

The Challenges Facing The Blended Education Of Children With Autism Spectrum In The Hashemite Kingdom Of Jordan From The Teachers Point Of View

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ABSTRACT

This present study aimed to know the challenges facing of the blended education of children with autism spectrum in the Hashemite Kingdom of Jordan from the teachers point of view, the descriptive analytical method was used, and the study sample consisted of (150) male and female teachers from the Hashemite Kingdom of Jordan schools in the capital directorate, the questionnaire tool has been built to collect the data it consisted of (32) callouses distributed to (3) dimensions after confirming its validity and stability, the dimensions included challenges of teachers acceptance of the autism spectrum children, and challenges of the normal students accepting the autism spectrum students, challenges facing the students families. Results of the study showed the presence of relation between the study sample individuals answers regarding the challenges dimensions facing the blended education which were high at the total degree the questionnaire, also the results showed the presence of differences with statistical significance for the variables (age, gender, scientific, qualification and years of experience) at all the study callouses. The researcher reached a set of recommendations, the most important the work to build the specialized programs in the blended education field to improve the communicative skills of the children with autism spectrum, and to benefit from the specialists experiences and experiments in the blended education field to be able to establish new strategy through which to activate the blended education for this category.

INTRODUCTION:

Blended education field has witnessed great interest during the previous years in many aspects, the most important merging those with special needs generally and those with autism spectrum specifically which is considered as one of the issues provoked the scientists and the researchers interest in the developed countries, and the necessity for merging them in the education with their normal peers, to prepare them to be merged in the normal life.

Although many societies have started taking this tendency towards the merging, assuring their right to live in a natural environment between their peers and family members and their societies, enabling them the right to interact and participate, success and failure, due to the presence of many overlapping factors, which have led to appearance of many directions, some support it and other reject of neutral to the merging process.

The blended education is one of the education formulas in which the electronic education can blend with the learning inside the traditional classrooms in one frame, and it is possible to employ the electronic learning instruments either depend on the computer or the net in the lesson, such as the computer laboratories, intelligent classes and the teacher meets with the student face-to-face most of the time (Zaytoun, 2005).

Although the blended learning enjoys the advantages, still it is like other modes has strength and weakness points, also, there is no educational situation can be considered as the best, but there are challenges hamper its usage, so there is the need to determine these challenges. This study came to reveal the autism spectrum students.

Krause (2007) identity's the blended learning as the effective integration between different means to transfer the information in the learning and education environments, as a result of adopting the system approach in using the blended technology with best factures of the interacting face-to-face.

Autism spectrum disorder is considered as one of the most ambiguous developmental disabilities due to the inability to reach its real causes, and the very strange behavior modes from the other side.

Autism spectrum disorder is a state characterizes by many symptoms frequently seen in the child preoccupation with self and his severe withdrawal, in addition to deficit in his social skills, deficiency in his verbal and non-verbal communication, this prevents him from the social interaction between those who surround him (Hassan & Mohammad, 2015).

There are many defects accompany autism spectrum disorder which are considered as basic problems, children are unable to exchange the speech, they are characterized by linguistic delay, inability to express their feeling, noted irregularity in the speaking way, in addition to their high voices more than the required, and pressure on the syllables.

From this stance comes this study to know the challenges facing the blended education among the autism spectrum disorder children in the Hashemite Kingdom of Jordan from the teacher's point of view in order to achieve the best learning

for these students, this requires focusing on all the blending processes to diagnose the challenges and the difficulties them treating them.

Study problem and Questions:

Study problem stems from the presence of gap in results of the previous studies regarding the blended education of children with autism spectrum disorder, since there is a noticed shortage in the previous studies making it difficult to depend on actual results show the blending mechanism and how to apply this blended education to this category of children facing a number of behavioral disorders requiring special programs and care from the specialists to achieve the desired objective from these programs, constitutes a problem and justifies conducting this study more precision, study problem represents in the following questions:

What are the challenges facing the blended education for the children with autism spectrum disorder in the Hashemite Kingdom of Jordan from the teachers point of view?

This study attempted to answer the following questions:

1. What are the main challenges facing the blended education of children with autism spectrum disorder in the Hashemite Kingdom of Jordan from the teachers point of View?
2. Are there differences with statistical significance at significance level ($\alpha \leq 0.05$) in the means of the study sample individuals responses regarding level of the challenges facing education for children with autism spectrum in the Hashemite Kingdom of Jordan from the teachers point of view attribute to the variables (gender, age, scientific qualification & Years of experience)?

Importance of the study:

Importance of the study represents in two sides:

Theoretical Importance:

Represents in shed the light on an important issue alongside with the information importance that will be received from its sources relating to the blended education of children with autism spectrum disorder, and the possibility for benefit by those who are interesting, the researchers and the workers in the special education field.

Scientific Importance:

Based on the study results, there will be scientific importance in the special education field through attracting the attention of the researchers to the topic of the study and the variables it has addressed and the scientific recommendation to take into account in the special education field, opening the door in front of future research's concern with the challenges facing the blended education from the teachers point of view, also setting the corner stance to conduct more studies to develop a scale according to the study main variables to be used by the researchers in the future.

Objective of the study:

This study aimed to achieve the following objectives:

1. To know the main challenges facing the blended education to children with autism spectrum disorder in the Hashemite Kingdom of Jordan for the teacher's point of view.
2. To reveal the significant differences in means of the study sample individuals at level of the challenges facing the blended education from the teacher's point of view attribute to variables (gender, age, scientific qualification & Years of experience).

Study terms and their procedural definitions:

Blended education: Students with special needs join the normal students in the regular classrooms all the time, those students receive common educational programs through providing the conditions and elements to help in achieving objective of the program and normal students accepting the students with special needs, providing them with specialized teachers and helping services instead of placing those students in special classrooms to increase the social interaction opportunities between the students, and increasing the opportunities for actual leaning for the students with special needs (Ghunaimat, 2015, 197).

Procedurally, blended education: Identifies as all providing educational opportunities to all students with the compulsory education system to enable the children with disability and their peers without disability to be regularly in the classrooms relevant to their ages at the schools with providing additional support required to every individual according his needs.

Autism spectrum: Is one of the developmental disorders appears at early childhood stages resulting in nervousness disorders effecting the brain's functions, appears in the form of problems including two behavior development which are the social communication and interaction, repeated the social communication and interaction, repeated interests of behaviors and activities (Takali, 2018, p17).

Limitation and Delimitations of the study:

Generalization results of this study was limited to the light of the following limitations and delimitations:

- Human Limitation: this study was applied to the males & females' teachers in the Hashemite Kingdom of Jordan schools (Amman the Capital).
- Spatial limitation: this study was applied to children with autism spectrum disorder in the second term from the scholastic years (2022-2023).

While the delamination of this study includes the following:

The sample: A sample males and females' teachers in the Hashemite Kingdom of Jordan schools (Amman the Capital), determining the precise responses to the questionnaire's clauses prepared for the study purposes.

Objectivity Delamination:

Represents in the topic of the present study (Challenges facing the blended education of children with autism spectrum disorder from the teachers point of view.

Generalizability: Determined in extent of the study sample representing the society it belongs to, and the present study results generalizability to similar societies.

Blended Education:

The past century has witnessed a qualitative move in the field of educating the students with disability side by side in the general education classrooms as their peers without disability, this attitude came as a result of a deep philosophical perspective derived by human rights deep and motives stated by international human girths legislations in their detailed declaration which work to grant all individuals from different races and categories enjoy their right in education, the objective from this direction was a reversal reaction to all forms of practices adhere to isolate those with disability from the natural environment, and necessity for rehabilitate them in environments specific to them (AL-Khatib & Haidari, 2009).

Blended education is considered as one of the multiple dimensions concepts which includes self-respect and appreciation of the core differences in the humanitarian societies (Sharma & Forlin, 2011).

So the blended education movement has witnessed great development in the educational policies existing locally and internationally, the first spark for its launch was in the 1960s, and the suspicion in effectiveness of the existing education in the special classrooms in the public schools, this has ed to the official call to merge those students in the traditional studying classrooms instead of the special classrooms, this has led to actual planning for them, merging them with their peers in the educational environment less restricted to them. There are many definitions specific to the blended education by difference in the point of view.

(Hasan, 2010). Identity's it as employing the modern technology in merging between the objectives and the content, learning sources and activities, methods of delivering the information from the learning methods face-to-face and the electronic education to create the interaction between the students and the teaching staff members as a teachers and counselors to the students no conditioning to be specific electronic instruments.

Sal end identity's it indicated in (Horngy, 2014) as philosophy linking between students with disability, the families teachers and the society individuals together to establish schools based accepting high quality classrooms correspond to all age.

Al Khateeb & Al Hadeedi, 2009) have inculcated at the blended education as a process teaching the students with disability in environments approximate to the natural educational environment or even in the same environment.

Since the blended education is considered as an educational movement based on achieving wide educational echo, it is important to look at its benefit, represents in its role in appreciating diversity between the students groups and the difference in their needs inside the general education chains, to guarantee all the learners benefit from the general educational services according to their requirements in different ways relevant to every individual, in addition to provide equal opportunities to receive the education, and contribute to setting special plans relating to education specific categories from students with disability to guarantee not exclude them from the general education order (underwood, 2014).

Based on the previously mentioned, schools teachers need to acquire the required skills to work effectively with the parents or with the care providers to the students with disability and with other members of specialized teachers in epical education and educational physiology to know the standards and of the professional proactive in the blended special education.

Teachers are considered as the cornerstone in the process of moving to the blended education practices, and the essence of the education process of the students with disabilities in the diversified environment, their attitudes are important may depend on their experience with the students with disability (Hornby, 2014).

The challenges facing the Blended Education:

There is no doubt that there are many challenges and difficulties facing the blended education they are:

1. Life interaction.
2. Support and training models, and some issues relating to the training in the learning environment, the most imports are:
 - Providing the students with technical skills for success in the traditional and electronic education, and accepting points of view of the blended learning.
 - Review the time for teaching the subject.
 - Teachers professional development.
3. Information technology gap between the individuals.
4. Teachers do not look at this kind of education as a new strategy to develop the educational process.
5. Language problem and the placed programs in English language which is considered as obstacle in front of the students.
6. Shortage in the devices and the software's.
7. The curricula is still in paper, and should be transformed to electronic files in order to deal easy with them.
8. Difficulty to move from the traditional methods to the modern education methods, (Wala'a, 2014).

To overcome such challenges and difficulties, there are many issues should be available to guarantee success of the blended education method in the educational process:

1. The relevant and appropriate planning to apply the electronic education in the blended education environment.
2. Making available the devices and the references to be used in the blended education environment.
3. The work to have a teacher at the time of the lecture to answer the student's questions and inquires (Obeidat, 2003).

Previous Studies:

Alsakarneh (2020). Conducted a study entitled "Reality of the challenges facing the teachers in merging the basic schools from the teacher's point of view". The researcher used the qualitative research method and the interview as the study instrument, study sample was (10) teachers, five males and five females' teachers working in schools identified by ministry of education as blending schools, results showed that the most important challenges facing the teacher's in the blending process are (infrastructure size of the class, sources and finance, lack of the training time distress, and absence of parents cooperation).

Qatanani (2019). Study entitled "Teacher's and principal's attitudes in the UNARWA schools toward merging the students with special needs in the regular schools and their relationship with some variables" the researcher used the descriptive survey method, study sample consisted of (102) teacher's and principals for the special education who work in UNARWA schools which include learning supporting centers, the researcher has developed a scale to evaluate the attitudes, the most important results were that attitudes of the teachers and the principals toward the blending were medium, and for the special education teachers were high toward the merging compared with the normal teacher.

(Abdalfatah, 2018). Study aimed to know attitudes of the teachers toward merging the students with disability with their peers in Salfeet Governorate public schools, and to know extent of their acceptance of the merging process. The researcher used the descriptive analytical method, and developed a questionnaire which applied to a stratified sample of (200) males and females' teachers. The study reached absence of differences with statistical significance in the teachers attitudes and merging the students with disability with their peers in the public school's attribute to (scientific qualification an years of Experience) variables.

(Ahmad, 2017). Conducted a study entitled. "Teacher's attitudes at the basic stage toward merging the mental retardation with their normal peers in the normal schools". The researcher used the disruptive method and the questionnaire for data collection. Study population consisted of (724) males and females teachers (80) males an females teachers were selected randomly.

The study reached a number of results:

Teachers attitudes to wards merging the retarded children is characterized by a degree of reservation in cases of simple retardation, the merging process had a number of problems, such as unavailable capabilities in the public schools, the curricula is irrelevant to the retorted child.

What distinguish this study from the previous:

Through the review of the previous Arabic and Foreign studies, and searching in the theoretical literature. The researcher did not find any study that has addressed the challenges facing the merging education for children with autism spectrum disorder in the Hashemite kingdom of Jordan from the teachers. Point of view, it is on of the firs studies to the knowledge of the researcher which has addressed the merging education of children with autism spectrum disorder in the Hashemite kingdom of Jordan schools from the teachers, point of view.

Method and the procedures:

This study aimed to show the challenges facing the merging education in the Hashemite Kingdom of Jordan schools from the teachers point of view, description of the methodology, study population and sample, method of selecting the sample study instrument, ways for confirming its validity and stability, description of the statistical process used to reach the results, as follow:

Methodology of the study:

To achieve the desired objectives from this study, the descriptive methods was used due to tis relevance with the nature of this study which aims to know the challenges facing the merging education for children with autism spectrum disorder in the Hashemite kingdom of Jordan schools from the teachers point of view,

Study Population and sample:

Study population consisted of males and females teachers in the capital governorate schools, while the study sample consisted of (150) males and females teachers from the capital Amman schools, they were selected by the random method.

Table (1) shows distribution of the study sample individuals according to the demographic variables (gender, age, scientific qualification & years of experience)

Table (1) Distribution of the study sample individuals according the demographic variables

The variable	Category	Frequency	Percentage
Gender	Male	85	56.5
	Female	65	43.5
Total		150	%100
Age	Less than 30 years	65	43.5
	from 31 - 40 years	45	%30
	From 41 – 51 years	27	%18
	51 years & older	13	%8.5
Total		150	%100
Scientific qualification	Bachelore	129	%86
	Master	17	%11.5
	Doctorate	4	%2.5
Total		150	%100
Years of experience	Less than 3 years	26	%17.5
	3-5 years	89	%59
	5-10 years	23	%15.5
	More than 10 years	12	%8
Total		150	%100

Study instrument:

The researcher has developed the measurement tool which is the questionnaire to be applied to the study sample after confirming its validity and stability.

Validity of the study instrument: Was confirmed through introducing it to a number of arbiters, and structure validity after applying the instrument to a pioneering sample (20) males and females students.

Stability of the study: By calculating the stability coefficient Cronbach Alpha.

Table (2) shows stability coefficient for the scale of the merging education.

Table (2) Stability coefficients of the scale for the merging education

The variable	Cronbach Alpha
Challenges of teachers acceptance of students with autism spectrum disorder.	0.88
Challenges of the normal students acceptance of the students with autism spectrum disorder.	0.85
Challenge facing the students families.	0.86
Total degree	0.89

Looking at table (2) it became clear that stability coefficients ranged from (0.84-0.88) while total degree for the scale stability reached (0.89) which are all accepted for achieving the study objectives.

The procedures undertaken by the researcher:

1. Selecting the sample by the stratified random method, and considering the class as the selection unit.
2. Obtaining the official approvals for the application an facilitation the task.
3. Developing the study’s scale.
4. Confirming validity and stability of the study’s scale.
5. Applying the study’s scale by the researcher to the study sample.
6. Downloading the data and analyzing it using (SPSS) program, and extracting the results.
7. Presenting the appropriate recommendations based on the extracted results.

Study variables:

The study included the following variables:

1- Independent variables- included four variables:

- Gender (males, females)
- Age (with four levels, less than 30 years, 31-40 years, from 41 -50 years, older than 51 years).
- Scientific qualification (bachelor, Master, doctorate).
- Years of experience (four levels), less than 3 years, 3-5 years, 5-10 years, more than 10 years.

2- Dependent variable;

To analyses the study sample individuals responses, (SPSS) software was used (statistical package for social sciences) in answering the study questions, using the arithmetic means, standard deviations, T-Test. Pearson correlation coefficients, regression analysis and one way / ANOVA.

Study results presentation and discussion:

To answer the first question which states "What are the most prominent challenges facing the blended education of the children in the Hashemite kingdom of Jordan from the teachers, point of View? To answer this question means and standard deviations for the sub-fields were extracted and the scale as a wholes.

Table (3) Arithmetic means, standard deviations and the relative importance

Number	The clauses	Arithmetic mean	Standard deviation	Relative importance	The rank
1	Challenges the normal students accept the students with autism spectrum	3.89	0.61	High	2
2	Challenges of the students families.	3.86	0.60	High	3
3	Challenges teachers accepting students with autism spectrum	3.91	0.63	High	1
	Total dgree	3.75	0.65	High	

Results included in table (3) show that there are challenges facing the merged education of students with autism disorder, the arithmetic mean of the scale as a whole reached (3.75) with standard deviation (0.65).

The third field came at the first rank, with mean (3.91) at high degree, the first field came at the second rank with arithmetic mean (3.89) at high degree, the second field came at the last rank with mean (3.86). at high degree.

This result attributes to the presence of challenges facing the merged education of the students with autism spectrum disorder due to the absence of specialists in Amman the Capital schools to deal with those who have special different needs, and the schools building especially the old building from motor obstacles.

Results of this study agree with results of Ahmad (2017) study since the researcher has calculated the arithmetic means, and standard deviations for the study sample evaluations of the challenges facing the merged education of students with autism spectrum in the Hashemite kingdom Jordan schools from the teachers point of view as follow:

The first field: challenges the teachers acceptance of students with autism spectrum.

Table (4) shows results of the arithmetic means standard deviations and the relative importance

Table (4) Arithmetic means, standard deviations and the relative importance for the field question "Challenges facing the teachers" Acceptance of the students with autism spectrum

No	The clauses	Arithmetic mean	Standard deviation	Relative importance	The Rank
1	I need sufficient experience to deal with the students with autism spectrum	3.86	0.60	High	3
2	I need some one to help me and motivate me psychologically in dealing with students with autism spectrum.	3.68	0.56	High	6
3	There is no interest in the teachers by the school to receive courses in dealing with the students with autism spectrum.	3.66	0.70	High	4
4	I need some one to support me in solving the problems occurring inside the classroom for the merged class.	3.69	0.77	High	5
5	I have difficulty in accepting the student with autism spectrum.	3.89	0.61	High	2
6	I do not have the sufficient knowledge to consider the individual differences between the students.	3.78	0.58	High	4
7	Teaching method do not corresponds with the students capabilities with autism spectrum	3.91	0.63	High	1
8	The principal has no interest in the classroom visits to provide support to the science.	3.67	0.65	Medium	8
	Total degree	3.75	0.65	High	

Results included in table (4) show that the mean and standard deviation for the clauses (1-8) have recorded general mean reached (3.75) and standard deviation (0.65). comparing this mean with mean of the used measuring instrument which is (3), it became clear that the result increases by (+3). From the medium mean and less that the high degree (+4), This result indicates that the study sample responses were positive at high degree for all clauses except clause number (8) which came at medium degree, also through review the data mentioned in table (4) it is clear that the means and standard deviations ranged between (3.65-3.91) and clause number (7) which states "the teaching method is not according to the students capabilities with autism spectrum" its relative importance was high, while clause number (3) which states "I need some one to help me and motivate me psychologically in dealing with autism spectrum students" is the least between the responses means, with arithmetic mean reached (3.66), and the relative importance for this clause was medium, and the standard deviation reached (0.70) indicated at dispersal in the values of this variable from the mane for all clauses.

The low values of the standard deviation indicate that the study sample responses were somehow similar.

The second field: challenges the facing the students families.

The second field discusses challenges facing the students families.

Table (4) shows results of the arithmetic means standard deviations and the relative importance

Table (5) Means and standard deviations and the relative importance to questions of the field challenges facing the students families

No	The clauses	Arithmetic mean	Standard deviation	Relative importance	The Rank
9	Difficulties for families to accept the presence of a student with autism spectrum.	3.59	0.70	Medium	7
10	Parents of student with autism spectrum and the school do not follow-up the student.	3.77	0.68	High	3
11	Parents of students with autism spectrum insist to treat their sons as normal students in the school.	3.74	0.70	High	4
12	Difficulty for the students with autism spectrum to participate in the scholastic activities	3.73	0.68	High	5
13	Thee family of the student with autism spectrum does not follow-up him inside the house.	3.84	0.61	High	2
14	There is shortage in the parents awareness about the benefit of the blended education.	3.65	0.80	Medium	6
15	Family of the student with autism spectrum does not support the blending process in the normal schools.	3.91	0.63	High	1
16	Family of the normal student does not encourage them to help their peers with autism spectrum	3.64	0.60	Medium	8
	Total degree	3.73	0.67	High	

Results included in table (5) show that the mean and standard deviation for the clauses (9-16) have recorded general mean reached (3.73) with standard deviation reached (0.67). this result indicate that the study sample responses were positive at a high degree on all clauses except clauses (9), (14) and (16) were at medium degree, also, from review that data mentioned in table (5) the means and standard deviations ranged between (3.64-3.91) and the clause which states "Family of the students with autism spectrum does not support the blended process in the normal schools" is the highest among the responses means, with means (3.91) and standard deviation (0.63) its relative importance was high, while clause number (16).

Which states "Family of the normal students does not encourage its sons to help their peers with autism spectrum" was the least between the responses means (3.64) and the relative importance of this clause was medium, and standard deviation reached (0.60) the low values of the standard deviation indicate that the study sample responses were somehow similar.

Their field: challenges facing accepting the normal students the student with autism spectrum.

Table (6) presents results of the arithmetic means, standard deviations and the relative importance for the challenges normal students accept students with autism spectrum.

Table (6) Means and standard deviations and the relative importance to the field's questions challenges the normal students accept the students with autism spectrum

No	The clauses	Arithmetic mean	Standard deviation	Relative importance	The Rank
17	Normal students do not accept students with autism spectrum.	3.57	0.68	Medium	7
18	Normal students among the students with autism spectrum.	3.74	0.80	High	5
19	Students with autism spectrum feel isolated inside the classroom during their participation in the activities.	3.70	0.54	High	6

20	Lack of sufficient number of councilors provided by ministry of education to counseling students with autism spectrum.	4.04	0.49	High	1
21	Absence of preparing the normal students to welcome the students with autism spectrum.	3.82	0.65	High	3
22	Students with autism spectrum do not feel belonging to the normal school.	3.81	0.55	High	4
23	Normal students do no participate in activities relating to the students with autism spectrum.	4.02	0.45	High	2
24	Absence of specialists from ministry of education to deal with students with autism spectrum.	3.36	0.55	Medium	8
	Total degree	3.73	0.57	High	

Results included in table (6) show that the mean and standard deviation for the clauses (17-24) have recorded general mean (3.73) with standard deviation reached (0.57). this result indicate that the study sample responses were positive at a high degree for most of the clauses, the means and standard deviations manage between (3.65-4.04) clause number (20) was the higher mean of the responses, with mean (4.04) and standard deviation (0.49) its relative importance was high.. While clause 924) was the less mean (3.36) and the relative importance for this clause was medium, and the standard deviation reached (0.55).

The low values of the standard deviation indicate that the study sample’s responses were some how similar. To answer the second question which states “are there differences with statistical significance at significance level ($\alpha \leq 0.05$) for the means of the study sample individuals’ responses regarding challenges level facing the blended education of students with autism spectrum in the Hashemite Kingdom of Jordan schools from the teachers point of view attribute to variables (gender, age, scientific qualification and years of experience)?

Gender:

Table (7) Means and standard deviations and T-Test according to Gender variable

The clauses	Gender	Number	Mean	S.D	T-value	Freedom degrees	Sig
Challenges facing the blended education of the students with autism spectrum	Females	65	4.673	0.611	.027	99	.979
	Male	85	4.676	0.588			
Total mean	Female	65	4.667	0.583	-.370	99	
	Male	85	4.695	0.533			.712

Table (7) shows the arithmetic means and standard deviations for the clauses challenges facing the blended education of the children with autism spectrum, and the total degree for the scale came high according to gender variable.

Table (8) Means and standard deviations for the clauses challenges facing the blended education for children with autism spectrum according to age variable of age

The clauses	Age	Number	Mean	S.D
Challenges facing the blended education for students with autism spectrum	Less than 30 years	65	4.66	.616
	30-40 years	45	4.67	.607
	40-50 years	27	4.73	.482
	Older than 50 years	13	4.65	.602
	Total	150	4.72	.545
	Total mean	Less than 30 years	65	1.72
30-40 years		45	4.66	.579
40-50 years		27	4.63	.562
Older than 50 years		13	4.68	.581
Total		150	4.69	.644

Table (8) shows the means and the standard deviations for the clauses the challenges facing the blended education for children with autism spectrum. The table degree for the scale came high for the age variable.

Table (9) Means and standard deviations for the clauses challenges facing the blended education for children with autism spectrum according to age variable of experience

The clauses	Age	Number	Mean	S.D
Challenges facing the blended education for students with autism spectrum	Less than 3 years	26	4.65	.639
	3-5 years	89	4.67	.662
	5-10 years	23	4.71	.617
	Older than 10 years	12	4.67	.816
	Total	150	4.67	.644
	Less than 3 years	26	4.68	.532
Total mean	3-5 years	89	4.67	.591
	5-10 years	23	4.71	.571
	Older than 10 years	12	4.65	.578
	Total	150	4.68	.558

Table (9) shows the means and the standard deviations for the clauses and total mean according to the variable number of years of experience. To know significance of these differences one way ANOVA test was used.

Table (10) shows results of this analysis

Table (10) Results of one-way ANOVA for the scale’s clauses and total mean according to the variable number of year of experience

The fields	Source of the variance	Sum of the squares	Freedom degree	Mean of the square	F-Value	sig
Challenges facing the blended education for students with autism spectrum	Between the groups	.109	3	.36	.086	.967
	Within the groups	92.671	96	.420	.086	.976
	Total	92.870	99			
Total mean	Between the groups	.051	3	.017	.054	.984
	Within the groups	69.688	96	.316	0.054	.984
	Total	69.789	99			

Table (1) shows the presence of a relation for all the scale’s axis’s, and the total degree of the scale according to the variable years of experiences which came high, meaning that there is a relation for the study sample individuals responses regarding the challenges facing the blended education for children with autism spectrum and level of applying it attributes to variable years of experience.

Scientific qualification:

Table (11) Means and standard deviations for the clauses challenges facing the blended education for children with autism spectrum and the total mean according to variable scientific qualification

The fields	Scientific qualification	Number	Mean	Standard deviation
Challenges facing the blended education for students with autism spectrum	Bachelor’s	129	4.68	.632
	Master	17	4.62	.716
	Doctorate	4	4.78	.584
	Total	150	4.67	.644
Total mean	Bachelor’s	129	4.70	.513
	Master	17	4.64	0.691
	Doctorate	4	4.68	.520
	Total	150	4.68	.558

Table (11) shows the presence of differences in the means and the standard deviations for the scale’s clauses and the total mean according to the variable scientific qualification and to know these differences, one way ANOVA analysis test was conducted.

Table (12) shows results of this analysis.

Table (12) Results of one-way ANOVA analysis for the scale’s clauses and the total mean according to the variable scientific qualification

The fields	Source of the variance	Sum of the squares	Freedom degree	Mean of the square	F-Value	sig
Challenges facing the blended education for students with autism spectrum	Between the groups	.413	3	.138	.329	.804
	Within the groups	92.547	96	.418	.329	.804
	Total	92.870	99			
Total mean	Between the groups	.153	3	.051	.162	.922
	Within the groups	69.586	96	.315	.162	.922
	Total	69.739	99			

Table (12) shows the absence of differences on all the scale’s clauses , and the scale total degree according to the variable scientific qualification, which means there is a relation between the study sample individuals responses regarding the challenges facing the blended education for the autism children and level of its application attributes to the variables scientific qualification.

Results and recommendations:

First- The results:

- 1- Level of the challenges facing the blended education from the point of view of the study sample individuals came at high degree on the total degree of the questionnaire and its fields.
- 2- The most prominent challenges facing the blended education for children with autism spectrum disorders are the challenges relating to the teachers of children with autism spectrum.
- 3- The presence of differences with statistical significance sin the challenges facing the blended education attribute to the variables (Age, gender, scientific qualification and years of experiences).

Second: Recommendation:

1. The work to build specialized programs in the field the blended education to improve the communicative skills of the children with autism spectrum disorders
2. Benefit from the specialists experiences and experiments in the field the blended education to bauble to a stablish new strategy through which to establish new strategy through which to activate the blended education of this segment.
3. Necessity for rehabilitation teachers of special education regarding the blended education to provide them with the required experiences engaging them in specialized training courses to positively reflects on this segment.
4. Conducting more studies regarding the application of the blended education, linking these studies with other variables relating to autism spectrum disorders to deepen the results about this category.

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