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The level of knowledge and implementation of evidence-based practices among learning disabilities teachers in schools of Aqaba governorate, Jordan

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Abstract

This study aims to assess teachers' understanding of evidence-based practices and their actual use during instruction to determine the extent of learning disabilities. It employed a descriptive-analytical approach to study 63 randomly selected male and female teachers through a questionnaire survey. The results showed that teachers possess substantial knowledge and regularly apply evidence-based practices; however, male teachers demonstrated a better understanding and application of these practices than female teachers. In contrast, neither academic qualifications nor teaching experience had an impact on performance. The study highlights that while teachers possess strong knowledge and practice in evidence-based practices, gender differences require targeted attention to ensure equal implementation. It also emphasizes that the effective implementation of evidence-based practices requires ongoing support and training programs to enhance teacher performance, ultimately leading to improved outcomes for students with learning disabilities. The study recommends that researchers identify barriers hindering effective implementation and pursue further research on evidence-based practices not covered in the current study.

Keywords: Evidence-based practices, Learning disabilities Teachers, Learning disabilities.

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1. Introduction and Background of the Study

Education plays a vital role in societal development across various fields, playing a crucial role in driving progress and achieving comprehensive. While schools place significant emphasis on the importance of education, a notable proportion of students continue to face learning disabilities. It is estimated that at least 3% of children experience some form of learning disability, which poses challenges to the teaching and learning process [1]. Addressing the needs of students with learning disabilities remains a major challenge for elementary schools, requiring the implementation of specialized instructional

strategies that not only support their learning but also cultivate their abilities and assist them in adapting successfully to society [2].

In light of contemporary trends in special education, a wide range of evidence-based practices has emerged, specifically designed to support the education of students with learning disabilities. These practices are recognized for their effectiveness in strengthening teacher competencies and have demonstrated positive impacts on both students and their families. As such, they are regarded as a foundational component of successful special education programs [3].

Evidence-based practices enable a comprehensive understanding of each learner by identifying their strengths to be further developed and their areas of weakness to be addressed [4]. Additionally, these practices assist in identifying the most appropriate learning methods for each student, moving beyond traditional teaching approaches and fostering learners who are better equipped to adapt to the demands of a rapidly changing society [5].

The selection of evidence-based practices by teachers does not necessarily guarantee their implementation—this disconnect is often referred to as the research-to-practice gap [6]. Moreover, a teacher's personality and self-regulatory abilities play a crucial role in the effective application of these practices. Successful implementation depends on the ability to set well-defined instructional goals and break them down according to students needs, ultimately enhancing the overall quality of the educational process [4].

Park, et al. [7] emphasized the advantage of integrating multiple practices when teaching a single skill or lesson. For example, peer-assisted learning can be particularly effective for students with learning disabilities when combined with direct instruction.

Many countries have taken significant steps to emphasize the use of research-based practices in the instruction of students with learning disabilities. This focus arises from the consistently low performance levels observed among these students, which are frequently linked to educators employing teaching methods that lack an empirical foundation [5].

Since teachers of students with learning disabilities serve as a fundamental pillar in their education, it is essential to assess their level of knowledge regarding evidence-based practices and the extent to which they apply them in the classroom. This necessity stems from the fact that some educators show limited interest in such practices, while others employ them selectively and without structured planning. When implemented effectively, however, evidence-based practices can play a critical role in developing instructional strategies that are tailored to the unique abilities and needs of students with learning disabilities.

Therefore, this study was conducted to bring about a positive change among teachers in schools within Aqaba Governorate in Jordan, since it seeks to encourage educators to expand their exploration of evidence-based practices rather than relying on traditional methods based on personal experience. The study's findings and recommendations are intended to promote the broader use of scientifically grounded, research-based approaches among teachers of students with learning disabilities, ultimately contributing to the advancement and development of society as a whole.

1.1. Literature Review

The study conducted by Eid [8], titled *"Evidence-Based Practice in Special Education,"* aimed to highlight the importance of using evidence-based practices in special education research. The steps involved in implementing such practices, sources for obtaining them, and reviewed studies that had employed them.

AlShamare, et al. [9] carried out a study titled *" Evidence-based Practices Used in Teaching Students with Intellectual Disabilities: A Systematic Review,"* aimed to examine the body of literature addressing evidence-based practices for individuals with intellectual disabilities. The review encompassed both experimental studies and single-subject design research. The study's findings highlighted the effectiveness of several evidence-based practices in this field.

The study conducted by Alturaifi, et al. [5] titled *" Teachers of Students with Learning Disabilities Viewpoints of the Predictive Validity of Using Evidence-based Practices,"* aimed to examine how teachers' perceptions of the importance of evidence-based practices predict their actual use of these practices in teaching students with learning disabilities. Utilizing a descriptive research design, the study employed a questionnaire to collect data from a sample consisting of (85) teachers. The study's findings revealed that teachers demonstrated a high level of use of evidence-based practices, and that their perception of the importance of these practices significantly predicted the extent to which they implemented them.

The study undertaken by Al-Mubarak [4] with the title *" Self-Regulation among Learning Disabilities Teachers and It's Relation to the Degree of Using Evidence-Based Practices in Teaching Those Students,"* aimed to assess the level of self-regulation among teachers and its relationship with the extent of their implementation of evidence-based practices. Employing a descriptive correlational research design, the study utilized a questionnaire for data collection and included a sample of 82 teachers. The results did show that both self-regulation and the use of evidence-based practices were at a high level, with a significant positive correlation between self-regulation and the application of these practices.

Alrubaian [10] titled *" Learning Disabilities Teachers' Knowledge and the Implementation of Guidebooks-Based Practices,"* aimed to evaluate the extent of teachers' knowledge about evidence-based practices and their application in the classroom. Utilizing a descriptive survey methodology, the research employed a questionnaire for data collection and included a sample of 74 teachers. The findings unveiled that teachers of students with learning disabilities possessed a high level of knowledge about evidence-based practices and demonstrated a correspondingly high level of implementation.

Al-Dusary and Talafha [11] conducted a study titled *" The Reality of Applying Evidence-Based Practices in Teaching Students with Learning Disabilities from the Perspective of their Teachers,"* aimed to examine the current state of implementation of these practices. Using a descriptive-analytical research method, the study employed a questionnaire for data collection and included a sample of 70 teachers. The findings revealed a high level of implementation of evidence-based practices, accompanied by a moderate level of challenges impeding their application.

The study conducted by Al-Howaimel [12] titled *"The Level of Use of Evidence-Based Educational (Academic and Behavioral) Practices Among Female Teachers of Students with Attention Deficit Hyperactivity Disorder (ADHD),"* aimed to identify the extent to which evidence-based educational practices are used. A descriptive research approach was employed, and observation was used as the method of data collection. The sample consisted of 101 elementary school female teachers. The findings indicated a moderate level of use of evidence-based academic practices and a low level of use of evidence-based behavioral practices among the teachers.

In the study carried out by AbaHussein and AlMizani [13], titled *" Female Learning Disabilities Teacher's Knowledge and Application of Evidence-based Practices in Public Education Schools,"* aimed to explore both the extent of teachers' knowledge of evidence-based practices and the degree to which they implement them. Utilizing a descriptive survey method, the researchers collected data through a questionnaire administered to a sample of 212 female teachers. The findings revealed that while the participants demonstrated a general understanding of evidence-based practices, they lacked sufficient knowledge of the sources from which these practices originate.

Al-Hassan and Al-Hano [14] conducted a study titled *" Evidence-Based Practices in Teaching Math Disabilities Students: A Qualitative Study,"* aimed to examine the practices employed in teaching mathematics. A qualitative research approach was adopted, and data were collected through classroom observations of mathematics lessons and individual interviews with eight female teachers. The study's findings revealed a moderate level of implementation of evidence-based practices, limited knowledge of the term "evidence-based practices," and a noticeable gap between research and actual classroom practice.

1.1.1. Commentary on Previous Studies

The researcher benefited from the review of previous studies in identifying the research gap, developing the theoretical framework, developing the tool, and interpreting the results.

The current study aligns with the studies conducted by Alrubaian [10] and AbaHussein and AlMizani [13] in terms of sample selection. However, it differs from Eid [8] study with respect to the sampling approach, and from the studies of Al-Hassan and Al-Hano [14] and AlShamare, et al. [9] in terms of the research methodology and data collection tools employed.

The study agrees with previous studies regarding the impact that evidence-based practices have on learning outcomes for students with learning disabilities. Furthermore, previous research highlights variability in the extent to which teachers implement these practices, as seen in the studies by Al-Hassan and Al-Hano [14] and Al-Howaimel [12].

Therefore, there is a pressing need in the educational field to investigate the level of knowledge and implementation of evidence-based practices among teachers of students with learning disabilities.

1.2. Problem Statement

With the increasing number of students with learning disabilities in schools within Aqaba Governorate of Jordan—and the resulting challenges stemming from the gap between research and practice—the study seeks to enhance learning outcomes and foster an appropriate, supportive educational environment. It aims to examine the extent of teachers' knowledge and application of evidence-based practices for students with learning disabilities by addressing the following research questions:

1. What is the level of knowledge possessed by teachers of students with learning disabilities concerning evidence-based practices?
2. What is the level of implementation of evidence-based practices by teachers of students with learning disabilities?
3. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in learning disabilities teachers' knowledge of evidence-based practices that can be attributed to gender, academic qualification, or teaching experience?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the implementation of evidence-based practices by learning disabilities teachers attributable to gender, educational qualification, and teaching experience?

1.3. Significance of the Study

The significance of this study lies in the following:

1. It emphasizes the level of knowledge and implementation of evidence-based practices among teachers of students with learning disabilities, as these students need skilled educators who can effectively interact with students and manage classrooms efficiently.
2. Emphasizing evidence-based instructional practices for teaching students with learning disabilities.
3. Providing policymakers, educational administrators, and special education teachers with information on the strengths and weaknesses of their knowledge and implementation of instructional practices.

1.4. Purpose of the Study

The purpose of this study is to examine the level of knowledge that teachers of students with learning disabilities in schools across Aqaba Governorate, Jordan, have regarding evidence-based practices and the extent to which they implement them.

1.5. Limitations of the Study

The study is limited to the following:

- Objective Limits: The level of knowledge that teachers of students with learning disabilities have regarding evidence-based practices and their implementation of these practices.
- Geographical limits: The study is confined to data collection from schools within Aqaba Governorate, Jordan.
- Human limits: Teachers of students with learning disabilities in schools in Aqaba Governorate.
- Time Frame: This study was conducted during the second semester of the 2024–2025 academic year.

2. Method

2.1. Study Approach

The study employed a descriptive-analytical approach to assess the extent of teachers' knowledge of evidence-based practices for students with learning disabilities, as well as their implementation of these practices.

2.2. Study Population

The study population consisted of 123 teachers of students with learning disabilities in schools within Aqaba Governorate, Jordan, during the 2024–2025 academic year, categorized by gender as presented in Table 1.

Table 1.
Distribution of the Study Population According to Gender.

Gender	Number
Learning Disabilities Teachers (Male)	63
Learning Disabilities Teachers (Female)	60
Total	123

2.3. Study Sample

The study sample consisted of (62) male and female teachers, representing 50% of the research population, who were selected randomly, as shown in Table 2.

Table 2.
Sample Distribution by research variable.

No.	Variable	Variable Sections	Number	Percentage %
1	Qualification	Bachelor	39	61.9
		Higher Diploma	6	9.5
		Master's	10	15.9
		PhD	8	12.7
2	Gender	Male	30	47.6
		Female	33	52.4
3	Teaching Experience	3-5 Years	17	27.0
		5-10 Years	15	23.8
		More than 10 Years	31	49.2

2.4. Study Tool

Following a thorough review of the educational literature and prior studies on evidence-based practices, the researcher developed a questionnaire aimed at evaluating teachers' knowledge and implementation of these practices. The tool comprised 32 items, categorized into two main domains: the level of knowledge regarding evidence-based practices and the level of implementation of these practices.

2.4.1. Validity of the tool

To verify the validity of the tool, the questionnaire was submitted to a panel of ten experts, including educational administrators, special education teachers specializing in learning disabilities, and school counselors. Based on their feedback, the researcher made several revisions, which included the deletion, addition, and modification of certain items

2.4.2. Tool Stability

To ensure the reliability and stability of the tool employed, the researcher administered it to a pilot sample comprising 20 teachers drawn from the study population but excluded from the main study sample. Following a two-week interval, the tool was re-administered to the same sample. Pearson's correlation coefficient was used to calculate the correlation between the participants' responses across the two administrations. Additionally, to assess the internal consistency of the questionnaire items, the reliability coefficient was calculated using Cronbach's Alpha. The resulting high coefficient indicates that the tool demonstrates a satisfactory level of reliability for the objectives of this study. These findings are presented in Table 3.

Table 3.
Cronbach's Alpha Reliability Coefficient for the Research Domains and the Overall Total.

No.	Field	No of Items	Cronbach's Alpha Coefficient
1	The Level of Knowledge of Learning Disabilities Teachers Regarding Evidence-Based Practices	16	0.893
2	The Level of Implementation of Evidence-Based Practices by Learning Disabilities Teachers	16	0.916
	The Questionnaire as a Whole	32	-

2.5. Study Variables

- The independent variables of the study comprised three factors: educational qualification, gender, and teaching experience.
- Dependent variable: The level of knowledge of learning disabilities teachers about evidence-based practices, and the level of implementation of evidence-based practices by learning disabilities teachers.

2.6. Statistical Processing Method

The Statistical Package for the Social Sciences (SPSS) software was used, and the results are as follows:

- Frequencies and percentages were used to describe the characteristics of the study sample.
- Arithmetic averages and standard deviations were calculated to assess the responses of the sample participants to each item.
- Pearson Correlation Coefficient to verify the internal consistency validity of the questionnaire.
- Cronbach's Alpha Coefficient to assess the reliability of the questionnaire.
- Independent-Samples T-Test to determine the significance of differences between two independent groups.
- Kruskal-Wallis **Test** to assess the significance of differences among more than two independent groups.

3. Results and Discussion

The following is an overview of the study findings reached after data analysis, interpretation, discussion, and relating them to previous studies.

Table 4 shows that the implementation of evidence-based practices by learning disabilities teachers received the highest mean score (4.00), followed by the domain of knowledge of learning disabilities teachers regarding evidence-based practices with a mean score of (3.75). This result is aligned with the study conducted by Alrubaian [10]. This indicates that learning disabilities teachers are knowledgeable about evidence-based practices and apply them effectively.

Table 4.
Arithmetic Averages and Standard Deviations of the Sample's Responses Regarding the Level of Knowledge of Learning Disabilities Teachers about Evidence-Based Practices.

Field	Arithmetic Average	Standard Deviation	Degree of Agreement	Rank
Knowledge of Learning Disabilities Teachers Regarding Evidence-Based Practices	3.75	0.400	High	2
The Implementation of Evidence-Based Practices by Learning Disabilities Teachers	4.00	0.464	High	1

3.1. Results of the First Question: "What is the Level of Knowledge Possessed by Teachers of Students with Learning Disabilities Concerning Evidence-Based Practices?".

The Arithmetic Averages and standard deviations for the sample were calculated, and the results were as follows:

Table 5.
Arithmetic Averages and Standard Deviations of the Sample's Responses Regarding Teachers' Knowledge of Evidence-Based Practices.

No.	Paragraph	Arithmetic Average	Standard Deviation	Application degree	Ranking
9	Knowledge of the Practice of Repeated Reading to Improve Student Fluency.	4.67	0.475	V.High	1
7	Knowledge of the Use of the Phonics Method in Teaching Reading.	4.54	0.502	V.High	2
15	Awareness of the Importance of Implementing Peer-Assisted Learning.	4.33	0.741	V.High	3
14	Awareness of the Importance of Formative Assessment and Frequent Feedback.	4.32	0.563	V.High	4
4	Knowledge of the Practice of Multisensory Instruction.	4.27	0.482	V.High	5
5	Knowledge of the Practice of Cooperative Reading Comprehension.	4.16	0.723	High	6
6	Knowledge of the Practice of Graphic Organizers.	4.11	0.785	High	7
8	Knowledge of the Practice of Memory Enhancement.	4.08	0.703	High	8
16	Knowledge of Available School Environmental Resources.	4.05	0.638	High	9
31	Awareness of the Importance of Using Assistive Technology to Implement Evidence-Based Practices.	3.95	0.580	High	10
10	Knowledge of the Strategy for Training Students on Social Skills.	3.82	1.148	High	11
12	Awareness of the Importance of Implementing Time Delay for Initial and Additional Instructions for Any Educational Objective.	3.80	0.820	High	12
11	Awareness of the Importance of Family Participation in Evidence-Based Practices.	3.56	1.012	High	13
3	Knowledge of Cognitive Practices to Encourage the Thinking Process.	2.43	1.146	Low	14
2	Awareness of Evidence-Based Practices Proven Effective Through Educational Research.	2.00	0.916	Low	15
1	Knowledge of the Term "Evidence-Based Practices.	1.95	0.958	Low	16
	Overall Average	3.75	0.400	High	--

Table 5 indicates that the arithmetic averages scores for participants' levels of agreement ranged from 1.95 to 4.67. Items (9, 7, 15, 14, and 4) received very high levels of agreement, with item (9), *"Knowledge of the practice of repeated reading to improve student fluency,"* achieving the highest Arithmetic average score of 4.67.

This result is attributed by the researcher to the effectiveness of this practice for students with learning disabilities, as repeated reading substantially enhances learning skills, improves reading accuracy and fluency, and consequently strengthens students' comprehension of texts. These findings align with those of Al-Dusary and Talafha [11].

Conversely, items (3, 2, and 1) received low levels of agreement, with item (1)—*"Knowledge of the term 'evidence-based practices'"*—recording the lowest Arithmetic average score of 1.95. This finding is consistent with the study conducted by AbaHussein and AlMizani [13]. The researcher attributes these results to insufficient training and continuous professional development, limited accessibility of evidence-based instructional approaches within schools, and the inherent challenges associated with implementing such practices in classroom environments.

3.2. Results for Question Two: "What is the Level of Implementation of Evidence-Based Practices by Teachers of Students with Learning Disabilities?"

To address this question, the arithmetic averages and standard deviations of the responses from the sample participants were calculated. The findings are presented as follows:

Table 6.
Arithmetic Averages and Standard Deviations of the Sample's Responses Regarding the Level of Implementation of Evidence-Based Practices by Teachers of Students with Learning Disabilities.

No.	Item	Arithmetic Average	Standard Deviation	Level of Agreement	Rank
25	I implement the practice of repeated reading to enhance oral reading fluency	4.60	0.525	V.High	1
23	I employ the phonetic method in teaching reading by linking letters to their corresponding sounds.	4.40	0.493	V.High	23
20	I implement multisensory practices during instruction.	4.37	0.517	V.High	3
24	I apply memory enhancement strategies by linking new concepts to prior knowledge.	4.16	0.447	High	4
21	I utilize cooperative reading comprehension practices by using textual clues to clarify meanings.	4.14	0.780	High	5
22	I employ graphic organizers, which are visual thinking tools used to organize and recall information.	4.06	0.888	High	6
30	Utilizing formative assessment and frequent feedback.	4.04	0.521	High	7
18	Selecting evidence-based practices based on students' characteristics and individual differences.	4.02	0.889	High	8
32	Implementing peer-assisted learning as a complement to other evidence-based practices.	3.97	1.015	High	9
31	Selecting evidence-based practices based on environmental resources.	3.94	0.759	High	10
29	Implementing evidence-based practices with the support of assistive technology.	3.89	0.599	High	11
28	Implementing the practice of time delay by providing a brief pause between initial instructions and any additional prompts to achieve the intended goal.	3.81	0.618	High	12
17	Exploring new evidence-based practices that have been proven effective by educational research.	3.78	1.142	High	13
26	Training students in social skills to promote positive interactions with others.	3.76	0.734	High	14
27	Enhancing family involvement in the implementation of evidence-based practices.	3.56	1.012	High	15
19	I implement cognitive practices to encourage thinking and cognitive processes among students.	3.48	1.134	High	16
	General Average	4.00	0.464	High	--

Table 6 indicates that the arithmetic averages scores of the sample participants' agreement ranged from 3.48 to 4.60. Items (25, 23, and 20) received very high agreement scores, with item (25), which states, "I implement the practice of repeated reading to enhance oral reading fluency," achieving the highest arithmetic average score of 4.60. This result aligns with the findings of Alrubaian [10].

The remaining items received high levels of agreement, with the lowest being item (19), which states: "I implement cognitive practices to encourage thinking and cognitive processes among students," recording an arithmetic average score of 3.48. This result is consistent with the findings of Al-Hassan and Al-Hano [14]. The researcher attributes this outcome to students' lack of training in monitoring their own thinking processes, identifying their strengths and weaknesses, and adjusting their learning strategies to enhance performance

3.3. Results of the Response to Question Three, Which States

"Are there statistically significant differences at the significance level ($\alpha = 0.05$) in learning disabilities teachers' knowledge of evidence-based practices that can be attributed to gender, academic qualification, or teaching experience?"

3.3.1. By Gender

To answer this question, the Independent Samples *t*-test was used, and the results were as follows:

Table 7.
Results of the Independent Samples ***T***-Test to Examine the Significance of Differences in Learning Disabilities Teachers' Knowledge of Evidence-Based Practices by Gender.

Field	Gender	No	Arithmetic Average	Standard Deviation	Value(T)	Degree of Freedom	Significance Level
Learning Disabilities Teachers' Knowledge of Evidence-Based Practices	Male	30	3.89	0.208	2.693	61	0.009
	Female	33	3.63	0.487			

The Table 7 shows that the significance level was (0.009), which is less than (0.05). This indicates that there are statistically significant differences at the ($\alpha = 0.05$) level in learning disabilities teachers' knowledge of evidence-based practices attributable to gender, in favor of male teachers. This may be due to factors such as level of experience, area of specialization, and participation in training programs.

3.3.2. By Academic Qualification

The Kruskal-Wallis test was used, and the results were as follows:

Table 8.
Results of the Kruskal-Wallis Test to Determine the Significance of Differences in Learning Disabilities Teachers' Knowledge of Evidence-Based Practices According to Educational Qualification.

Field	Qualification	No.	Rank Average	Kruskal -Wallis	Degree of Freedom	Significance Level
Learning disabilities teachers' knowledge Of evidence-based practices.	Bachelor	39	29.54	4.89	3	0.180
	Higher Diploma	6	28.50			
	Master's Degree	10	33.50			
	PhD	8	44.75			

It is evident from the Table 8 that the significance level value is (0.180), which is greater than (0.05). This indicates that there are no statistically significant differences at the ($\alpha = 0.05$) significance level in the knowledge of learning disabilities teachers regarding evidence-based practices attributed to educational qualification.

3.3.3. By Teaching Experience

The Kruskal-Wallis test was used, and the results were as follows:

Table 9.
Results of the Kruskal-Wallis Test to Determine the Significance of Differences in Learning Disabilities Teachers' Knowledge of Evidence-Based Practices According to the Teaching Experience Variable.

Field	Teaching Experience	No	Rank average	Kruskal-Wallis	Degree of Freedom	Significance Level
Learning disabilities teachers' knowledge of evidence-based practices.	3 to 5	17	32.12	0.804	2	0.804
	5 to 10	15	29.40			
	More than 10	31	33.19			

Table 9 shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in learning disabilities teachers' knowledge of evidence-based practices attributable to teaching experience.

3.4. Results of the Response to the Fourth Question, Which States

"Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the implementation of evidence-based practices by learning disabilities teachers attributable to gender, educational qualification, and teaching experience?

3.4.1. By Gender

The independent samples *T*-test was used, and the results were as follows:

Table 10.
Results of the Independent Samples *T*-Test to Determine the Significance of Differences in the Implementation of Evidence-Based Practices by Learning Disabilities Teachers According to Gender.

Field	Gender	No	Arithmetic Average	Standard Deviation	Value(T)	Degree of Freedom	Significance Level
The implementation of evidence-based practices by learning disabilities teachers	Male	30	4.28	0.225	5.684	61	0.000
	Female	33	3.74	0.476			

Table 10 shows that there are statistically significant differences at the significance level (α = 0.05) in the implementation of evidence-based practices by learning disabilities teachers attributable to gender, in favor of males.

3.4.2. By Educational Qualification

To answer this question, the Kruskal-Wallis test was used, and the results were as follows:

Table 11.
Results of the Kruskal-Wallis Test to Determine the Significance of Differences in the Implementation of Evidence-Based Practices by Learning Disabilities Teachers According to Educational Qualification.

Field	Qualification	No	Rank Average	Kruskal-Wallis	Degree of Freedom	Significance Level
The implementation of evidence-based practices by learning disabilities teachers.	Bachelor Degree	39	35.37	4.075	3	0.253
	Higher Diploma	6	30.92			
	Master's Degree	10	23.65			
	PhD	8	26.81			

Table 11 indicates that there are no statistically significant differences at the significance level (α = 0.05) in the implementation of evidence-based practices by learning disabilities teachers that can be attributed to educational qualification.

3.4.3. By Teaching Experience

To answer this question, the Kruskal-Wallis test was used, and the results were as follows:

Table 12.
Results of the Kruskal-Wallis Test to Determine the Significance of Differences in the Implementation of Evidence-Based Practices by Learning Disabilities Teachers According to Teaching Experience.

Field	Teaching Experience	No	Rank Average	Kruskal-Wallis	Degree of Freedom	Significance Level
The implementation of evidence-based practices by learning disabilities teachers.	3 to 5	17	28.09	1.217	2	0.544
	5 to 10	15	31.93			
	More than 10	31	34.18			

Table 12 shows that there are no statistically significant differences at the significance level (α= 0.05) in the implementation of evidence-based practices by learning disabilities teachers attributable to teaching experience.

4. Suggestions and Recommendations

1. Enhance the level of implementation of evidence-based practices through appropriate support and training courses.
2. Take preventive measures to address obstacles to implementing practices and provide a supportive educational environment for implementation.
3. Conduct further research on evidence-based practices not covered by this study and measure the impact of new variables.

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