Obstacles to the Employment of Education Technology and Means for Students with Special Needs from the Point of View of Faculty Members at the Public Authority for Applied Education and Training in Kuwait

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Abstract

The study aimed to detect the obstacles to employing education technology and means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait. The researcher used the survey descriptive analytical curriculum, and the researcher prepared a questionnaire to measure the obstacles in three areas: teacher-related constraints, management constraints, student-specific constraints, and the sample of the study consisted of (246) faculty members and faculty members of the Faculty of Basic Education, selected in a random manner. The results showed the lack of statistically significant differences(≤0.05)attributable to the impact of gender, and the presence of statistically significant differences (≤0.05)in the scientific rank that came in favor of an associate professor, and the presence of statistically significant differences(≤0.05)in years of experience and came in favor of less than five years in addition. To and the presence of statistically significant differences (≤≤0.05) due to the impact of the method of education, the differences came in favor of the traditional method.

Keywords: Obstacles, Employment, Education Technology and Means, Special Needs, College of Basic Education, Kuwait.

Introduction

The process of educating and educating the community about the category of people with special needs and the requirements of their integration into society is one of the tasks sought by institutions working in this field, where they have come a long way in this direction, and the educational orientations in general and higher education come to integrate people with special needs with Their regular peers within the classroom and university halls within a vision of the future have begun to be activated by higher education, to allow people with special needs to engage in normal life and interact with others, and to provide them with the opportunity to learn equally and equally with other peers.

The integration process also achieves many objectives in modifying the attitudes of members of society, particularly those working in public schools and universities, including officials, teachers and parents, and reducing the social and psychological differences between the individual with special needs and his family from the stigma that can be created by the individual with special needs and his family. His presence in private schools, his inability to reach university as a result of many difficulties facing them, giving him a better opportunity and a more suitable environment to grow academically, socially and psychologically properly, as well as self-realization among people with special needs, and increasing his motivation towards Education and the formation of healthy social relationships with others, and the modification of family and community attitudes, where ordinary integration rids ordinary people of misconceptions about the characteristics, potential and abilities of their peers with special needs, thus achieving the long-term goals of integration (fusion) including ridding them of all Types of disabilities, both physical and moral, that limit their participation in all walks of life (Sisalm, 2001).

The process of integrating people with special needs in higher education contributes to many social, psychological and consensual aspects, which are manifestations of positive interaction and adaptation in integration programmes, so the integration policy is the ideal way to deal with people with special educational needs for all students in regular schools and universities. Global initiatives from the United Nations, The International Organization for Culture, Science and Education, the World Bank and all non-governmental organizations have all given great impetus to the concept that all children have the right to education together without discrimination, regardless of their differences. Any disability or any educational difficulty they suffer from (Al-Sartawi, Abdul Jabbar and al-Masr, 2000).

This process involves bringing students together in general and higher education classes and schools regardless of intelligence, talent, disability, socio-economic level or the student's cultural background. The government's policy of promoting the right to education and the right to education is a fundamental right.

The fact that this age we are living in is characterized by rapid and tremendous development in all walks of life, where humanity is witnessing rapid and growing progress in areas related to human life, and the educational aspect in general and education in particular. This prompted educators to reconsider the nature of the educational situation and educational policies in order to be in line with these rapid transformations and to keep pace with the era of information openness, globalization and the technical revolution. Since the use of education technology and means to use and employ technologies in education makes it an essential part of education, not just an addition, students with special needs are part of this target system by harnessing education technology and means in their education, and therefore it is necessary to adapt modern technology and techniques in the service and education of people with special needs, and to use techniques to achieve many of the objectives of special education such as integration and the application of the individual educational plan IEP that deals with the individual student based on the Its potential and capabilities, and not all of these goals will be achieved without the availability of important elements such as the competent teacher and the provision of targeted technological means, material and technical support, and the removal of all obstacles to the use of techniques in the teaching of that category (Hosawy, 2007).

Therefore, the current study will highlight the importance of integrating people with special needs in higher education and learning and the constraints of the use and use of teaching technology for that category, as the State of Kuwait has integrated them into higher education, and the integration process in public education is still within the vision The future has not yet been implemented, despite the experiences of successful Arab and foreign countries that have long been integrated into public or higher education.

Theoretical framework

Concept of special needs and education technology for that category

Students with special needs are defined as students who differ in one way or another from students considered normal by society and education, and are classified into several categories: (mental disability, hearing impairment, physical disability, emotional disability, visual impairment, learning disabilities, speech and language disorders, mental excellence).

It cannot be male that all these categories can be integrated into the educational process, whether general or higher education, there are cases that need special care and expert teachers different from any other teacher who have been qualified and equipped with skills, methods and courses that qualify them for dealing with people with special needs and caring for them, where They need special and diverse curricula, methods and teaching strategies that differ from the general education curriculum (Al-Ghaza, 2003).

Al-Ba'ay (2014: 12-13) defined education technology for people with special needs as "the theory and application in designing, developing, using, managing and evaluating programs for individuals with special needs to facilitate the teaching and learning process, and dealing with the issuer of diverse learning to enrich their personal experiences, skills and abilities". He added that its means are "personal computers and special programs, enhanced means of communication, the means to control the surrounding environment, the installed glasses, the recording devices, the calculators, the books recorded on cassette tapes and other means assigned to them."

IDEA 1997 defines assistive technology as any material, piece or product system, or something modified or made according to demand with the aim of increasing the scientific or functional competence of people with special needs. Specialists in this field are almost unanimous in this definition, which indicates that the name of educational technology or techniques for people with special needs includes any educational means that help understand the scientific material, even if it is not electronic (Hawsawi, 2002).

The importance of integrating people with special needs into education and its conditions

The process of integrating people with special needs within the ordinary is of great importance to their learning along with ordinary people, with the teacher taking into account the levels of academic achievement of students (high, medium, low), continuous follow-up, and the presence of this group with the ordinary benefits them in overcoming failure and achieving success for for topics that make them difficult to learn. The integration of this group into society is one of the advanced steps that different rehabilitation programs have become considered as a primary goal for the rehabilitation of people with special needs recently, and integration is one of the programs of care for people with special needs, and at the same time many Arab countries have experienced this experience and have been classified as successful Very in general and higher education (Failakawi and Al-Anzi, 2016).

The right choice must be made from those with special needs who will benefit from this program from an academic, social and emotional point of view, the selection and unity of disability, the preparation and training of the necessary staff and the training of the necessary staff to make the integration programme a success, and the addition of support classes outside the regular classes, In the resource rooms to assist them immediately in a special classroom attached to the school, and to cooperate with the faculty and management with the parents, these are the most important conditions for integrating people with special needs into the regular classes.

This process aims to qualify students with special needs for disability challenge, and to help them choose their higher education in a discipline commensurate with their wishes (Aaron, 2000).

The refore, the integration of people with special needs is an urgent need and a great positive importance to that group, and the natural environment works to develop people with special needs with ordinary people alike, and prevents the emergence of negative trends that accompany their isolation in private schools and the denial of higher education, works Integration to reduce the centrality in the provision of educational services, integration is a flexible educational tool through which to increase, develop and diversify the educational services provided to that group, and provide them with the opportunity to interact and accept socially and simulate and imitate the behavior of their ordinary peers, and increase the opportunities for communication Among them, in addition to ridding of any misconceptions that may exist among ordinary students over their disabled peers, integration deepens everyone's understanding of the individual differences between them.

Employing education technology for people with special needs and its importance

Recognizing the right of people with special needs to education has become an important part that cannot be ignored, and the presence of people with special needs requires parents, teachers and students to work together to design their own educational programs. As a result, the integration of students with special needs into regular classes has become a reality, so it is essential that teachers use technology with students with special needs, which will contribute to the development of the performance of these students, and these teachers should enter the new technology in teaching this class of learners.

Technology is the language of the times and the educational need in education technology is a gap or deviation between what is the object (status quo) and what it should be (the desired situation), so people with special needs are defined as individuals who deviate from the average in one or more aspects of personality, whether physically or physically. Mentally, psychologically or socially, it prevents them from achieving balance and normal behavior, resulting in the inability to follow up on school arrangements or educational services, and this requires their education through special programs including technological means appropriate to these capabilities and in light of the category and type that is classified Through him (Abdul Muti, 2010; Hosawi, 2007).

Technology has helped people with special needs to develop essential skills that have improved their ability to communicate and move from one place to another quickly, and have opened up various job opportunities through training and development, becoming more adapted to different jobs in his life, and more adapted to his healthy peers and society (Mohammed And Fawzi, 2009).

Marzouk (2013) noted that advanced technology has paved the way for teachers to stimulate the educational attainment of learners with special needs and review their teaching methods, and personal computers provide teachers with the opportunity to present and analyze lessons in a clearer way, allowing them to follow their learners and test their course progress, enabling them to intervene in a timely manner to adapt the individual learners' needs to plan and program aimed at expanding their sense of perception and developing their self-confidence. Modern that depends on the interaction of learners and their individual and collective participation, which in turn helps the teacher to understand the mechanisms of learners.

Modern technology and technology provide learners with special needs with the skills to enter the workforce directly or continue their education in higher education institutions after their thinking skills become more available when all the means of technology are available to them (sheep, 2003).

With regard to computer-assisted education for students with special needs, which is a qualitative addition to traditional education and helps these students to work and accomplish quickly. There is a scientific software package available to students with special needs, as well as a virtual laboratory to enable students to discover different subjects, but for computer simulation programs they can conduct experiments that may be difficult or impossible to conduct on the ground (Olives, 2003; Khalifa, 2006).

The Internet has become an important source for students with special needs in accessing information, as some believe that the use of the Internet in education is no longer limited only to the curriculum in displaying its content in demonstrations of an imaginary nature, but in fact this method can be adapted to all scientific departments. This education technology and its future means will be suitable for some developing countries that lack the quantum and qualitative factors in the teacher slot (Ghannam, 2003; Zaytoun, 2003; Khalifa, 2006; Shihab, 2009).

Al-Bakhit and Al-Omari,2008; Ololube,2006)pointed out the importance of using technological education during teaching, as it has become an effective means of communication, linking theoretical knowledge and practical applications, and educators emphasize the importance of technology as an educational tool during teaching, until they are assured that they are considered an imperative, because the means of technology are able to develop higher thinking skills, develop solutions skills, and bring abstract symbolic concepts and expressions to the minds of students, especially in light of the cognitive development that imposed on the teacher.

Employing ICT means, integrating them with modern educational methods to increase their effectiveness, and to make the desired impact on the quality of education and the existence of its outputs as it possesses the tools with great potential in terms of efficiency and ability to perform many educational tasks, and at a level that may exceed the educational means and tools known to the educational sector.

The role of education technology in giving this group greater learning opportunities is thus highlighted by providing tailored strategies and techniques for bridging the gap between education for ordinary students and students in this category. Supporting technology is a form of technology that includes "devices, machines and systems that are used to improve the performance of people in this category or to help them do their jobs faster, easier and better". The role of modern technology is also to open channels of communication and communication between the group with special needs and their surrounding environments, including learning environments. The design of curricula and educational materials makes it easy to use and accessible by people with special needs (Charman, 2015).

Technological special needs tools (portable text readers, sonar glasses for the two, and keyboard aids) are considered auxiliary technology. It may also include services (evaluation, design, customization, adoption, maintenance, treatment and training). There are video phones and are specially designed for those who use sign language as the primary language in their daily lives, they can share dialogue with each other through a small screen equipped with the phone that enables them to see each other, in addition to the polyphonies to improve Collectively, there is a phone that enables you to call the deaf by converting audio speech into on-screen writing, and many programs through which people with special needs are dealt with via a smartphone (Al-Ba'a, 2014; Fayez, 2010; Rashidi, 2012).

People with special needs face great difficulties, the environment designed for healthy people is not commensurate with them, the difficulties vary according to the degree of disability, and each student is assisted with the appropriate assistance technology (Shihab, 2009; Christmann, Badgett & Lucking,1997).

Education technology serves people with various disabilities including: hearing, visual, mental disabilities (autism, Down syndrome, communication and interaction disorders), learning disabilities (dyslexia- dyslexia, dyscalculia or mathematics, developmental dysphagia, attention deficit, hyperactivity) as well as behavioral, emotional, social and physical disabilities (Solomon, 2006). The use of techniques in the lives of students with special needs has many positives, whether psychologically, academically, socially or economically. As many scientific studies such as The Study (Solomon, 2002; Chidsey, 2000; Hawsawi, 2002).

The issue of education and rehabilitation of people with special needs represents a civilized challenge to nations and societies, because it is primarily a humanitarian issue, which can hinder the progress of nations, since persons with disabilities represent at least 10% of the total population at the local and international level, and these large numbers of people are Special needs are educationally poor, threatening the national and global economy, and according to some online statistics, the number of disabled people in the world stands at 600 million, more than 80% of them in developing countries. No matter how different the statistics and the conflicting figures, the biggest problem is the small number of people who have access to services and care in developing countries, with only 1.9% of those with special needs being provided with services in this area (Abdel Ati, 2010).

It can be male that education technology for people with special needs depending on the type of need (disability) is of paramount importance to the teachers of this particular category and to the interest of the entire world, as it enables it to learn about the concept of education technology and its various and diverse developments of educational means. Educational devices for people with special needs, and how to use them as an essential component of the educational process for working outcomes that interact with the lab our market and its needs (Failakawi and Anzi, 2016).

The study considers that in the contemporary context, the importance and necessity of the use and use of technology and technological educational means has increased in recent decades, and has become a key role in the process of teaching all students, whether they are special needs or other ordinary students, where the means help Students overcome many obstacles to their independence, facilitate their social communication process and increase their ability to absorb and apply the skills of everyday life.

Barriers to employment of education technology for people with special needs

There are some obstacles to the optimal use of specific technological means for people with special needs, perhaps the most prominent of which is the rapid development of programmes, which makes the disabled long away from catching up to take advantage of the latest developments. The high cost of equipping equipment and technological tools adapted to disability type requirements may be much higher for special programmes and equipment configuration costs. These expenditures are unaffordable for some groups of people with special needs even within developed societies, and the constraints on the use of education technology for people with special needs can be divided into the following (Al-Jahni and Al-Zari, 2014; Al-Zawiya, 2005; Al-Zaji, 2012; Al-Mahmoud, 2013; Hosawy, 2007; Sweidan; The Butcher, 2007:

First: Barriers to the optimal use of educational means related to a teacher with special needs:

The lack of in-service training courses in the use of means in education.

The government has also provided a number of training courses for the police and the police.
The government's policy of "eliminating the "social" and "unemployment" of the "family" is a matter of great interest to the people of The United Nations.
The government's efforts to address the problem of the use of the "green" method of education are also being addressed.
Teachers with special needs believe that educational means are useless in their education.
Teachers with special needs believe that the use of the educational method prevents the curriculum from being terminated on time.
Second: Barriers to the optimal use of educational means related to people with special needs:
The government's ability to provide services to the poor is also a priority.
The existence of sensory or physical problems in students with special needs that limit their ability to use the educational method.
Students' unwillingness to use educational means, and therefore the reasons for students' reluctance to use educational means must be sought.
Students quickly forget what they have learned with technological devices.
Students have difficulty using educational means because of their cognitive deficiencies, whether mentally or sensory.
Third: Barriers to the optimal use of educational means related to school management for people with special needs:
The lack of a technician to operate and maintain educational equipment at the school or institute.
Lack of adequate educational equipment and tools in the institute/programme.
Textbooks are devoid of guidelines that emphasize the need to use educational means.
The difficulty of transferring some technological devices to the classroom.
After classes at the school or institute learning Centre.
Lack of educational computer software suitable for students in different categories.
Not technically preparing classrooms for the use of educational means, whether in terms of space or electrical connections.
The lack of a manual at the institute/school explains what educational devices and means are available and how to use them.
Many educational devices are not as good or unusable.
The lack of a learning resource center at the school/institute.
Lack of coordination among teachers to use available technological devices, leading to chaos and improvisation.
The school/institute administration does not emphasize teachers with special needs for the need to use technology in teaching.

Limited class time and insufficient to use the educational method.

The Society for Extraordinary Children(CEC, 2000)has stressed that special education teachers must have the skill in using special educational technology and techniques, and the ability to provide a meaningful learning environment that contributes to building positive trends towards the use of educational means and techniques for individuals with special needs, and the association emphasizes that teachers help students to use different means of communication that contribute to the integration of this group into the outside community.

Higher education in Kuwaiti universities still needs to be developed to keep pace with the use of education technology and means for people with special needs, and there is still a clear lag in integrating people with special needs in public education, and this leads to the isolation of that group from ordinary students and society as a whole, and the pressure remains.

The biggest on the family, as there are students with special needs according to the type of disability able to be integrated into the school and university education with ease and ease, but it remains for the Ministry of Education to work hard to integrate that group with their ordinary peers to keep up with the kind of integration that preceded us a lot T of countries that do not have the material resources but were one of the first Arab countries to integrate the categories of schools, but within the framework of higher education, there are many obstacles that need to be overcome in order to create a state of adjustment and harmony between people with special needs and university life under Technology.

Study problem

Higher education in Kuwait sought to integrate people with special needs with disabilities that can be integrated with ordinary students, who are able to practice the learning process easily, and this recent trend came from the need to engage that group with the community, and to get them out of the state of reincarnation. Living in special needs centres, schools or programs, reducing the burden on the family in making their children in that category effective in society, and taking them into the labour market to be able to face the challenges and difficulties of life. The trend towards integrating them was an effective step, and although they had to be directed to education technology and employed in the learning process, there are many obstacles facing students with special needs in the use of education technology and its many advanced means, In addition to the obstacles facing the faculty and university administration as it is a new experience and it was necessary to qualify and prepare in order to facilitate and flexible dealing with that category and to employ the technology and means of education in accordance with their situation.

This is why the current study has been conducted and highlighted the constraints of employing education technology and means for students with special needs affiliated with Kuwaiti universities, and there are numerous studies that have addressed some of the obstacles to the employment and use of education technology, methods and innovations in the education of that group integrated with ordinary students, such as Study (Yusuf, 2001; Al-Quraiti, 2002; Talal, 2010; Hessoi, 2014; Agboola& Lee, 20000; Ottolino, 2000; Hawsawi, 2002).**According to the researcher's knowledge,** the current study may be the first of its kind in Kuwait, **which came to investigate** the obstacles to employing education technology and means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait**.**

Study questions

1. What are the obstacles to employing education technology and means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait?

2. Are there statistically significantα differences at the level of ≤0.05 in the constraints of employing education technology and means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait due to a variable (gender, scientific rank, years of experience, and teaching method)?"

Study objectives

Identifying the obstacles to the employment of education technology and its means for students with special needs from the point of view of the faculty members of The Public authority for applied education and training in Kuwait in terms of teacher-specific constraints, management constraints, and student-specific constraints.

1. Investigating the differences in the constraints of employing education technology and its means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait due to a change (gender, scientific rank, years of experience, and teaching method).

The importance of study

The importance of the study lies as follows:

1. The importance of study ingesting the barriers to the use of education technology and means in the education and learning of students with special needs in Kuwaiti universities is important aspects of the educational process, as these obstacles prevent students from benefiting from the benefits of education technology. And his means.

2. The current study may benefit higher education departments to achieve the goal of employing education technology and means and consolidating and intensifying its use in the educational process in universities, where it is a necessary needs of students in the context of contemporary and revolution advanced technology.

3. Education professionals may benefit from setting up a special section to manage and plan the needs of that group in the light of the use of education technology and others.

4. The results of this field study, which will provide a clear scientifically based vision of the most prominent problems suffered by faculty members in universities, which prevent their use of educational technology and means and educational techniques effectively, and accordingly, officials will be able to Take the necessary measures to improve this reality by overcoming the obstacles facing the faculty, which undoubtedly contributes to improving the teaching process of that category.

Study terms

The researcher used the following terms in the study:

Obstacles: "Factors and difficulties that hinder and prevent faculty members from achieving the basic faculty of education to reduce the use of education technology and means."

Education technology: "This structured knowledge structure of research, theories and practices of education processes and learning sources, their application in the field of human education, the efficient recruitment of human or non-human elements to analyze the educational system and process and study their problems, and to design and develop appropriate processes and sources as practical solutions to these problems (production and evaluation), use or management, and evaluation, to improve the efficiency, effectiveness and achievement of learning" (Khamis, 2003: 13).

Educational means as "a subsystem of the education technology system that includesmaterials, tools, educational devices and presentations that the teacher or learner uses or both in educational situations in a systematic way to facilitate the process of teaching and learning." (Al-Sartawi, Khashan and Abu Judah, 2001).

People with special needs: THE UN body identified people with special needs as "people with a permanent state of physical or mental illness in dealing with different disabilities. barriers, barriers and environments, which prevent them from participating fully and effectively in the community with the form that puts them on the side of equality with others"(FAQs, 2007: 1).

Study limits

1. The study was limited to investigating theobstacles to employing education technology and its means for students with special needs.

2. The study was limited to faculty members in the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait, in the first semester2020/2021.

Previous studies

The (agboola& Lee study, 2000) on the entry of deaf computer technology in developed and developing countries to determine the extent of the gap between them, as well as trying to identify the fundamental barriers to the entry of this technology, the study revealed that there are wide differences between developed and developing countries in terms of computer ownership, the extent to which deaf people are able to read and write, and in terms of internet access and use, where the gap was wide in favor of developed countries, and that all deaf people from kindergarten to adult retirees have a chance to learn and use the computer, and in terms of internet access and use, where the gap was wide in favour of developed countries, and that all deaf people from kindergarten to adult retirees have a chance to learn and use computers. The Internet, in terms of barriers to computer use in developing countries, was the most important of which were economic problems, then the lack of training or education in the use of computers, and then the low level of deaf people in reading and writing, as the study confirmed that the majority of deaf people in developing countries do not benefit from educational techniques.

The study(Ottolino,2000)aims to detect the availability and use of techniques in the training programs of teachers and teachers of the first professions of deaf and hearing prescriptions in the State of Illinois, USA, and the obstacles preventing the use of these techniques, and the results have resulted in a high use of printers, computers and CDs by the target group to complete the work related to study and prepare lessons for learners, and the study found that the obstacles to the use of techniques lie in the difficulty of obtaining them, as the vast majority of the eye indicated (20) Enough is important for teaching, but these qualifications have not been studied in the study programs nor provided in the workshops, and many of them have learned these qualifications on their own.

Yousef Study (2001) aims to identify the training needs of computer software on a sample of the teachers of intellectual education, motor disabilities and double disabilities "mental and motor" in Riyadh. The results of the study resulted in a decrease in the number of computers in centers with special educational needs, and the obtaining of the Microsoft Word program and the PowerPoint program to the highest degree of approval and use by the teachers, but the difficulties and obstacles that prevent the use of computer software according to The point of view of the teachers was: the lack of training courses, the lack of computers in the classroom, no encouragement from the employer, the lack of a computer specialist, the lack of educational software, and the lack of time to use the computer.

Hawsawi Study, 2002, aimed to identify teachers working with simple mental retardation of the technical use skills of computers in teaching, and to identify the most important obstacles that teachers and students face when using this technology. The sample of the study included (17) teachers in (12) schools representing elementary, middle and high levels in three cities in the northwest of the United States of America, and the researcher followed the qualitative method of research, and designed observation cards and interviewed all the teachers who observed them, and the results of the study showed that Mentally retarded students can benefit from using computers in many ways, and the results show that there are obstacles that teachers face, including the physical and emotional problems of some students, and the lack of computer skills of some teachers.

The study of al-Quraiti (2002) aimed at identifying the impact of the use of the computer in the education of children with hearing impairment of the Arabic language subject in the United Arab Emirates, the sample of the study consisted of (12) students, the students were divided into two experimental and one-time groups and three were selected. Educational units from the Arabic language writers for the first grade primary, and the researcher has introduced the following modifications to the units: the use of the Arabic arabic finger alphabet and the introduction of sign language, the use of strategies of the overall method in education, and to know the impact of computers in education has been applied The program on the experimental group, while the control group learned in the traditional way, after conducting the tests for the lessons the researcher tested (T) where the results showed statistically significant differences between the level of significance (0.001) for the benefit of the experimental group.

Talal Study (2010) aimed to reveal the reality of the use of teachers and teachers of institutes and programs of intellectual education the Internet and the extent to which they benefited from it in the development of their professional competence in Riyadh, and its relation to certain variables (gender, educational qualification, years of teaching experience) where the descriptive analytical curriculum was used. The sample of the study consisted of 339 teachers distributed in 72 institutes and intellectual education programs, and the study tool was a questionnaire prepared by the researcher to survey the opinions of the sample, which included general information on the use of the Internet, areas of use in (planning, implementation, evaluation), its importance, and the constraints limiting its use. The results of the study showed that the vast majority of the study sample members have positive attitudes towards internet use, and that they use it to use it to develop their professional competence at a daily rate and that they have very good experience in using it, as the results indicated the presence of Statistically significant differences in the extent of Internet use due to the gender variable in favor of teachers (9.92.

The study also showed that one of the most important reasons for the study sample members use the Internet is the great need in the search for professional experiences that help them develop professional performance in the implementation of educational programs and activities provided to students with intellectual disabilities, where the results were high with an average calculation of 23.4. The Internet in the field of planning is attributed to the variable of gender in favors of female teachers, and the variable of educational qualification in favors of the bachelor, while the results indicated that there were no statistically significant differences in the use of the Internet in the areas of (implementation and evaluation) of educational programs and activities, as well as statistically significant differences in the use of the Internet in the field of (planning, evaluation) with different teaching experiences, while the results did not indicate statistically significant differences in the extent of utilization in the areas of (planning, implementation, evaluation) and different years of experience in teaching. .

The current study was characterized by the fact that it may be the first of its kind, according to the researcher' knowledge, to investigate the obstacles to employing education technology and its means for students with special needs from the point of view of faculty members in The Public authority for applied education and training in Kuwait, and this distinguishes it from previous studies, and has differed The current study in terms of the objective and sample used, and the benefit of previous studies in terms of the method and tool used and a number of procedures.

- Method and procedures

Curriculum

The research adopted the descriptive survey method, which is concerned with presenting the measured phenomenon as it is, as this method is suitable for the objectives and purposes of the current research and its variables.

The study community and its appointed

The study community is made up of all faculty members in the Faculty of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait for the academicyear 2020/2021, which numbered (680) faculty members, including (416) members and (264) faculty members.

Study sample

The sample of the study consisted of (246) members and faculty members in the Faculty of Basic Education, selected randomly for the first academic year2020/2021.

Table(1)

Iterations and percentages by **study variables**

	Categories	**Iteration**	**Percentage**
Gender	Male	148	60.2
	Female	98	39.8
Scientific rank	Professor	12	4.9
	Associate Professor	26	10.6
	Assistant Professor	208	84.6
Years of experience	Less than five years	140	56.9
	5-10 years	70	28.5
	10-15 years	24	9.8
	More than 15 years	12	4.9
The method of education	The traditional way	189	76.8
	Electronic method	57	23.2
	Total	246	100.0

Study tool

This research is based on the questionnaire tool (Questionnaire) which contains a set of questions. For students with special needs a little, the paragraphs in the second section were answered with one of the following choices I strongly agree and take (5) grades, I agree and take (4) degrees, Do not know and take (3) degrees do not agree and take two degrees, I do not strongly agree and take one degree.

Believe the tool.

The validity of the questionnaire has been confirmed in two ways:

1- The virtual honesty of the questionnaire:

The questionnaire was presented in its first form to (8) faculty members of the Faculty of Basic Education and Curriculum, in order to judge the validity and measurement of the resolution of what was put to measure in the resolution axes in terms of clarity or not, as well as the appropriateness of not having their opinion in the event of additions they see as adding or observations they see as clarifying, and the researcher took the observations they made.

2. The sincerity of internal consistency:

To ensure that each of the phrases is consistent with the overall field grade, the correlation coefficient between each questionnaire and the overall score of the questionnaire as described in table (2) was calculated on a survey sample of (30) study sample members.

Table No. (2)

Shows the correlation coefficients for each resolution statement in the overall grade

Phrase No.	**Link coefficient**	**Phrase No.**	**Link coefficient**	**Phrase No.**	**Link coefficient**
1	.431(**)	10	.404(**)	19	.366(**)
2	.307(**)	11	.427(**)	20	.359(**)
3	.268(**)	12	.425(**)	21	.330(**)
4	.436(**)	13	.428(**)	22	.320(**)
5	.327(**)	14	.404(**)	23	.323(**)
6	.443(**)	15	.353(**)	24	.314(**)
7	.277(**)	16	.483(**)	25	.352(**)
8	.322(**)	17	.433(**)	26	.419(**)
9	.534(**)	18	.356(**)	27	.449(**)

It is clear from the previous table that the results of calculating the coefficients of correlation of each statement with the total score were statistically significant and high.

The stability of the tool

The stability of the tool was calculated by using the Alpha Kronbach equation and the alpha coefficient values (0.73). These values were considered appropriate for the purposes of this study.

Study procedures

To achieve the objectives of the study, the following steps and procedures were followed:

– The sample of the study consisting of faculty members was identified in the Faculty of Basic Education in the General Authority for Applied Education and Training of Higher Education in Kuwait.

– Prepare the study tool and present it to the arbitrators to take advantage of their observations and take them.

– The researcher distributed the questionnaire to a survey sample of faculty members in the General Authority for Applied Education and Training, and then after extracting honesty and stability the questionnaire was distributed to the sample.

– The researcher unloaded the surveys and performed statistical analysis using appropriate statistical treatments to present and discuss the results and make recommendations.

Statistical treatment

In the light of the study's questions, the researcher used the appropriate statistical treatments through analysis on the SPSS program, the researcher has used mathematical averages and standard deviations, the coefficient of internal consistency kronbach alpha and the stability of replays and repetitions, in addition to analyzing the four-way contrast to show the variables of the study, and the use of the Chevy method of dimensional comparisons of the effect of variables.

- View and discuss the results

To answer the study's questions, the researcher used repetitions, percentages, and arithmetic averages to analyze information for each questionnaire. The refore, the researcher considered in their analysis ofthe sample study that if the value of the arithmetic average ranges from (4.5 to 5), the degree of approval of the phrase is very large from the point of view of the study sample members, but if the value of the arithmetic average ranges from (4.0 - 4.4) The degree of approval of the phrase is significant from the point of view of the study sample members, but if the value of the arithmetic average ranges from (2.5 to 3.9), the degree of approval of the phrase is considered average from the point of view of the study sample members, but if the value of the arithmetic average ranges from Between (1-2.4) the degree of approval of the phrase is low from the point of view of the study sample members.

The results of the first question: "What are the obstacles to **employing education technology and its means for students with special needs from the point of view of faculty members at The Public authority for applied education and training in Kuwait?"**

Using repetitions, arithmetic averages and standard deviations from the constraints of employing education technology and means for students with special needs, the results are as follows:

Table (3)

Teacher-specific constraints

Teacher		I strongly agree.	I agree	I do not know	I don't agree.	I don't strongly agree.	Average arithmetic	Standard deviation
There are no in-service training courses in the use of teaching technology and teaching methods	As	29	55	12	24	8	3.57	1.21
	٪	22.7	43.0	9.4	18.8	6.3		
I was not qualified to use education technology and means during the school years for people with special needs	As	10	67	1	32	18	3.15	1.28
	٪	7.8	52.3	.8	25.0	14.1		
The use of education technology and means requires more effort than teaching in the normal way.	As	8	33	13	54	20	2.65	1.20
	٪	6.3	25.8	10.2	42.2	15.6		
My poor knowledge of the rules for using educational techniques for people with special needs reduces my use of them in teaching	As	6	43	2	45	31	2.59	1.31
	٪	4.7	33.6	1.6	35.2	24.2		
I have no knowledge of computer uses and programs in teaching.	As	6	35	3	51	33	2.45	1.27
	٪	4.7	27.3	2.3	39.8	25.8		
Education technology and means do not help implement individual education programmes for that group	As	6	17	16	48	41	2.21	1.17
	٪	4.7	13.3	12.5	37.5	32.0		
The use of education technology and means delays the process of terminating the curriculum on time	As	5	17	20	44	42	2.21	1.15
	٪	3.9	13.3	15.6	34.4	32.8		
My lack of conviction about the importance of employing education technology and its means in teaching	As		4	3	34	87	1.41	0.69
	٪		3.1	2.3	26.6	68.0		

It is clear from table (3) that the most obstacles related to the teacher in their order are as follows:

- The lack of in-service training courses in the use of education technology and means in education has been one of the most important constraints in this area, which emphasizes the need to provide training courses to teachers in their service, so that they can use technological means and techniques to be able to benefit students, and to integrate people with special needs effectively and dynamically both at the university and in the community.

- Then comes the issue of inqualification for the use of education technology and means during the years of study for people with special needs in the second place on the list of obstacles, and this clearly demonstrates the importance of training university students in the use of the means of education technology, by providing a number of courses In this aspect, scientific need as a professional experience used as a result of the integration of people with special needs in universities, and their qualification to integrate people with special needs in public education in the future to face such obstacles in teaching and facilitate the process of dealing with that group.

- Then comes the third obstacle, which is the belief of teachers that the use of education technology and its means requires more effort than training in the normal way, and the researcher believes that the poor preparation of teachers at the university level on the use of educational technology and technology innovations has a close relationship On this side.

- The fourth obstacle is the poor knowledge of teachers about the rules and means of employing education technology and methods and the use of educational techniques, thereby reducing teacher use, a natural consequence of poor numbers and lack of in-service courses.

- Fifthly, teachers do not know about computer ization in training. Then the teachers believe that education technology and teaching techniques do not help in the implementation of the individual education program, followed by the belief of teachers that the use of education technology and means delays the process of terminating the course on time, i.e. the use of technology Education, its innovations, means and technology prevent the speedy completion of the course on time, and the bottom of the list is the lack of teachers' convictions of the importance of education technology and teaching methods with an average calculation of 1.41.

Table No. (4)

Management constraints

School administration		**I strongly agree.**	**I agree**	**I do not know**	**I don't agree.**	**I don't strongly agree.**	**Average arithmetic**	**Standard deviation**
Lack of technician to maintain and operate educational devices at the university on an ongoing basis	As	45	59	10	11	3	4.03	1.00
	٪	35.2	46.1	7.8	8.6	2.3		
There are not enough educational equipment and tools available for student numbers	As	43	62	7	12	3	4.02	1.00
	٪	33.6	48.4	5.5	9.4	2.3		
The textbooks are devoid of guidance that emphasizes the importance and necessity of using technology, means and techniques in lessons	As	31	73	11	13		3.95	0.86
	٪	24.2	57.0	8.6	10.2			
Difficulty in transporting some technical devices to the lecture hall	As	30	68	8	18	3	3.82	1.03
	٪	23.4	53.1	6.3	14.1	2.3		
Failure to provide the university's ***learning resource centre for people with special needs***	As	17	67	13	26	3	3.55	1.04
	٪	13.3	52.3	10.2	20.3	2.3		
There are no appropriate educational software and support for students with special needs	As	32	41	18	25	12	3.44	1.31
	٪	25.0	32.0	14.1	19.5	9.4		
Classrooms are technically ill-equipped to use technology, means and educational techniques, both in terms of space and electrical extensions.	As	31	49	3	37	8	3.44	1.30
	٪	24.2	38.3	2.3	28.9	6.3		
Lack of a guidebook explaining what devices and educational technology are available at the university and how to use them	As	23	55	9	34	7	3.41	1.21
	٪	18.0	43.0	7.0	26.6	5.5		
Many of the educational devices available are not good or unusable	As	19	51	19	32	6	3.35	1.15
	٪	14.8	39.8	14.8	25.0	4.7		
There is no suitable learning resource center at the university.	As	24	46	6	44	5	3.32	1.25
	٪	18.8	35.9	4.7	34.4	3.9		
There is no computer lab equipped and special programs according to the type of disability for students with special needs	As	27	43	6	30	18	3.25	1.41
	٪	21.1	33.6	4.7	23.4	14.1		
Lack of coordination between teachers to use available technical devices	As	17	41	23	37	10	3.14	1.20
	٪	13.3	32.0	18.0	28.9	7.8		
University administration does not emphasize the need to use technology in teaching and does not encourage it	As	14	34	15	53	12	2.88	1.22
	٪	10.9	26.6	11.7	41.4	9.4		
Lecture time is not enough to use education technology and means	As	6	22	9	70	21	2.39	1.10
	٪	4.7	17.2	7.0	54.7	16.4		

It is clear from table (4) that the constraints of management take the following order:

- The lack of a technician to operate and maintain the university's educational equipment comes on the list of obstacles in the use of technology innovations and means in universities, and here stands out the presence of technicians in each university/college so that he can fix all the technical failures that may be experienced by the devices used in education.

- The lack of adequate educational technical equipment and tools at the university/college comes as the second obstacle in this area, which confirms the need to provide these educational tools, tools and devices to be properly utilized.

- The lack of courses and curricula of guidance that emphasize the need to use education technology and means in the courses came as the third paragraph in this axis where teachers need explicit guidance in each lesson

in order to motivate them to use the means and techniques of technological innovations and show their importance Maximum for students.

- Teachers also face the difficulty of moving some technical devices to the lecture hall, which is the fourth in this area.

- The fifth place in the constraints of this axis is the lack of the center of learning resources at the university for people with special needs, so that the centers of learning sources must be provided so that this does not cause the students to be tired or bored of education, and to allow them to learn on their own by providing a center of well-equipped learning resources. With devices and software that are tailored to the type of disability.

- The lack of adequate education and support software for students with special needs, which is one of the important obstacles facing faculty members, comes in sixth place in this area.

- The lack of technical preparation of classrooms for the use of educational techniques, both in terms of space and electrical extensions, is one of the obstacles suffered by teachers, and has come in seventh place.

- The lack of a guidance manual at the university explaining what educational equipment and technology is available and how to use them is another handicap that teachers see, and comes in eighth place of disability in this area.

- The lack of quality of many educational devices, or that they are unusable, is ranked ninth in this axis, which confirms the need to provide good devices with distinctive specifications.

- The lack of a learning resource centre at the university is ranked 10th.

- The lack of a computer laboratory and special programs according to the type of disability for students with special needs is one of the obstacles that teachers feel, as the presence of such a teacher is very important, as students can deal with the computer directly and thus benefit from its various programs.

- The twelfth place is the lack of coordination between teachers to use technical devices

- available, as the lack of coordination between them in use leads to chaos and improvisation.

- The university administration's failure to emphasize teachers the need to use technology in teaching, nor to encourage it, is one of the constraints that faculty members see.

- The last place of constraint is the limited lecture time and not enough to use education technology and means.

Table No. (5)

Explains the student's specific constraints

Pupil		I strongly agree.	I agree	I do not know	I don't agree.	I don't strongly agree.	Average arithmetic	Standard deviation
Devices and technological devices are quickly damaged when students use them alone due to misuse	As	18	68	11	26	5	3.53	1.09
	٪	14.1	53.1	8.6	20.3	3.9		
The presence of sensory or physical problems in students limiting their ability to use education technology and means	As	10	67	7	36	8	3.27	1.14
	٪	7.8	52.3	5.5	28.1	6.3		
Students' unwillingness to use educational techniques and means	As	2	11	22	52	40	2.08	0.99
	٪	1.6	8.6	17.2	40.6	31.3		
Students have difficulty using teaching techniques and methods due to neurological problems	As	8	61	9	36	13	3.12	1.19
	٪	6.3	47.7	7.0	28.1	10.2		
Students quickly forget what they learned with technical devices	As	3	30	20	56	18	2.56	1.07
	٪	2.3	23.4	15.6	43.8	14.1		

Table 5 shows that the order of the pupil's handicaps is as follows:

- Students' misuse of devices when they use them alone is on the list of obstacles, so students should use the devices under the supervision of teachers and do not leave students alone.

- The presence of sensory or physical issues in students that limit their ability to use education technology and means comes as the second obstacle in this area, which means the importance of addressing the sensory or physical problems of students, in order to mitigate their negative effects on them.

- Students' unwillingness to use educational techniques and means comes as the third obstacle, and therefore teachers should look at methods leading to students' reluctance to use educational techniques and means and

address those causes, and work to motivate them and raise their motivation in learning through technology Education and its means.

- Students have difficulty using teaching techniques and methods due to neurological problems, and this problem can be alleviated by providing easy-to-use and uncomplicated learning techniques so that students can easily understand and deal with them.

- Students quickly forget what they learned with technical devices comes as the last obstacles in this axis, due to the fact that many people with special needs are considered talented and intelligent, and if the feature of their forgetfulness can overcome this problem using some educational strategies for this category as a continuous repetition method for performing the task.

The previous results of the first question were agreed with the study (Yusuf, 2001; Al-Quraiti, 2002; Ottolino, 2000 Hawsawi, 2002; Agboola& Lee, 2000;).

Question 2: "Are there statistically significant differences at the level of (≤0.05) in the constraints of employing education technology and its means for students with special needs from the point of view of the faculty members of The Public authority for applied education and training in Kuwait due to the variable (gender, scientific rank, years of experience, and method of education)?"

To answer this question, the mathematical averages and standard deviations of faculty constraints were extracted towards the use of education technology and means inthe Faculty of Basic Education for people with special needs according to gender variables, scientific rank, years of experience, teaching method and schedule. Below shows it.

Table No. (6)

Arithmetic averages and standard deviations offaculty trends towards the use of education technology and means in the Faculty of Basic Education according to gender**variables, scientific rank,** years **ofexperience, and**teaching**method**

		Average arithmetic	**Standard deviation**	**Number**
Gender	Male	3.35	.516	148
	Female	3.29	.463	98
Scientific rank	Professor	2.74	.766	12
	Associate Professor	3.30	.631	26
	Assistant Professor	3.37	.435	208
Years of experience	Less than five years	3.41	.478	140
	5-10 years	3.29	.453	70
	10-15 years	3.18	.424	24
	More than 15 years	2.91	.771	12
The method of education	The traditional way	3.38	.465	189
	Electronic method	3.17	.561	57

Table (6) shows an apparent variation in arithmetic averages and standard deviations of disabilities from the point of view of faculty members towards the use of education technology and means in the Faculty of Basic Education for students with special needs due to different categories of gender variables, scientific rank, years of experience, and the method of education and toshow the significance of statistical differences between mathematical averages, the analysis of the quadrant difference was used (7).

Table No(7)

Analysis of the four-way variation of the impact of gender, scientific **rank,** years **of experience,** and **teaching onfaculty attitudes towards the use of education technology in the Faculty of Basic Education**

Source of variance	**Total squares**	**Degrees of freedom**	**Average squares**	**Value P**	**Statistical** significance
Gender	.325	1	.325	1.482	.225
Scientific rank	2.880	2	1.440	6.563	.002
Years of experience	1.821	3	.607	2.766	.043
The method of education	.911	1	.911	4.152	.043
The error.	52.220	238	.219		
Total	60.204	245			

Table 7 shows the following:

- The lack of statistically significant differences (≤0.05) due to the effect of gender, with a value of 1.482 and a statistical significance of 0.225.

- The existence of statistically significant differences (≤≤0.05)dueto the effect of the scientific rank, where the value of the p 6.563 and a statistical significance of 0.002, and to indicate the statistically significant marital differences between the mathematical averages, the dimensional comparisons were used in a manner cheviless as shown in table 8.

- The existence of statistically significant differences(≤≤0.05) due to the impact of years of experience, with a value of 2.766 p. and a statistical indication of0.043, and to indicate the statistically significant marital differences between the mathematical averages, the dimensional comparisons were used in a manner cheviless as shown in table 9.

- And theexistence of statistically significant differences (≤≤0.05) due to the impact of the method of education, where the value of p 4.152 and a statistical significance of 0.043, and the differences came in favor of the traditional method.

The result of the impact of gender due to the lack of statistically significant differences is due to the fact that male and female faculty members are not special education teachers for people with special needs, and the existence of obstacles in the employment of education technology and means for that group is the result of their lack of qualification and preparation for teaching such a group, the use of special resource rooms for people with special needs of various types, and that there are sufficient resources that have not been studied in the study programmes and workshops have not been provided. Hawsawi, 2002).She disagreed with the study (Talal, 2010) that there were no differences due to the impact of gender.

Table No(8)

After-effects of the **scientific rank**

	Average arithmetic	**Professor**	**Associate Professor**	**Assistant Professor**
Professor	2.74			
Associate Professor	3.30	56*		
Assistant Professor	3.37	63*	.07	

*** Function at the level of indication (≤≤0.05).**

Table (8) shows that there are statistically significant differences (≤0.05) between a professor on the one hand and each associate professor and an assistant professor on the other, and the differences came in favor of both associate professor and assistant professor, for their ability to engage and be more patient in teaching people with special needs, and may be because they are younger than the teacher class and the ability to deal with computers and the developments of education technology and means more than older age groups. Of them, this helps more in employing education technology and means in the education and employment of students with special needs.

Table (9)

After-effects of the **impact of years of experience**

	Average arithmetic	**Less than 5 years**	**5-10 years**	**10-15 years**	**More than 15 years**
Less than five years	3.41				
5-10 years	3.29	.12			
10-15 years	3.18	.23	.11		
More than 15 years	2.91	50*	.38	.27	

*** Function at the level of indication (≤≤0.05).**

Table (9) shows that there are statistically significant differences (≤0.05) between less than five yearsand over 15 years and the differences are in favor of less than five years. Their desire to look for professional expertise that helps them develop professional performance in the field of employing education technology and means and providing them to students with special needs. The current result was in agreement with a study (Yusuf, 2001; Talal, 2010; Hawsawi, 2002).

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