

Full text open access online (Since 2009)



Kamla-Raj IJES 2024

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 45(1): 29-38 (2024)

DOI: 10.31901/24566322.2024/45.1-3.1348

Distance Education Services for Students with Disabilities During the COVID-19 Pandemic and Their Parents' Level of Satisfaction

Hawazen Ahmad Alasiri*

*Associate Professor, Department of Special Education, College of Education,
Umm Al-Qura University, Makkah, Saudi Arabia
Orcid code: 0000-0002-9822-3004, E-mail: haasiri@uqu.edu.sa*

KEYWORDS COVID-19 Pandemic. Distance Education. Satisfaction. Services. Students with Disabilities

ABSTRACT This study aimed to examine the distance education services offered to students with disabilities (SWDs) during the COVID-19 pandemic, identify the level of parents' satisfaction with them, and delineate any benefits and obstacles to distance education. To this end, a descriptive-analytical method was applied using the questionnaire tool. The study sample consisted of 114 randomly selected parents of SWDs. According to the findings, the arithmetic averages of the phrases of the dimension, '*benefits of distance education services for SWDs during the COVID-19 pandemic, as perceived by their parents*', ranged between 3.16 and 4.04, with parents ranking the phrase, '*The teacher should provide the support that suits the student's abilities during distance teaching*' as the highest (mean = 4.04). Similarly, the averages of the phrases of the dimension, '*obstacles to distance education services for students with disabilities during the COVID-19 pandemic, as perceived by their parents*', scored between 2.58 and 3.51, while the phrase, '*support services offered to students are insufficient*' rated moderately in the first place (mean = 3.51). Similarly, parents scored the phrases of the dimension, '*parents' satisfaction with distance education services for SWDs during the COVID-19 pandemic as perceived by their parents*', between 2.81 and 3.56, and the phrase, '*I am satisfied with the methods of communication available during the educational process*' came on top, with a moderate average of 3.56.