

The Services Provided in The Learning Resource Rooms in Aseer, Saudi Arabia: Point of the Parents'

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The study aimed at identifying the reality of services provided in the learning resource rooms in Aseer region from the parents' point of view. The study sample consisted of (100) parents who were selected from all areas of Aseer region for the academic year 2020/2021. The study followed the descriptive approach, where a questionnaire was developed to identify the reality of services available in the learning resource rooms in Aseer region from the perspective of parents. The questionnaire was prepared in light of the theoretical literature in the field of learning difficulties. Its validity and reliability have been verified. The data were processed by finding the mean scores and standard deviations, in addition to the use of the one- and two-way analysis of variance. The results revealed that the level of effectiveness of the educational services provided by the resource room teacher to students with learning difficulties came within an average level of effectiveness. Based on the results of the study, some recommendations were proposed that could be used in developing the performance of the resource rooms.

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INTRODUCTION

Low achievement is a basic problem resulting from the interaction of a group of factors, including psychological factors, such as anxiety, poor self-confidence, failure, and daydreaming. They also include educational factors such as inattention, lack of motivation, the ineffectiveness of the teacher, in addition to the classroom climate, the number of students in the classroom, the lighting of the classroom and its spaciousness, and the level of suitability for the classroom seats. The decrease in achievement is sometimes due to a deficiency in the capabilities of the individual and his mental, cognitive and sensory characteristics. The reason may also be due to the student's educational difficulties. Children with learning disabilities have developmental problems such as problems of attention, memory, and motivation, and specific academic problems in reading, writing, spelling, and mathematics. These developmental and academic problems of this group of students affect their academic achievement negatively (Mansour, 1984).

The resources room is considered one of the most important educational alternatives through which educational services are provided to students with learning disabilities. Teaching in resource rooms is based on the basic assumption that children with LDs can benefit from the regular class curricula, but with some help or with the provision of some special services. Therefore, under no circumstances should the strengths or talents of these children be neglected, as they should not be deprived of learning the regular classroom curricula because they suffer from deficiencies in some basic skills such as reading, writing, or mathematics. In addition, placing these children in an environment outside the regular classroom and educating them according to alternative curricula will be beneficial to many of them. Therefore, there is a great opportunity for them to benefit from the regular curricula if appropriate assistance is provided to them and their teachers (Learner, 2000). The resources room contains many activities necessary to help the child with learning difficulties overcome these challenges, as well as many activities that help both the resources room teacher and the regular classroom teacher to deal effectively with the child with LDs, to understand his needs, and to identify his strengths and weaknesses.

The field of special education pays great attention to interactive relationships between teachers and parents, guiding parents, supporting them and training them as needed, and assessing their level of satisfaction with the educational programs provided to children with LDS. The importance of this problem and the desire to study the effectiveness of educational services provided by the teacher in the resources room came through the observation of the researcher and his work in the field (Yazıcıoğlu, 2020). The emergence of the topic of learning disabilities goes back to the early sixties of the twentieth century. This came as a result of the observation that there were many students enrolled in regular schools, who are unable to complete the tasks presented in the educational programs, even though these students do not suffer from any visual impairment, or mental retardation, paralysis, or other disabilities. It was found that they had disorders in the spoken or written language or disturbances in the perceptual and motor processes. This phenomenon was called minimal brain

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dysfunction or perceptual handicap, or dyslexia, as called by Kirkuk (1984). This term has met tremendous acceptance in educational circles and among parents (Awad, 2002). Children with learning disabilities need special educational services that help them overcome their educational problems, which are provided within one integrated team of the family, the counselor, the school administration, and the resource room teacher. Collaboration must be done between all parties so that the educational team can achieve its educational goals. The specialized team re-assesses the educational needs of the student by collecting and evaluating personal information, which results in the decision to place the student in the environment most suitable for his needs (Al-Batayneh, Al-Rashdan, Al-Sabayleh, and Al-Khattabeh, 2005).

The resources room is one of the most prominent educational alternatives available in regular schools, which is a special service room specialized in the school to provide educational services for people with special needs. Students enrolled in resource rooms receive specific classes in the aspects in which they present problems according to a specific schedule, and they receive the other classes in the regular classroom (2000, Learner). These difficulties appear at the school stage, where the child shows a latent ability to learn but fails to do so after providing appropriate school education. Then it is taken into account that the child suffers from a learning disability (difficulty in reading, writing, spelling or mathematics) which are academic learning difficulties. (Awad, 2002).

Different studies tackled the issue of the services provided in the resource rooms for students with LDs. These studies addressed the issue from different variables and yielded different results. Ghoneim (2019) identified the educational services provided in learning resource rooms for students with learning difficulties in public schools in As-Salt from the educational counselors' point of view. The study sample consisted of (75) counselors from As-Salt's schools. To achieve the objectives of the study, the researchers prepared a questionnaire consisting of (48) items distributed into (5) areas, the behavioral and social field, the field of means and methods, the field of educational process progress, the field of parent participation, the field of preparing resource rooms. The results of the study showed that resource rooms provide (11) educational services to a very large level, (30) educational services to a large level, (5) services with a medium level, and (2) educational services to a small level. The results also showed that there are significant differences in the degree of counselors' evaluation of educational services in resource rooms due to gender and the experience of the counselor in favor of those with experience of ten years or more. The results also revealed the existence of statistically significant differences attributed to the variable of academic qualification in favor of postgraduate counselors. Al-Otaibi (2019) identified the difference between the level of participation of parents in the learning difficulties program, and the obstacles to family participation in the educational process for children with LDs, which helps in thinking about possible ways to overcome these obstacles. The study consisted of (91) parents of children with LDs in public schools in the southern region of Riyadh and Al-Kharj governorate. The results of the study showed the absence of statistically significant differences between the levels of participation of parents in the education of their children with learning difficulties. One of the most important obstacles to parental participation is the lack of flexibility in providing services, which limits the parent's participation in educational programs for the child, the lack of a media plan to educate the parent of the importance of participation, and the parent does not find the appropriate time to participate in the child's programs at the school. In addition, the school does not accept the idea that the parent is a partner with the school in the child's educational progress, and that the nature of the parent's work prevents them from following up with the child. Other reasons include the parent's lack of practical skills related to learning difficulties, and that there are economic problems that prevent the parent from effectively supporting the child. Khalil (2019) explored the effectiveness of an educational program based on the multi-sensory strategy for treating dyslexia among students of resource rooms. The sample consisted of (18) students enrolled in the resource room at Beit Qad Secondary School for Girls from the third, fourth, and fifth grades (6 males and 12 females). The sample was divided into two equal groups of (9) male and female students, as experimental and control groups. The experimental group was taught according to the multi-sensory strategy and the control group was taught according to the traditional method. After the completion of the application, a post-test was applied. The results showed the effectiveness of the educational program based on the multisensory strategy for treating dyslexia among students of the resource rooms, as it was found that there are significant differences in the scores of the experimental group students in the pre and post-writing test, and favor of the posttest. This indicated the effectiveness of the educational program based on the multisensory strategy. Al-Jabali (2020) evaluated learning resource rooms in public

schools in Ajloun governorate from the viewpoint of their teachers. The study sample consisted of (46) teachers, who received a questionnaire as an instrument of the study. The results of the study revealed that the mean scores of the responses of the study sample members to evaluate the learning resource room as a whole were obtained with a high degree, with a mean score of (3.63). The dimension of parents had a high degree, with a mean score of (3.92), then the dimension of the teacher, with a mean score of (3.66), and then the dimension of the student, with a mean score of (3.64). The resource room dimension got the lowest average score and a mean of (3.40). The results also showed that there was no statistically significant difference according to gender and academic qualification, and there were statistically significant differences in favor of teachers with 11 years of experience and over. Memduhoglu (2020) explored the opinions of the classroom teachers who taught in the resource rooms. The instrument of this study was the questionnaire and the sample consisted of twenty-two teachers working in five different public departments in the schools of Van Province (Turkey). The study revealed that the majority of the participants expressed that they had not received any training in resource rooms and that they needed to receive training. Kiziri (2020) identified the opinions and experiences of students with special needs regarding resource rooms in Turkey. The study used semi-structured interviews with 22 participants. The results revealed that students with special needs often receive educational support as part of their academic (basic/cultural) courses at registration centers. Gifted students prefer to attend special educational activities outside the regular school hours, while others prefer to attend during school hours because they face difficulties learning lessons in general education classes. Students had different opinions about their peer relationships. Students who express negative opinions about peer relationships have been subjected to peer bullying. Students expressed that they have good relations with their teachers and they consider resource rooms as an effective educational practice that positively contributes to their academic achievement. Yazıcıoğlu (2020) explored the opinions of teachers who work in resource rooms. Eighteen teachers working in school resource rooms in Ankara, Turkey participated in the study. Data was collected through semi-structured interview questions and analyzed using a content analysis technique using an inductive approach. The results of the research showed that the resource rooms do not work and that the schools do not have sufficient material conditions for the resource rooms, and there are different practices in planning the training services that are implemented in the resource rooms.

It is noted that most of the previous studies dealt with the services provided by the resource room teacher from the teachers' and administrators' points of view. Few studies, according to the researcher's knowledge, addressed the services provided by the resource room teacher from the parents' point of view. Therefore, it is necessary and important to conduct more studies and research on the family environment. The previous studies formed a scientific guide to reach the formulation of the study problem and formulate its concepts appropriately, define its objectives, formulate the study questions and identify its most important indicators. They also helped in defining the methodological strategy of the study, in addition to making use of the information they contain in the theoretical framework. The researcher made use of these previous studies in a lot of valuable information, especially as they dealt with the same topic but with a different vision. There is an increase in the phenomenon of learning difficulties, which has become one of the most urgent problems that should be studied to ensure the success and continuity of the educational process. Leaving this problem without conscious confrontation leads to impeding learning and generating psychological, educational, material, and social pressures at the levels of the individual, the family, and the community. Moreover, the services provided in the resource rooms vary from one place to another and several factors affect their nature and provision. This variation may result in the different teaching methods teachers follow in these rooms with students with LDs. Therefore, it is important to understand the reality of these services to provide suggestions and recommendations to decision-makers to enhance and develop these services. Parents are also important stakeholders in the education process, and their views and feedback should always be taken into consideration. The purpose of this study is to identify the reality of services provided by the learning disabilities rooms for its students from the parent's point of view

Research Objectives

This study aimed at identifying the reality of educational services in the resource rooms provided to students with LDs in Aseer region from the parents' point of view. One of the secondary objectives of this study is to build a tool to measure this aspect of the teaching process.

Research Questions

The study attempts to answer the following question: What is the degree of availability of educational services in the resources room for students with LDs in primary schools in Aseer region from the parent's point of view?

Significance of the Study

This study is significant because it tackles an important topic in the field of special education. It is one of the few studies in Aseer region to study the reality of the educational services provided by the learning resources room for students with learning difficulties. It is very important to identify the attitudes and opinions of parents regarding the reality of the services provided by learning difficulties rooms to their children. The results of the study may benefit educational administrations of all levels by providing educators and those interested in educating children with LDs with a deeper understanding of the extent of the impact of educational services provided to children with LDs on their academic achievement. This will develop a better strategy that ensures the provision of educational services suitable for these students.

Research Design and Method

The study population consisted of all parents of students with LDs in Aseer region and who received their education in learning resource rooms. The study sample consisted of (100) parents who were selected from all areas of Aseer region, and Table (1) shows the distribution of the study sample.

Table 1. Distribution of the study sample

Gender	Total
Males	32
Females	68
Total	100

Research Instrument

The study used a questionnaire as an instrument to assess the reality of learning resource rooms' services in Aseer region from the parents' point of view. The questionnaire was prepared in light of the theoretical literature in the field of learning difficulties, and the researcher took the following steps to develop the questionnaire. The researcher identified the dimensions of educational services provided by resource rooms for students with learning disabilities. The items for each dimension were identified through a questionnaire submitted to resources rooms teachers, parents, and professionals in this field. After discussing these characteristics, twenty-five statements were defined distributed into four dimensions. The first was the parent's participation strategies and consisted of (6) statements. The second dimension was the learning and exploration environment and consisted of (10) statements. The third dimension concerned the reinforcement strategies used by resource room teachers, and it consisted of (4) statements, and the fourth dimension concerned evaluation strategies and consisted of (5) statements. Each statement of the questionnaire had a five-point scale consisting of (always, often, sometimes, rarely, never). The questionnaire was answered by reading the statements and putting a sign on the ranking that parents deem appropriate to evaluate the services provided to their children.

The validity of the educational program:

To verify the validity of the questionnaire, the researcher presented the instrument in its initial form to a panel of qualified judges in the field of education. In light of the observations made by the judges, the necessary modifications were made and the questionnaire was designed in its final form. Table (2) shows the correlation coefficients of the internal consistency for each dimension of the questionnaire.

Table 2. The correlation coefficients of the internal consistency for each dimension of the questionnaire

No.	Dimension	correlation coefficients
1	Parent's participation	0.84
2	The environment for learning and exploration	0.89
3	Reinforcement methods	0.72
4	evaluation methods	0.82
5	Total	0.96

The questionnaire consisted of (25) statements distributed into four dimensions. Each paragraph had a grading of five categories: (always, often, sometimes, rarely, never). The values for statements ranged from (1) to (5), where (1) indicates never, (2) indicates rarely, (3) indicates sometimes, (4) indicates often, and (5) indicates always. To determine the values of the practice scores, low level, medium level, and high level were set to help explain the results, and the extent of each statement was extracted by subtracting the lowest value from the highest value and then dividing it into three levels, $(5 - 1 = 4, 4 / 3 = 1.33)$. The value (1.33) was added to the lowest score, and so on. The levels become as follows:

The range (from 1.00 - 2.33) indicates low-level, the range (from 2.34 - 3.67) indicates medium level, and the range (from 3.67 and over) indicates a high level of practice.

RESULTS

Results of the question of this study, "What is the degree of availability of educational services in the resources room for students with LDs in primary schools in Aseer region from the parent's point of view?"

To answer this question, the mean scores and standard deviations were calculated for the dimensions of the questionnaire measuring the degree of availability of educational services in the resources room for students with LDs from the parent's point of view as shown in Table (3).

Table 3. The mean scores, standard deviations, and ranks for the dimensions of the questionnaire

No.	Rank	Dimension	Mean score	Standard deviation
1	1	Parent's participation	3.62	0.43
2	2	Evaluation methods	3.24	0.48
3	3	Reinforcement methods	3.02	0.50
4	4	The environment for learning and exploration	2.89	0.42
Total			3.19	0.46

It can be seen from Table (3) that the first dimension, which relates to the parental participation strategy, is the field most used by teachers from the parents' point of view, with a mean score of (3.62) and a standard deviation of (0.43). The dimension related to the evaluation strategy used by the teacher came next, with a mean score of (3.24) and a standard deviation of (0.48), then came the third area related to the strategy of reinforcement, with a mean score of (3.02) and a standard deviation of (0.50). Finally, the second field related to exploration and the learning environment came last, with a mean score of (2.89) and a standard deviation of (0.42). The overall average of the responses to the questionnaire was (3.19) and a standard deviation of (0.46). This indicates that the availability of educational services in the resources room for students with LDs from the point of view of parents was of a medium level. To demonstrate the degree of availability of educational services in the resource room for students with LDs from the point of view of parents according to the dimension of parent participation, the mean scores and standard deviations of the statements of this dimension were calculated as shown in Table (4).

Table 4. The mean scores and standard deviations of the parent's participation dimension

parent's participation				
No.	Statement	Mean score	Standard deviation	rank
1	The resource room teacher helps me accept my child.	4.40	1.025	1
2	The resource room teacher is keen to involve parents when developing and implementing the educational plan.	3.81	1.142	2
3	The resource room teacher accepts the feedback from the child's parents.	3.59	1.297	3
4	The resource room teacher informs the parents of the action plan with the child.	3.40	1.344	4
5	I feel that the teacher strives to develop good professional relationships with parents.	3.28	1.281	5
6	The resource room teacher discusses with parents the emotional and social changes of their child.	3.28	1.281	6
Total		3.62	0.43	

It is evident from Table (4) that the statements, "the resource room teacher helps me accept my child." is at the highest average and the statement, "the resource room teacher discusses with parents about the emotional and social changes of their child" at the least average. To demonstrate the degree of availability of educational services in the resources room for students with LDs from the point of view of parents according to the dimension of evaluation, the mean scores and standard deviations of the statements of the dimension were calculated as mentioned in Table (5).

Table 5. The mean scores and standard deviations of the evaluation methods dimension

evaluation methods				
No.	Statement	Mean score	Standard deviation	rank
1	The resource room teacher is always keen to correct homework.	3.64	1.297	1
2	The resource room teacher assigns students homework permanently.	3.46	1.342	2
3	The resource room teacher politely comments on each assignment.	3.40	1.474	3
4	The resource room teacher uses oral questions as a method of evaluation.	3.29	1.413	4
5	The resource room teacher provides the correct solution for students to compare their performance with the model.	2.40	1.293	5
Total		3.24	0.48	

It is evident from Table (5) that the number of statements in this dimension was (5), where the statement, "the resource room teacher is keen to correct homework permanently" got the highest average, and the statement, "the resource room teacher provides the correct solution for students to compare their performance with the model," got the lowest average. The level of availability of all statements of this dimension came with a medium level. To indicate the degree of availability of educational services in the resource room for students with LDs from the point of view of parents according to the dimension of reinforcement, the mean scores and standard deviations were calculated as shown in Table (6).

Table 6. The mean scores and standard deviations of the reinforcement methods dimension

reinforcement methods				
No.	Statement	Mean score	Standard deviation	rank
1	The resource room teacher uses the honor board to annotate the successful candidates.	3.51	1.332	1
2	The resource room teacher uses the words (well done, excellent ...) consistently.	3.17	1.431	2
3	The teacher evaluates and interacts with students' responses.	3.07	1.477	3
4	The resource room teacher rewards students with grades.	2.31	1.243	4
Total		3.02	0.50	

Table (6) shows that the number of statements in this dimension is (4), where the statement, "the resource room teacher uses the honor board to post the names of the successful students" got the highest mean score, but the practice of this procedure came with a medium level. The statement, "the resource room teacher rewards students with grades" got the lowest mean score, with a low level of practice. To demonstrate the degree of availability of educational services in the resource room for students with LDs from the point of view of parents according to the field of exploration and the learning environment, the mean scores and standard deviations of the dimension's statements were calculated as shown in Table (7).

Table 7. The mean scores and standard deviations of the exploration and the learning environment dimension

exploration and the learning environment				
No.	Statement	Mean score	Standard deviation	rank
1	The resource room teacher introduces a new topic at the beginning of each session.	3.62	1.203	1
2	The resource room teacher forms students in groups.	3.23	1.389	2
3	Students solve without direct teacher intervention.	3.17	1.426	3
4	Students frequently ask the resource room teacher about the topic of the lesson	3.10	1.312	4
5	The resource room teacher uses appropriate cards and records.	3.08	1.474	5
6	The resource room teacher gives students enough opportunity to answer.	2.94	1.453	6
7	The resource room teacher diversifies the teaching methods.	2.61	1.391	7
8	The resource room teacher uses many teaching aids.	2.53	1.355	8
9	The resource room teacher uses activities that contain many stimuli.	2.38	1.431	9
10	The resource room teacher uses the positive feedback method.	2.31	1.246	10
Total		2.89	0.42	

Table (7) shows that the number of statements in this dimension was (10), where the statement, "the resource room teacher introduces a new topic at the beginning of each session" got the highest mean score. The level of practice of those statements was medium except for the statement, "the resource room teacher uses the positive feedback method" which got the lowest mean score, and the practice of this procedure came with a low score.

Conclusion

This result of this study is consistent with Al-Jabali (2020). The researcher attributes this result to the fact that the people who provide educational services to students with learning disabilities in the resource room are teachers who have experience and specialized in this field. These teachers have undergone training, and they are qualified to deal with these students. They are also qualified to design individual educational plans and use appropriate teaching strategies, as well as accurately diagnosing students with learning difficulties, identifying their learning difficulties, and knowing the extent of their need for educational services. This result can also be explained by the fact that resource room teachers want to develop their teaching methods in line with teaching strategies, techniques, and modern methods and within their capabilities and the capabilities of the school in which they work. In light of the results of this study, the researcher recommends preparing a teacher's guide that raises the efficiency of teachers, helping to provide educational services in the resource room for students with LDs. Joint training workshops for resource room teachers in private and government schools should be held. It is necessary to have a multidisciplinary team (resource room teacher, class teacher, doctor, psychologist, social worker, educational counselor) so that the work is cooperative in diagnosing learning disabilities, determining student eligibility to receive special education services, and developing an appropriate remedial teaching program to overcome the difficulties students face.

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