

# The Impact of E- Learning in Developing Academic Skills and Social Interaction among Students with Learning Disabilities in Jordan from the Perspective of their Teachers

Ayed H. Ziadat

*Department of Special Education, Princess Rahma College, Al- Balqa Applied University  
Al Salt, Jordan*

**Abstract** – The aim of this study is to identify the impact of e-Learning on the development of academic and social interaction skills among students with learning disabilities in Jordan from the perspective of their teachers. The study sample consisted of teachers of disabled students in Amman, Jordan, using the descriptive approach. The results showed that social interaction was on high level, and the academic skills were on the medium level among the second and the third grades from the teacher's perspective. Also, the result showed that there are statistically significant differences in the social interaction according to the grade and the variance was in favor of the third grade.

**Keywords** – E-learning, academic, social interaction, disabled students, teachers.

## 1. Introduction

Learning disabilities is a concept for a wide variety of learning problems. Their differences and problems affect how they receive, process, treat, analyze information or store it [9].

These difficulties make it difficult for them to be learned quickly for any student who isn't affected by learning disabilities in general.

However, students with learning disabilities have difficulties in comprehending what they read and what they have learned without support from others. That is due to the difficulties they may face while they are processing information [10]. This disability revolves to be more difficult especially in public schools as most of the teachers are not trained with specialized techniques that are required for students with learning disabilities and their needs [6], [2], [4].

Social skills interaction is also critical for the ability to interact with others. Moreover, being able to interact successfully with others is a key to many of the experiences that enrich their life and also lead them to be successful in their life in general, such as friendship, participating in recreational activities, or joining groups. However, researchers proved that most of the children with learning disabilities suffer from the lack of social interaction with other people. Social interaction means positive responses and assists in avoiding negative responses from them [14].

The development of multimedia and information technologies; as well as the use of the internet as a new technique of teaching, has made radical change in the traditional process of teaching in all aspects [12]. The internet has become one of the most important ways to make available resources for researches and learning for both teachers and students to share and acquire information [5], [16]. There has been extensive debate about a common definition of the term e-learning. Existing definitions according to Dublin [3] tend to reveal the specialization and interest of the researchers. E-learning as concept covers a range of applications, learning methods and processes [12]. According to [3] there is even no common definition for the term. E-learning refers to the use of information and communication technologies to enable the access to

---

DOI: 10.18421/TEM84-48

<https://dx.doi.org/10.18421/TEM84-48>

**Corresponding author:** Ayed H. Ziadat,  
*Department of Special Education, Princess Rahma College,  
Al- Balqa Applied University, Al Salt, Jordan*  
**Email:** [ayedziadat@bau.edu.jo](mailto:ayedziadat@bau.edu.jo)

*Received: 05 April 2019.*

*Revised: 06 September 2019.*

*Accepted: 12 September 2019.*

*Published: 30 November 2019.*

 © 2019 Ayed H. Ziadat; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 3.0 License.

The article is published with Open Access at [www.temjournal.com](http://www.temjournal.com)

online learning teaching resources. According to [1] e-learning means learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based [8], [11]. E-learning according to [7], [16] can be defined as a learning process created by interaction with digitally delivered content, network-based services and education support, it is a shift from traditional education or training to ICT-based personalized, flexible and collaborative learning based on a community of learners, teachers, facilitators and experts of e-learning that has many faces including fully online schools and a variety of blended option. As described in Keeping Pace with K-12 Online and Blended learning, 2013), fully online schools are those in which students are enrolled mainly or completely in an online school. Whereas, blended learning includes a subcategory of online learning program. These programs try to provide a small number of online courses to students who also attend a physical school [13].

## 2. Statement of the Problem

Students with learning disabilities have many difficulties in receiving, analyzing or storing information which leads to many difficulties in academic skills, especially in reading, writing and mathematics. These difficulties lead them to face many other difficulties in social interaction with other people. The focus of this research is the impact of e-learning in developing academic skills and social interaction among students with learning disabilities in Jordan from the perspective of their teachers.

### *The Importance of the Study*

This study is very important because of the value of using e-learning in developing academic skills and social interaction among students with learning disabilities in Jordan. As noticed from the researcher, most students with learning disabilities suffer from the lack of social interaction with other people. In addition, this may refer to the difficulties in academic skills in general. Moreover, these two factors affect the way of interacting and the performance in general. Finally, the study found that most researchers focus on the academic skills without giving any kind of attention to the impact of this factor on social interaction for students with learning disabilities.

### *The Questions of the Study*

**H01.** Is there a statistically significant difference at the level of 0.05 in the impact of e-learning in

developing academic skills among students with learning disabilities?

**H02.** Is there a statistically significant difference at the level of 0.05 in the impact of e-learning in developing social skills among students with learning disabilities?

**H03.** Is there a statistically significant difference at the level of 0.05 in the impact of e-learning in developing academic skills and social interaction among students with learning disabilities attributed to the gender?

### *Scope of the Study*

The study was limited only to investigate the impact of e-learning in developing academic skills and social interaction among students with learning disabilities in Jordan from the perspective of their teachers.

### *Academic skills and social interaction scales*

The academic skills which were used in this study were derived from the curriculum of the students' level and from the headlines of the Savath College Diagnostic Test Guide. But the social interaction skills which were also used in this study were developed by the researcher and aimed to identify the impact of e-learning in developing academic skills and social interaction among students with learning disabilities in Jordan from the perspective of their teachers. The scales perceived by students using Likert (1-5) ranging from ("very frequent" to "never"). All items were structured with information sentences aiming to measure the amount of impact of e-learning in developing academic skills and social interaction among students with learning disabilities in Jordan.

### *Teachers' Role in e-learning*

E-education and e-learning depend on some technological criteria for teacher's professional standards. Some of these standards are described as the general teacher's competences in the application of the information and communication technology tools (ICT). In the 21<sup>st</sup> century, learners are expected to utilize information and communication technology to access up-to-date resources and perform essential computing tasks. This course is tailored to equip learners with the current ICT knowledge and skills further enhancing their competency; [15], [1]. While other standards are defined as specific e-competencies for special e-education system modeling (e-learning, e-teaching). Awouters and Jans [1] mentioned three elements of the teachers' ICT-competencies as follow: (1) the teacher knows what type of learning activities that needs to be

organized and implemented2) the teacher needs to have the necessary skills for using software and hardware, (3) the teacher knows the educational and the didactical aspects of the ICT.

### 3. Methodology

Descriptive approach has been used because it is appropriate for the current study which is related to the impact of e-learning on the development of academic and social interaction skills among students with learning disabilities in Jordan from the perspective of the teachers.

#### Study Population and Sample

The study population consists of disabled student’s teachers who are teaching the second and third grades in the first Amman Educational Directorate in the Hashemite Kingdom of Jordan.

The researcher distributed 100 questionnaires for the teachers, who teach disabled students and also used many types of e-learning methods in their teaching. 81 questionnaires were returned, and 19 questionnaires were excluded from the analysis due to the unfinished information. The questionnaires that were valid for analysis were 81, and the response rate was 81%, Table 1. shows the demographic characteristics of the study sample:

Table 1. Demographic characteristics for gender

			Grade		Total
			Second Grade	Third Grade	
Gender	Male	Count	19	19	38
		% within gender	50.0%	50.0%	100.0%
	Female	Count	18	25	43
		% within gender	41.9%	58.1%	100.0%
Total	Count	37	44	81	
	% within gender	45.7%	54.3%	100.0%	

#### Primary and Secondary Sources

The research was based on primary sources including books and documentaries, to build the questionnaire, and application of the research was based on Journal articles and Abstracts of articles as secondary sources.

**Study Tools:** (Scale of e-Learning effect on the Development of Academic and Social Interaction Skills among Students with Learning Disabilities in Jordan from the perspective of the teachers) The questionnaire consists of four sections, which include:

- **Section One:** Demographic Variables and they consist of gender “Male, Female” and grade “Second, Third”.
- **Section Two:** Scale of social interaction, it contains of two dimensions: social interaction, statements (1-15) and social behavior statements (16-30).
- **Section Three:** Scale of Academic Skills for the second Grade, it contains of two dimensions: The minimum skills in reading and writing statements (1-10) and the minimum skills in mathematics statements (11-20).
- **Section Four:** Scale of Academic skills for the third grade, and it contains of two dimensions: The minimum skills in reading and writing statements (1-10) and the minimum skills in mathematics statements (11-20).

#### Validity and Reliability

A sample questionnaire was submitted to 15 experts in the literature especially e-learning, English language and mathematics for the disabled students, teachers, for feedback, re-wording of some paragraphs, and to calculate the stability of an instrument study, the researcher used the equation of internal consistency using Cronbach's alpha test shown in **Table 2**. Cronbach alpha for all variables was higher than 60% which is acceptable in this research, as shown in **Table 2**.

Table 2. Cronbach's Alpha for the study fields

	Variables	Statements	Cronbach Alpha
Scale of social interaction	Social interaction	1-15	0.923
	Social behavior	16-30	0.903
Scale of Academic skills for the Second Grade	The minimum skills in reading and writing	1-10	0.965
	The minimum skills in mathematics	11-20	0.945
Scale of Academic skills for the Third Grade	The minimum skills in reading and writing	1-10	0.907
	The minimum skills in mathematics	11-20	0.903

#### 4. Data Analysis Techniques

A Statistical Package for Social Sciences (SPSS) was used and the following statistical techniques and tests were used:

1. Cronbach's Alpha reliability ( $\alpha$ ) to measure the reliability of the study tool.
2. Frequencies and percentages to describe demographical variables.
3. Descriptive Statistical Techniques: these included means and standard deviations. These techniques were used to illustrate respondents to study fields, and when the standard deviation value is more than 1.00 this means that response has high dispersion value.
4. Two Way ANOVA test was used to test the hypotheses
5. The research type scale included five Likert scale as follows (13):

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Relative importance, assigned due to:

$$\text{Class Interval} = \frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Level}}$$

$$\text{Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

- The Low degree from 1.00- 2.33
- The Medium degree from 2.34 – 3.67
- The High degree from 3.68 – 5.00

Table 3. Mean, standard deviation, item importance (The impact of e-learning on social interaction among disabled students from teacher's perspectives) in descending order.

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
1	Offers help for other when they need it	4.56	0.87	1	High
2	Apologizes about fault	4.12	0.71	2	High
4	Interacts with others at work	4.11	0.95	3	High
12	Assaults his colleagues in the class	4.11	1.10	3	High
9	Has the abilities to interact visually with others	4.09	1.13	5	High
13	Asks for what he wants in an acceptable way	4.07	1.10	6	High
8	Listens carefully to others' talks	4.06	1.12	7	High
10	Helps colleagues in the group solving scientific issues and others	4.05	1.09	8	High
14	Mocks his colleagues	4.04	1.15	9	High
3	Makes friendship relations with his colleagues	4.01	0.90	10	High
7	Cares about others' feelings	4.01	1.17	10	High
15	Attacks his colleagues in class verbally	4.01	1.17	10	High
5	Behaves politely in different class situations	4.00	0.99	13	High

#### 5. Results

The study describes the results of the statistical analysis for the data collected according to the research questions and research hypotheses.

The data analysis includes a description of the Means and Standard Deviations for the questions of the study; Independent Sample T-test was used.

The data analysis includes a description of the Means and Standard Deviations for the questions of the study; Independent Sample T-test was used.

##### Descriptive Analysis of Study Variables

(The impact of e-learning on social interaction among disabled students from teacher's perspectives) The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in Table 3.

The participants from the disabled students' teachers showed that mean of *The impact of e-learning on social interaction among disabled students from teacher's perspectives* was in the high level, and the means values ranged between 4.56 – 3.96, where the whole dimension earned a total mean of 4.08, Paragraph 1, (E-learning offers help for other when they need) earned the highest mean reaching 4.56, with standard deviation 0.87, which is a high level, and paragraph 2, (Apologizes about fault) was the second. It earned a mean of 4.12, with standard deviation 0.71, which is a high level. Paragraph 6, (Listens carefully to teacher's instructions to do required tasks) scored last. It earned a mean of 3.96, and a standard deviation 1.05, which is a high level. This explains that the impact of e-learning on social interaction among disabled students was on the high level from teacher's perspectives.

11	Spends leisure time in interacting with his colleagues	3.99	1.07	14	High
6	Listens carefully to teachers' instructions to do required tasks	3.96	1.05	15	High
<b>Total</b>		4.08	0.72		<b>High</b>

Table 4. Mean, standard deviation, item importance (The impact of e-learning on social behavior among disabled students from teacher's perspectives) in descending order

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
16	Plays with colleagues for a long time	4.22	1.11	1	High
20	Keeps his personal properties	4.12	1.02	2	High
27	Makes use of leisure time socially in a suitable way	4.07	1.08	3	High
21	speaks loudly	4.06	0.98	4	High
19	Greets others when inter the class	4.05	0.97	5	High
26	Arouses chaos during the group work	3.99	1.11	6	High
17	Plays the role of leader in practicing activities with others	3.96	1.12	7	High
18	Initiates conversation with his colleagues in normal situations	3.96	1.08	7	High
30	Laughs with colleagues when necessary	3.95	1.18	9	High
28	Accepts help from colleagues	3.94	1.13	10	High
29	Participates in classroom activities when asked to do so	3.90	1.10	11	High
22	Follows instructions concerning acceptable behavior	3.86	1.00	12	High
23	Cares about performing the assigned tasks completely	3.86	1.20	12	High
25	Avoids participating in group discussions	3.81	1.21	14	High
24	Finds a way of playing when others refuse his participation	3.70	1.21	15	High
<b>Total</b>		3.97	0.72		<b>High</b>

Table 5. Mean, standard deviation, item Importance (The impact of e-learning on academic skills "The Minimum Skills in Reading and Writing" for the second grade among disabled students from teacher's perspectives)

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
1	Pronounces the letters correctly	3.62	1.23	1	Medium
2	Writes the letters correctly	3.22	1.08	2	Medium
10	Analyses words into letters	3.22	1.57	3	Medium
5	Differentiates between the two types of the letter (T) in Arabic	3.14	1.18	4	Medium
9	Analyses sentences into word	3.14	1.46	4	Medium
6	Writes the two types of (T) in sentences correctly	3.00	1.45	6	Medium
3	Reads words from the 2nd grade level correctly	2.97	1.32	7	Medium
4	Reads sentences correctly	2.92	1.32	8	Medium
8	Writes words after looking at them and then hides them	2.86	1.36	9	Medium
7	Differentiates between the two types of the definite article (AL) in Arabic	2.84	1.42	10	Medium
<b>Total</b>		3.09	1.17		<b>Medium</b>

Disabled students’ teachers “participants” showed that mean of *The impact of e-learning on social behavior among disabled students from teacher’s perspectives* was in the high level, and the means values ranged between 4.22 – 3.70, where the whole dimension earned a total mean of 3.97. Paragraph 16, (Plays with colleagues for a long time) ranked first with the mean of 4.22, with standard deviation of 1.11, which is a high level, and paragraph 20, (Keeps his personal properties) ranked second with the mean of 4.12, with standard

deviation of 1.02, which is a high level. Paragraph 24, (Finds a way of playing when others refuse his participation) ranked last with the mean of 3.70, and a standard deviation of 1.21, which is a high level. This explains that the impact of e-learning on the social behavior among disabled students was in the high level from teacher’s perspectives. The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in Table 5.

Table 6. Mean, standard deviation, item importance (*The impact of e-learning on academic skills “The Minimum skills in Mathematics” for the second grade among disabled students from teacher’s perspectives*).

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
11	Distinguishes between straight lines and curved lines	3.19	1.31	1	Medium
12	Can add within the number 18	3.05	1.37	2	Medium
14	Can add two numbers within the number 999	2.89	1.45	3	Medium
20	Realizes the facts of multiplications for the numbers 2, 3, 4, 5, 10	2.89	1.49	3	Medium
18	Can write numbers within 999	2.84	1.26	5	Medium
16	Can read the numbers within 999	2.81	1.29	6	Medium
19	Can compare numbers within 999	2.78	1.46	7	Medium
15	Can subtract within the number 999	2.76	1.34	8	Medium
13	Can subtract within the number 18	2.73	1.45	9	Medium
17	Can put numbers in order within 999	2.57	1.28	10	Medium
<b>Total</b>		2.85	1.12		<b>Medium</b>

Disabled students’ teachers “participants” showed that the mean of *The impact of e-learning on academic skills among disabled students of the second grade from teacher’s perspectives* was in the medium level, and the means values ranged between 3.62 – 2.84, where the whole dimension earned a total mean of 3.09, paragraph 1, (Pronounces the letters correctly) ranked first with the mean of 3.62, with standard deviation of 1.23, which is a medium level, and paragraph 2, (Writes the letters correctly) ranked second with the mean of 3.22, with standard deviation of 1.08, which is a medium level.

Paragraph 7, (Differentiate between the two types of the definite article AL in Arabic) ranked last with the mean of 2.84 and a standard deviation of 1.42, which is a medium level.

This explains that the impact of e-learning on the minimum skills in reading and writing among disabled students of the second grade was in the medium level from teacher’s perspectives.

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in Table 6.

Disabled students teachers “participants” showed that the mean of *The impact of e-learning on academic skills among disabled students of the second grade from teacher’s perspectives* was in the high level, and the means values ranged between 3.19 – 2.57, where the whole dimension earned a total mean of 2.85. Paragraph 11, (Distinguishes between straight lines and curved lines) ranked first with the mean of 3.19, with standard deviation of 1.31, which is a level of medium, and paragraph 12, (Can add within the number 18) ranked second with the mean of 3.05, with standard deviation of 1.37, which is a medium level.

Paragraph 17, (Can put numbers in order within 999) ranked last with the mean of 2.57 and a standard deviation of 1.28, which is a medium level. This explains that the impact of e-learning on the minimum skills in Mathematics among disabled students of the second grade was in the medium level from teacher’s perspectives. The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in Table 7.

Table 7. Mean, standard deviation, item importance (The impact of e-learning on academic skills “The Minimum Skills in Reading and Writing” for the third grade among disabled students from teacher’s perspectives).

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
10	Analyses words into letters	3.48	1.37	1	Medium
9	Analyses sentences into words	3.41	1.45	2	Medium
5	Distinguishes between long vowel and short vowel Harackat in Arabic	3.25	1.24	3	Medium
1	Pronounces words correctly with Harackat	3.23	1.60	4	Medium
6	Distinguishes verbally between words starting with the two types of definite article AL in Arabic in writing	3.18	1.17	5	Medium
2	Writes letter correctly with Harackat	3.16	1.14	6	Medium
3	Reads word from the level of the 3rd grade correctly	3.02	1.36	7	Medium
7	Distinguishes verbally between words starting with the two types of definite article AL in Arabic in reading	3.02	1.27	7	Medium
4	Reads sentences correctly	2.86	1.44	9	Medium
8	Writes words or sentences after looking at them and then hides them	2.75	1.40	10	Medium
<b>Total</b>		<b>3.14</b>	<b>0.99</b>		<b>Medium</b>

Table 8. Mean, standard deviation, item importance (The impact of e-learning on academic skills “The Minimum skills in Mathematics” for the third grade among disabled students from teacher’s perspectives).

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
15	Subtracts two numbers within 9999	3.14	1.29	1	Medium
19	Can compare the numbers within 9999	3.11	1.38	2	Medium
14	Adds two numbers within 9999	3.00	1.29	3	Medium
17	Can put in order numbers of 9999	3.00	1.28	3	Medium
13	Recognizes the different types of angles (shapes, names and elements)	2.93	1.30	5	Medium
20	Recognizes the triangle (shapes, names and elements)	2.86	1.52	6	Medium
11	Realizes the facts of multiplications for the numbers 9*9	2.82	1.60	7	Medium
16	Reads the numbers within number 9999	2.80	1.34	8	Medium
18	Can write the numbers within 9999	2.80	1.47	9	Medium
12	Multiplies two numbers to one number	2.52	1.30	10	Medium
<b>Total</b>		<b>2.90</b>	<b>1.01</b>		<b>Medium</b>

Disabled students’ teachers “participants” showed that the mean of *The impact of e-learning on academic skills among disabled students of the third grade from teacher’s perspectives* was in medium level, and the mean values ranged between 3.48 – 2.75, where the whole dimension earned a total mean of 3.14. Paragraph 10, (Analyses words into letters) ranked first with the mean of 3.48, with standard

deviation of 1.37, which is a medium level, and paragraph 9, (Analyses sentences into words) ranked second with the mean of 3.41, with standard deviation of 1.45, which is a medium level. Paragraph 8, (Write words or sentences after looking at them then hide them) ranked last with the mean of 2.75 and a standard deviation of 1.40, which is a medium level. This explains that the impact of e-

learning on the minimum skills in reading and writing among disabled students of the third grade was in the medium level from teacher’s perspectives. The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in Table 8.

Disabled students’ teachers “participants” showed that the mean of *The impact of e-learning on academic skills among disabled students of the third grade from teacher’s perspectives* was in the high level, and the means values ranged between 3.14 – 2.52, where the whole dimension earned a total mean of 2.90. Paragraph 15, (Subtracts two numbers within 9999) ranked first with the mean of 3.14, with standard deviation of 1.29, which is a medium level, and paragraph 19, (Can compare the number within 9999) ranked second with the mean of 3.11, with standard deviation of 1.38, which is a medium level. Paragraph 12, (Multiply two numbers to one number) ranked last with the mean of 2.52, and a standard deviation of 1.30, which is a medium level. This

explains that the impact of e-learning on the minimum skills in Mathematics among disabled students of the third grade was in the medium level from teacher’s perspectives.

***There is no statistically significant difference at the level of 0.05 in the impact of e-learning on social interaction among disabled students according to the gender and grade from teacher’s perspectives.***

The study used two-way ANOVA test to show the impact of e-learning on social interaction among disabled students according to the gender and grade from teacher’s perspectives as following:

Table 9 showed that there are differences between means values in the social interaction and the social behavior according to the gender and grade. Two Way ANOVA test was used to show the statistically significant differences as shown in Table 10 below:

Table 9. Descriptive statistics

	Gender	Grade	Mean	Std. Deviation	N
<b>Social Interaction</b>	Male	Second Grade	3.72	1.03	19
		Third Grade	4.33	0.42	19
		Total	4.02	0.83	38
	Female	Second Grade	3.93	0.79	18
		Third Grade	4.27	0.42	25
		Total	4.13	0.62	43
	Total	Second Grade	3.82	0.91	37
		Third Grade	4.30	0.42	44
		Total	4.08	0.72	81
<b>Social Behavior</b>	Male	Second Grade	3.67	0.91	19
		Third Grade	4.26	0.51	19
		Total	3.96	0.79	38
	Female	Second Grade	3.68	0.82	18
		Third Grade	4.17	0.43	25
		Total	3.97	0.66	43
	Total	Second Grade	3.67	0.85	37
		Third Grade	4.21	0.46	44
		Total	3.97	0.72	81

Table 10. Two way ANOVA Test (\*Significant at level of 0.05)

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender	Social Interaction	0.096	1	0.096	0.200	0.656
	Social Behavior	0.037	1	0.037	0.082	0.776
Grade	Social Interaction	4.405	1	4.405	9.196	0.003*
	Social Behavior	5.827	1	5.827	12.836	0.001*
Error	Social Interaction	37.357	78	0.479		
	Social Behavior	35.409	78	0.454		
Total	Social Interaction	1390.244	81			
	Social Behavior	1314.933	81			
Corrected Total	Social Interaction	41.995	80			
	Social Behavior	41.237	80			

Table 10. showed that there are no statistically significant differences in the social interaction and social behavior according to the gender, (F) values were 0.200, 0.082 and it's not significant at the level of 0.05.

On the other hand, the result showed that there were statistically significant differences in the social interaction and social behavior according to the grade, (F) values were 9.196, 12.836 and its significant at the level of 0.05 and Table 9. showed that the variance was in favor of the third grade.

## 6. Results and Discussion

The results of this study showed that the academic skills need to focus more on students with learning disabilities. The impact of academic skills plays an important role in their different life aspect, especially the social interaction. This is in full agreement with other researchers who conducted similar researches in different parts of the world [9].

## 7. Conclusion and Recommendations

To summarize, academic skills are one of the first and the most important factors that play a significant role on the impact of the students with learning disabilities. In addition, this role may lead to all other fields of learning and social interaction. It is essential to improve different ways of teaching students with learning disabilities in order to achieve the best goals of their teaching and raise their abilities as a way of interaction with other people in the community.

## References

- [1]. Awouters, V., Jans, R., and Jans, S. (2008). Elementary Competencies for Teachers in Secondary and Higher Education, *Confereential International e-Learning*, Zaragoza, April 29, 2009. Retrieved from: [http://edict.Khlim.Be/edict/documenter/paper\\_Zaragoza\\_Valere\\_Awouters.pdf](http://edict.Khlim.Be/edict/documenter/paper_Zaragoza_Valere_Awouters.pdf) , [accessed: 02 March 2019].
- [2]. Barden, O. (2009). From “acting reading” to reading for acting: A case study of the transformational power of reading. *Journal of adolescent & adult literacy*, 53(4), 293-302.
- [3]. Dublin, L. (2003). If you only look under the Street lamps.... Or nine e-Learning Myths. *The e- Learning developer's journal*.
- [4]. Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636-644.
- [5]. ICT Content Integrated Online Business English Language Learning Adult Dyslexia, Retrieved from: <http://ictbell.org/im> [accessed: 18 January 2019].
- [6]. Keller, C., & Cernerud, L. (2002). Students' perceptions of e-learning in university education. *Journal of Educational Media*, 27(1-2), 55-67.
- [7]. Kerry, B. (2000). The Power of the Internet for Learning. Final Report of the Web- based Education Commission to the President and the Congress of the United States.
- [8]. LaRose, R., Gregg, J., & Eastin, M. (1998). Audiographic telecourses for the Web: An experiment. *Journal of Computer-Mediated Communication*, 4(2), JCMC423.
- [9]. Oladele, A. O. (2013, January). The efficacy of neurological impress method and repeated reading on reading fluency of children with learning disabilities in Oyo State, Nigeria. In *Proceedings of World Academy of Science, Engineering and Technology* (No. 73, p. 871). World Academy of Science, Engineering and Technology (WASET).
- [10]. Omotosho, J. A. (2001). Learning disability problems prevalent among elementary school age children in Ilorin metropolis: Implications for special education and counselling. *IFE Psychologia*, 9(1), 128-133.
- [11]. Hartshorne, R., & Ajjan, H. (2009). Examining student decisions to adopt Web 2.0 technologies: theory and empirical tests. *Journal of computing in higher education*, 21(3), 183-198.
- [12]. Rossi, P. G. (2009). Learning environment with artificial intelligence elements. *Journal of e-learning and knowledge society*, 5(1), 67-75.
- [13]. Sridhar, D., & Vaughn, S. (2001). Social functioning of students with learning disabilities. *Research and global perspectives in learning disabilities: Essays in honor of William M. Cruickshank*, 65-92.
- [14]. Hallahan, D. P., & Keogh, B. K. (Eds.). (2001). *Research and Global Perspectives in Learning Disabilities: Essays in Honor of William M. Cruickshank*. Routledge.
- [15]. UNESCO Institute for Statistics. (2006). *Teachers and educational quality: monitoring global needs for 2015* (Vol. 253). UNESCO Inst for Statistics.
- [16]. Watson, J., Murin, A., Vashaw, L., Gemin, B., & Rapp, C. (2013). Keeping Pace with K-12 Online & Blended Learning: An Annual Review of Policy and Practice. 10 Year Anniversary Issue. *Evergreen Education Group*.

