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Special Education Teachers' Self-efficacy, Competence and Autonomy in Integrating Information Communication Technology during the COVID-19 Pandemic

**Yasir A. Alsamiri¹, Ibraheem Alsawalem², Khalaf Aied Alotaibi³, Omar Abdullah Alsamani⁴,
Abdulrahman Al Blaihi⁵, Mansour Mosleh Aljohani⁶, Majed Ahmad Alzhrani⁷ and
Mashal S. Aljehanya⁸**

*¹Department of Special Education, University of Hail, Hail City, Saudi Arabia
E-mail: y.alsamiri@uoh.edu.sa*

*²Department of Special Education- College of Education, University of Hail, Saudi Arabia
E-mail: i.alsawalem@uoh.edu.sa*

*³Department of Nursing, College of Applied Medical Sciences, Shaqra University,
Al Dawadmi, Saudi Arabia
E-mail: k.otaibi@su.edu.sa*

*⁴Department of Special Education- College of Education, University of Hail, Saudi Arabia
E-mail: o.alsamani@uoh.edu.sa*

*⁵Department of Special Education- College of Education, University of Hail, Saudi Arabia
E-mail: blbl86@hotmail.com*

*⁶Department of Curricula and Teaching Methods of Mathematics, College of Education,
University of Hail, Saudi Arabia
E-mail: m.aljohani@uoh.edu.sa*

*⁷Department of Arabic Language, Islamic University, Saudi Arabia
E-mail: majedag@gmail.com*

*⁸Department of Special Education, University of Jeddah, Jeddah, Saudi Arabia
E-mail: maljehany@uj.edu.sa*

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ABSTRACT The special education sector in Saudi Arabia has had to resort to virtual educational processes and, consequently, to a technology-infused society during the COVID-19 pandemic. This study aimed to investigate the use of Information Communication Technology (ICT) by surveying 244 special education during COVID-19 and the self-efficacy, competence, and autonomy associated with ICT use. Data were analyzed using confirmatory factor analysis (CFA) and multivariate analysis of variance (MANOVA). The data analysis results revealed that these instructors were equipped with the attributes of self-efficacy, competence, and autonomy regarding the use of ICT in educational processes throughout the COVID-19 period. All three attributes have high factor loadings (greater than 0.75). Although there was a great disparity among these educators with respect to their qualifications, experience, gender, and age, they all held similar perceptions of the three attributes. This study presents the implications for future research and practices in this domain.