Impact of Some Variables on Attitudes of Pre-service Teachers toward Using Assistive Technology among Children with Learning Disabilities in Resource Rooms

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ABSTRACT

This study was conducted during (2014- 2015) in university of Jazan, faculty of education, department of special education. The study aimed to exploring Impact of some variables on attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms. Researcher used descriptive methods, applied attitudes of pre-service teachers toward using assistive technology questionnaire, designed by researcher used as study tool. The community of this study consisted from pre-service teachers of children with learning disabilities. Sample was chosen randomly included (33) teachers. Researcher used SPSS depends on many tests such as T-test for one sample. Finally, the results are as following: attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms, is positive, age is influence on attitude of pre-service teachers toward using assistive technology, GPA is influence on attitude of pre-service teachers toward using assistive technology, age is influence on attitude of pre-service teachers toward using assistive, income is influence on attitude of pre-service teachers toward using assistive technology and background is not influence on attitude of pre-service teachers toward using assistive technology.

Keywords: Attitudes, Pre-service Teachers, Learning Disabilities, Assistive Technology

I. INTRODUCTION

Today, as new technological developments continue to emerge, education, like many other fields, is going through major changes. Technological developments are causing changes to many common concepts. In particular, studies that benefit from technology in the field of education are becoming increasingly widespread, opening the door for the emergence of new teaching methods by abandoning traditional ones. New technologies, and computers in particular, can benefit the teaching of writing, the most complex of the four basic language skills (reading, writing, speaking, and listening) Mehmet (2015). Previous studies have shown that the learners of different learning styles have different needs for educational technologies Yong-Ming (2015). revealed that the pre-service teachers' attitudes towards computer technologies are positive. Suleyman (2015). Shane & et al (2015) The Australian professional teaching Standards require pre-service teachers to complete a minimum number of days of professional experience in order to graduate. evaluated the potential of Lesson observation on-line Platform to assess pre-service teachers against the Standards as well as to enhance the professional development of both pre-service teachers and their supervising teachers. indicate that there are several practical issues that need to be overcome if observation on-line Platform were to be fully successful. In the middle 1980s, educational technology included more basic electronic and non-digital tools (e.g., chalkboards, overhead projectors, video cassette recorders), and the assumption by school leaders was that these technologies required little additional training Swan& et al (2011). The agenda of most teaching reforms since the early 1980s

has focused on transforming teaching and learning by increasing access to, and use of, technology in classrooms Alharbi (2013). However, as the second millennium begins, technology use is increasing around the world. In the education sector, technology integration started gathering momentum in 1994 and has continued. Educational technology can help students get the best education possible and make a smoother transition to the work force. Technology can act as a bridge to help students move beyond theoretical understanding. Restructuring the classroom to address 21stcentury skills is important to meet the needs of students. Various studies have established that technology integration into classroom instruction is a slow and complex process influenced by many factors, and amount of support the technology requires Cemil & et al (2010). These computers are used for teaching courses in computing (operating systems, computer applications, and programming languages Bakr (2011). One of the prerequisites for acceptance and implementation of computers in an educational system is the positive attitude of both teachers and students toward their use. Having a positive attitude toward technology has been shown to be associated with increased classroom use of computers. Studies of educational technology have often addressed teacher attitude and possible reasons behind teacher resistance to incorporating computer use into their practice. Many indeed, have shown that the more positive teachers' attitude toward computer use in instruction becomes, the more they tend to use computers. This contributes to a more positive attitude, which in turn motivates teachers to try additional computer-related instructional activities. Proponents of educational technology initiatives have long been aware of this cyclical relationship between attitude and computer use, and have often included sparking teachers' positive attitudes as professional development activity objectives Williams(2015) Actually, the user's acceptance is considered an important element in the successful implementation of technology in the instructional/educational setting, and which is greatly influenced by the users' attitudes towards technology Bakr (2011). Classroom use of technology since 1920" (1986), and reminds us that accurate predictions are rare, while inaccurate ones are not only common but often memorable. Finally, it examines why it is so hard to balance education with information and communication technologies. Larry & et al (2015).

The 'attitude' defines as the "positive or negative feeling or mental state of readiness learned and organized through experience that exerts specific influence on a person's response to people, objects, and situations. Therefore, attitude consists of what individuals feel (affective), believe (cognitive), and plan to do (behavioral). Williams (2015). attitudes could highly influence how individuals approach many situations in life, including foreign language learning. It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning Al samadani & et al (2015).

Literature Review

The study conducted by, Williams (2015) aimed to investigation of K-12 teachers' attitudes toward computer technology use in schools. The result revealed that there were significant differences between teachers' attitudes as related to the teaching levels. No significant differences were found between computer anxiety, computer confidence, computer liking, and computer usefulness based on age, and teaching field. T-tests were used to analyze mean differences in attitudes based on gender and ethnicity. No significant differences were found between computer anxiety, computer confidence, computer liking, and computer usefulness based on ethnicity and gender. From these results, it was concluded that school districts could provide opportunities for in-service training and staff development for all teachers in educational technology with focus on integrating technology with curriculum. It was also concluded that teachers should be trained in the ways that technology can be used in their work environment. Bakr (2011) This study aims at investigating Egyptian teachers' attitudes towards computers in terms of gender and years of teaching experience. Findings showed that the Egyptian public school teachers' attitudes towards computers are positive. There were no significant differences in terms of gender and teaching experience. Recommendations for further research are provided. Al samadani & et al (2015) This study aimed to explore the attitudes of Umm Al-Qura University students (Al-Qunfudah branch) towards learning English as a Foreign Language (EFL), as well as to study factors affecting their attitudes towards learning EFL. The study also investigated the relationship between the students' attitudes and their grade point average (GPA). the results of the study

showed that the students have overall positive attitudes towards learning EFL. The results also indicated that students with high GPAs have the highest positive attitudes towards learning English, followed by the medium GPA students and finally the low GPA students. Baran & et al (2011) the results of the study demonstrate that, statistically speaking, the attitudes of students towards computer vary significantly according to the type of high school they attend. However, factors such as gender, the parents' level of education, the level of income, the presence of a computer in the household and the class attended were shown to not cause significant variation. Momani (2009) showed that the respondents had neutral positive attitudes towards learning English. Additionally, there was a strong correlation between the students' attitudes towards learning English and their performance in reading comprehension. Albirini (2006) indicate that teachers have positive attitude towards ICT in education and their attitudes were predicted by computer attributes, cultural perceptions, and computer competence. Moreover, the results clearly emphasized the importance of teachers' vision of technology itself, their experience in using it, and the cultural conditions surrounding its introduction into schools, on shaping teachers' general attitude towards technology and its subsequent diffusion in their educational practice. Mehmet (2015) revealed that a majority (77%) of the pre-service teachers favored continuation of the screen-based writing instruction. The study supported that digital literacy is important and the advantages of screen-based writing instruction outweighed its disadvantages. Ru-Si (2015) demonstrates positive relationships among the hypotheses for pre-service teachers' attitudes regarding preschool infrastructure, workplace advantage, and utility value. Jeong & et al (2015) revealed that integrating Web 2.0 tools during their teaching internship was strongly predicted by participants' perceived enjoyment in using the tools in the communication technology course. Cheng-Yao& et al (2015) indicated that there were no significant differences in content knowledge for algebra between the pre-service teachers from two programs. Pre-service teachers in the teacher education program had better pedagogical knowledge than those in the university core program. The five sub-scales of the algebra content were significantly correlated with each other. Content knowledge and pedagogical knowledge

significantly predicted technological pedagogical content knowledge. Levels of technology skills among the pre-service teachers had a significant impact on their technology knowledge, technological content knowledge and technological pedagogical content knowledge. Mehmet & et al (2015) pointed that in-service and pre-service teachers' perceptions were discussed in terms of characteristics of a professional teaching environment. Cemil (2015) The study aimed to determine the effects of digital storytelling technique on the views of preschool pre-service teachers on the course of mathematics and the reactions of preschool students, who viewed the digital stories to the mathematics course. It was observed that pre-service teachers and preschool students considered the above-mentioned technique as interesting, funny but time-consuming. Charles (2015) Efficacy of a teaching strategy technically refers to the ability of that strategy to produce a desired or intended learning outcomes. The results indicate that while there is some anxiety among students about using social media technologies for academic work, there is a willingness to have a go. Darren& et al(2015) The study found that performance expectancy, effort expectancy, social influence, attitude toward technology and self efficiently are all significant determinants of behavioral intentions to use mobile devices for learning. Liping & et al(2015) show that the Google Sites created an avenue for the students to share a range of self-developed teaching resources and ideas. Facebook is a more interactive platform through which the participants seek peer support, exchange teaching ideas, and engage in discussions on a variety of topics. Structure and control provided by Google Sites and immediacy and interactivity afforded by Facebook become complementary to each other. Francis& et al (2015) showed some potential for collaborative representation when participants were not face-to-face, the PTs were hesitant in critiquing each other's work. As such, the online representations remained relatively static without face-to-face interaction. However, developing artefacts online was favoured over established practice and the access to artefacts of their peers on the wiki enhanced PTs' consideration for their own PCK. Tony& et al (2015) revealed that students had positive attitudes towards using computers as a learning tool. The factors of gender and experience of using computers were not found to affect students' attitudes while the factor of perceived abilities in using

programs had an effect on their attitudes. Yong-Ming (2015) show that most of the hypotheses are supported, and further reveal that (1) attitude towards using is the most important determinant of students' intention to use a collaborative technology, followed by social influence and facilitating conditions; (2) sequential learners are more concerned about perceived usefulness; (3) global learners are more concerned about perceived ease of use. Annelies & et al (2015) show that the proposed peer assessment practice combines the positive attitudes and feelings of comfort related to the anonymous use of CRT with the perceived added value of argumentation in oral and written feedback. Wayne & et al (2015) The impact of particular learning environments and self-regulation could be a beneficial area for research focus. The findings revealed that the use of a blended problem based learning strategies had a positive impact on student achievement. Daniel& et al (2015) revealed that, lecture method was more helpful than power point presentation in material understandability and effective in teaching/learning process, and it was statistical significant. Students have more positive attitude towards lecture method than PPT, which implies it was more entertaining/engaging. De Witte& et al (2015) suggest that schools with lower educational attainments use more frequently Computer-assisted instruction programs. Lisa & et al(2015) pointed that, noteworthy aspects of the partnership between school nurses and special education teachers that are described as positive by school nurses. Faruk (2015) indicate that social network sites have some positive aspects and some negative aspects in terms of education. However, these negative effects of social network sites in terms of education can be eliminated or lightened using the cooperative learning approach. Bert & et al (2015) ages ranged from 17 to 28 years with most being males (72.5%), and the majority (79%) being from urban areas. The main factors that influenced their career choice were job availability after graduation (90%) and desire to help other people (89.2%). Factors that influenced their institution choice were preference for an institution (36.8%) and proximity to home (24.4%). Ulrika & et al (2015) The results showed that "pull out of the classroom" was considered the most common way to support the mathematically low-performing students. Teachers were quite satisfied with the efficiency of support and the amount of extra resources for the low-performing students in mathematics. There was almost no change in collaboration or working strategies for either teacher groups due to the change in legislation. The teachers did not experience much change in educational practice after the legislation reform. Hamonangan (2014) The analysis showed teachers' competence in the field of information technology is influenced by the teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology and self-improvement of teachers either directly or indirectly. Gerhard & et al (2015) College calculus teaches students important mathematical concepts and skills. The course also has a substantial impact on students' attitude toward mathematics, affecting their career aspirations and desires to take more mathematics., are investigated for impact on student attitude as follows: (1) instructors who employ generally accepted "good teaching" practices (e.g. clarity in presentation and answering questions, useful homework, fair exams, help outside of class) are found to have the most positive impact, particularly with students who began with a weaker initial attitude. (2) Use of educational "technology" (e.g. graphing calculators, for demonstrations, in homework), on average, is found to have no impact on attitudes, except when used by graduate student instructors, which negatively affects students' attitudes towards mathematics. (3) "Ambitious teaching" (e.g. group work, word problems, "flipped" reading, student explanations of thinking) has a small negative impact on student attitudes, while being a relatively more constructive influence only on students who already enjoyed a positive attitude toward mathematics and in classrooms with a large number of students. This study provides support for efforts to improve calculus teaching through the training of faculty and graduate students to use traditional "good teaching" practices through professional development workshops and courses. As currently implemented, technology and ambitious pedagogical practices, while no doubt effective in certain classrooms, do not appear to have a reliable, positive impact on student attitudes toward mathematics. Kodai & et al (2013) Independent t-tests analysis showed that the U.S. teachers had more positive PEUU, PU, and AT than did the Japanese teachers. Chi-square analysis on the ICT environmental factors revealed that the U.S. teachers were provided with richer technology environments.

Multiple regression analysis between the demographics and the TAM indicated that the younger U.S. teachers' age significantly predicted the positive PEUU, and the Japanese gender was a significant predictor of PEUU, PU, and AT (male participants answered more positively). teachers' positive beliefs about ICT and better quality of technology equipment may put the U.S. students in an advantaged position compared to the Japanese students. Helena (2014) shows that role modeling of technology integration can have a positive impact on the attitudes teacher candidates have in relation to integrating technology that as a result will enhance learning .In addition pre-service teachers perceived high levels of Technological, Pedagogical, and Content Knowledge. Role modeling of technology made a significant impact on their perceived levels of technological knowledge. Yeona (2015) The analysis suggests that the use of social media and collaboration technologies chosen by students in their collaborative learning activities is more likely to result in students with positive collaborative learning experience than otherwise. ChanMin& et al (2011) pre-service teachers' positive attitudes toward technology integration. Nicholas & et al (2015) technology are influenced by the early childhood-focused early field experience. Positive impacts included confirming existing beliefs about teaching and learning, introducing new ideas about classroom practices.

Aims of Study:

The study aims to:

A. Explore attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
B. Know influence GPA on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
C. know influence of age on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
D. know influence of income on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
E. Know influence of background on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Question of Study:

The studies are following questions answering:

[1] What attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
[2] What influence of GPA on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
[3] What influence of age on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
[4] What influence of income on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.
[5] What influence of background on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

II. METHODS AND MATERIAL

In these study the descriptive analytic research technique was used, the technique consists of questioner prepared by the researchers after adopt.

2.1 Sample technic: In these research random sampling methods was used. The individuals who participate in random sampling are chosen randomly. The questionnaire was answered by (33) pre-service teachers of learning disabilities in resources rooms, during fall 2014-2015 (academic period) from final term.

2.2 Tools Technique: The questionnaire was prepared by the researcher. It content attitude of pre-service teachers of learning disabilities in resources rooms, it includes (31) items. In order to ensure the validity and reliability of the questionnaire form, it distributed to four instructors who had completed their doctorates and this form developed in accordance with the opinions of the instructors, then a pilot study were

conducted and the value of reliability was found. It was about (0.90) and after that, the questionnaire forms became ready for application.

2.3 Practical Procedures: After the researcher adopted the questionnaire, he selects the sample randomly, and then the pre-condition of participators in questionnaire was done. The researcher explained the goal of the research and how the study would be carried out. In addition, the researchers emphasized the participators would remain confidential during they response questionnaire, questionnaire written took place between 1-27 days, and the researcher used E-mailing technique to answering the questionnaire.

2.4 Data Analysis: After collecting data, the researcher used: T- test for one sample, regression coefficient and correlation coefficient to examine the study hypothesis. The Software used to make all analysis is SPSS program version 16.

2.5 Study Group: The study group formed from pre-service teachers of learning disabilities in department of special education, faculty of education - Jazan University, that numbered about (200) male, the average of age about 22.

III. RESULTS

3.1 What is attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms? For answer, this question the researcher used T-test for one sample. After analysis the data, we found that the standardized means value is (62) , the significant value is (0.000), These values are significant at level (0.05), This means that the attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms, is positive.

Table 1: Shows the attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Variable	Mean Standard	Means	Std	T value	Sig
Attitudes	62	95.6	13.95	8.7	0.0

3.2 What is an influence of GPA on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms? For answer, this question the researcher used regression method, and table 2. shows the influences of GPA on attitude of pre-service teachers toward using assistive technology in resource rooms. After analysis the data, researcher found that the standardized coefficients value is (0.03) (see table 2), the value of significant is (0.005). These values are significant at level (0.05), because the level of significant is less than SIG. This means that the GPA is influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Table 2: Shows the influence of GPA on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Variable	Dependent	F	B1	B2	SC
GPA	Attitudes	0.8	4.26	0.07	0.07

GPA= Academic rate F= F value; B= Regression value; SC= Standardized Coefficients.

3.3 What is an influence of age on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms? For answer, this question the researcher used regression method, and table 3. Shows the influences of age on attitude of attitude of pre-service teachers toward using assistive technology in resource rooms. After analysis the data, researcher found that the standardized coefficients value is (0.09) (see table 3), the value of significant is (0.000). These values are significant at level (0.01), because the level of significant is less than SIG. This means that the age is influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Table 3: Shows the influence of age on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Variable	Dependent	F	B1	B2	SC
Age	Attitudes	0.1	22.6	0.9	0.09

F= F value; B= Regression value; SC= Standardized Coefficients.

3.4 What is an influence of income on attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms? For answer, this question the researcher used regression method, and table 4. shows the influences of income on attitude of pre-service teachers toward using assistive technology in resource rooms. After analysis the data, researcher found that the standardized coefficients value is (0.03) (see table 4), the value of significant is (0.001). These values are significant at level (0.01), because the level of significant is less than SIG. This means that the income is influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Table 4: Shows the influence of income on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Variable	Dependent	F	B1	B2	SC
Income	Attitudes	1.00	3.30	0.24	0.2

F= F value; B= Regression value; SC= Standardized Coefficients.

3.5 What is an influence of background on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms? For answer, this question the researcher used regression method, and table 5. shows the influences of income on attitude of pre-service teachers toward using assistive technology in resource rooms. After analysis the data, researcher found that the standardized coefficients value is (0.03) (see table 5), the value of significant is (0.38). These values are significant at level (0.01), because the level of significant is greater than SIG. This means that the background is not influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Table 5: Shows the influence of background on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms.

Variable	Dependent	F	B1	B2	SD
Income	Attitudes	1.00	3.30	0.24	0.2

F= F value; B= Regression value; SC= Standardized Coefficients.

IV. DISCUSSION

After analysis of the data collected, it has been found that:

1. The attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms, is positive. On line the study of, Suleyman (2015) showed that the pre-service teachers' attitudes towards computer technologies are positive. Shane & et al (2015) demonstrated positive relationships among the hypotheses for pre-service teachers' attitudes regarding preschool infrastructure, workplace advantage, and utility value. The findings revealed that pre-service teachers consider IT-assisted instruction to be a useful tool for enhancing their teaching knowledge and abilities. Their perceptions of IT-related applications as useful positively influenced their learning intentions in IT-related courses in teacher education and their perception of the importance of advancing their technology skills to assist young children in preschool learning. Jeong& et al (2015) indicated the importance of active engagement and enjoyment in the integration and implementation of Web 2.0 technologies in teaching environments by pre-service teachers., teacher educators can expect from their students increased motivation, effectiveness, and competence in integrating technology into their curriculum. Cheng-Yao& et al (2015) pointed that Levels of technology skills among the pre-service teachers had a significant impact on their technology knowledge, technological content knowledge and technological pedagogical content knowledge. Jake& et al (2015) indicated that participants generally held positive attitudes towards inclusive education. Darren& et al (2015) found that performance expectancy, effort expectancy, social influence, attitude toward technology is significant determinants of behavioral intentions to use mobile

devices for learning. Orachorn (2015) revealed that students had positive attitudes towards using computers as a learning tool. Annelies & et al (2015) showed that the proposed peer assessment practice combines the positive attitudes and feelings of comfort related to the anonymous use of CRT with the perceived added value of argumentation in oral and written feedback. Emily & et al (2015) pointed that computer-based technology programs that can be used to support students with disabilities--as well as other struggling writers--in prewriting, writing, and post writing. While many good for-purchase computer-based writing products exist. Wayne & et al (2015) revealed that the use of a blended problem based learning strategies had a positive impact on student achievement skills. Daniel& et al (2015) revealed that, lecture method was more helpful than power point presentation in material understandability and effective in teaching/learning process, and it was statistical significant. Students have more positive attitude towards lecture method than PPT. Helena (2014) shows that role modeling of technology integration can have a positive impact on the attitudes teacher candidates have in relation to integrating technology that as a result will enhance in addition showed that pre-service teachers perceived high levels of Technological, Pedagogical, and Content Knowledge. Role modeling of technology made a significant impact on their perceived levels of technological knowledge ,technological content knowledge. Lisa & et al(2015) special education teachers that are described as positive by school nurses; however, there are also many barriers that persist, resulting in fractured care for students with severe disabilities and SHCN. Faruk (2015) indicate that social network sites have some positive aspects and some negative aspects in terms of education. However, these negative effects of social network sites in terms of education can be eliminated or lightened using the cooperative learning approach. Kodai& et al (2013) Independent t-tests analysis showed that the U.S. teachers had more positive than did the Japanese teachers. Yeona(2015) students have positive collaborative learning experience than otherwise. In addition, a moderately strong correlation (r = 0.425, p < 0.01) is found between students' learning performance and their perception on the impact of the use of the technologies of their choice on learning experience. ChanMin & et al (2011) showed higher volition and more positive

attitudes toward technology integration than the group provided with placebo messages even though there was no difference in motivation or performance. These results suggest that motivational and volitional email messages can serve as an effective tool for facilitating pre-service teachers' positive attitudes toward technology integration. Nicholas & et al (2015) indicated that Pre-service teachers' perceptions of pedagogy and technology are influenced by the early childhood-focused early field experience. Positive impacts included confirming existing beliefs about teaching and learning, introducing new ideas about classroom practices, and inspiring valuable awareness into innovative uses of technology in early childhood education settings. Hamonangan (2014) showed that teachers' competence in the field of information technology is influenced by the teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology and self-improvement of teachers either directly or indirectly. Cemil (2015) It was observed that pre-service teachers and preschool students considered the above-mentioned technique as interesting, funny but time-consuming. Disagreed the study of Charles (2015) indicate that while there is some anxiety among students about using social media technologies for academic work, there is a willingness to have a go. Ali (2015) It was also discovered that student teachers were not benefiting from technology available to them in their teaching practice at a satisfying level. Insufficient training, lack of basic facilities in the practicum schools, and student teachers' own choices were found the main reasons for student teachers to utilize technology in the teaching practice process. Barbara & et al (2015) intervention to mitigate aspects of autism spectrum disorder that negatively impact individuals with the disorder and their families. Jonas & et al (2015) Teachers are not so active in supporting free play involving technology among the older children, nor in giving boys and girls equal opportunities to explore and use material and toys which are not gender-stereotyped. Ali & et al (2015) revealed perceived ease of use was not a significant predictor of attitude towards use. Gerhard &et al (2015) are investigated for impact on student attitude as follows: (1) instructors who employ generally accepted "good teaching" practices (e.g. clarity in presentation and answering questions, useful homework, fair exams, help outside of class) are found

to have the most positive impact, particularly with students who began with a weaker initial attitude. (2) Use of educational "technology" (e.g. graphing calculators, for demonstrations, in homework), on average, is found to have no impact on attitudes, except when used by graduate student instructors, which negatively affects students' attitudes towards mathematics. (3) "Ambitious teaching" (e.g. group work, word problems, "flipped" reading, student explanations of thinking) has a small negative impact on student attitudes, while being a relatively more constructive influence only on students who already enjoyed a positive attitude toward mathematics and in classrooms with a large number of students.

2. GPA is influence on attitudes of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms. On line the study of Al samadani &et al (2015) indicated that students with high GPAs have the highest positive attitudes towards learning English, followed by the medium GPA students and finally the low GPA students. In addition the study of Momani (2009) which indicated that there was a strong correlation between students' attitudes toward learning English and their performance. The results also accorded with outcomes observed in a study conducted by Ismail (1988) which reported positive and significant relationship between competence and attitude towards learning English. In addition the study of, Pajares &et al (1994) found direct effects of attitude on performance. Darren& et al (2015) The study found that performance expectancy, effort expectancy, social influence, attitude toward technology and self efficiently are all significant .

3. age is influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms. On line the study conducted by, Kodai & et al(2013) pointed that Multiple regression analysis between the demographics and the technology acceptance model indicated that the younger U.S. teachers' age significantly predicted the positive utilized to identify the teachers' perceived ease of use and usability. In addition the study of Bert & et al(2015) revealed that ages ranged from 17 to 28 years with most being males (72.5%), and the majority (79%) being from urban areas. The main factors that influenced their career choice were job availability after graduation (90%) and desire to help other people (89.2%). Factors that influenced their institution choice were preference for an institution (36.8%) and proximity to home (24.4%).

4. income is influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms. On line the study of, Baran & et al (2011) The results of the study demonstrate that, statistically speaking, the attitudes of students towards computer vary significantly according to the level of income. Disagreed the study of Shashaani & et al (2001) pointed that the family's socioeconomic situation did not have an influence on attitude scores towards computer.

5. background is not influence on attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms. On line the study of, Becker (1999) found that education background was associated with teachers' perception about the value of Internet use. Albirini, (2006) emphasized the importance of teachers' vision of technology itself, their experience in using it, and the cultural conditions surrounding its introduction into schools. dis agreed the study of, Tarhini & et al(2015) Simpler is better. emphasize peer instruction and rich formative feedback. However, it can be challenging to maintain student engagement outside the traditional classroom environment and ensure that students receive feedback in time to help them with ongoing assignments. The use of virtual learning platforms, such as Blackboard Learn, and web feed syndication, using technology such as Rich Site Summaries (RSS), can help overcome such challenges. However, during an initial pilot at an institution in Lebanon, only 21% of students reported making use of both these facilities. In this study, the Technology Acceptance Model was used to guide the development of a scale to be used to investigate antecedents to the use of web feeds. The results revealed adequate face, content, and construct validity. However, perceived ease of use was not a significant predictor of attitude towards use. Overall, the proposed model achieves acceptable fit and explains for 38% of its variance of which is lower than that of the original TAM. This suggests that aspects of the model may lack criterion validity in the Lebanese context. Consequently, it may be necessary to extend the scale by capturing

additional moderators and predictors, such as cultural values and subjective norms. We concluded that the existence of RSS feeds in education improves significantly the content presented by the instructors to the e-learning user decreasing at the same time the size and access cost.

V. CONCLUSION

The study conducted during (2014-2015), in Jazan university. aimed to explore impact of some variables on attitude of pre-service teachers of learning disabilities towards using assistive technology among children with learning disabilities in resource rooms. finally, study as following results are: attitude of pre-service teachers toward using assistive technology among children with learning disabilities in resource rooms, is positive, age is influence on attitude of pre-service teachers toward using assistive technology, GPA is influence on attitude of pre-service teachers toward using assistive technology, age is influence on attitude of pre-service teachers toward using assistive, income is influence on attitude of pre-service teachers toward using assistive technology and background is not influence on attitude of pre-service teachers toward using assistive technology.

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