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Submission date: 27-Mar-2022 08:07AM (UTC+0200)

Submission ID: 1793799928

File name: JPPW-81.pdf (353.55K)

Word count: 7147

Character count: 39724

Evaluating the implementation of the distance learning courses activities from the students of the Faculty of Educational Sciences' point of view at the University of Jerash

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¹ Abstract:

The study aimed to evaluate the implementation of distance learning activities courses from the point of view of students of the Faculty of Educational Sciences at Jerash University. The study population consisted of 206 students at the Faculty of Educational Sciences at Jerash University. A sample of 102 student respondents, 21 males and 81 females, was selected. The study used the descriptive approach represented by a questionnaire that was developed to achieve the objectives of the study. The results of the study indicated that there were no statistically significant differences in the respondents' perceptions of the implementation of distance learning course activities according to gender. The study concluded that the field of practice of implementing activities in the distance learning environment was high, and that the level of effectiveness of implementing activities in the distance learning environment was also high, and that the level of obstacles to implementing activities in the distance learning environment was moderate. The study recommended the need to strive to provide the environment The occasion for integrating e-learning into the learning environment in a way that meets the requirements of the next stage, especially in exceptional circumstances.

Keywords: assessment, distance learning, electronic courses

1. Introduction

Distance learning is an umbrella that includes under it a set of courses that are offered through websites in addition to the processes through which the entire learning process is managed, including logging in students, tracking their progress, recording data and preparing reports on their performance. Thus, e-learning is mainly based on computer systems to manage e-learning processes known as learning management systems, which are programs designed to help manage, implement and evaluate all learning activities in educational institutions (Abdel-Raouf, 2014).

The use of modern methods in education based on well-studied foundations

and research that has proven validity by experiments is called educational technology, which in its comprehensive sense includes all methods, tools, materials, devices, and organizations used in a particular education system, with the aim of achieving specific educational goals. It also aims to develop it, and raise its effectiveness, and therefore educational technology does not mean just the use of modern machines and devices, but it primarily means a way of thinking to develop an educational system (Al-Hela, 1998).

Many universities have established centers for e-learning and its technologies so that through them it is possible to help the parties to the educational process, whether a faculty member or student, to assume their

responsibilities towards their self-development and professionalism, which helps to improve performance. This is due to the fact that these centers have the ability to link between modern technological sources such as The Internet and electronic courses and between traditional learning tools such as books, articles and audio-visual aids to serve the educational and teaching process (Abdel-Raouf, 2014).

⁴ Distance learning is a type of learning or teaching platform that relies on electronic devices and technology rather than paper and classroom instruction (Wheeler, 2012). Thus distance learning is not limited to online learning; It includes any form of digital communication used to provide information. There are two main types of e-learning: the asynchronous, time-independent type, in which students study from downloadable tutorials at their convenience, and the synchronous type, where learning is online in real time with the ability to interact and chat with students in live conferences scheduled at specific times (Marzuq, Korosinsky, Kosticas, 2014).

¹ This study came to evaluate the activities of distance learning courses from the point of view of the students of the Faculty of Educational Sciences at Jerash University.

2. Statement of the study problem:

The problem of the study is that the Jordanian government approved the system of integrating e-learning in higher education institutions No. 69 of 2021, and thus the introduction of the distance learning system in universities, which resulted in the teaching of some courses and the implementation of their activities completely remotely and electronically. This requires that students have Positive perception about the activities of the distance learning courses to make them effective and effective for the acceptance of knowledge, so it is important to study the evaluation of students for these activities. Taking into account that the appropriate acceptance and use of educational

developments does not lead to positive results without prior studies that determine the extent of the target group's acceptance, trends, capabilities and capabilities to absorb the developments.

3. Significance of the Study:

The importance of this study is that it helps teachers of distance learning courses to understand some of the relevant factors that motivate students and help them engage in the activities required in distance taught courses. In addition to the need for reliable research studies by officials of higher education institutions, including universities, to enable them to make sound decisions regarding programs to integrate e-learning with traditional education, especially with regard to establishing and maintaining e-learning activities.

³ 4. Purpose of the Study:

The purposes of this study are as follows:

¹ 1. Determining the practice of implementing activities in ¹ the learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University.

2. Determining the effectiveness of implementing activities ² in the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University.

¹ 3. Determining what are the obstacles to implementing activities in the ¹ distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University.

5. Questions of the Study

¹ 1. What are the manifestations of the practice of implementing activities ² the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University?

2. What are the effective points of implementing activities in the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University?

3. What are the obstacles to implementing activities in the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University?

4. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the students' attitudes towards distance learning in the College of Educational Sciences / Jerash University, due to the gender variable?

6. Limitations of the Study.

The results cannot be generalized widely outside the context of the study, as this study is limited to students of the Faculty of Educational Sciences who are enrolled in courses that study and implement their activities completely remotely, to the exclusion of other faculties of Jerash University. This is in the first semester of the academic year 2021-2022

7. Definition of Operational Terms:

Distance learning: It is an approach to education and not an educational philosophy, that is, students can learn according to what their time and place allows them and without direct contact with the professor (Bates, 2007).

E-learning activity: an educational process in order to achieve the learning objective that students go through during learning. This includes interactions with instructor, content, peers, and web-based e-learning platforms

Assessment: Oerman and Gaberson (2009) define assessment as the process of making decisions about student learning and achievement, instructional programs, staff

competence and clinical performance based on assessment of data.

8. Types of distance learning

Distance learning methods differ, and if all distance learning achieve the desired goal, it is among the types of distance learning "learning via the Internet", which is considered one of the most famous types of distance education, and even more important and more reliable and distance learning methods.

There are other types, such as specialized satellite channels, which are received via satellite broadcast receivers (receivers). These channels depend on lectures that are explained on the television screen. You can also contact these channels by phone or the Internet to answer students' questions (Abdul Hay, 2010).

Learning separates between the teacher and the learner spatially and temporally, and uses a means to link the teacher and the learner and deliver the educational material such as the Internet and electronic activities. (Al-Omari, 2002).

9. Distance learning objectives

Zaitoun (2005) pointed out many of the desired goals of distance learning, including that distance learning raises the cultural, scientific, and intellectual level in society for the disadvantaged in it, and overcomes the problem of lack of staff and qualified personnel in the educational process. It also motivates and encourages students to study by challenging geographical obstacles, and places a variety of educational resources in the hands of the learner, which leads to narrowing the gap between learners, and uses modern technological means in evaluating the student because there are tools that evaluate the student's grades based on the tests he has passed.

10. The emergence of distance learning

Distance learning began as an educational pattern in the last century and was limited to printed material sent to students. This type of education was known in both America and Britain, and then the development of education began with the development of various means of communication. Until the information and technological boom came in the modern era, and with the acceleration of technological developments, many changes were imposed on contemporary life. The revolution in its traditional form, such as money and natural resources, was no longer the basis, as it was surpassed in importance by the information and knowledge revolution. Education was clearly affected by this contemporary technical revolution and the distance learning came as one of the most prominent results of this influence, as it carries in its concept, tools and applications different meanings from traditional education (Rajab, 2010).

Mustafa (2005) believes that there are a number of characteristics of distance learning, the most important of which is that it depends on technological media in the implementation of programs, curricula and curricula, and the school or university that organized the distance learning system sets specific goals for the method of teaching for teachers. The distance learning system also requires the production of programs, curricula, and courses by the school or university. The production of programs, curricula and curricula is one of the most important factors that achieve the effectiveness of distance learning.

The concept of distance learning has spread as a result of using the Internet by assuming the achievement of educational modernization in light of the successive informational changes and its use in raising the scientific and educational capabilities of students. And also to prepare graduates who are able to take advantage of the available capabilities and meet the information challenge to achieve informational development. It has

helped spread distance learning using the rapid information method which is used to transfer and exchange information, and then the great development, which is the use of the high-speed information method, which depends on the pressure of the information that is transferred. Other Internet services such as e-mail, written dialogue and television communication are also used to make distance learning bi-directional at all times to exchange students' inquiries and discuss online knowledge information. More recently, e-learning technology has become central to the educational process of higher education institutions such as colleges and universities, and is often used in various forms and systems of education (Maltz et al., 2005). He notes that e-learning is often applied in diverse perspectives including mobile and hybrid learning, and online or digital distance learning.

1.1. Previous studies

Many previous studies were received that dealt with the subject of distance learning, and some of these studies were collected that fit the current study topic, and the previous studies were classified according to the time in which the study was carried out from the oldest to the most recent as follows:

- The study of Muhammad and Al-Matari (2003), which aims at analyzing the attitudes of graduate students at the Hashemite University towards e-learning applications. The study sample consisted of (70) male and female students from the master's program in the College of Educational Sciences who were chosen by simple random method, and a questionnaire consisting of (44) items was used to assess the students' attitudes. The results of this study revealed positive attitudes of students towards e-learning applications, and there were no statistically significant differences in graduate students' attitudes towards e-learning applications due to the cumulative average and experience in electronic courses.

- Muhammad (2020) conducted research on the English language in Saudi Arabia during the coronavirus pandemic. His study begins with the concepts of e-learning and talks about its extent and need in education. Particular emphasis is placed on the role of learning English in resolving the turmoil in the education sector in the Kingdom. The survey aims to check the teacher's preference for various e-learning features. Research results indicate that many teachers have positive opinions about e-learning.

- Al-Khatiba (2021) investigated the impact of a sudden shift to online teaching on the written production of curricula and pedagogy for graduate student writing research at Mutah University, which occurred in 2020 due to the COVID-19 pandemic. The study tool was on a five Likert scale distributed to (53) PhD students in the Department of Curriculum and Instructions at the College of Educational Sciences at Mutah University in Jordan. The results of the study showed that the students were able to adopt the sudden switch quickly and showed a positive attitude towards online writing activities. The results also showed that students found writing research papers online was stimulating, enjoyable, and fostered independent learning.

- Sujit Kumar, Marguerite and Paul (2018) conducted a study analyzing the existing literature works on the basis of concept definition, terminology use, fundamental perspectives, disadvantages, differences, benefits and the differences and similarities in different online learning techniques (electronic learning or e-learning, mobile or moving learning or m-learning and digital learning or d-learning). M-learning and e-learning are the subsets in d-learning. According to, various learning tools can be classified in both the e-learning and m-learning category.

Through the review of previous studies, the two researchers see that there is a group of Arab and foreign studies that agreed with the current study in terms of the method used,

which is the descriptive analytical approach, and the study tool, which is the questionnaire, and the study community, which is universities. However, many studies examined the impact of distance learning in Students' attitudes towards learning, and that these studies examined several topics such as the effect of distance learning on the level and abilities of students, and there is no study, according to the two researchers' knowledge, that came to look at evaluating the activities of distance learning courses from the students' point of view. Therefore, this study came to constitute an important theoretical contribution to understanding and evaluating the activities of distance learning courses from the students' point of view at the Faculty of Educational Sciences at Jerash University. This is an exclusive study that emerges in the context of time and place.

12. Population of the Study

The study population consisted of (206) male and female students from the Faculty of Educational Sciences at Jerash University. These students enroll in six courses, some of which are taught face to face, some are taught in combination, and some are taught completely remotely during the second semester of the academic year 2021/2022.

13. Sample of the Study

Two different samples were used for the purposes of this study:

Exploratory sample: A sample of (20) male and female students was selected from outside the original sample. The exploratory sample aims to identify the appropriate time to apply the study tool and determine if there were problems in the statements as well as deleting or modifying statements with inappropriate psychometric characteristics. The study tool was applied in the right time.

Application sample: The application sample intentionally consisted of 101 male and

female student respondents. These 2 students enroll in six courses taught remotely during the second semester of the 2021/2022 school year.

14. Procedures of the Study

1. The theoretical literature and previous studies were consulted, and the study tool was built, which is the (questionnaire) to ascertain the (veracity and reliability) of them.

2. Approval was obtained for the field application procedures from Jerash University in order to implement the study tool (the questionnaire) after clarifying its objectives and application requirements.

3. The total number of students of the Faculty of Educational Sciences at the University of Jerash was obtained from the Deanship of the College of the Admission and Registration Department and distributed according to the variables (gender).

4. An exploratory sample of (20) male and female students was selected from the Faculty of Educational Sciences / University of Jerash and from outside the original sample to find out the indicators of honesty and stability and to identify the appropriate time to apply the original sample.

5. The measurement tool was applied electronically due to the Corona pandemic on the study sample, males and females, after clarifying its objectives and requirements for its application, reading the instructions carefully, answering the inquiries of respondents from the study sample and giving them sufficient time to answer.

6. The questionnaire was corrected, students' responses were monitored, and the data was unloaded and statistically analyzed according to the (SPSS) system.

15. Instrument of the Study:

To achieve the objectives of this study, an electronic questionnaire consisting of (23)

items was developed, divided into three areas: the dimension of practicing activities in the distance learning environment from statement (1 to statement 9 with (9) statements, the dimension of effectiveness of implementing activities in the distance learning environment From statement (9 to statement 16) with (7) statements, the dimension of obstacles to implementing activities in the distance learning environment From statement (16 to statement 23) with (7) statements, after reviewing a number of studies conducted on the evaluation of remote learning after.

The questionnaire was designed using a five-point Likert scale in the parts related to assessing the levels of practicing activities, the effectiveness of implementing activities, and obstacles to implementing activities. This scale consists of five degrees of approval, the highest of which is strongly agree (5) and the lowest is strongly disagree (1). The scale used to determine the level of estimates of the study sample was calculated through the upper limit of scale (5) subtracted from the minimum scale (1) and by dividing the result by the number of required categories, which is (3). Thus, the equation becomes as follows: $(5 - 1) / 3 = 1.33$ so that (1.33) is added to the end of each period. Table No (1) summarizes the periods for estimating the arithmetic mean levels of the respondents' answers to the study variables.

Table No. (1): The periods for estimating the arithmetic mean levels of the respondents' answers to the study variables

High	Medium	Low
5.00 – 3.67	3.669 – 2.34	2.339 – 1

The validity of the apparent instrument in its initial form, consisting of (23) items, was verified by presenting it to a group of arbitrators (10) from faculty members in some Jordanian universities, in order to judge the appropriateness of the study tool's statements for each of its three fields, in terms of the

number of items and suitability for the purpose for which it was developed. Where a number of statements were amended and drafted.

Reliability refers to the ability of the study tool to achieve consistency in the results if it is reused again (Sekaran & Bougie, 2016), and for this purpose the values of Cronbach's stability coefficient α were extracted. According to the recommendations of (Sekaran & Bougie, 2016), it is recommended that the values of this parameter exceed (.700), and the higher levels this parameter is, the better for the purposes of verifying the stability of the tool. Table No. (2) summarizes the values of Cronbach's alpha stability coefficient for the study variables and their dimensions as follows: in the practice of implementing activities (0.914), effectiveness of implementing activities (0.901), obstacles of implementing activities (0.893), while the reliability coefficient reached (0.893) for the questionnaire as a whole, to demonstrate This indicates that the study tool has appropriate statistical stability, and therefore the instrument is considered appropriate to achieve the objectives of the current study.

Table No. (2): Cronbach α coefficient for study areas (n = 89)

Cronbach's alpha	Number of statements	Dimensions
0.914	9	The practice of carrying out the activities
0.901	7	Effectiveness of implementing activities
0.893	7	Obstacles to carrying out activities
0.844	23	The questionnaire as a whole

- Internal consistency of the study instrument:

The Pearson correlation coefficient was examined between each item and its domain, where the structural validity requires that the item be directly linked to its domain and with a relationship level that exceeds ($r = 0.20$). The study instrument has adequate structural validity

Table No. (3): Structural validity of the study tool (n = 89)

R	No	Dimension	R	No	Dimension	R	No	Dimension
0.794**	1	Obstacles to carrying out activities	0.817**	1	Effectiveness of implementing activities	0.516**	1	The practice of carrying out the activities
0.723**	2		0.839**	2		0.778**	2	
0.785**	3		0.784**	3		0.850**	3	
0.846**	4		0.849**	4		0.858**	4	
0.799**	5		0.763**	5		0.767**	5	
0.792**	6		0.829**	6		0.750**	6	
0.736**	7		0.658**	7		0.800**	7	

	0.834**	8
//	0.749**	9

** Significant at the level (0.01).

16. Methodological Statistical Measures

Data preparation:

Using the electronic questionnaire, the two researchers started the data collection process, and 101 questionnaires were obtained. The process of statistical analysis began by examining the data to verify its validity for statistical analysis. The extent of random answers in the responses was revealed through the standard deviation values of the respondents' answers to the five-scale items. It was found that there were 12 questionnaires in which the standard deviation was (0) to indicate the existence of a unified answer On all items of the questionnaire, so these questionnaires were deleted from the data. It was found that some respondents left some statements unanswered and this is considered missing data, between (Cohen et al., 2003) that the upper limit for missing data is (10%), which is not exceeded, as the percentage of missing data is (0.288). %, the missing data was replaced by the median value for the values adjacent to the series, and thus the sample valid for statistical analysis consisted of 89 questionnaires.

Table No. (4): Summary of the total number of responses collected, excluded, and valid for statistical analysis

No	response status
101	Combined
12	Excluded due to standardized answers
89	Valid sum for analysis

Appropriateness of study data to statistical methods:

The current study uses descriptive statistics in addition to testing the differences in the respondents' answers according to gender by using the T-test for two independent courses, a parameter test used with normally distributed data. Therefore, the normal distribution of the data was verified by examining the levels of flatness (Kurtosis) and Skewness, as the majority of the questionnaire data are not distributed normally, and this is evident from the (1-Sample Kolmogorov Smirnov test), whose significance rarely exceeds the level of (0.05), however, according to the central limit theorem, if the sample size exceeds (n = 30), which is the boundary between the size of small observations and large observations, the variance of the sample approaches the variance of the drawn population, and thus the sample is considered normally distributed and parametric tests can be used (Pallant, 2020). It is statistically recommended to examine the extent of flatness and skewness in the data curves to verify that there is no extreme extremism in the data curves, as it is recommended (Sposito et al., 1983) that the levels of these two parameters do not exceed (2.2 ±), Table (5) displays the coefficients of flatness and skewness. All of which were within the permissible limits, which indicates the integrity of the study data curves.

Table No. (5): Skewness and Kurtosis values for the fields of study (n = 89)

(Kurtosis)	(Skewness)	Dimensions
-0.182	-0.356	The practice of carrying out the activities

-0.369	-0.317	Effectiveness of implementing activities
-0.491	-0.428	Obstacles to carrying out activities

- Pearson correlation coefficient between statements and their domain to check the internal consistency of the study tool.

Independent Samples T-Test for two independent samples to compare the averages of two sets of data.

17. Statistical methods and tools

Statistical analysis was accomplished using the Statistical Packages for Social Sciences [SPSS], version 26. The analysis process used a different set of tests:

- Standard deviations of the five-scale items to verify the validity of the questionnaires.

-Skewness coefficient and Kurtosis coefficient to verify the normal distribution curves of the data.

-Descriptive statistic measures, including arithmetic means and standard deviations.

- Cronbach α reliability coefficient to verify the statistical stability of the study tool.

Statistical processing:

- Descriptive analysis of the study variables and their dimensions

This part deals with a presentation of the results of the descriptive analysis, which includes the arithmetic means and standard deviations of the respondents' answers to the study variables and their dimensions.

Descriptive analysis of the practice of implementing activities in the distance education environment:

The following tables present the descriptive analysis of the items that measure each dimension of the study

Table No. (6): Arithmetic means and standard deviations of the items that measure the area of practice of implementing activities (n = 89)

Level	Rank	S.D	Mean	Statement	No
High	1	.681	04.3	distance learning activities are uploaded on the platforms easily	1
High	2	.691	4.28	The course instructor conducts distance learning activities on a regular basis	2
High	5	.861	4.09	The course instructor implements distance learning activities easily and conveniently	3
High	6	.840	4.01	The course instructor presents the assessment immediately after conducting the distance learning	4

				activities	
High	7	.891	963.	Every electronic activity has the feature to review the mark	5
High	3	.877	4.19	The course instructor answers students' inquiries easily	6
High	9	.878	3.84	Distance learning covers a wide range of educational activities	7
High	8	.878	3.96	The distance learning system allows participation in discussions related to activities with ease and ease	8
High	4	.902	4.12	Distance learning provides feedback on learning activities	9
High			4.0936	Overall Mean	

This dimension measured the aspects of practicing activities in a distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University. It was found that the respondents see that the levels of practicing activities in a distance learning environment are high, where the general arithmetic mean was recorded (4.093). All the statements of this dimension also scored a high degree of approval, the highest of which was (04.3) for the statement related to “raising distance learning activities

on the platforms easily and smoothly”, while the lowest was (843.) for the statement related to “distance learning covers a wide range of educational activities.”. It was noted that the standard deviation levels did not exceed (1) for all items, indicating that there was no dispersion in the respondents' answers to the items of this dimension.

Descriptive analysis of the effectiveness of the implementation of activities in the distance learning environment:

Table No. (7): Arithmetic means and standard deviations of the items that measure the area of effectiveness of implementing activities (n = 89)

Level	Rank	S.D	Mean	Statement	No
High	7	.979	3.80	Distance learning encourages students to study more science subjects taught at a distance.	1
High	3	.915	3.93	The implementation of distance learning activities is characterized by flexibility in time and place	2
High	5	1.029	3.85	Effectively any course can be taught completely remotely	3

High	6	.991	3.83	Individual differences are taken into account in the activities of distance learning courses	4
High	2	.866	3.98	Students and faculty interact while implementing distance learning activities	5
High	4	.874	3.91	Simultaneous activities are better than asynchronous in distance learning	6
High	1	.842	4.08	I think that activities recorded in distance learning make the review more effective	7
High			3.9117	Overall Mean	

This dimension measured the effectiveness of implementing activities² in a distance learning environment, as seen by the students of the Faculty of Educational Sciences at Jerash University¹. It was found that the respondents see that the levels of effectiveness of implementing activities in a distance learning environment are high, where the general arithmetic mean was recorded (3.9117). Also, all the statements of this dimension scored a high degree of approval, the highest of which was (4.08) for the statement related to "I think that the activities recorded in distance learning make the review more effective", while the lowest was (3.80) for the statement

related to "distance learning encourages students to study more scientific subjects taught remotely." It was also noted that the standard deviation levels exceeded (1) for the third statement, "Any course can be taught completely remotely effectively," indicating that there is dispersion in the respondents' answers to this statement. As for the other statements the standard deviation values did not exceed (1) to indicate that there is no dispersion in the respondents' answers to the items of this dimension.

¹ -Descriptive analysis of the obstacles to implementing activities in the distance education environment:

Table No. (8): Arithmetic means and standard deviations of items that measure obstacles to implementing activities (n = 89)

Level	Rank	S.D	Mean	Statement	No
Medium	2	1.071	3.21	There is not always an internet connection available during distance learning lectures	1
Medium	1	1.081	3.30	Lack of electronic devices necessary to carry out activities during distance learning	2

Medium	5	1.055	2.98	Difficulty in dealing with approved distance learning platforms	3
Medium	7	.999	2.84	Difficulty finding learning content (books, lessons, worksheets, etc.) via the distance learning platform	4
Medium	4	1.021	3.04	Difficulty in implementing course activities in courses with large numbers of students in distance learning	5
Medium	6	1.043	2.96	There is difficulty in communicating electronically with course teachers and students during the implementation of activities via distance learning platforms	6
Medium	3	1.103	3.18	Distance learning weakens students' writing skills	7
Medium			3.0738	Overall Mean	

This dimension measured the obstacles to implementing activities in a distance learning environment, as seen by the students of the Faculty of Educational Sciences at Jerash University, where it was found that the respondents see that the levels of obstacles to implementing activities in a distance learning environment are medium, where the general arithmetic mean was recorded (3.0738) and all the statements of this dimension scored a medium degree. From approval, the highest was (3.30) for the statement related to “the lack of electronic devices necessary to carry out activities during distance learning”, while the lowest was (2.84) for the statement related to “difficulty finding learning content (books, lessons, worksheets, etc.)) via the distance learning platform.” It was also noted that the standard deviation levels exceeded (1) for all statements of this field. This indicates dispersion in the respondents' answers to these statements, except for the fourth statement in

which the standard deviation values did not exceed (1), but it was very close.

The differences in the respondents' answers according to demographic characteristics

This part presents the test for differences in the respondents' answers, where the (Independent Samples T-Test) test was applied for two independent samples, and it is a parameter test used to compare the averages of two sets of data, in order to find out the statistically significant differences, and it was used with the gender variable due to the lack of The study tool contains another demographic variable.

Differences according to gender:

- Arithmetic means, standard deviations and test results (for two independent samples to determine differences according to gender) (n = 89)

Differences	Sig	(T)	S.D	Mean	n	Total	Variable
--	.576	-.561	.74195	4.0222	89	Male	The practice of carrying out the activities
			.61687	4.1143	89	Female	
--	.343	.953	.67688	4.0500	89	Male	Effectiveness of implementing activities
			.75280	3.8716	89	Female	
---	.328	-.985	.78848	2.9143	89	Male	Obstacles to carrying out activities
			.83250	3.1201	89	Female	

It was noted from the results of the (t) test for two independent samples that there were no statistically significant differences in the respondents' perceptions according to gender. It was noted from the results of the (t) test for two independent samples that there were no statistically significant differences in the respondents' perceptions according to gender, where the value of the tests was (t = -0.561) for the variable of practicing the activities, and (0.953) for the variable of the effectiveness of implementing the activities, and (-0.985). The significance levels of the tests also exceeded the level (0.05), which indicates that the differences are not significant. These results indicate that male and female respondents have the same degree of perceptions regarding the practice of implementing activities, the effectiveness of implementing activities, and obstacles to implementing activities.

18. Discussing the results of the study and recommendations

The following is a discussion of the results of the study based on its questions:

First: the results related to the first question: What are the manifestations of the practice of implementing activities in the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University?

The results of the statistical analysis of the manifestations of the practice of implementing activities in a distance learning environment, as seen by the students of the Faculty of Educational Sciences at Jerash University, showed that the respondents believe that the levels of practice of implementing activities in a distance learning environment are high, and all the statements of this dimension recorded a high degree of approval, which was the highest for the statement related to "Distance learning activities are uploaded to the platforms easily and conveniently," while the statement below was related to "distance learning covers a wide range of educational activities." It was noted that the levels of standard deviation came to indicate the absence of dispersion in the respondents' answers to the items of this dimension.

This result may be attributed to the fact that the aspects of practicing activities in a distance learning environment have a great impact on students. Thus, it had an impact

towards learning academic subjects in general through distance learning, and thus greatly contributed to the implementation of academic activities.

Second: The results related to the third question: What are the effective points of implementing activities in the distance learning environment as seen by students of the Faculty of Educational Sciences at Jerash University?

The results of the statistical analysis of the effectiveness points of implementing activities in the distance learning environment as seen by the students of the Faculty of Educational Sciences at Jerash University, showed that the respondents believe that the levels of effectiveness of implementing activities in the distance learning environment are high, and all the statements of this dimension recorded a high degree of approval, which was the highest for the related statement. With "I think that the activities recorded in distance learning make the review more effective," while the statement below was related to "distance learning encourages students to study more scientific subjects taught at a distance." It was also noted that the standard deviation levels had exceeded (1) for the third statement, "Any course can be taught completely remotely effectively" to indicate that there is a dispersion in the respondents' answers to this statement. As for the other statements, the values of the standard deviation did not exceed (1) to indicate that there is no dispersion in the respondents' answers to the statements of this dimension. This result may be attributed to the development of the infrastructure for the implementation of distance learning activities.

Third: The results related to the third question: What are the obstacles to implementing activities in the distance learning environment as seen by students of the Faculty of Educational Sciences at Jerash University?

The results of the statistical analysis of the obstacles to the implementation of activities

in the distance learning environment, as seen by the students of the Faculty of Educational Sciences at the University of Jerash, showed that the obstacles to implementing activities in a medium distance learning environment. All statements of this dimension also recorded a medium degree of approval, the highest for the statement related to "the lack of electronic devices necessary to implement activities during distance learning", while the lowest was for the statement related to "the difficulty of finding learning content (books, lessons, worksheets), etc.) via the distance learning platform." It was also noted that the standard deviation levels exceeded (1) for all statements of this field, which indicates that there is a dispersion in the respondents' answers to these statements, except for the fourth statement in which the standard deviation values did not exceed (1) except It was very close.

This result may be attributed to the scarcity of electronic physical capabilities, such as electronic devices owned by students to implement educational activities remotely.

Fourth: The results related to the fourth question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in students' attitudes towards distance learning in the College of Educational Sciences / Jerash University, due to the gender variable

The results of the statistical analysis through the results of the (t) test for two independent samples showed that there were no statistically significant differences in the respondents' perceptions according to gender, as it was noted from the results of the (t) test for two independent samples that there were no statistically significant differences in the respondents' perceptions according to gender. This means that these results indicate that male and female respondents have the same degree of perceptions regarding the practice of implementing activities, the effectiveness of implementing activities, and obstacles to implementing activities. This result may be attributed to equal educational opportunities in

distance learning courses for both sexes who have studied these courses. So that the implementation of activities in distance learning courses, with its effectiveness and obstacles, affected the students to the same degree, whether they were male or female, and this made the gender variable a neutral variable.

Recommendations:

In light of the results of the study, the researchers made the following recommendations.

1. It is recommended to address technical obstacles related to distance learning in terms of providing specialized training for both sides of the educational process.

2. It is recommended to carry out educational studies on distance learning to find out the most important obstacles and to highlight the positive role of this type of education.

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