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Teacher Perspectives on the Impact of the Cyber Press on the Development of Religious Knowledge among Hearing-Impaired Students

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Abstract. The electronic press has constituted a real civilized renaissance in the field of media, and the younger generation has benefited from it. This will make it the first medium during the coming period to become a new media system that enjoys the characteristics and advantages acquired from the traditional press, of which the electronic press is an extension, and those from the new method. The study identifies the impacts of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' point of view. Hearing-impaired students need more attention to develop their religious knowledge through the electronic press, as hearing impairment has many adverse effects on their learning. It affects their ability to move freely and interact with the environment. In addition, it affects their skills in interacting with others and their insecurity and confidence, resulting in an isolated social life. We used means, standard deviations, and two-way analysis of variance (ANOVA) to identify the impact of the cyber press on the development of religious knowledge among hearing-impaired students. The study sample consisted of 80 teachers who teach hearing-impaired students. A questionnaire about teachers' perspectives on the impacts of the cyber press on the development of religious knowledge among hearing-impaired students was used to collect data after checking the validity and reliability indicators. Results show that the impact of the cyber press on the development of religious knowledge is moderate. The results also show statistically significant differences in the gender variable in favor of males, and in the years of experience variable in favor of 10 years and more. Results also show statistically significant differences attributable to the impact of academic qualification in favor of the postgraduate category. We recommend that the cyber press pay more attention to religious education for hearing-impaired students through a broader and deeper presentation of contemporary religious issues.

Keywords: cyber press; hearing-impaired students; religious knowledge

1. Introduction

The presence of news media on the Internet is growing (Fayad & Melih, 2019). The cyber press (electronic journalism) reaches a broader audience than the traditional newspaper. Electronic journalism is a modern media phenomenon closely related to the technological revolution in communications and information. It is now available to everyone and at all times, covering various topics (Abdul Fattah, 2016). People who have a hearing impairment often use the Internet for accessing information and to communicate (Roe et al., 2012). Identifying their needs is necessary for both the media and electronic press and associations and institutions interested in their needs. The cyber press seeks to provide the best service for users with hearing impairment and to provide a free flow of information (Conti, 2017). In a study including hearing and hearing-impaired students, Jelinek Lewis and Jackson (2001) noted a correlation between understanding and reading ability, based explicitly on language skills.

Individuals with hearing impairment use the Internet for socialization, entertainment, learning, business, and other purposes. They also use the Internet to form new links and alliances locally and globally, giving them access to a wide range of information (Power & Power, 2009). Individuals with hearing impairment have a fundamental right to full and equal participation in all aspects of life in society. Individuals' value and dignity are not measured by personal effectiveness and competitiveness, but by them being citizens with fundamental rights (Al-Khatib, 2011). News websites enable students with hearing impairment to search for information and to communicate with others by writing and sharing their opinions or asking their questions through websites. They are aware of the difficulty of accessing audio information imposed by hearing-impairment characteristics (Mardiyanti & Haryanthi, 2018).

The press contributes to religious education and awareness through its explanations, advisory opinion (fatwas), information, and various topics in all spiritual fields. It works to improve the understanding of individuals in society about what is happening around them and to develop their knowledge (Amara, 2012). It also provides individuals in the community with all news in the religious field (Albur, 2017). The Internet and social media enable news production to contribute to richer knowledge, provide more diverse perspectives, and enable users to verify the authenticity of news (Ekström & Westlund, 2019). Judgment on the credibility of the information from the electronic press to form knowledge depends on examining the source of information, confirming the cognitive position. This requires skills, experience, interest, effectiveness, motivation, and writing style analysis (Dailey, 2020).

Religious knowledge is strongly linked to an individual's daily life activities. People who do not face hearing problems are characterized by greater confidence and peace, have a more organized life, and are more motivated to adhere to religious activities. This religious knowledge, in particular, provides hearing-impaired students with strong emotional and social support, greatly enhancing their likelihood to have a healthy lifestyle (Mohad et al., 2015). Accordingly, media in general and the cyber press in particular play an essential

role in shaping behavior and developing knowledge among members of society in general, including students with hearing impairment. Hence, this study investigates the impact of the cyber press on the development of religious knowledge among students with hearing disabilities from the point of view of their teachers.

1.1 Significance of the Study

This study is critical because it highlights the impact of the cyber press on religious knowledge development. It forms the basis on which plans for the development of the cyber press can be built to benefit individuals with hearing impairment in general in Jordan. This is because any effective developmental plan must be based on an accurate description of reality in all its aspects. This is what the study seeks to achieve in light of the impact of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' perspective. It is hoped that the results of this study will help those concerned in the media, press, universities, and relevant ministries in the context of planning for the implementation of appropriate information-awareness practices. Specifically, this study could contribute:

- To provide information on the cyber press's impact on the development of religious knowledge among hearing-impaired students from their teachers' perspective.
- To provide and develop awareness, training, and rehabilitation journalism programs to prepare and qualify individuals with hearing impairment with appropriate religious awareness and knowledge within their actual needs and abilities.

1.2 Problem Statement

There is a deficiency in the cyber press concerning information and awareness regarding religious knowledge. The first realm of perception is that they depend on informing and developing religious knowledge, leading them to identify the essential religious aspects in shaping and improving religious knowledge. Religious knowledge is also one of the foundations on which students' misconception may lead to misunderstandings, misdeeds, and deviations. This is in light of the lack of studies that have dealt with the study variables applied to students with a hearing impairment. This study aims to identify the impact of the cyber press on the development of religious knowledge among students with hearing impairment from their teachers' point of view.

1.3 The Study Questions

This study aims to answer the following questions:

- What is the impact of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' perspective?
- Are there any statistically significant differences ($\alpha = 0.05$) in the cyber press's impact on the development of religious knowledge among hearing-impaired students from their teachers' point of view due to gender, years of experience, and academic qualification?

2. Theoretical Framework and Literature Review

2.1 Theoretical Framework

2.1.1 *The impact of the cyber press on hearing-impaired students*

The cyber press is one of the most significant press industries to emerge in recent years, taking advantage of computer and networking technology. It has brought about intense competition between different newspapers in attracting readers and advertisers (Amer, 2018).

The cyber press is also defined as the manner through which existing media such as newspapers, radio, and others release news to users via the Internet. Part of the content consists of messages and media information that affects users' attitudes, preferences, and convictions due to its strong influence on individual orientation and behavioral patterns (Olayan, 2019).

The content of the electronic media message is not very different from that of traditional media. The difference is in the ease of access to messages and of saving and storing content. The cyber press is characterized by being non-rigid. Videos rely on novel technology (Abdel Moneim, 2015). The electronic newspaper is published periodically to include current events related to topics of a general or special nature (Abdul Fattah, 2016). Newspaper websites provide access to a varied range of knowledge and information from various sources, with content tailored to users' choices and needs (Hassan, 2019).

The cyber press is one of the essential communication alternatives provided by the Internet through its readable, visual, and audio elements (Da'mi, 2017). It has gained importance as an integrated newspaper in terms of content. These characteristics allow the cyber press to provide information beyond news and picture (Abdul Fattah, 2019). It uses web-based technologies for data storage, interactivity, speed in dealing with breaking news, and monitoring the development of events (Radwan, 2011).

The nature of the use of the data available in the electronic newspaper in its sophisticated form depends on computer technology that makes it easier for the recipient to see the article's content in an electronic version. It also makes it possible to review and analyze news through the presentation, research, and classification of information (Abu Mutlaq, 2013).

Al-Hadidi (2018) stated that news through electronic newspapers is processed and enables the individual through the electronic archive to search for old information very quickly, unlike traditional newspapers. In addition, new advances enable hearing-impaired users to take advantage of this technology by providing aids that can improve knowledge, communication, interaction, and motivation (Hamed & Mohammed, 2017).

Hearing-impaired individuals suffer from social adjustment problems due to the lack of their most important means of social communication, the language of speech. As a result, they find it very difficult to express themselves and to understand and interact with others in the social environment in their reality

(Al-Saeed, 2016). Hearing-impaired individuals are at a disadvantage compared to other people with disabilities because of their inability to communicate. Sign Language is the only way for them to communicate with the outside world. Unfortunately, not many individuals with hearing impairment can use or understand Sign Language; hearing impairment significantly affects these individuals' communication, educational achievement, and social interactions (Perkins-Dock et al., 2015).

The cyber press provides an alternative solution for hearing-impaired students, as it includes the arts, mechanisms, skills, and information technologies. The critical factor in judging the hearing-impaired individual's mental capabilities is to provide visual stimuli that achieve full communication with the individual. In some cases, the hearing-impaired individual may outperform the normal individual and better solve problems and interact with society if they have the appropriate and complete communication conditions (Issa, 2017).

The cyber press has contributed to direct and indirect interactive communication and increased user engagement to maximize interactivity. Interactivity is now an important criterion in evaluating press websites (Al-Dulaimi, 2011), where it is one of the most important features distinguishing the cyber press from the traditional newspaper. The effect of interactivity in the presentation of media material is evident in the reader's perception (Amer, 2018).

Hearing-impaired students use the cyber press to meet their social needs. According to the dependence theory, the public relies on the press and the media to provide information that meets their social needs (Al-Mousa, 2009). The theory of reliance rests on a set of critical hypotheses, including that the individual increasingly depends on the media in the case of ambiguity and confusion caused by lack of information or insufficient or difficulty in the correct interpretation of events that hearing-impaired students may experience. Simultaneously, an individual's reliance on the media increases when an individual's ability to receive information from personal communication sources is restricted (Hassan, 2018).

The power of the cyber press varies depending on personal goals. For hearing-impaired students, the power comes from social levels and expectations regarding the potential usefulness and ease of access to media content (Al-Mazharah, 2012). The cyber press increases the motivation of hearing-impaired students towards personal achievement and improves self-efficacy (Salem, 2009). Access to and interaction with information through visual and audiovisual media, including a range of interactive media, can increase knowledge acquisition (Arellano et al., 2015). The cyber press allows interviews to be conducted, allowing the person to understand the information they receive through each participant's opinions and interests, rather than simply receiving it, which may affect human behavior (Brennan, 2013). Theories of media and journalism emphasize the need for the media in all its categories by audiences, including students with hearing disabilities.

2.1.2 Development of religious knowledge among students with hearing disabilities

The cognitive theory focuses on the cognitive environment and cognition. It integrates all elements of text, graphics, static and animated images, audio and video clips, and colors that will help improve perceptual importance in acquiring knowledge (Hassani, 2012). It also contributes to the understanding of abstract concepts (Çakiroglu & Taskin, 2016). Moreover, improved teaching is based on the vocabulary and abstract concepts needed to shape knowledge through contrast and organization of images. It also plays an influential role in the education of hearing-impaired students (Sugiarti, 2016). The individual acquires knowledge by forming simple concepts through sensory perceptions. Cognitive processes are based on cognition and mental organization, where religious knowledge sources are diverse and include reason, sense, and experience. Humans receive information through these diverse means, as knowledge cannot be confined to one source while ignoring other sources (Ameli, 2008).

When a large amount of information is provided for people with hearing impairment, it is subject to cognitive and sensory processing within the timeframe to review the available information (Pascual et al., 2015). Therefore, the content of a website should be understandable, operable, and powerful for those with weak hearing. Effective solutions should be implemented to address the inability to perceive phonemes by providing alternatives such as captions, multimedia, or video accompanied by Sign Language (Hargittai et al., 2012).

The perception of knowledge is based on the sensory effects that reach the brain with the addition of previous information and experiences related to the sensory effects after the brain has influenced and understood them (Kahla, 2012). Religious knowledge is all real knowledge of religion and its origins, whether from reason or the text, related to matters of the world or the afterlife. Religious knowledge does not include knowing the opinions that fall within the circle of religious thought and knowledge of it. Religious knowledge consists of three frameworks: dogmatic knowledge, legal doctrinal knowledge, and moral knowledge. Religious knowledge includes the practical aspect of human life (Ameli, 2008).

The Islamic electronic press specializes in religious issues. For this study, the focus is on the development of Islamic religious knowledge. Coverage of religion-related politics requires appropriate journalistic skills and use of all modern technological means (Mason, 2019). However, their credibility is dependent on Muslim editors and writers who present these issues with deep knowledge of Islam, goals, and ideals of the Islamic values (Bosnan, 2017).

The plurality of electronic journalism and its continuous and gradual transformation from old media to digital media subject it to slow and sudden changes that challenge the role of journalism in society by opening new paths to access and distribute news via a variety of social platforms, mobile phones, and applications. This has weakened and decreased the size of newsrooms and their ability to provide reliable information (Fletcher & Park, 2017). Moreover, the

emergence of entities contributes to doubts by misleading or providing alternative facts in the sudden change in the rapidly expanding information landscape (Woolley & Howard, 2019). Tandoc et al. (2018) referred to it as the dramatic spread of erroneous information.

Religious knowledge relies on truth and adherence to Islam's values, principles, and instructions. The Islamic-oriented press aims to increase religious knowledge through interpretation, guidance by Islamic values and regulations, and creating a society with its social issues and behavioral and intellectual experiences in addition to the dogmatic goal (Albur, 2017). It is based on the values of the Islamic religion and the origins of the Quran and the Sunnah to establish a variety of content by collecting information on and addressing issues and events and directing them through various editorial skills and marketing them authentically and adequately (Al-Shamiri, 2013).

Khayal (2017) demonstrated that electronic newspapers play an essential role in providing the youth with religious culture. The only reason young people interact with the contents of religious culture through electronic newspapers is to acquire new or useful information in their lives, in addition to satisfying their curiosity, desire, exploration, and control in the surrounding environment.

2.2 Literature Review

Khayal (2017) conducted a study to identify the cyber press's role in spreading religious culture among Algerian youth. The study sample consisted of 120 media and communication sciences students at Arabi Bin Mahdi University in Algeria. The study was based on a descriptive approach, and data were collected using a questionnaire. The results showed that the cyber press plays a significant role in spreading religious culture among Algerian youth.

Alawneh and Al-Nasser (2016) aimed to identify the editorial and direct characteristics of specialized electronic journalism and to know the cyber press's role in shaping the knowledge of Jordanian university youth. The study was based on the descriptive survey method and used content analysis and questionnaire tools. The sample of the study consisted of 486 students from Yarmouk University. The results showed that the majority of the respondents followed specialized electronic newspapers. The political field was ranked second to last among the categories of educational news followed by students. Educational news specializing in educational issues was ranked first among the specialized websites visited by the sample members. It was followed by the Irbid news website specializing in the news of the Irbid Governorate. It also showed that ARABIA News influences knowledge among university youth.

Al-Shannaq (2013) conducted a study to reveal readers' reliance on electronic and paper daily newspapers in Jordan. The sample of the study consisted of 257 people from Yarmouk University. The study results showed that 9.6% of the sample depended on daily newspapers. In comparison, 47.8% obtained access to information and knowledge through newspapers and websites, and 32.2% depended on satellite channels.

Agha and Al-Aswad (2012) conducted a study on 980 students from Al-Azhar University, Al-Aqsa University, and Islamic University to identify the role of the Palestinian cyber press in supporting the knowledge and values of citizenship among university students in Gaza. They found that the websites of the press contribute to a high percentage (65.5%) of the knowledge and values obtained by students. In addition, the study showed statistically significant differences between the mean scores of the students in the two study groups in all dimensions of the role of the cyber press and the total degree of the role of journalism. Furthermore, the differences were in favor of female students.

Al-Daqas (2010) conducted a study on 733 students from the University of Jordan in Jordan to identify their attitudes towards the cyber press and its relation to some variables. The study showed that most of the respondents preferred electronic newspapers, and that there were no significant differences between gender and place of residence. Taylor (2010) conducted a study to uncover the best ways to increase knowledge and awareness among university students in the United States and showed that press and documentary websites enhance students' knowledge and awareness of international issues.

Al-Enezi (2010) conducted a study to identify university students' trends towards the cyber press on 700 male and female students at the University of Jordan in the Hashemite Kingdom of Jordan. The study results showed that 41.1% of the respondents preferred electronic newspapers. The study also showed that most respondents believed that the cyber press helps and gives young people a significant platform to express their opinions and from which to gain knowledge and access to events.

Schoenbach et al. (2002) conducted a study to identify the impact of electronic and print journalism on the public's knowledge and concerns in Germany. The sample consisted of 986 members of the public. Results showed that 40% of respondents used the electronic press. However, respondents acknowledged that the electronic and printed press does not achieve the desired effect and does not increase their knowledge and information.

It is noteworthy that some previous studies have addressed the cyber press's role in forming knowledge and providing access to information among young people (Alawneh & Al-Nasser, 2016; Schoenbach et al., 2002). Furthermore, studies have investigated the attitudes of students towards online journalism (Al-Daqas, 2010; Al-Enezi, 2010). In previous studies, samples were composed of university students (e.g., Alawneh & Al-Nasser, 2016).

This study is similar to that by Khayal (2017), who revealed the cyber press's role in spreading religious culture among young people. Still, this study differs in the target population. We focus here on hearing-impaired students. To our knowledge, there are no previous similar studies. Furthermore, the study variables dealt with the cyber press and religious knowledge among people with hearing disabilities. Therefore, the present study is different in that it reveals the

impact of the cyber press on the development of religious knowledge as related to hearing impairment.

3. Method and Procedures

This section describes the respondents of the study, the research instrument, the data collection method, and the data analysis.

3.1 Research Methodology

We used means, standard deviations, and two-way analysis of variance (ANOVA) to identify the impact of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' point of view. These measurements were appropriate in achieving the objectives of the current study.

3.2 Research Participants

The respondents were teachers selected from schools with hearing-impaired students in Amman, Irbid, Mafraq, and Karak. Eighty teachers were chosen according to the intentional (specific) method. Table 1 indicates different variables of the sample.

Table 1: Distribution of study sample according to variables (gender, years of experience, and academic qualification)

Variable	Category	Number	Percentage
Gender	Male	45	56.25
	Female	35	43.75
Total		80	100
Years of Experience	Less than ten years	33	41.25
	Ten years and more	47	58.75
Total		80	100
Academic qualification	Postgraduate	25	31.25
	Bachelor	55	68.75
Total		80	100

3.3 Research Instrument

We constructed a questionnaire based on previous studies (Agha & Al-Aswad, 2012; Al-Daqas, 2010; Al-Shannaq, 2013). The final questionnaire consisted of 20 items.

3.3.1 Validity of the questionnaire

The apparent validity of the study tool (questionnaire) was confirmed by presenting it in its initial form consisting of 24 items to 10 arbitrators with experience in the field of media for their opinion. The arbitrators recommended the deletion of some of the items. Eighty percent of the arbitrators agreed that these items be deleted because they did not belong and did not measure the impact of electronic journalism, which could be measured with other items. Thus, the final questionnaire included 20 items.

3.3.2 Reliability of the questionnaire

The questionnaire was distributed to a sample of 20 respondents selected from outside the original sample and from the study population. Cronbach's alpha was used and the reliability coefficient for the instrument as a whole was 0.88.

3.4 Study Procedures

After the questionnaire had been finalized, we took certain actions. First, we identified the study problem. We then built the questionnaire in its initial form after referencing the theoretical literature. The questionnaire was then arbitrated and its validity and reliability determined. This was followed by selecting the sample from teachers of hearing-impaired students through communication with the relevant governorates' directorates (Amman, Irbid, Mafraq, and Karak). We then distributed the questionnaire to the study respondents, after which questionnaires were returned for data collection and analysis. Lastly, we captured the data to conduct statistical analysis, after which the data were interpreted and recommendations made.

3.5 Study Variables

The present study dealt with independent and dependent taxonomic variables. The independent variables were gender (male, female), years of experience (less than 10 years, 10 years and more), and academic qualification (postgraduate, bachelor). The dependent variable was the impact of the cyber press on the development of religious knowledge among hearing-impaired students.

3.6 Data Analysis

Means and standard deviations were calculated and two-way ANOVA was used.

4. Results and Discussion

The first research question was: What is the impact of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' point of view? To answer this, means and standard deviations were extracted of the impact of the cyber press on the development of religious knowledge among hearing-impaired students from their teachers' points of view (Table 2).

Table 2: Means and standard deviations of questionnaire items

Rank	Item No.	Item	Mean	Standard deviation	Degree
1	4	The cyber press develops the personal capacity of students with hearing disabilities	3.65	1.051	Average
2	10	The electronic press considers the needs and wishes of students with hearing disabilities regarding religious information	3.64	0.974	Average
3	12	The electronic press answers religious questions for students with hearing disabilities	3.61	0.863	Average

4	5	The electronic press presents religious and educational information for students with hearing disabilities	3.60	1.141	Average
5	20	The cyber press provides easy access for students with hearing disabilities to religious information	3.59	1.210	Average
6	11	I believe that the cyber press provides religious information of interest to students with hearing disabilities	3.59	0.988	Average
7	3	The electronic press respects the customs and traditions affirmed by the Islamic religion	3.58	0.841	Average
8	19	The cyber press is a good source of religious fatwas	3.56	0.820	Average
9	6	The electronic press presents religious issues in terms of problems and solutions	3.55	0.963	Average
10	18	The cyber press does not promote extremist religious ideas	3.52	1.101	Average
11	7	I trust the religious information on the websites of newspapers	3.51	1.045	Average
12	16	The cyber press contributes to correcting wrong religious concepts and beliefs	3.50	1.121	Average
13	9	The electronic press draws its religious information from reliable religious sources	3.48	0.920	Average
14	14	The cyber press helps educate students with hearing disabilities about the pillars of Islam and faith correctly	3.47	0.987	Average
15	8	The cyber press explains religious ethics and ethics in a way that students with hearing disabilities can easily understand	3.46	0.961	Average
16	17	The electronic press deals with crises and modern Islamic issues adequately and moderately	3.46	1.221	Average
17	1	The cyber press for students with hearing disabilities explains religious worship appropriately	3.45	1.045	Average
18	13	The cyber press encourages students with hearing disabilities to be good to others	2.18	1.187	Low
19	2	The cyber press urges students with hearing disabilities to respect and honor scientists and not to offend them	2.17	1.978	Low
20	15	The cyber press urges students with hearing disabilities on the righteousness, respect, and reverence of parents	2.16	1.848	Low
Total degree			3.33	0.687	Average

Table 2 shows that the mean scores ranged between 2.16 and 3.65, with item 4 ranking first place, with an average of 3.65 at a moderate level. Item 15 ranked last, with a mean of 2.16 at a low level and an overall mean of 3.33 at an average level.

Analysis yielded mean scores between 2.16 and 3.65. We attribute this to the frequent use of the cyber press by hearing-impaired students as their source of information and their tendency to communicate. We also attribute this to the frequent use of the cyber press by hearing-impaired students, who read and view the electronic press's religious materials to get news faster and at any time. However, some aspects of the impact of the cyber press received a low score. Examples are item 13 (The cyber press encourages students with hearing disabilities to be good to others) and item 2 (The cyber press urges students with hearing disabilities to respect and honor scientists and not to offend them). We attribute this to the lack of electronic journalism to address these topics.

The previous result is attributed to the fact that the cyber press has reduced the burden on people with hearing impairments in accessing and reading news. In addition, it has opened new avenues for communication between persons with hearing disabilities. Furthermore, it has created a large space of freedom in terms of how they browse and choose what they are exposed to from religious topics and expressing their opinions and thoughts about the various events. It has also improved their communication with others on many religious issues raised in society. The result in Table 2 is due to the ability of the cyber press to influence what is published. It does this through a set of visual stimuli such as pictures and videos sometimes supported with Sign Language, the way of presentation, ease of moving between slides, and an increased curiosity for and love to access information. This has caused some changes in the acquisition of religious knowledge among hearing-impaired students. In addition, the cyber press displays opinions and religious topics that arouse the public interest and influence the setting of public-interest priorities towards prominent issues in the field of religious knowledge.

Using Sign Language with pictures and video clips for hearing-impaired students in the electronic press supports the explanation. Visual stimuli clarify the cognitive content of the religious topic by using brief texts in parallel with explanations in Sign Language. Furthermore, it enables the students to link the abstract religious concepts and their meaning by enriching them with Sign Language and writing.

The diversity of methods and means of obtaining religious knowledge accompanied by pictures, graphics, video clips, written effects, Sign Language, and the ability to view and repeat them at any time strengthens sensory nerve connections and helps to develop remembering and understanding of religious knowledge. The cyber press has added a continuous interactive environment that maintains students' motivation to receive knowledge. They link theoretical information with practical situations that help establish religious knowledge and clarify ambiguous concepts by enhancing interaction with visual stimuli.

The results of this study are consistent with those of Al-Daqa (2010), Al-Shannaq (2013), and Taylor (2010). However, they differ from Schoenbach et al.'s (2002) study results, where most of the study sample admitted that the electronic and print press does not achieve the desired effect and does not increase their knowledge and information.

The second research question was: Are there any statistically significant differences ($\alpha = 0.05$) in the cyber press's impact on the development of religious knowledge among hearing-impaired students from their teachers' point of view due to gender, years of experience, and academic qualification?

Means and standard deviations were calculated to measure whether the impact of each of the three variables was statistically significant (Table 3).

Table 3. Means and standard deviations of study sample responses as per gender, years of experience, and academic qualification

Variable	Category	Mean	Standard deviation	Repetition
Gender	Male	3.61	0.587	45
	Female	3.10	0.541	35
Years of experience	Less than ten years	3.01	0.585	33
	Ten years and more	3.56	0.543	47
Academic qualification	Postgraduate	3.68	0.619	25
	Bachelor	2.26	0.541	55

Table 3 shows the apparent variation in the means and standard deviations of the cyber press's impact on the development of religious knowledge among hearing-impaired students from their teachers' point of view. A triple variance analysis was used to illustrate the significance of statistical differences between the variable averages (Table 4).

Table 4: Triple variance analysis for the impact of gender, years of experience, and academic qualification

Contrast source	Sum of squares	Degrees of freedom	Mean of squares	Value (F)	Statistical significance
Gender	1.731	1	1.731	7.141	0.009
Years of experience	3.111	1	3.111	12.888	0.003
Academic Qualification	2.437	1	2.437	10.092	0.001
ERROR	18.335	79	0.43		
Total	28.625	82			

Table 4 shows a statistically significant difference (0.009) attributable to the impact of gender on the role of journalism in favor of males. The table also shows a statistically significant difference (0.003) attributable to the impact of years of experience in favor of the category 10 years and more. Finally, the table

shows a statistically significant difference (0.001) attributable to the impact of academic qualification in favor of the postgraduate category.

We attribute the finding of the gender variable to the fact that religious knowledge is more concentrated on males. In addition, male teachers are more interested in and follow the cyber press. This result contradicts that of Agha and Al-Aswad (2012). Usually, male teachers are primarily responsible for the management of the cyber press and they therefore follow its impact in various fields, including religious knowledge. Furthermore, males are more inclined than females towards subjects that may include religious knowledge, such as political subjects. The results may be attributed to the fact that males are more skilled and inclined than females to use electronic media means and techniques. Also, they have better ability than females to deal with technical malfunctions while using a computer.

As for the finding on the variable of years of experience, teachers with experience of 10 years and above are more experienced and knowledgeable in the religious field and its values. In addition, their choices vary according to what they are exposed to and most of them are parents seeking to enrich their children's religious knowledge.

Concerning the finding of academic qualification, this may be because those with a postgraduate qualification have to deal more with the cyber press and websites while collecting information. In addition, they might deal more with the issue of religious awareness or religious knowledge in their research and studies. Furthermore, they deal more with other tools of research, and therefore the result was in their favor. More skills are formed through browsing the cyber press and they thus have more knowledge and previous experiences in identifying the most reliable sources and sites. This differs with the results of the study by Al-Daqas (2010), which showed that there are no statistically significant differences in students' attitudes towards the cyber press due to gender and place of residence. It also differs from the results of the study by Agha and Al-Aswad (2012), which showed statistically significant differences between the mean scores of the two study groups in all dimensions of the role of the cyber press, with the total score of the role of electronic journalism in favor of female students.

5. Conclusion and Recommendations

The cyber press has a great effect on students' attitudes, especially religious and cultural attitudes. This effect is greater among hearing-impaired students, who are not able to interact in the society in the same way as ordinary students. Hearing-impaired students benefit more from the cyber press and Internet sources than traditional media. This study proved through investigating their teachers' perspectives what role the cyber press has in formulating their religious knowledge.

Based on the findings, we have made three recommendations. First, there is a need to use Sign Language for hearing-impaired students in the cyber press,

especially in the use of videos. This will strengthen the published material to facilitate their learning and increase their religious knowledge. Second, the cyber press needs to pay more attention to religious education for students with hearing disabilities through a broader and deeper presentation. It can focus on modern issues such as extremism and terrorism, different religions, warning against irresponsible fatwas, and dealing with crises and Islamic issues moderately. Lastly, media and electronic publishers should create specialized, accessible electronic religious newspapers that will provide Deaf and hard-of-hearing students with the necessary religious information and knowledge.

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