domains of the study instrument, with a mean of (2.53) and a standard deviation of (.492). The means and standard deviations have been calculated of all the items of this domain as indicated in table (4).

**Table (4): The means and standard deviations of the items of the domain of the degree of effectiveness of reinforcement ranked in descending order according to means**

Item no.	Rank	Item	Mean	S.D.
2	1	Resources room teacher uses reinforcement phrases such as (well done, excellent,...).	2.68	.512
5	2	Resources room teacher avoids using degrading terms for students with learning difficulties.	2.68	.590
7	3	Resources room teacher shows genuine interest in students with learning difficulties.	2.59	.594
4	4	Resources room teacher uses positive feedback to encourage students to interact.	2.54	.669
3	5	Resources room teacher increases the marks of the students who show improvement and a positive reaction.	2.53	.617
8	6	Resources room teacher strengthens his relations with the parents of the students with learning difficulties.	2.45	.634
6	7	Resources room teacher communicates with the student's parents who shows improvement and progress in learning and praises his/her progress.	2.43	.647
1	8	Resources room teacher uses the honor board to announce the names of the distinguished students.	2.27	.778

Table (4) indicates that the number of the items of this domain is (8) items. The item which says: "Resources room teacher uses reinforcement phrases, such as (well done, excellent, ...)" with a mean of (2.68) and a standard deviation of (.512) occupies the first rank on this domain. The item which says: "Resources room teacher avoids using degrading terms for students with learning difficulties" with a mean of (2.68) and a standard deviation occupies the second rank on this domain. The table shows that the degree of effectiveness of all items of this domains was high except one item which says: "resources room teacher uses the honor board to announce the names of the distinguished students", which was low, with a mean of (2.27) and a standard deviation of (.778).

The researcher attributes this result to the scientific and educational qualifications of the teachers who

teach the students of the learning resources rooms. In addition to the bachelor or masters degrees they hold, they hold diploma in learning difficulties and they also attend training courses held by Ajloun Education Directorate. It is also attributed to the awareness of the teachers of the importance of using reinforcement phrases and to avoid degrading terms when dealing with students with learning difficulties. It is also attributed to their long experience in teaching students with learning difficulties. This finding is consistent with the findings of the study conducted by Grotheer (1999).

To illustrate the degree of effectiveness of assessment and diagnosis of the students with learning difficulties which ranked second among all the domains of the instrument with a mean of (2.43) and a standard deviation of (.496). Means and standard deviations of this domain have been calculated as shown in table (5).

Table (5) indicates that the total number of the items of this domain is (8) items where the item which says: “the learning resources room teacher identifies the needs of the students with learning difficulties according to their actual reality” with a high degree of effectiveness and a mean of (2.58) and a standard deviation of (.633). Six items on this domain acquired a high degree of effectiveness and a mean of (2.58) and a standard deviation of (.633). Six items on this domain acquired a high degree of effectiveness. Two items on this domain acquired a low degree of effectiveness where the item which says: “the learning resources room teacher does his best to get a copy of the teacher’s handbook for every material to identify the learning difficulties” with a mean of (2.26) and a standard deviation of (.702), and the second item which says: “the learning resources room teacher does his best to prepare standardized and non standardized tests”, with a low degree of effectiveness with a mean of (2.30) and a standard deviation of (.745).

**Table (5): means and standard deviations of the items of the domain of the degree of effectiveness of assessment and diagnosis of the students with learning difficulties**

Item no.	Rank	Item	Mean	S.D.
3	1	Learning resources room teacher identifies the needs that apply to the students with learning difficulties according to their actual reality.	2.58	.633
5	2	Learning resources room teacher requires students to their home work assignments and corrects them.	2.54	.635
6	3	The learning resources room teacher provides the student with learning difficulties with the right solutions to compare their performance with.	2.51	.618
4	4	The learning resources room teacher prepares graded achievement tests according to difficulty level to determine the remedial training for them.	2.49	.652
1	5	Appropriate concise and various tests are used to give a real and true picture of the students with learning difficulties.	2.41	.612
2	6	The remedial plan applied to students with learning difficulties are based on the results of the tests.	2.39	.609
8	7	The learning resource room teacher does his best to prepare standardized and non standardized tests.	2.30	.745
7	8	To get a copy of the teacher’s handbook for every material to identify the learning difficulties.	2.26	.702
<b>The degree of effectiveness of the domain as a whole.</b>			<b>2.43</b>	<b>.496</b>

The results of this study are consistent with the results of the study conducted by Almaytah (1999) which confirmed that the accurate and appropriate diagnosis tools help the learning resources room teacher and the normal teacher to detect the problems the students face and to develop appropriate plans to address them. The results are also consistent with the results of the study conducted by Awwad and Imam (2007) which indicated statistically significant difference regarding providing the diagnostic services attributed to gender in favor of the female teachers. They are also consistent with the results of the study conducted by Khasawneh (2012) which indicated that the parents of the students with learning difficulties focus on the evaluation strategy.

To illustrate the degree of effectiveness of the strategies activities and teaching methods used by the learning resources room teacher which occupied the third rank among all the domains of the instrument with a mean of (2.37) and a standard deviation of (.457) which is a high degree of effectiveness. The means and standard deviations of this domain have been calculated as shown in table (6).

Table (6) indicates that the items of this domain are (14) items where the item which says: “the resources room teacher is keen to treat the weakness in the Arabic language skills and works hard to improve their skills in reading, writing and expression” has occupied the first rank on this domain with a mean of (2.56) and a standard deviation of (.614) with a high degree of effectiveness, taking into consideration that the degree of effectiveness of (10) items is high whose means ranged between (2.56) and (2.34). the rest of the items on this domain are four items and their degrees of effectiveness is medium and their means ranged between (2.22) and (1.97). The degree of the effectiveness of the domain as a whole mean was (2.37) and a standard deviation of

(4.57).

**Table (6): the means and standard deviations of the items of the domain of the degree of effectiveness of strategies, activities and teaching methods used by the learning resources room teacher**

Item no.	Rank	Item	Mean	S.D.
12	1	The learning resources room teacher is keen to address the weakness of students in Arabic language skills to improve their skills in reading, writing, and expression.	2.56	.614
13	2	The learning resources room teacher is keen to address the weakness of students in mathematics and to improve their academic levels.	2.55	.617
4	3	The good treatment of the learning resources teacher with the students improves their psychological and social aspects.	2.54	.616
6	4	The resource room teacher uses the grouping method in his instruction.	2.53	.636
5	5	The academic level of the students with learning difficulties improves as a result of training exercises organized by the learning resources room teacher.	2.46	.667
8	6	The resources room teacher uses various questions in his teaching.	2.45	.650
11	7	The resources room teacher organizes instructional activities that promote self-learning for students with learning difficulties.	2.36	.584
2	8	The teacher provides standardized and non-standardized tests in the resources room.	2.35	.634
3	8	The diversity of the activities and methods used by the teacher increases the motivation of students	2.35	.581
9	10	The resource room puts and implements a remedial plan for the students with learning difficulties in cooperation and coordination with the normal class teacher.	2.34	.670
7	11	The resources room teacher was the modern instructional technology in his teaching.	2.22	.706
10	12	The resources room teacher provides enrichment programs not available for normal classrooms.	2.22	.742
1	13	The resources room teacher provides a handbook of learning difficulties for every material he teaches in the resources room.	2.21	.654
14	14	The resources room teacher organizes scientific and recreational trips for students to attract them to school	1.97	.800

The results of this study are consistent with the results of the study conducted by Smadi (1996) which indicated the effectiveness of the learning resources room in improving the skills of reading, arithmetic of the students with learning difficulties. The results are also consistent with the results of Kellerman (1998) and the study of Saed and the studies of Zubi and AbdIraheem.

To illustrate the degree of effectiveness of the parents of the students with learning difficulties which occupied the lowest rank among all the domains with a mean of (2.02) and a standard deviation of (.509) which is a medium degree of effectiveness. The means and standard deviations. The means and standard deviations have been calculated for the items as shown in table (7).

Table (7) shows that domain (4) contains four items where the item which says: “the resources room teacher accepts the observations made by the parents of the students with learning difficulties” occupies the first rank on this domain with a mean of (2.41) and a standard deviation of (.635) with a high degree of effectiveness, while the rest of the items on this domain obtained a medium degree of effectiveness where their means ranged from (2.15) to (1.78). the degree of effectiveness of the domain as a whole is medium with a mean of (2.02) and a standard deviation of (.509). Table (7) also indicates that the degree of effectiveness of this domain is medium while degree of the effectiveness of the rest of the domains is high.

**Table (7): the means and standard deviations of the items of this domain and the degree of the effectiveness of the cooperation of the parents of the students with learning difficulties**

Item no.	Rank	Item	Mean	S.D.
2	1	The resources room teacher accepts the observation made by parents of students with learning difficulties.	2.41	.630
1	2	Parents of the students with learning difficulties cooperate in during them into learning resource room.	2.15	.639
6	3	The parents of the students with learning difficulties cooperate with the resources room teacher to discover the cases of learning difficulties.	2.05	.575
5	4	The parents of the students are keen to communicate and follow up the progress of their sons and daughters with learning difficulties with the resources room teacher.	2.01	.680
8	4	The students' parents are keen to discuss with the resources room their sons and daughters problems.	2.01	.735
3	6	The students parents participate in the parents' council of the school.	1.97	.718
4	7	The students' parents cooperate with the resources room teacher in drawing the remedial plan for the students with learning difficulties.		
7	7	The students' parents share with the resources room teachers in preparing the curricular activities for students with learning difficulties.	1.78	.735

The results of this study are consistent with the results of the study conducted by Khasawneh (2012). The researcher attributes this result to the fact that some parents do not want to feel embarrassed when following up their sons or daughters with learning difficulties in a learning resources room, because the majority of parents take pride in their sons or daughters if they are distinguished. So some parents may ignore cooperating with the resource room teachers to avoid social embarrassment they may feel of.

These results are inconsistent with the results of the study conducted by Khateeb and Hdedi (2009) which indicated the dissatisfaction of the teachers with the parents and vice versa.

Second: the findings related to the answer of the second question which says: "are there any statistically significant differences in the study sample responses as to the degree of effectiveness of the learning resources rooms in Ajloun Education Directorate Schools attributed to gender, major, and experience?"

#### **First: the Gender Variable:**

To answer this question a T-test was used to identify if there are any significant statistical differences in the study sample differences as to the degree of effectiveness of the learning resources rooms in Ajloun Education Directorate Schools from the perspectives of their teachers attributed to gender at ( $\alpha \geq 0.05$ ). Table (8) indicates the test results.

Table (8) indicates that there are no statistically significant differences in the study sample responses attributed to gender as to the instrument as a whole, but the same table indicates that there are statistically significant differences in two domains among all the domains of the instrument. They are: the domain of effectiveness of the instructional facilities and equipment of the learning resources room in favor of the male teachers; the second domain is the domain of the degree of effectiveness of reinforcement for the students with learning difficulties in favor of the male teachers, too. This result can be attributed to the fact that the male teachers are more capable of checking the instructional facilities and equipment, the ventilation, lights, the study seats and checking its maintenance more than female teachers inside the learning resources room.

**Table (8) indicates the test results**

Domain/ variance source	Gender	Mean	S.D.	Sum of squares	Degree of freedom	Square average	F calculated value	Level of sig.
The degree of effectiveness of the assessment and diagnosis of the students with learning difficulties.	Male	2.50	.370	.146	1	.146	.604	.439
	Female	2.39	.554					
The degree of effectiveness of the students parents with learning difficulties.	Male	1.92	.460	.806	1	.806	3.205	.077
	Female	2.08	.531					
The degree of effectiveness of the instructional facilities and equipment of the learning resources room.	Male	2.44	.458	1.881	1	1.881	9.758	.002
	Female	2.34	.460					
The degree of effectiveness of the strategies, activities and methods of teaching used by the resources room.	Male	2.38	.355	.005	1	.005	.25	.874
	Female	2.36	.508					
The degree of effectiveness of reinforcement for the students with learning difficulties.	Male	2.55	.323	.001	1	.001	.984	.004
	Female	2.50	.568					
<b>The instrument as a whole.</b>		<b>2.43</b>	<b>.496</b>	<b>.122</b>	<b>1</b>	<b>.122</b>	<b>.737</b>	<b>.393</b>

The degree of effectiveness of reinforcement a for students with learning difficulties in favor of the male parents can be attributed to the fact that male parents visit more frequently the learning resources rooms more than female parents who are usually busier with managing the household and children than male parents. Besides, teachers whether males or females are keen to use positive reinforcement for students with learning difficulties.

**Second: Major Variable:**

The analysis of variance (ANOVA) was used to identify if there are statistically any significant differences among the study sample responses as to the degree of effectiveness of the learning resources rooms from the teachers' perspectives at Ajloun Education Directorate schools attributed to major variable. Table (9) shows the results of the analysis.

Table (9) indicates that there are no statistically any significant differences among the study sample responses attributed to the major variable at the level of the instrument as a whole, but the same table indicates that there are significant statistical differences in two domains in this instrument. They are (1) the domain of effectiveness of the strategies, activities and teaching methods used by the resource room teacher (2) the domain of effectiveness of reinforcement for the students with learning difficulties in favor of the learning resources room teacher. This result can be interpreted and attributed to the fact that the resources room teachers are educationally more qualified. Besides most of them hold bachelor degrees in special education or a diploma in learning difficulties which might have motivated them to be distinguished more than the Arabic language and mathematics teachers.



**Table (9): the results of the variance analysis of the study sample responses according to the major**

Domain/ variance source	Major	Mean	S.D.	Sum of squares	Degree of freedom	Square average	F calculated value	Level of sig.
The degree of effectiveness of the assessment and diagnosis of the students with learning difficulties.	A:resource room teacher	2.63	.267	1.276	2	.638	2.461	.077
	B: Arabic teacher	2.33	.555					
	C: math teacher	2.48	.467					
The degree of effectiveness of the students parents with learning difficulties.	A:resource room teacher	1.45	.303	.765	2	.382	1.521	.224
	B: Arabic teacher	1.98	.516					
	C: math teacher	2.13	.584					
The degree of effectiveness of the instructional facilities and equipment of the learning resources room.	LRRT	2.24	.394	.810	2	.405	2.103	.128
	ALT	2.30	.456					
	MT	2.46	.507					
The degree of effectiveness of the strategies, activities and methods of teaching used by the resources room teacher.	LRRT	2.60	.242	1.599	2	.799	3.962	.023
	ALT	2.26	.459					
	MT	2.40	.502					
The degree of effectiveness of reinforcement for the students with learning difficulties.	LRRT	2.76	.261	2.135	2	4.644	.911	.012
	ALT	2.38	.549					
	MT	2.60	.432					
<b>The instrument as a whole.</b>		<b>2.24</b>	<b>.411</b>	<b>.891</b>	<b>2</b>	<b>.445</b>	<b>2.695</b>	<b>.073</b>

\* LRRT = learning resources room teacher.

\* AIT = Arabic language teacher.

\* MT = mathematics teacher.

**Third: Experience Variable:**

To illustrate the degree of effectiveness of experience ANOVA analysis was used to identify if there are any statistically significant differences among the study sample responses as to the degree of effectiveness of the learning resources rooms at Ajloun Education Directorate schools from the teachers' perspectives attributed to experience variable at the significance level ( $\alpha \geq 0.05$ ). Table (10) indicates the results of the analysis.

Table (10) indicates that there are no significant statistical differences among the study sample responses attributed to experience at the level of the instrument of the study as a whole and at all the levels of all the domains, too. This result may be attributed to the training courses attended by all teachers regardless of their previous experiences. The result may also be attributed to the relative little number of the students allowed to be in the resources room which should not be more than 20 students, meanwhile the number of the students in the regular classroom is more than 40 students. So the chance for each student to interact in the resources room is more than it is in the regular classroom. The result may also be attributed to caring and earnestness of the resources room teachers, who work hard to improve the students' skills, especially in mathematics and Arabic language.

**Table (10): The results of the variance analysis of the study sample responses due to experience**

Domain/ variance source	Experience	Mean	S.D.	Sum of Squares	Degree of Freedom	Square Average	F calculated Value	Level of Sig.
The degree of effectiveness of the assessment and diagnosis of the students with learning difficulties.	A: less than 5 years	2.59	.221	.440	2	.220	.911	.406
	B: 5- less than 10 years	2.38	.501					
	C: more than 10 years	2.44	.531					
The degree of effectiveness of cooperation of the students parents with learning difficulties.	A: less than 5 years	2.25	.429	0.964	2	.482	1.916	.153
	B: 5- less than 10 years	1.95	.489					
	C: more than 10 years	2.02	.534					
The degree of effectiveness of the instructional facilities and equipment of the learning resources room.	A: less than 5 years	2.33	.529	.101	2	.050	.262	.770
	B: 5- less than 10 years	2.29	.433					
	C: more than 10 years	2.37	.470					
The degree of effectiveness of the strategies, activities and methods of teaching used by the resources room teacher.	A: less than 5 years	2.51	.311	.337	2	.187	.926	.400
	B: 5- less than 10 years	2.33	.458					
	C: more than 10 years	2.36	.482					
The degree of effectiveness of reinforcement for the students with learning difficulties.	A: less than 5 years	2.86	.350	.340	2	.170	.740	.480
	B: 5- less than 10 years	2.51	.471					
	C: more than 10 years	2.34	.442					
<b>The degree of effectiveness of the whole instrument</b>				<b>.353</b>	<b>2</b>	<b>.176</b>	<b>1.067</b>	<b>.348</b>

### 10. Recommendations:

In the light of the results of the study, the researcher recommends the following:

1. Training courses should be held for the learning resources room teachers and the Arabic language and mathematics teachers since they are involved and required to cooperate to teach and follow up the progress of the students with learning difficulties.
2. Teacher's handbook should be provided to the learning resources room teachers to support them in their teaching the courses in the learning resources rooms.
3. Awareness programs should be planned and carried out to promote parents' cooperation with the learning resources room teachers and diagnosis of the students with learning difficulties and application of the remedial plans of the courses taught in the resources rooms.
4. Learning resources rooms should be provided with the necessary educational technologies for the students with learning difficulties.
5. Each school should include a learning resources room to help the students with learning difficulties especially in Arabic language and arithmetic because a high percentage of the students suffer from weakness in these subjects.
6. Further students are recommended to be conducted by researchers to assess the range of

progress and improvement achieved by students in the materials taught in the resources rooms.

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