

Received on (27-09-2021) Accepted on (28-03-2022)

<https://doi.org/10.33976/IUGJEPS.30.5/2022/25>

The Role of Jordanian Television Channels in Raising Awareness of Children's Learning Disabilities

Dr. Laila Mohammad Damrah

Learning Disabilities Program - Faculty of Education - Arab Open University, Amman, Jordan

*Corresponding Author: L_damrah@aou.edu.jo

Abstract:

The study aimed to reveal the role of Jordanian television channels in raising awareness of issues of learning disabilities for children from the point of view of their parents, and to know the significance of the differences between their responses according to some variables, in addition to identifying the reasons that may lead to a decline in the role of Jordanian television channels in raising awareness of these issues from the point of view of Experts, and the study followed the descriptive approach using a questionnaire and an interview, and the study sample consisted of (377) parents and (10) special education experts. The field of awareness of the causes of learning disabilities came in the first place and at an average level. The results also showed that there were statistically significant differences between the responses of the sample members due to the educational level variable, while there were no differences due to the variables of the guardian's age and preferred TV channel; The results also showed a set of reasons related to parents, TV channels and The Higher Council for the Rights of Persons with Disabilities (HCE), which do not contribute to enhancing the role of Jordanian TV channels in raising awareness of these issues.

Keywords: The role of media, the Jordanian television channels, learning disabilities, parents.

دور قنوات التلفزيون الأردنية في التوعية بقضايا صعوبات التعلم لدى الأطفال

المخلص:

هدفت الدراسة إلى الكشف دور قنوات التلفزيون الأردنية في التوعية بقضايا صعوبات التعلم لدى الأطفال من وجهة نظر أولياء أمورهم، ومعرفة دلالة الفروق بين استجاباتهم تبعاً لبعض المتغيرات، بالإضافة للتعرف إلى الأسباب التي قد تؤدي إلى تراجع دور قنوات التلفزيون الأردنية في التوعية بتلك القضايا من وجهة نظر الخبراء، واتبعت الدراسة المنهج الوصفي باستخدام الاستبانة والمقابلة، وتكونت عينة الدراسة من (377) من أولياء أمور و(10) من خبراء التربية الخاصة، وقد أظهرت النتائج أن دور قنوات التلفزيون الأردنية في التوعية بقضايا صعوبات التعلم لدى الأطفال (الكلية) جاء بمستوى متوسط، وجاء مجال التوعية بأسباب صعوبات التعلم في الترتيب الأول وبمستوى متوسط. كما أظهرت النتائج وجود فروق ذات دلالة إحصائية بين استجابات أفراد العينة تُعزى لمتغير المستوى التعليمي، في حين لا توجد فروق تُعزى لمتغيري عمر وليّ الأمر، والقناة التلفزيونية المفضلة؛ كما أظهرت النتائج مجموعة من الأسباب المرتبطة بأولياء الأمور والقنوات التلفزيونية والمجلس الأعلى لذوي الإعاقة، والتي لا تساهم في تعزيز دور قنوات التلفزيون الأردنية في التوعية بتلك القضايا.

كلمات مفتاحية: دور الإعلام، قنوات التلفزيون الأردنية، صعوبات التعلم، أولياء الأمور.

Introduction

Childhood is considered one of the most important stages of a person's developmental life, which has led to the tasks entrusted to educational institutions in all their stages. Today more than ever before, they are required to make more efforts to educate the modern human being capable of sound and constructive scientific thinking equipped with the basic knowledge and skills that enable and help him to adapt to the nature of the age in which he lives and interacts with its accelerating changes in all fields. This will not happen unless the modern person is liberated from the learning disabilities that he faces while learning throughout his life.

Learning disabilities represent a serious problem facing those interested in the educational process, including parents, as some estimates indicate that the prevalence of learning disabilities among school children ranges between (1%) and (30%), and the seriousness of the problem of learning disabilities lies in its spread among a group of children who enjoy at a normal level, and it may be high in terms of physical, sensory and mental capabilities, but their productivity rate of achievement is much lower, which is called the clear divergence between their capabilities, and then what is expected of them and what they actually perform, which leads non-specialists to explain disabilities going wrong (ALSayed, 2000).

Neglecting attention to learning disabilities leads to consequences that harm the educational process, hinder it from achieving its desired goals, and harm it to both the learner, school and parents (Awad, 2011), as parents are facing double pressure in light of the spread of the Corona pandemic, as a result of obliging children to follow a pattern distance learning, which created many challenges and difficulties for children, specifically children with learning disabilities, as these children do not receive appropriate care in light of the Corona pandemic, and educational services related to diagnosing their academic and behavioral problems are not provided to them in their early stages, and appropriate treatment and educational services are provided in the resource rooms designated for students with learning disabilities, Which doubles the responsibilities of parents towards caring for their children, specially that they lack enough knowledge to deal with learning disabilities, which made attention to the means that can provide assistance to parents in dealing with the current situation, including the media Al-khawaldeh (2019).

The media, especially television channels, has become one of the most important source-of education during the Corona pandemic, as educational literature stresses the need to involve TV channels and the media in educating families with learning disabilities. Hassouneh (2015). Bahri and Khormoosh (2018) stress that the media handling of the issue of learning disabilities has become an urgent necessity to enlighten public opinion and educate families on how to deal with this group of children. Hassouneh (2015) believes that the media in its various forms is an important tool for awareness, as it is a source for individuals to acquire knowledge and awareness of societal issues, including the issue of disability, which is confirmed by Abedat (2017) that the media is one

of the most important sources of awareness and plays a strategic role in developing the human development in various fields including the field of disability.

From the above, it becomes clear the pivotal role that television channels play a crucial role in spreading the awareness among families about issues of concern to them, especially in light of the absence of official bodies due to the spread of the Corona virus in Jordanian society, and the lack of awareness courses and extension programs, specifically with regard to learning disabilities, which led the researcher to attempt to uncover the role of Jordanian television channels in raising awareness of children's learning disabilities issues in all its aspects (The causes of learning disabilities, concepts related to learning disabilities, mechanisms for diagnosing learning disabilities, educational interventions to treat learning disabilities), by polling the opinions of parents, the fact that parents at the present time are responsible for following up their children with learning disabilities, in addition to trying to detect the reasons that may lead to a decline in the role of these channels in raising awareness of the issues of learning disabilities among children, according to the experts' point of view.

The Study Problem and its Questions

In light of the increasing interest in the disability sector in Jordan; By approving legislation and related matters related to information and awareness, and based on the role played by the media, specifically television channels, as a tool for awareness in society, and based on the importance of the role placed on the shoulders of parents of children with learning disabilities in light of the requirements of the Corona pandemic following the pattern of learning and the absence of resource rooms teachers' role in following up this category of children; the study on the role of media outlets in practicing their awareness and educational role for community members comes, specifically the role of Jordanian TV channels in raising awareness of learning disabilities issues, especially that the role of media outlets and television channels in raising awareness of children with special needs issues was not in the required manner before the Corona pandemic, as the Almakani & Alodat (2018) study showed that media coverage of children with disabilities in Jordan was at an average level, and Hassouneh (2015) concluded that parents' satisfaction with the ability of Jordanian media to cover the phenomenon of autism in Jordan was of a moderate degree, was not as required before the Corona pandemic (Almakani & Alodat, 2018); (Hassouneh, 2015).

Consequently, the current study came to reveal the role of Jordanian television channels in raising awareness of the issues of learning disabilities in children, in terms of their causes and related concepts, diagnostic mechanisms and educational interventions to treat learning disabilities, by surveying the views of parents of children with learning disabilities, to ensure that these channels fulfill their roles. The hope is related to helping families to continue learning for their children with learning disabilities in light of the epidemiological situation that Jordan is currently going through. And to know the opinions of experts on the reasons that may lead to the decline of the role of Jordanian television channels in raising awareness of these issues.

A number of previous studies conducted in the Jordanian environment were relied upon to define the study problem and formulate its questions, the study of Almakani & Alodat (2018), which showed that media coverage of the issues of children with disabilities, including learning disabilities, in Jordan was below the required level, And Majali's study (2014), which indicated the

inadequacy of Jordanian television programs to educate people with disabilities. This is an indication of the weak awareness of the issues of people with special needs, which was confirmed by the study of Al-Khawaldeh (2019), which indicated that there is a weakness in the percentage of follow-up to health programs offered by Jordanian TV programs. Thus, the current study came to reveal the role of Jordanian TV channels in raising awareness of the issues of learning disabilities among children, by answering the following questions:

- What is the role of Jordanian TV channels in raising awareness of children's learning disabilities issues from the viewpoint of their parents?
- Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the study sample responses about the role of Jordanian television channels in raising awareness of children's learning disabilities issues, due to variables: (parent's age, educational level, preferred TV channel)?
- From the experts' point of view, what are the reasons that lead to the decline of the role of Jordanian television channels in raising awareness of children's learning disabilities issues? this question is divided into the following five sub-questions:
 - Q1: What are the topics of interest to parents of people with learning disabilities in the programs of Jordanian TV channels?
 - Q2: What are the financial capabilities of the Jordanian TV channels in preparing applied programs aimed at raising awareness of the issues of people with learning disabilities (actual situations, practical exercises ...etc.)?
 - Q3: Are there specialists in Jordanian TV channels to prepare programs related to issues of people with disabilities, especially in the field of learning disabilities?
 - Q4: What are the most important criticisms directed at awareness programs on learning disabilities issues in Jordanian TV channels?
 - Q5: What is your assessment of the role of the Higher Council for the Rights of Persons with Disabilities (HCE), in cooperating and coordinating with television channels in addressing issues of people with special needs, such as learning disabilities?

Objectives of the Study

The study aims to identify the role of Jordanian television channels, in raising awareness and educating parents of students with learning disabilities, by knowing the extent to which these channels address issues of learning disabilities, and what is related to spreading awareness about the main issues of learning disabilities represented by the causes of learning disabilities, the related concepts, and diagnostic mechanisms. And educational interventions to deal with them, by surveying the opinions of parents, and knowing the difference between their responses according to variables: the parent's age, educational level, and preferred television channel, and trying to understand the reasons that may lead to a decline in the role of Jordanian TV channels in raising awareness of these issues, so that recommendations are made. And proposals that contribute to strengthening the role of Jordanian television channels in raising awareness of children's learning disabilities issues.

The Importance of Studying

The importance of the study can be determined in the following points:

1. The importance of this study is evident as it deals with the role of Jordanian television channels in raising issues of learning disabilities in a way that enriches scientific and educational studies and research in the Arab library, and opens the way for researchers to start from it towards other in-depth studies.
2. The study contributes to directing the attention of those in charge of preparing programs on Jordanian television channels to the importance of focusing on programs for children with learning disabilities in light of the absence of the role of governmental and private institutions as a result of the spread of the Corona pandemic.
3. Most of the studies dealing with learning disabilities referred to the role of the media in general, and did not address the responsibilities of television channels in developing awareness among parents of issues of science disabilities in its various dimensions, especially in light of the spread of the Corona pandemic and the adoption of distance education.

Procedural Terminologies

TV Channels: the channels that often broadcast satellite television via the satellite network, as they are distinguished by the diversity of their programs and contents, in order to satisfy the needs and desires of the viewer (Al-Sayed, 2005: 37).

The researcher defines television channels procedurally in the current study, as: All official and private channels registered in Jordan, and broadcast from within it, and directed to the Jordanian and Arab public, through its various programs.

Learning disabilities issues: They are intended in the current study as the main issues in the field of learning disabilities, in terms of: causes, related concepts, diagnostic mechanisms, educational interventions to treat them, and that are of interest to parents of children with learning disabilities.

Parents: It is meant in the current study that they are the parents of children with learning disabilities in public and private schools in Jordan.

Boundaries of the Study

The results of the study can be generalized within the following limits:

- **Human and spatial limit:** The study included a sample of parents of children with learning disabilities in public and private schools in Jordan, in addition to experts in special education.
- **Time limit:** The study was implemented in October and November of the year 2020 AD, during the spread of the Corona pandemic and the shift to remote education in Jordanian schools.

As for the determinants of the study, the generalization of the results of the study is determined in the light of the study tools and their validity and reliability.

Study Literature

Learning Disabilities:

There are many definitions of the category of Learning Disabilities. Among the most famous of these definitions is the Federal Government's definition of learning disabilities, which it defined as:

Disruption in one or more of the basic psychological processes involved in understanding or using spoken or written language, which can express itself from During the lack of the ability to listen, think, speak, write, spell, or perform mathematical operations, the term includes cases of cognitive impairment, brain injuries, mild cerebral dysfunction, dyslexia, and developmental aphasia (al Khateeb, and al Hadidi, 2014).

The possible causes of learning disabilities are classified into several factors, including: genetic factors; The studies that adopted the genetic factor hypothesis were based on family studies and genetic studies, and toxic chemical agents (alcohol, cocaine, and lead) that lead to dangerous chemical changes in fetuses, and medical factors, in addition to environmental factors such as parenting and malnutrition (Lerner, 2000).

The group of people with learning disabilities also has a set of psychological and behavioral characteristics, as this category is characterized by the difficulty of perceiving and distinguishing between things, the continuation of activity without stopping, and the disturbance of concepts, disorders of movement and excessive behavior, and the problems of achievement are a characteristic of this category, which appear to them. In reading, written and oral languages, and arithmetic, they also have cognitive, metacognitive and memory problems, and social and emotional problems (Lerner, 2003).

Attention to People with Special Needs in the Media

The media is considered one of the most powerful ideological weapons affecting the minds of people (Al-Sakaji, 2013), and it is considered one of the most important sources of knowledge in society, as any change in society cannot take place in isolation from the use of the media. Al Khawaldeh (2019) emphasizes the educational and guiding role of the media as it has a strong influence on societies and individuals in various fields.

The "Arab Decade" (2003-2012) called for the importance of the media's role in providing correct information on the issue of disability, highlighting successful models of the disabled, expanding media coverage of the activities and activities of disabled associations and organizations, and encouraging their TV programs (Mohamed, 2015). Also, the "National Strategy for Ensuring the Rights of Persons with Disabilities in the Hashemite Kingdom of Jordan (2020-2030)" emphasizes the role of the media in dealing with the issues of the disabled professionally, deeply and seriously, with an emphasis on training, media professionals on the mechanisms of positive media handling of issues of persons with disabilities (Supreme Council for Rights Persons with Disabilities, 2020). Also Yahya (2006) referred to the government's concern for people with disabilities in Jordan, through the Ministry of Media, with its various agencies, as the media work to present a positive model for people with special needs, their families and their society through radio, television and newspapers.

Jordanian TV Channels and Their Role in Caring for People with Special Needs

Television is considered one of the most important and most widespread media outlets among the mass communication means, as the foundation stone for the Jordanian TV building was laid in 1966 AD, and it was inaugurated in April of 1968 as a governmental institution affiliated to the Radio and Television Corporation. The policy of Jordanian television is to support and achieve the set goals for mass communication, represented by the development of social and intellectual

structures in Jordanian society. Highlighting and preserving the Arab and Islamic identity, in addition to affirming the awareness of community members and ensuring their freedom and dignity, as well as the institutional goals of Jordanian television are to raise the level of performance and content, respect the general taste of the audience, and produce various high-level programs concerned with local affairs (Abu Badir, 2017).

The privately owned television channels began to appear with the development of satellite broadcasting, and (Normina) channel was the first of these channels, and it was launched in the year (2004 AD), and after that Jordanian television channels appeared, as there are currently (32) licensed satellite channels broadcasting within the Jordanian airspace, including what is directed to the Jordanian society such as channels (Vision, Kingdom and Truth), and some of them are directed to Arab countries such as Iraq and Libya, and some other countries, such as the Iraqi Al-Hadath Channel, Baghdad Channel, and Libya Channel (The Media Commission (MC) of Jordan, 2021).

Although there are no official reports outlining the roles that Jordanian TV channels play in raising awareness of special needs issues, including issues of learning disabilities, there are some studies that have shown some inconsistency in these roles. Yahya (2006) referred to the distinctive steps of Jordanian television in the field of educating the community about issues related to the disabled, while Al-Majali's study (2014) confirms the modest role that Jordan TV plays in community awareness, and that Jordanian television does not deal with disability issues sufficiently. Obaidat (2017) justifies that by saying that television channels still ignore the issue of disability. And persons with disabilities when developing media plans and programs, and that some television programs dealt with the issue of disability timidly.

Justifications for Educating Parents About Learning Disabilities Issues:

The problems of students with learning disabilities are not limited to the students themselves, but they affect family members, especially parents. The consequences of having a child with learning disabilities are multiple, and they are represented in the contradiction between the normal and less than normal abilities of children, which leads to continuous harassment of the family. Parents suffer from anxiety and stress due to the presence of a child who has difficulty in learning, and their frustration when dealing with him due to his lack of normal behavior, which leads parents to search for someone who provides assistance to him, and parents also face a number of problems while trying to adapt and coexist with their child's problem and make them more vulnerable to pressure than others. Consequently, their need for information, training and extension programs is confirmed (Al-Fadhly, 2018).

Hallahan et al. (2005) emphasize the great influence of fathers in the field of learning disabilities, which outweighs their influence in any other area covered by special education, and that the possibility of the participation of the parents of these children increases the treatment process as much as possible. The justifications for this participation, the most prominent of which is that parents have more information about the child, and that achieving growth in learning for people with learning disabilities can only be achieved by working closely with the environment in which the child lives (Al-Fadhly, 2018).

Al-Qassem (2015) stresses the need for a joint national effort represented by several axes, the most prominent of which is awareness campaigns by the various media outlets, in order to educate

parents and provide them with all necessary information. Saber and saber study (2017) also emphasized the interest in preparing training programs to enlighten the families of children exposed to disabilities. Learning with correct information about learning disabilities, and paying attention to awareness campaigns through various media to clarify the correct methods of raising these children, and the appropriate ways in which parents can deal with their children who are at risk of developing learning disabilities.

Previous Studies

Below is a review of some of the studies most closely related to the topic of this study:

Al-Majali's study (2014) aimed at recognizing the role of Jordan TV in raising political awareness among people with disabilities, and the extent of their dependence upon media means in improving their political awareness. Moreover, the researcher relies upon the theory of (counting on the media means) for preparing this study. Then the researcher, throughout this theory, manages to clarify the relation between exposing people with disabilities to Jordan TV and the impact by which they are affected through what Jordan TV broadcasts such as political programs, seminars, and, in addition to newsletters. the researcher utilizes a questionnaire to collect datum conducive to the study and distributes (400) copies of it across international sample. The study concludes some findings such as the insufficient number of hours respondents watch political programs at Jordan TV due to the reason that it does not satisfy their needs, and it is not enough for them to raise their political awareness.

Hassounh (2015) study was conducted with the aim of showing the level of the Jordanian public's satisfaction about the ability of the Jordanian media in treating the autism disorder in the Jordanian society, and to know the presence of differences with statistically significance in the media ability to treat this disorder from the point a view of the Jordanian public attribute to gender, age and the academic achievement. the researcher use the descriptive analytical method. study population consisted of all the parents in Amman city who have autistic individuals the number is (4900) individuals, a simple random sample has been selected, (400) individuals from the parents who have autistic children. and the study concluded in its results that the level of Jordanian media treatment of the phenomenon of autism was of a moderate degree, and that the extent of parents' satisfaction with the ability of the media The Jordanian report on the coverage of autism disability in the Jordanian society was of a moderate degree.

A SWOT study was conducted by Almakani & Alodat (2018) aimed to analyze parents' perspective on the degree to which Jordanian media covers issues of children with disabilities; the study sample consisted of 129 parents. The researchers constructed a scale consisting of 28 items; furthermore, validity and reliability coefficients of the scale were extracted. Results showed a moderate level of media coverage regarding issues of children with disabilities; social media was given the highest rating followed by visual and audio media, and lastly print media such as newspapers and magazines. However, the majority of media coverage addressed physical and health issues and communicative disorders. Finally, recommendations to improve practices were provided.

The study of Bahri and Khormoush (2018) aimed to determine the extent to which the media are interested in raising awareness of the issues of learning disabilities from the point of view of parents of children with learning disabilities. In order to achieve the objectives of the study, a

questionnaire was prepared by researchers on a sample of 50 teachers. There are several issues that are addressed by the radio on the difficulties of learning, as well as a number of reasons why the Algerian radio does not care to raise awareness of the issues of learning disabilities from the face of the problem parents of children with learning disabilities.

The Helat and Al-Khateeb study (2016) came to identify the attitudes of Jordanian journalists towards persons with disabilities within social model concepts, and the relationship of these attitudes with the level of media practice on disability subjects, demographic and media factors of the study through polling journalists' attitudes towards the disabled. The survey methodology was used in the study which targets journalists and media people, who are members of the Jordan Press association. The number of the respondents was (212), as the researcher relied on a questionnaire for their search. The study results showed that Jordanian journalists hold positive attitudes towards people with disabilities and it showed differences attributed to the variables of the study, except for variables of marital status and experience on the Attitudes scale. The results also showed that print media and civil service employees have higher averages than the audiovisual media and media outlets owned by the private sector, and also revealed a contradiction between media practice and the overall attitude scale.

The study of Khawaldeh (2019) focused on revealing the role of TV health programs in increasing knowledge of Jordanian citizen in health issues. The study was based on the social survey methodology through a questionnaire distributed to a sample of 350 person's from the city of Amman using the method of available sample from the viewers of Jordan Television (JTV) health programs in general and the program of "Seven Doctors" in particular. The researcher concluded the following; an obvious poor watching by those engaged in watching TV health programs, and that the Jordanian watching health programs with the family at home. The study also confirmed that the Jordanian benefits from health programs provided by JTV, and these programs are important and essential step in educating citizens in health issues. Finally, the study did not show any statistically significant differences in the degree of evaluation of those who followed the health programs in relation to the demographic variables (scientific qualification, age, marital status), while differences were found due to gender variable for male over females.

The current study agrees with previous studies in revealing the role of the media in raising awareness of the issues of people with disabilities, which showed that media coverage of the issues of children with disabilities, including learning disabilities, in Jordan was below the required level, such as the study of Almakani & Alodat (2018), And Majali's study (2014), which indicated the inadequacy of Jordanian television programs to educate people with disabilities. This is an indication of the weak awareness of the issues of people with special needs, which was confirmed by the study of Al-Khawaldeh (2019), which indicated that there is a weakness in the percentage of follow-up to health programs offered by Jordanian TV programs. Thus, the current study came to reveal the role of Jordanian TV channels in raising awareness of the issues of learning disabilities among children, and Hassouneh (2015) study which emphasized that Jordanian report on the coverage of autism disability in the Jordanian society was of a moderate degree. The study of Bahri and Khormoush (2018) mentioned the reasons why the Algerian radio does not care to raise awareness of the issues of learning disabilities from the face of the problem parents of children with

learning disabilities. The Helat and Al-Khateeb study (2016) which came to identify the attitudes of Jordanian journalists towards persons with disabilities within social model concepts. These studies have been used by the researcher in defining the study problem and formulate its questions.

But it differs from it in some aspects, and in addition it aimed at revealing the role of Jordanian television channels in raising awareness of the issues of learning disabilities in children, in terms of their causes and related concepts, diagnostic mechanisms and educational interventions to treat learning disabilities, by surveying the views of parents of children with learning disabilities, to ensure that these channels fulfill their roles. The hope is related to helping families to continue learning for their children with learning disabilities in light of the epidemiological situation that Jordan is currently going through. It also aimed to know the opinions of experts on the reasons that may lead to the decline of the role of Jordanian television channels in raising awareness of these issues.

Methods

Study Approach

The study followed the mixed approach, based on the descriptive survey method, using a questionnaire to explore the opinions of parents about the role of Jordanian television channels in raising awareness of children's learning disabilities issues, in addition to using the interview method to identify the opinions of experts on the reasons for the decline in the role of Jordanian television channels in raising awareness of issues of learning disabilities among children.

Study Population

The study population consisted of all parents of students with learning disabilities in Jordanian public and private schools. The estimates of the Jordanian Ministry of Education indicate that the percentage of students with learning disabilities in Jordan is (1%) of the total number of students estimated according to the ministry's statistics for the (2020/2021) schooling year. (2,150,000) male and female total students, meaning that the number of students with learning disabilities in Jordan is (21,500) students, whose parents represent the study community. In addition to special education experts in Jordan (Ministry of Education, 2021).

Study Sample

The probability sample is applied; To determine the size of the sample of parents, according to the following equation (Thompson, 2002).

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times \left(d^2 \div z^2 \right) \right] + p(1-p) \right]}$$

where: N = the size of the study population.

z = the standard score corresponding to the confidence level (0.95) and equals (1.96).

d = the error rate (0.05).

p = the property availability and neutral ratio (0.5).

And by applying the equation, the required sample size was (377) of parents of students with learning disabilities who were chosen by the purposive way, and after distributing the study tool to

them, they all responded. Parents in the study sample were selected by obtaining lists of children with learning disabilities from the "resource rooms", which are classrooms designed to suit the performance of several functions serving children with learning disabilities in Jordanian schools, and then communicating with their parents and upon agreeing to participate. In the study sample, they were directed to respond to the study tool electronically. In addition, (10) special education experts were intentionally chosen to represent the sample of experts in the study. Table (1) shows the distribution of the study sample from parents according to the variables of the study.

Table (1): Distribution of the Sample Members from the Parents According to the Variables of the Study

#	Variables	Variable's Categories	Number	Percentage
1.	Parents Age	30 yrs. and less	128	34%
		31 – 40 yrs.	117	31%
		41 – 50 yrs.	94	24.90%
		above 50 yrs.	38	10.10%
		Total	377	100%
2.	Educational Level	Basic Education	41	10.90%
		Secondary Education	113	30%
		Intermediate Diploma	68	18%
		University Education	155	41.10%
		Total	377	100%
3.	Preferred TV Channel	Jordan Television	86	22.80%
		Ro'ya Channel	146	38.70%
		Almamalaka Channel	96	25.50%
		Other Channels	49	13%
		Total	377	100%

Study Tool

The questionnaire was used as a tool for the field study, by reviewing the theoretical literature that dealt with issues of awareness of learning disabilities, and among these references: the author of Jadoua (2003), which dealt with issues of learning disabilities, and the author of Abu Asaad and Al-Azaydah (2012), which dealt with issues of counseling people with learning disabilities and their families. In addition to Al-Qabbali's book (2017), which provided a comprehensive guide on the treatment of people with learning disabilities, including awareness-raising issues. In addition to previous studies on the topic of the role of TV channels and the media in raising awareness of issues of learning disabilities, such as the Hassouneh study (2015), the Almakani & Alodat study (2018), the Bahri and Kharmoush study (2018), and the Heilat study (2018). A list was drawn up of the most important issues of learning disabilities for children that must be addressed through the media, specifically on television channels. In light of this, the researcher prepared a questionnaire includes two parts: the first contains the personal data of the sample, and the second part contains (22) items which measure the opinions of parents about the role of Jordanian television channels in raising awareness of children's learning disabilities issues, distributed in four areas. The response to the items of the questionnaire is according to the five-point (Likert) scale (very large = 5 degrees, large = 4 degrees, medium = 3 degrees, few = 2 degrees, very few = 1 degree). All items in the

questionnaire were positively oriented, measuring the role of Jordanian TV channels in raising awareness of children's learning disabilities issues.

The interviews were built in light of the results of the study, which showed that the role of Jordanian TV channels in raising awareness of issues of learning disabilities among children ranges between low and medium, to know the opinions of experts about the factors that may have contributed to the decline in the role of Jordanian television channels in raising awareness of learning disabilities issues, the interviews consisted of (5) questions:

Q1: What are the topics of interest to parents of people with learning disabilities in the programs of Jordanian TV channels?

Q2: What are the financial capabilities of the Jordanian TV channels in preparing applied programs aimed at raising awareness of the issues of people with learning disabilities (actual situations, practical exercises...etc.)?

Q3: Are there specialists in Jordanian TV channels to prepare programs related to issues of people with disabilities, especially in the field of learning disabilities?

Q4: What are the most important criticisms directed at awareness programs on learning disabilities issues in Jordanian TV channels?

Q5: What is your assessment of the role of the Higher Council for the Rights of Persons with Disabilities (HCE), in cooperating and coordinating with television channels in addressing issues of people with special needs, such as learning disabilities?

Validity and Reliability of Study Tool

To ensure the validity of the tool in its initial form, it was presented to a group of arbitrators, numbering (7) faculty members in Jordanian universities, of whom (2) are from the field of learning disabilities, (2) are from the field of measurement and evaluation, and (3) are from the specialty of educational psychology, the opinions of the arbitrators were taken into account and the necessary amendments were made, which was represented by the linguistic reformulation of some items, as the tool remained after arbitration consisting of (22) items, distributed in the four areas. After verifying the validity of the arbitrators of the study tool, the questionnaire was applied to a survey sample of (30) parents to calculate the validity of the internal consistency of the items using the (Pearson) correlation coefficient (see Table 2).

Table (2): The Values of the Correlation Coefficients to Measure the Extent of the Internal Consistency of the Items of the Questionnaire, with the Field Contained in it

#	Awareness of the causes of learning disabilities		Raising awareness of the concepts related to learning disabilities		Raising awareness of the mechanisms of diagnosing learning disabilities		Awareness of educational interventions to treat learning disabilities	
	Paragraph No.	Link Factor	Paragraph No.	Link Factor	Paragraph No.	Link Factor	Paragraph No.	Link Factor
1	1	0.751 **	1	0.677**	1	0.764**	1	0.612**

3	2	0.740**	2	0.665**	2	0.831**	2	0.738**
4	3	0.815**	3	0.731**	3	0.716**	3	0.683**
5	4	0.861**	4	0.653**	4	0.731**	4	0.625**
6	-	-	5	0.704**	-	-	5	0.783**
7	-	-	6	0.787**	-	-	6	0.693**
8	-	-	-	-	-	-	7	0.620**
9	-	-	-	-	-	-	8	0.624**

* Statistically significant at the level (0.01=a).

It is evident from Table (2) that the values of the correlation coefficients for each of the items of the questionnaire correlate positively and statistically with the total score of the field contained in it, at the level of significance (0.01=a), Which indicates that each paragraph is appropriate for the field contained in it. After checking the validity of the internal consistency, the stability coefficients were extracted for the resolution, according to the (Cronbach Alpha) equation, as shown in Table (3).

Table (3): Reliability Coefficients for the Four Domains and the Questionnaire as a Whole

#	Fields	No. of Items	Stability Coefficient
1	Awareness of the causes of learning disabilities.	4	0.801
2	Raising awareness of the concepts related to learning disabilities.	6	0.794
3	Raising awareness of the mechanisms of diagnosing learning disabilities.	4	0.758
4	Awareness of educational interventions to treat learning disabilities.	8	0.821
5	(Total)	22	0.869

The results in Table (3) show that the reliability coefficients for the four domains and the reliability as a whole were high and ranged (0.758 - 0.859). Therefore, the sclae has accepted reliability and can be used in the current study. high stability.

The Criterion for Interpreting the Arithmetic Means of the Sample Responses to the Questionnaire:

To judge the role of Jordanian television channels in raising awareness of children's learning disabilities issues from the point of view of their parents, according to the categories of the five-year (Likert) scale used in responding to the questionnaire, the length of the category was determined as follows:

- Range = largest value of the answer classes - the smallest value of the answer categories, 5 - 1 = 4
- Class length = range ÷ number of categories (high, medium, low) = 4 ÷ 3 = 1.33, and so the weights become as follows:
- The arithmetic mean (1.00-2.33) means that the role of Jordanian TV channels in raising awareness of issues is low.
- The arithmetic mean (2.34-3.67) means that the role of Jordanian TV channels in raising awareness of issues is moderate.

- The arithmetic mean (3.68-5.00) means that the role of Jordanian TV channels in raising awareness of the issues is high.

Statistical Analysis

To Answer the First Question, the means and standard deviations of the sample responses to the items and domains were extracted. In order to answer the second study question, 3-Way (MANOVA), and 3-Way (ANOVA), were used to reveal the significance of the differences in the means of the responses of the sample individuals on the four domains and the resolution as a whole, in light of the study variables. post comparisons were made by using (Sheffet) method to reveal the source of the differences. As for the third question, it was answered by answering the five sub-interview questions that were directed to experts in special education to identify the factors that may have contributed to the decline in the role of television channels in raising awareness of issues of learning disabilities by analyzing the content of these answers.

Results Related to the First Question: What is the role of Jordanian TV channels in raising awareness of children's learning disabilities issues from the viewpoint of their parents?

The mean, standard deviation, and arrangement of the respondents' responses about the role of Jordanian television channels in raising awareness of children's learning disabilities issues were calculated, as shown in Table (4).

Table (4): The Means, Standard Deviations, and the Order of the Study Sample Responses to the Items and Fields of the Questionnaire

Domain	Para. No.	Items	Mean	SD	Order	Role Level
Awareness of the causes of learning disabilities	1	The role of generic factors in the occurrence of learning disabilities.	3.11	0.85	3	Medium
	2	The severity of malnutrition in the occurrence of learning disabilities.	3.19	0.87	2	Medium
	3	The risk of premature labor, which may increase the child's risk of developing learning disabilities.	3.05	0.81	1	Medium
	4	The risk of the mother's abuse of drugs or alcohol during pregnancy in the occurrence of learning disabilities in the future.	3.21	0.81	1	Medium
	Average range of awareness of the causes of learning disabilities		3.14	0.58	-	Medium
awareness of the concepts related to learning	1	Learning disabilities are related to basic psychological processes related to understanding and using written or spoken language, such as spelling and numeracy disorders.	3.27	0.78	2	Medium
	2	That a child with learning disabilities often has an intelligence similar to that of his	2.62	0.80	5	Medium

		normal peers.				
	3	That learning disabilities are not a direct result of known disabilities (mental-auditory-visual).	2.82	0.83	4	Medium
	4	Classification of learning disabilities into developmental and academic disabilities.	2.58	0.79	6	Medium
	5	The difference between the concept of learning disability and the concept of academic tardiness.	3.20	0.93	3	Medium
	6	The effects of learning disabilities on important aspects of an individual's social and psychological life and activities of daily life.	3.33	0.81	1	Medium
	The average field of awareness of the concepts related to learning disabilities		2.97	0.57	-	Medium
Doma in	Para. No.	Items	SMA	Standard Deviation	O der	Role Level
Raising awareness of the mechanisms of diagnosing learning disabilities	1	Psychological science tests, such as the Illinois test, to detect disabilities in the processes necessary for the learning process, such as visual perception and eye and hand movement synergies.	1.83	0.74	4	Low
	2	Official achievement tests, such as the Princess Tharwat College exams, which measure mathematical skills, reading and comprehension.	2.13	0.83	2	Low
	3	Direct daily observation of an individual's performance in specific skills learned, and determination of error rate or percentage.	3.04	0.86	1	Low
	4	The importance of the integrative approach in diagnosing learning disabilities in terms of medical, educational, social and psychological aspects.	2.08	0.83	3	Low
	The average range of awareness of the mechanisms of diagnosing learning disabilities		2.27	0.54	-	Low
Awareness of educational interventions to treat learning disabilities	1	Treatment of deficiencies in the child's internal processes that cause disabilities, such as the psychological / linguistic, perceptual, or perceptual / visual aspect.	2.02	0.81	6	Low
	2	Mission-based intervention, to provide children with an educational experience in non-traditional ways, such as techniques and recordings appropriate to the child's style.	1.83	0.69	7	Low
	3	Providing integrated educational services for children with learning disabilities that affect various aspects of their personalities.	2.63	0.78	2	Medium
	4	Guiding parents about the importance of cooperation between the family and the school in diagnosing and treating learning	2.98	0.79	1	Medium

	disabilities.				
5	Taking into account the individual differences between children with learning disabilities in the therapeutic intervention for those with learning disabilities.	2.37	0.75	3	Medium
6	Activities that focus on employing both sides of the brain when intervening to treat problems learning to read.	1.68	0.69	8	Low
7	Integration of educational interventions, taking into account the use of more than one sense (touch, hearing, and sight).	2.04	0.77	5	Low
8	The danger of intensifying the duties given to the child as a remedy for the difficulty he suffers, which may lead to the opposite result and his frustration.	2.18	0.80	1	Low
The average field of awareness of educational interventions to treat learning disabilities		2.21	0.43	-	Low
The overall average role of Jordanian TV channels		2.60	0.41	-	Medium

The results in Table (4) show that the role of Jordanian television channels in raising awareness of children's (overall) learning disabilities issues, came at an average level, where the arithmetic average of parents' responses to the questionnaire as a whole was (2.60). As for the fields, it ranged from low to medium level, and the field of awareness of the causes of learning disabilities came in the first order, with an arithmetic average (3.14) and a medium level, and the field of awareness of concepts related to learning disabilities came in the second order with an arithmetic average (2.97) and a medium level, while the field of awareness of concepts Associated with learning disabilities, third, with an arithmetic mean (2.27) and a low level, and the field of awareness of educational interventions to treat learning disabilities finally ranked fourth, with an arithmetic mean (2.21) and at a low level.

As for the items in the four areas of the role of Jordanian television channels in raising awareness of children's learning disabilities issues, the results showed that the role of Jordanian television channels in raising awareness of the causes of learning disabilities came within the average level for all items, and their arithmetic averages ranged between (3.05), and (3.21).

The results also showed that the role of Jordanian TV channels in raising awareness of the concepts related to learning disabilities came within the average level on all items, and their arithmetic averages ranged between (2.58) and (3.33).

As for the role of Jordanian television channels in raising awareness of the mechanisms of diagnosing learning disabilities, it ranged between low and medium levels, where the arithmetic averages of the items ranged between (1.83) and (3.04), where one paragraph came at a medium level, which is Paragraph (3) and its text "Direct daily observation of the individual's performance in the specific skills that have been learned, and determining the error rate or its percentage", and its arithmetic mean is (3.04), while the rest of the items with numbers (1, 2, 4) came at a low level, and their arithmetic averages ranged between (1.83) and (2.13).

The results also showed that the role of Jordanian TV channels in raising awareness of educational interventions to treat learning disabilities ranges from low to medium level, where the arithmetic averages of the items ranged between (1.68) and (2.98), and (3) items came at a medium level, which are the same numbers (3, 4, and 5) and its arithmetic averages ranged between (2.37) and (2.98), while the rest of the items with numbers (1, 2, 6, 7, and 8) came at a low level, and their arithmetic averages ranged between (1.68) and (2.18)).

This low and medium levels of the role of Jordanian TV channels in raising awareness of children's learning disabilities issues in general and in the four areas, indicate that this interest is characterized as partial and transient, and it comes incidentally within programs related to the family or general children's issues, and there are no programs specifically for children. People with learning disabilities, as a result of the lack of clear plans for those in charge of preparing programs on Jordanian TV channels about raising awareness of children's learning disabilities issues, and disability issues in general, due to the lack of specialists in disability issues working in those channels, where disability issues are presented according to the best judgment. Program preparers are not specialists in disability issues, which leads to weakness in awareness programs on learning disabilities issues for children.

These results are consistent with Hassouneh's study (2015), which showed that the extent of parents' satisfaction with the ability of the Jordanian media to cover autism disability in Jordanian society was of a moderate degree, and with the study Almakani & Alodat (2018) which showed a medium level of Jordanian media coverage of the issues of children with disabilities. From a parent's point of view, it also agrees with the study of Al-Zein (2008), which showed that media professionals see limited interest in people with special needs in the media, and with the study of Bahri and Khorramoush (2018), which showed that there is insufficient media attention to issues of learning disabilities.

While it differs from the result of the Khawaldeh study (2019), which showed that health education programs on Jordanian television play a prominent role in educating citizens about health, and with the Al-Sakaji study (2013), which showed that the program (Youm Jadeed) on Jordanian television contributes to raising family members' health awareness.

Results of the Answer to the Second Question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the study sample responses about the role of Jordanian TV channels in raising awareness of children's learning disabilities issues, attributable to variables: (parents' age, educational level, preferred TV channel)?

Initially calculated where the means and standard deviations of the responses of the sample members about the role of Jordanian television channels in raising awareness of children's learning disabilities issues in general (the tool as a whole) and the four domains, according to the variables (parent's age, educational level, preferred TV channel), as shown in Table (5).

Table (5) Means and Standard Deviations of the Responses of the Study Sample on the Role of Jordanian Television Channels in Raising Awareness of Children's Learning Disabilities Issues According to the Study Variables

#	Variables	Variable's Categories	Number	descriptiv	Areas of the role of Jordanian TV channels in raising awareness of learning disabilities
---	-----------	-----------------------	--------	------------	--

				e statistics	Cause s	Related concept s	Diagnostic mechanism s	edu intervention s	tool (total)		
1	Parents Age	30 yrs. and less	128	Mean	<u>3.19</u>	<u>2.98</u>	<u>2.27</u>	<u>2.21</u>	<u>2.61</u>		
				SD	<u>0.60</u>	<u>0.56</u>	<u>0.54</u>	<u>0.40</u>	<u>0.40</u>		
		31 – 40 yrs.	117	Mean	<u>3.15</u>	<u>3.04</u>	<u>2.34</u>	<u>2.26</u>	<u>2.65</u>		
				SD	<u>0.58</u>	<u>0.60</u>	<u>0.59</u>	<u>0.46</u>	<u>0.45</u>		
		41 – 50 yrs.	94	Mean	<u>3.11</u>	<u>2.91</u>	<u>2.22</u>	<u>2.19</u>	<u>2.56</u>		
				SD	<u>0.54</u>	<u>0.51</u>	<u>0.49</u>	<u>0.42</u>	<u>0.38</u>		
		above 50 yrs.	38	Mean	<u>3.05</u>	<u>2.91</u>	<u>2.18</u>	<u>2.16</u>	<u>2.53</u>		
				SD	<u>0.66</u>	<u>0.62</u>	<u>0.41</u>	<u>0.45</u>	<u>0.42</u>		
		2	Educationa l Level	Basic Education	41	Mean	<u>2.96</u>	<u>2.68</u>	<u>2.04</u>	<u>2.04</u>	<u>2.38</u>
						SD	<u>0.63</u>	<u>0.58</u>	<u>0.44</u>	<u>0.39</u>	<u>0.39</u>
Secondary Education	113			Mean	<u>3.07</u>	<u>2.90</u>	<u>2.21</u>	<u>2.18</u>	<u>2.55</u>		
				SD	<u>0.63</u>	<u>0.57</u>	<u>0.48</u>	<u>0.41</u>	<u>0.41</u>		
Intermediat e Diploma	68			Mean	<u>3.10</u>	<u>2.98</u>	<u>2.24</u>	<u>2.19</u>	<u>2.58</u>		
				SD	<u>0.50</u>	<u>0.52</u>	<u>0.49</u>	<u>0.36</u>	<u>0.33</u>		
University Education	155			Mean	<u>3.26</u>	<u>3.09</u>	<u>2.38</u>	<u>2.29</u>	<u>2.70</u>		
				SD	<u>0.55</u>	<u>0.55</u>	<u>0.59</u>	<u>0.46</u>	<u>0.43</u>		
3	Preferred TV Channel			Jordan Television	86	Mean	<u>3.22</u>	<u>3.02</u>	<u>2.35</u>	<u>2.26</u>	<u>2.66</u>
						SD	<u>0.56</u>	<u>0.50</u>	<u>0.56</u>	<u>0.41</u>	<u>0.38</u>
		Ro'ya Channel	146	Mean	<u>3.12</u>	<u>2.99</u>	<u>2.21</u>	<u>2.20</u>	<u>2.58</u>		
				SD	<u>0.59</u>	<u>0.57</u>	<u>0.55</u>	<u>0.46</u>	<u>0.44</u>		
		Almamalak a Channel	96	Mean	<u>3.13</u>	<u>2.91</u>	<u>2.30</u>	<u>2.22</u>	<u>2.59</u>		
				SD	<u>0.60</u>	<u>0.62</u>	<u>0.49</u>	<u>0.43</u>	<u>0.43</u>		
		Other Channels	49	Mean	<u>3.10</u>	<u>2.96</u>	<u>2.27</u>	<u>2.16</u>	<u>2.57</u>		
				SD	<u>0.58</u>	<u>0.57</u>	<u>0.52</u>	<u>0.36</u>	<u>0.37</u>		

Table (5) shows that there is an apparent difference between the averages of the responses of the study sample about the role of Jordanian TV channels in raising awareness of the issues of learning

disabilities for children in general and in the four fields, according to the study variables (the age of the guardian, Educational level, preferred TV channel), and to identify the level of statistical significance of the differences, 3-Way ANOVA was applied, to reveal the significance of differences in the arithmetic averages of the responses of the sample members to the tool as a whole, and the triple analysis of multiple variance without interaction (3-Way MANOVA); To reveal the significance of the differences in the arithmetic averages of their responses to the four domains, according to the variables (parent's age, educational level, preferred TV channel). The results were as follows:

- 1- Results of the differences between the averages of the study sample on the tool as a whole, according to the study variables.

Table (6): The Results of the Triple Analysis of Variance to Reveal the Significance of the Differences Between the Averages of the Study Sample Responses on the Questionnaire as a Whole, According to the Study Variables

#	The Source of the Contrast	Total of Squares	df	Average of Squares	F	Indication Level
1	Parents Age	0.651	3	0.217	1.329	0.265
2	Educational Level	3.733	3	1.244	7.622	0.000*
3	Preferred TV Station	0.264	3	0.088	0.539	0.656
4	Error	29.921	367	0.163		
5	Total	64.740	376			

* Statistically significant

The results in Table (6) show that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the responses of the respondents regarding the role of Jordanian television channels in raising awareness of children's learning disabilities issues in general (total), due to the two variables of the parent's age and the TV channel favorite; The (f) values calculated for the differences between the responses of the sample members according to the two variables were (1.329) and (0.539), respectively, which are non-significant values at the level of ($\alpha \leq 0.05$). Whereas, the results showed that there were statistically significant differences at ($\alpha \leq 0.05$) between the responses of the sample members, due to the educational level variable.

- 2- Results of the differences between the average responses of the study sample on the four domains of the tool, according to the study variables.

Table (7): The Results of the Multiple Triple Analysis of Variance to Reveal the Significance of the Differences Between the Averages of the Study Sample Responses on the Four Domains of the Questionnaire, According to the Study Variables

The Source of the Contrast	Areas of Awareness of the Issues of Learning Disabilities	Total of Squares	df	Average of Squares	f	Indication Level
Parents Age Wilks' Lambda = 0.656 $\alpha = 0.794$	Causes of Difficulty	0.572	3	0.191	0.568	0.636
	Associated Concepts	0.994	3	0.331	1.074	0.360
	Diagnostic Mechanisms	1.295	3	0.432	1.562	0.198
	Educational Interventions	0.488	3	0.163	0.908	0.437

Educational Level Wilks' Lambda = 2.076 $\alpha = 0.016^*$	Causes of Difficulty	3.601	3	1.200	3.580	0.014*
	Associated Concepts	6.127	3	2.042	6.624	0.000*
	Diagnostic Mechanisms	4.141	3	1.380	4.995	0.002*
	Educational Interventions	2.347	3	0.782	4.366	0.005*
Preferred TV Station Wilks' Lambda = 0.763 $\alpha = 0.687$	Causes of Difficulty	0.578	3	0.192	0.574	0.632
	Associated Concepts	0.444	3	0.148	0.480	0.696
	Diagnostic Mechanisms	0.976	3	0.325	1.178	0.138
	Educational Interventions	0.246	3	0.082	0.458	0.712
Error	Causes of Difficulty	123.032	367	0.335	-	-
	Associated Concepts	113.164	367	0.308	-	-
	Diagnostic Mechanisms	101.411	367	0.276	-	-
	Educational Interventions	65.776	367	0.179	-	-
Total	Causes of Difficulty	128.166	376	-	-	-
	Associated Concepts	120.898	376	-	-	-
	Diagnostic Mechanisms	107.976	376	-	-	-
	Educational Interventions	68.923	376	-	-	-

* Statistically significant

The results in Table (7) show that the value of (Wilks' Lambda) amounted to the variable of the parent's age (0.656), and for the variable of the preferred TV channel (0.763), and these values are not statistically significant at the level of $(\alpha \leq 0.05)$, and these results indicate that There were statistically significant differences at the level of significance $(\alpha \leq 0.05)$ between the averages of the study sample responses in the four areas of awareness of learning disabilities issues, due to the two variables of the parent's age and the preferred TV channel. In the sense that parents' opinions about the role of Jordanian TV channels in raising awareness of the causes of learning disabilities, concepts related to learning disabilities, mechanisms for diagnosing learning disabilities, and educational interventions to treat learning disabilities, were not affected by the parents' ages or their favorite TV channel. The reason for this may be due to the similarity of the characteristics of the programs aimed at educating parents about disability issues in the Jordanian society, including the issues of learning disabilities, which are characterized by their shortness and lack of diversity in dealing with various issues related to learning disabilities in terms of the causes and concepts associated with them, diagnostic mechanisms and educational interventions to treat those disabilities. This was confirmed by the results of the current study.

Whereas the results in Table (7) showed that the value of (Wilks' Lambda) for the educational level variable reached (2.076), which is a statistically significant value at the level of significance ≤ 0.05 (α , meaning that there are statistically significant differences at the level of significance $(\alpha \leq 0.05)$ among the averages of the study sample responses about the four areas to raise awareness of learning disabilities issues, attributable to the educational level variable. Looking at the previous table, it is noted that the differences were on the four domains, as the (f) values calculated for the differences ranged between (3.580) and (6.624), which are statistically significant values at the level of significance $(\alpha \leq 0.05)$. In order to reveal the source of the differences for the presence of

statistical significance for the educational level variable in the responses of the study sample to the questionnaire as a whole and in the four domains, post-comparisons were made using the ‘‘Scheffe’’ method as shown in Table (8).

Table (8) Results of Post Comparisons (Scheffe); To Reveal the Source of the Differences in the Responses of the Study Sample, According to the Educational Level Variable

Domains	Educational Level	SMA	Basic	Secondary	Intermediate Diploma	University
			2.96	3.07	3.10	3.26
Awareness in the causes of learning disabilities	Basic	2.96	-	0.11	0.14	0.30*
	Secondary	3.07	-	-	0.03	0.19
	Intermediate Diploma	3.10	-	-	-	0.16
	University	3.26	-	-	-	-
Domains	Educational Level	SMA	Basic	Secondary	Intermediate Diploma	University
			2.68	2.90	2.98	3.09
Raising awareness of the concepts related to learning disabilities	Basic	2.68	-	0.22	0.30	0.41*
	Secondary	2.90	-	-	0.08	0.19
	Intermediate Diploma	2.98	-	-	-	0.11
	University	3.09	-	-	-	-
Domains	Educational Level	SMA	Basic	Secondary	Intermediate Diploma	University
			2.04	2.21	2.24	2.38
Raising awareness of the mechanisms of diagnosing learning disabilities	Basic	2.04	-	0.17	0.10	0.34*
	Secondary	2.21	-	-	0.30	0.17
	Intermediate Diploma	2.24	-	-	-	0.14
	University	2.38	-	-	-	-
Domains	Educational Level	SMA	Basic	Secondary	Intermediate Diploma	University
			2.04	2.18	2.19	2.29
Awareness of educational interventions to treat learning disabilities	Basic	2.04	-	0.14	0.15	0.25*
	Secondary	2.18	-	-	0.01	0.11
	Intermediate Diploma	2.19	-	-	-	0.10
	University	2.29	-	-	-	-
Domains	Educational Level	SMA	Basic	Secondary	Intermediate Diploma	University
			3.38	2.55	2.58	2.70
Awareness of learning disabilities issues (total)	Basic	2.38	-	0.17	0.20	0.32*
	Secondary	2.55	-	-	0.03	0.15
	Intermediate Diploma	2.58	-	-	-	0.12
	University	2.70	-	-	-	-

* The difference in the means is statistically significant

The results in Table (8) show that the source of statistically significant differences in the responses of the study sample about the role of Jordanian television channels in raising awareness of learning disabilities issues among children in general (the questionnaire as a whole) and in the four domains, was between the responses of the sample members with a university education qualification, and the responses of Members of the sample with a basic education qualification, and in favor of a university education qualification. This result means members of the sample with a university education qualification who evaluated the role of Jordanian television channels in raising awareness of the issues of learning disabilities among children in general, and in the four areas to a degree greater than their peers with a low educational qualification, "basic education."

The reason for this result may be due to the fact that parents of university level education have a greater interest in addressing the problems of their children in a scientific and objective way, which leads them to search for information related to the causes of learning disabilities, the concepts associated with them, diagnostic mechanisms and educational interventions to treat them, through follow-up. The media, including television channels, especially that the programs dealing with disability issues deal with issues specializing in disability, and require a background of knowledge that may not be available to parents with a basic level of education.

Results Related to the Third Question: From the experts' point of view, what are the reasons for the decline of the role of Jordanian television channels in raising awareness of children's learning disabilities issues?

it was answered by answering the five sub-interview questions that were directed to experts in special education to identify the factors that may have contributed to the decline in the role of television channels in raising awareness of issues of learning disabilities by analyzing the content of these answers as follows:

Q1: What are the topics of interest to parents of people with learning disabilities in the programs of Jordanian TV channels?

Experts pointed out through the interviews that the most important topics of interest to parents in Jordanian television channel are programs that provide them with practical benefit about learning disabilities of their children through specialized programs in learning disabilities, such as how to deal with difficulties practically with illustrated examples, especially newly discovered cases, or how to find solutions to the difficulties faced by their children. They believe that Jordanian television programs provide theoretical information can only without Illustrative examples.

Q2: What are the financial capabilities of the Jordanian TV channels in preparing applied programs aimed at raising awareness of the issues of people with learning disabilities (actual situations, practical exercises...etc.)?

Experts pointed out that channels did not focus on programs for people with disabilities, including learning disabilities, because they need financial sources, while advertisers avoid broadcasting their advertisements during those programs because of the small number of viewers. There is a widespread belief that the category of persons with disabilities is a small percentage of the society. Moreover, they argued that TV channels are not aware about parents' need to such programs.

Q3: Are there specialists in Jordanian TV channels to prepare programs related to issues of people with disabilities, especially in the field of learning disabilities?

Through the interviews, experts pointed out that Jordanian television channels have specialists or consultants for disabilities in general, or learning disabilities in particular, even if such programs exist.

Q4: What are the most important criticisms directed at awareness programs on learning disabilities issues in Jordanian TV channels?

Experts pointed out that the number of television programs dealing with issues of learning disabilities was insufficient, and not dependent on experts' experience.

Q5: What is your assessment of the role of the Higher Council for the Rights of Persons with Disabilities (HCE), in cooperating and coordinating with television channels in addressing issues of people with special needs, such as learning disabilities?

Through interviews, the experts pointed out that the Council does not focus on directing television channels to allocate programs for people with disabilities, including learning disabilities, in exchange with facilities by the Media Authority. The Council also is not interested in communicating with television channels to make them aware that this category is not as rare as they believe, and that attention to people with disabilities may contribute to the payment of other groups and institutions of society to help this group and support television programs aimed.

Recommendations

In light of the results obtained, the study recommends the following:

1. The programmatic courses of television stations include programs specialized in raising awareness of learning disabilities issues, so that they deal with practical workshops on learning disabilities in general, and educational interventions to treat learning disabilities in particular.
2. Recommending Jordanian TV channels to find a position as an expert in disability issues, within their cadres in preparing programs, so that programs specializing in disabilities are presented, including impeding children's learning disabilities.
3. Including disability issues in the plans for preparing TV programs on Jordanian channels.
4. Ensure that the information is presented in a scientific way commensurate with the different educational levels of the parents, especially those with low educational levels, and to present the information in an interesting way that attracts attention.
5. Choose peak times to display programs in line with the needs of families with learning disabilities.
6. The recommendation of the Supreme Council for the Rights of Persons with Disabilities to intensify communication with television channels and encourage them to allocate application programs on learning disabilities, in return for providing facilities for the channels by the Media Authority.
7. Training journalists and media workers on the mechanisms of positive media handling of the issues of persons with disabilities, particularly those with learning disabilities, in order to develop

the positive attitudes of workers in television channels towards the importance of raising awareness of the issues of learning disabilities and disability in general.

8. Conducting more studies on the role of television channels in raising awareness of the issues of other special education categories such as ADHD disorder, Hearing and visual impairments or physical disability.

References

- Abedat, H. (2017). *The reliance of athletes with disabilities on Jordanian State media as a source of sports information: Survey study* [Unpublished master's degree]. Yarmouk University, Irbid, Jordan.
- Abu Asaad, A, Al-Azaydah, R (2012). *Guidance for people with learning disabilities and their families*. Amman: Debono Center for Teaching Thinking.
- Abu Badir, A. (2017). *Jordanian TV mental image: Surveying the city of Irbid* [Unpublished master's degree]. Yarmouk University.
- al Khateeb, J., & Hadidi, M. (2014). *Special Education Curriculum and Teaching Methods* (2nd ed.). Dar Al-Fiker for Publishing and Distribution.
- Al khawaldeh, R. (2019). *The role of Jordanian television in increasing the health knowledge of viewers* [Unpublished master's degree]. Middle East University, Amman, Jordan.
- Al-Fadhly, K. (2018). *Level of parental knowledge of academic characteristics of learning disabled students and the degree of practicing their roles* [Unpublished master's degree]. Arab Gulf University, Manama, Bahrain.
- Almakanin, H., & Alodat, A. (2018). Issues of children with disabilities as reflected in the Jordanian media from their parents' perception: A SWOT analysis. *The New Educational Review Journal*, 52(2), 271-283.
- Al-Qabbali, Yahya (2017). *Comprehensive guide in the treatment of people with learning disabilities*. Oman: Gulf Studies House for publication and distribution.
- Al-Qassem, J. (2015). *Basics of learning disabilities*. Dar Alsafa for Publishing and Distribution.
- Al-Sakaji, O. (2013). *Jordanian audiences used gratification of JT. V programme Youm Jadeed: Field study* [Unpublished master's degree]. Yarmouk University, Irbid, Jordan.
- ALsayed, A. (2000). *Learning disabilities – its history, concept, diagnosis, and treatment*. The House of Arab Thought.
- Al-Sayed, H. (2005). *Satellite TV and opinion leaders, studying their impact on communicative behavior*. Arabic for publication and distribution.
- Al-Zein, M. (2008). Monitor the role of visual information in Lebanon and its role in integrating special needs (in Arabic). *Journal of Education Science. Special. Special No(2)*, 1395–1408.
- Awad, A. (2011). *Diagnostic entry point for children's learning disabilities; tests and measurements - studies and issues of special and extraordinary groups*. Dar Alfalah for Publishing and Distribution.
- Bahairi, S., & Karmoosh, M. (2018). Range of Interest of the Media in Clarifying the Learning Disabilities from the Point of View of the Parents of Children with Learning Disabilities The Algerian Radio as an Example (in Arabic). *Journal of the Basic Education Faculty of Educational and Human Sciences*. (37), 133-159.

- Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M., & Martinez, E. A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd ed.). Boston: Allyn & Bacon
- Hassouneh, R. (2015). *Jordanian media coverage of autism in Jordanian society from the point of view of parents* [Unpublished master's degree]. Middle East University.
- Helat, K. Al-Khateeb, A. (2016). Jordanian Journalists' Attitudes Toward Persons with Disability within the Social Model (in Arabic). *Tishreen University Journal for Research and Scientific Studies - Arts and Humanities Series Vol. (38) No. (5) 2016*
- Jadoua, Essam (2003). *learning disabilities*. Amman. Dar Al Yazouri Scientific for Publishing and Distribution.
- Lerner, J. (2000). *Learning Disabilities; Theories Diagnosis and Teaching Strategies* (8th ed.). Boston, New York: Houghton Mifflin Company.
- Lerner, J. L. (2003), *Learning Disabilities*. New York: Houghton Mifflin Company.
- Majali, H. (2014). *The role of Jordanian television in shaping the political awareness of persons with disabilities* [Unpublished master's degree]. Yarmouk University, Irbid, Jordan.
- Mohamed, M. (2015). *With special educational needs, a holistic view of researchers, teachers and guardians*. Naif University Security Publications.
- Saber, M., & Saber, M. (2017). The effectiveness of Porteg (early intervention) to raise the awareness of mothers of children with learning disabilities and to develop some sensory and cognitive skills in their early childhood children (in Arabic).. *Journal of Childhood Studies, 20* (76), 179-193.
- Thompson, S. (2002). *Sampling, Wiley Series in Probability and Statistics*. John Wiley and Sons.
- Yahya, K. (2006). *Educational programmes for individuals with special needs*. Dar Al-Maseera for Publishing and Distribution.

Links on The Internet

- Ministry of Education (2021). Number of Students report for the academic year 2020-2021 in the schools of the Ministry of Education and private sector schools. Available at:
<https://moe.gov.jo/ar/>
- .The Media Commission (MC) of Jordan. (2021). *Space stations*
<http://www.mc.gov.jo/Pages/viewpage?pageID=50>
- The Rights of Persons with Disabilities Act No. 20 of 2017. (2017). <http://www.hcd.gov.jo/ar>