The Challenges that Facing the Students of the Faculty of Educational Sciences in Jarash University during the Distance Learning Process from Their Point of View

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Summary

This study aimed to reveal the challenges that facing the students of the Faculty of Educational Sciences at Jerash University during the distance learning process from their point of view, and to achieve the objectives of the study, the researchers designed a questionnaire consisting of (25) items, which were distributed to the study sample, which numbered (341), student and student. They were randomly selected from the study population, and after performing the necessary statistical treatments, the results showed that the technical and technological challenges during the distance learning process came first , The results also showed that some specialization subjects are not suitable for the distance learning process, "and that distance education has an impact on the absence of interaction and direct communication between a faculty member and students" and weakens the ability to communicate with students accurately." In addition, "the Internet is usually slow "and that the students need more psychological support during the distance learning process", and the results also showed that there were statistically significant differences at the significance level ($\alpha = 0.05$).

The results also showed that there were statistically significant differences at the level of significance ($\alpha= 0.05$)due to the effect of gender in all fields and in the total degree except for evaluation challenges, and the differences came in favor of females. As well as the presence of statistically significant differences at the level of significance ($\alpha= 0.05$) between the bachelor's program on the one hand and both the higher diploma and the master's degree on the other hand, and the differences came in favor of the bachelor in the challenges of the learning environment during the distance learning process, and the challenges of technology and technology and

emotional challenges, as well as in Assessment challenges between the bachelor's program and the higher diploma, and for the benefit of undergraduate students.

Introduction:

The Corona pandemic caused by the Covid-19 virus is the most important health crisis at the present time. On March 11, 2020, the World Health Organization announced the spread of the Corna virus in more than 177 countries around the world, which made many countries issue restrictions on Travel, social distancing is imposed between individuals to reduce the spread of the virus (Apriyanti, 2020), and social distancing has been imposed in universities, which made faculty members turn to distance education.and before March of 2020, no member of the teaching staff in Jordanian universities expected that distance education would become the only method of education to maintain the continuity of education, and the only way to reach students and interact with them, as the spread of the Corona virus led to the closure of universities and schools. Jerash private University has adhered to Jordan's defence laws to curb the spread of the corona virus, adhere to social distancing, and switch to distance education using information technology and social media , However, this transformation usually faces difficulties and obstacles, and Abu Jukhaydam (2020) confirms that the obstacles facing distance education are the sudden shift from face-to-face education to distance education, as universities did not plan for this transformation, and did not have strategic plans for the gradual transformation of distance education. Also, the university infrastructure was not fully equipped for distance education.

Draissi& Yong (2020) argue that the response plan to the outbreak of COVID-19 was contingency plans, changing according to the levels of spread of the virus, and what is worrying is that the Corona pandemic is constantly challenging universities.

And in order to continue to overcome the difficulties facing students and faculty members, and to switch to new teaching methods, and to use technological means for the first time by faculty members and students, the administration of Jerash University became aware of this matter as early as the rest of the universities, and did everything it could to continue the educational process. Without interruption and at the highest degree of readiness , It has developed the technical infrastructure necessary for the success of the educational process, and held several specialized courses for faculty members to train them to use the e-learning platform, and prepare specialized videos for distance education and guide them to students and professors, and finally, it created a specialized college for e-learning with specialized teams whose mission is to directly supervise the education process. And solve any problem that students and faculty members may face alike, under the supervision and vigorous follow-up of the president of the university,

and in line with the directions of the Ministry of Higher Education and the instructions issued by it in this regard.

Study problem and questions:

Although the concept of distance learning is not a new concept in global, regional and local educational institutions, it has not received sufficient attention and necessary care as it is now in light of the Corona pandemic and the subsequent interruption of education in classrooms in schools and universities, for fear of this The virus that necessitates social and physical distancing alike, hence e-learning or what has become known as distance learning has imposed on us a new educational reality that must be followed so that the learning process remains uninterrupted, in order to preserve the rights of learners and for fear of losing their future that It has become a concern for everyone, peoples and governments .

Based on the researchers' experience in teaching courses in teaching methods and techniques for the subjects they teach, and through their observation of many problems, difficulties and obstacles faced by the largest number of college students, the importance of this study came to answer the following questions:

The first question: What are the challenges that facing the students of the Faculty of Educational Sciences at Jerash Private University in Jordan during the distance learning process from their point of view?

The second question: Are there statistically significant differences at the significance level (α= 0.05) in the challenges that facing the students of the Faculty of Educational Sciences at Jerash University due to the gender variable?

The third question: Are there statistically significant differences at the significance level (α= 0.05) in the challenges that facing the students of the Faculty of Educational Sciences at Jerash University due to the academic program variable?

Objectives of the study :

- Uncovering the challenges that facing the students of the Faculty of Educational Sciences at Jerash University during the distance learning process.

- Identifying the significance of the differences in the challenges that facing the students of the Faculty of Educational Sciences at Jerash University during the distance learning process according to the variables of gender and academic level.

- Provide recommendations that benefit the educational process and work to develop it in light of the results that this study will reach.

The limits of the study :

- Spatial boundaries: Jerash University, Jerash city, Hashemite Kingdom of Jordan.

Time limits: the second semester of 2020/2021.

Human Limits: This study was limited to students of the Faculty of Education Sciences at Jerash University.

- The results of this study depend on the validity and reliability of the study tool that was prepared for the purposes of this study and the nature of the statistical analysis used in analyzing the data, and coming up with results to answer the questions that were raised.

The importance of studying :

The importance of the study is that it attempts to identify the challenges that facing the students of the Faculty of Educational Sciences at Jerash University during the distance learning process, which was resorted to during the new Corona pandemic, in order to keep the learning and education process going and not to miss the opportunity for students to receive the necessary knowledge and skills. For them to continue the learning process until they return to the classroom as usual.

The importance of this study is also confirmed in that it will provide feedback to decision-makers to reveal and diagnose the distance learning challenges that facing the students in order to work on developing appropriate solutions to them. They can be summarized in the following points:

Learn about the reality of e-learning, or what is known as distance learning, during the Corona pandemic.

- Identifying the most important challenges that students face in using the e-learning system (distance learning) at Jerash University.

- As well as identifying the lessons learned from the experience of Jerash University in e-learning (distance learning) that can be generalized to achieve the desired benefit.

Idiomatic and procedural definitions:

- The researchers used a number of terms that require procedural definition.

- Distance learning: It is a method of learning based on the use of all means of technology (computers and smart devices) and the Internet to deliver educational content to learners through their communication with teachers, in an interactive way that enables them to learn and information flows to them with ease and ease without the need for them to attend the classrooms at the university .

Challenges: The difficulties and obstacles that hinder or prevent the flow of information to learners during the distance learning process in an optimal manner and negatively affect the learning outcomes.

Jerash University: a private university located in the north of the Hashemite Kingdom of Jordan, and the first university to establish a specialized college for e-learning

Theoretical literature:

  The Corona virus (COVID-19) has invaded most countries of the world, and face-to-face education is considered one of the means of transmitting the virus, which made all educational institutions in the world switch from face-to-face education that allows physical closeness, to e-learning or what is known as distance education 1.5 billion children and young people in 188 countries around the world were forced to stay in their homes after schools and universities were closed (UNESCO, 2020).

The Corona pandemic coincided with a digital technological revolution that affected all aspects of life, including education, so when social distancing and the transformation of distance education were imposed, information and communication technology was able to bridge the gap, and compensate for the educational loss resulting from the cessation of face-to-face education (Abu Jukhaydam, 2020).

And Open distance learning (ODL) or electronic learning (EL) is a type of education that resulted from technological developments and the information technology revolution that broke into the classroom and became an integral part of it (Koumi, 2006).

Distance education consists of two main components, namely: the educational content or Subject Matter and the dialogue between the teacher and the student that will improve learning outcomes through various activities and through continuous evaluation processes (UNESCO, 2020).

Both researchers believe that distance education is an integrated interactive system that includes educational content and means of communication necessary to create interaction between the teacher and the student about the educational content to achieve specific educational goals.

The use of technology in education and the global transformation of distance education has preceded, as educators seek to introduce technology and means of communication into the educational process to invest in students' mastery of their learning; By transforming the normal learning environment by the teacher into a multi-resource learning environment, meeting students' needs according to their developmental characteristics, and improving students' level of thinking by employing concrete and abstract experiences (Al-Surour, 2018).

Distance education depends largely on a technological infrastructure and appropriate computer competencies. Technology, smart applications and modern communications contribute to the success of distance education. The participation of large numbers of students in one lecture, and helps in solving the problem of the huge increase in human knowledge (Yulia, 2020).

Ferri, Grifoni, &Guzzo (2020) confirm that the most important thing that guides university students is the change of methods and strategies in teaching scientific and applied subjects in distance teaching, as students' mastery of some scientific subjects requires direct interaction between the faculty member and the student. And this interaction requires the preparation of scientific experiments, three-dimensional models, and detailed explanations that may not be achieved in distance education.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) revealed that there are a number of challenges that facing the school and university students from a dimension of education, and among these challenges are the following:

- The teachers and faculty members not actually prepared for the sudden transition phase, as a large proportion of them did not have the necessary means to enable them to support distance education, also, some teachers and faculty members do not have sufficient experience in the technical aspect that would allow the management and implementation of the distance learning process to the fullest, or in the manufacture of appropriate educational content.

- Students and parents are not prepared for the principle of distance learning, and then reject it and do not accept it.

- Disturbances resulting from the inequalities that already exist in the educational systems, which mainly affect students and parents alike, who belong to families with low and middle incomes and poor means.

- The inability of students in vocational and technical education to learn in virtual classes in some disciplines that require practical work, direct training and assessments in the workshops, and the use of the necessary tools, materials and equipment.

- Scarcity of digital resources and educational applications that face students with special needs and learning difficulties.

- Technical challenges in infrastructure, weak communication networks, and lack of possession of the technology that enables all segments of society to access information.

- Simultaneous pressure on the Internet from a very large number of teachers and students alike, and the problem of accessing virtual classes.

- Mechanisms for managing and following-up the learning process by the administrative staff supervising educational bodies.

- Evaluation mechanisms that are not clear and not guaranteeing their integrity and implementation by the student himself.

The obstacles varied according to the nature of the students' educational stage, but in general, the students were unable to focus on education, and they became bored and unwilling to learn, and resorted to watching TV and games more than continuing to learn, and some of them got tired of staying at home, and began to demand their families Going to school or university (Burgess &Sievertsen, 2020).

Apriyanti,(2020) believes that distance learning may open new opportunities for education and revitalize the educational system, and that the experience of distance education during the Corona pandemic provided a different meaning to education in universities, and gave a strong impetus to the development of new educational methodologies, infrastructure and platforms specifically designed for teaching From a distance, however, the reality in universities revealed that technologies

alone do not represent the complete solution, as there are inequality gaps between students, which makes teaching biased for rich students.

Some countries have sought to solve the challenges of employing technology in education, as the most humane concern of educators is depriving some students of access to technology and engaging in education like the rest of their peers. Several initiatives have been organized in some member states of the European Union to overcome this situation. Computers, Smartphones, and the Internet were provided to disadvantaged families, and middle-class families with more than one child learning remotely, and some countries established educational platforms and television stations for distance education (Ferri, Grifoni, &Guzzo, 2020).

Providing computers and smart phones may not be the only problem for the student, as there are a number of obstacles that prevent the student from accessing lessons and lectures using computers, laptops and smart phones,Some areas do not have Internet networks, and the student may resort to using a smartphone, but the constant interruption or weakness of the network makes it difficult to follow lessons, and it may take five minutes of a lecture more than an hour when the Internet is weak, and these cases appear in the areas largely rural. (Draissi, Yong, 2020).

One of the educational challenges that facing the university students during distance education is the sudden shift in teaching methods, where the shape and design of education in the regular environment differs from the environment and design of distance education, as classrooms are limited in space, as education is largely treated as a closed system that occurs within The boundaries of the hall, the university and the course , While we find that distance education has expanded the boundaries of teaching and learning, as teaching and learning can take place in the hall, at home, or in the workplace, as it takes place at the right time for the learner, and the learner chooses the appropriate strategy for him, and chooses what he loves from the learning resources, Education using ICT is a flexible form of education (Ahmed, 2019).

One of the educational challenges that students face in distance education is the method of evaluation and feedback on their performance, as university students ask an unlimited number of questions to a faculty member during the lecture, and receive comprehensive answers to all their questions, and reliable feedback on students' performance is available to the faculty member ,However, some distance learning experiences made faculty members lose confidence in the results of their

students, which made many faculty members ask students to actually participate during lectures in conjunction with the explanations provided by the faculty member, and depict students' performance of some tasks (Ferri, Grifoni, &Guzzo, 2020).

Among the negative aspects that have arisen from distance education are university students spending long hours in front of smart phones to receive lessons and assignments, putting headphones in their ears for long periods, staying or sitting in an uncomfortable position for long periods, going out to perform some household tasks while listening to lectures, and isolating from Family and peers, and talking on the phone more than talking with his family (Lassoued, Alhendawi, &Bashiti, 2020).

Among the educational obstacles for university students in distance education is that some university specializations and courses are only suitable for teaching by direct interaction between the student and the faculty member. Vocational education, engineering, applied sciences, medical sciences, sports, art, and some applied educational courses, which are courses that On live and realistic views not performed remotely (Ferri, Grifoni, &Guzzo, 2020).

The researchers noted that teaching some scientific courses as a subject for the intention of numbers and methods of teaching them, and the subject of engineering concepts and methods of teaching them may not be at the level of teaching some other educational courses, as teaching some mathematical concepts requires direct observation of the student's performance, sensory clarification of how to teach, sensory examples and performing direct roles.This is what made the two researchers look at the challenges that facing the students of the Faculty of Educational Sciences at Jerash University when they study the courses they are studying at various levels of university education during their distance learning during the Corona pandemic.

Previous studies:

 The researchers referred to some studies that dealt with the challenges and obstacles of distance education, and presented them from oldest to newest:

Abu Jukhaydam study (2020), which aimed to reveal the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers at Kadoorie University, and the study relied on the descriptive analytical approach, and the study sample consisted of (50) faculty members at Kadoorie

University in Palestine, The data was collected using a questionnaire, the results of the study showed that the effectiveness of e-learning at Kadoorie University in light of the spread of the Corona virus was average.

The study of Ferri, Grifoni, &Guzzo (2020) aimed to reveal the reality of distance education in Italy in terms of available opportunities and challenges. The researchers interviewed (162) specialists in education through social media , The most important opportunities and obstacles for distance education in schools and universities were monitored, and the results of the study revealed that there are great opportunities for distance education to be the prevailing style of education, and that it helps students to develop their abilities in self-learning and allows them to diversify educational sources, to meet the learning styles of Students, while there are many obstacles to distance education represented in technological challenges, pedagogical challenges, and social challenges.

The Apriyanti study (2020) aimed to reveal the role of parents in guiding their children in distance education during the Corona pandemic and the obstacles students face, and the study relied on the qualitative approach, using interviews with (84) parents to reveal their roles in guiding their children during the pandemic., and the obstacles facing their children, and the study revealed that there are obstacles and obstacles in dealing with distance learningSuch as constant demand to go to school, feeling bored, students not being able to learn online, unwillingness to learn, increased desire to play and watch TV, inability of parents to direct their children to learn, students not focusing on learning.

Miqdadi's study (2020), it aimed to reveal the perceptions of secondary school students in government schools in Jordan to use distance education in light of the Corona pandemic and to identify the significance of differences in the perceptions of secondary school students when using distance education according to the gender variable at the significance level $(0.05\alpha\leq)$The study population consisted of high school students in government schools in the district of Irbid, and the study sample consisted of (167) male and female students, where the number of male members of the sample was (89) students and the number of females (78) students, they were chosen by the simple random method. A set of results, including that there is a positive effect using distance learning in light of the emerging corona crisis in the schools of education in the Irbid district, to a very large degree, where the arithmetic mean of the perceptions of the sample members reached (4.3%) and a standard deviation (0.558) and to a very large degree for the field as a whole, as

shown The study indicated that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the sample members on the average performance as a whole according to the gender variable.

As for Al Qthah(2017), he conducted a study aimed at identifying the degree to which teachers of the first three grades in Ajloun Governorate use technology and the obstacles to its use from their point of view, and the impact of the variables of gender and experience on the degree of technology use. The study adopted the descriptive analytical approach, and the study sample consisted of (201) male and female teachers in Ajloun governorate, and a questionnaire was built to collect data. The results of the study showed that the degree to which teachers of the first three grades use technology came to a medium degree, and that the most prominent obstacles that teachers face in using technology is the increase in the teacher's academic burden, and the results showed that there were no statistically significant differences between the averages of the study members due to the gender variable, in When there are statistically significant differences due to the variable of experience in favor of 10 years or more.

As for Al Mulla's study (2016), it aimed to evaluate the distance education experience at the University of Malaysia and the College of Education for Girls according to the quality standards taken from the Quality Assurance Agency for Higher Education / Britain. Malaysia and proved its survival for twelve years, but is working to expand and spread , The other was conducted in the Kingdom of Saudi Arabia through the College of Education for Girls in the Kingdom and lasted only about two years according to quality standards taken from the Agency for Quality Assurance in Higher Education / Britain. Studies related to the experience of the Vice Deanship of the College of Education and the Open University of Malaysia , The survey method was also used by applying a questionnaire to the study sample, and the study population in the Malaysian experience and the Vice Deanship of the College of Education for Girls in the Kingdom of Saudi Arabia consisted of all documents dealing with the two experiments. The results of the study showed that one of the most important quality factors in distance education is good preparation Infrastructure, the availability of material, human, administrative and technical expertise, the availability of quality and audit centers, the multiplicity of technology media and their quality.

The study of Al-Hashimiyeh (2014) aimed to determine the reality of the use of modern technology by faculty members in faculties of applied sciences as an

assistant in teaching the Arabic language skills course; The study relied on the descriptive analytical approach, and the study sample consisted of (14) members of the teaching staff in the colleges of applied sciences in the Sultanate of Oman, and the questionnaire was used to collect data. Teaching process was poor.

As for the study of Al Qthah and Al Magablih (2013), it aimed to reveal the e-learning challenges that facing faculty members in private Jordanian universities from their point of view and the courses they attended in the field of e-learning, where the number of the sample reached (113) faculty members, and it showed The results are the following descending order of the challenges: scientific research, challenges of e-learning technologies, financial and administrative challenges, professional challenges, evaluation, management, planning and design of e-learning. The results revealed that (73%) participated in computer courses (ICDL) and (14.2%) participated in (WORLDLINK) courses It was found that there were no statistically significant differences in the challenges due to gender, academic rank and experience. The results also showed that there were differences due to the type of college and in favor of human colleges, and differences attributed to the university and in favor of Jadara University.

Harris study (2011), which aimed to reveal the level of employment of modern technology by teachers in the educational process, and to identify the factors that affect its employment, and also aimed to reveal the possession of skills to use modern technology, the study adopted the descriptive analytical approach, and the study sample consisted of (133) male and female teacher in the United States of America.The results showed that the use of modern technology was at a low degree, and that the highest percentage of technology use was the Internet and word processors, while the results showed that a small number of teachers use ready-made software other than word processors in their classes, and the results showed the teachers' need for training and qualification to develop their ability to Employing modern technology in the classroom.

Commenting on previous studies

It is clear from the previous studies that they dealt with the challenges and obstacles of distance learning and the obstacles to the use of technology and communications in education, and some previous studies dealt with the reality of distance education during the Corona pandemic, and chose its sample of teachers, university students and school students, as it turns out that most studies adopted the descriptive analytical approach .

This study is similar to previous studies in its handling of the obstacles and challenges facing the distance learning process in light of the Corona pandemic, its selection for school and university students and its adoption of the descriptive analytical approach. Jerash University, specifically during the distance learning process.

Method and procedure:

Study community:

It includes all students of the Faculty of Educational Sciences at Jerash University.

The study sample: :

The study sample consisted of all students of the College of Educational Sciences who are registered in the second semester of the academic year 2020/2021, and it appears in Table (1) the distribution of the sample members by gender, academic stage.

Table (1)

Frequencies and percentages according to the study variables

	Categories	Frequencies	percentages
Gender	male	78	22.9
	Female	263	77.1
Academic Program	Diploma	77	22.6
	Bachelor	197	57.8
	master's degree	67	19.6
	Total	341	100.0

Study tool:

To achieve the objectives of the study, the researchers developed the study tool, which consisted of two parts. In the first part, respondents were asked to fill in personal data: (gender, academic program),

As for the second part, it included twenty-five paragraphs divided into four areas as follows: The first field (challenges of the learning environment during distance learning) and it consists of six paragraphs, The second domain (assessment challenges during distance learning) consisted of six items, the third domain (technical and technological challenges during distance learning) and included seven items, and the fourth domain (emotional challenges during distance learning) included six items, and the five-point Likert scale was adopted According to the following gradation:

(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), where 5 marks were given for the category with a strong agree, 4 points for the category with the degree of agree, 3 marks for the category with the degree of neutral, 2 marks for the category with the degree of disagree, and 1 mark for the category with the degree of Strongly Disagree.

Validity and reliability of the tool:

Validity of the tool: To verify the validity of the study tool, it was presented in its initial form to a number of arbitrators from the faculty members, some of whom are at the rank of professor and associate professor at Jerash University, and they were asked to express their views on the extent to which each of the questionnaire's paragraphs belonged to the field that contains these paragraphs and the integrity of the wording Linguistics and clarity of meaning,In light of the arbitrators' suggestions, some paragraphs were deleted and others were modified until the tool was completed in its final form. The researchers considered the arbitrators' opinions and their amendments as an indication of the validity of the study tool and its adequacy for the purposes of the study.

Stability of the study tool :

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplying it after two weeks on a group from outside the study sample consisting of (20) students, and then the Pearson correlation coefficient was calculated between their estimates in both times.

The stability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and Table No. (2) shows the internal consistency coefficient according to Cronbach's alpha equation and the repetition stability of the domains and the total score and these values were considered appropriate for the purposes of this study.

Table (2)

Cronbach's alpha internal consistency coefficient and the repeat invariance of the domains and the total score

Domains	internal consistency	Replay stability
Learning environment challenges during distance learning	0.88	0.91
Assessment challenges during distance learning	0.76	0.84
Technical and technological challenges during distance learning	0.82	0.86
Emotional challenges during distance learning	0.85	0.90
Total degree	0.90	0.91

All previous stability values are acceptable for the purposes of this study.

Study procedures:

To achieve the objectives of the study, the researchers did the following:

1- The researchers prepared the study tool in accordance with the objectives of the study and to ensure the validity and reliability of the tool.

2- The questionnaire was distributed to the study sample members and received by the researchers electronically.

3- The researchers unpacked the questionnaires and entered them into the computer, and processed them statistically to find the required descriptive and inferential statistics using the statistical package (SPSS) in order to answer the study questions.

Statistical processors:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, the following scale was adopted for the purposes of analyzing the results:

From 1.00 - 2.33 Low

2.34-3.67 medium

From 3.68- 5.00 large

The scale was calculated by using the following equation:

(The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of required categories (3)

= (5-1)/5 = 1.33

And then add the answer (1.33) to the end of each category.

The first question: What are the challenges that facing the students of the Faculty of Educational Sciences at Jerash University in Jordan during the distance learning process from their point of view?

To answer this question, the arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University in Jordan during the distance learning process were extracted from their point of view, and the table below illustrates this.

Table (3)

Arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University in Jordan during the distance learning process from their point of view arranged in descending order according to the arithmetic averages

Rank	NO	domains	arithmetic averages	standard deviation	Level
1	3	Technical and technological challenges during distance learning	3.08	.882	medium
2	4	Emotional challenges	2.96	1.081	medium

Rank	NO	domains	arithmetic averages	standard deviation	Level
		during distance learning			
3	2	Assessment challenges during distance learning	2.92	.862	medium
4	1	Learning environment challenges during distance learning	2.64	.997	medium
		Total degree	2.91	.851	medium

It is evident from Table (3) above that the arithmetic averages ranged between (2.64-3.08), where technical and technological challenges during distance learning ranked first with the highest arithmetic average of (3.08), while the challenges of the learning environment during distance learning ranked in the rank The latter, with an arithmetic mean of (2.64), and the arithmetic mean of the tool as a whole was (2.91).This may be due to the fact that the information technology infrastructure was not ready at first for rapid transformations from direct classroom education to a distance learning environment, and that some students did not have full knowledge of using technology and e-learning and the lack of Internet packages that help them to learn,

The arithmetic averages and standard deviations of the estimates of individuals in the study sample were calculated on the paragraphs of each field separately, as they were as follows:

The first area: the challenges of the learning environment during distance learning

Table (4)

Arithmetic averages and standard deviations of the learning environment challenges during distance learning arranged in descending order according to the arithmetic Averages

rank	No	paragraphs	Arithmetic averages	standard deviations	Level
1	2	Some of the subjects we learn are not suitable for distance	2.99	1.389	Medium

rank	No	paragraphs	Arithmetic averages	standard deviations	Level
		learning.			
2	4	The absence of interaction and direct communication between the faculty member and students.	2.65	1.260	Medium
3	1	The lack of knowledge and sufficient information for the educational needs of students by faculty members.	2.63	1.203	Medium
4	3	The faculty members do not take into account the individual differences among students.	2.57	1.170	Medium
5	6	Chaos and inconvenience due to the faculty member's inability to manage virtual classes in an orderly manner.	2.56	1.217	Medium
6	5	The faculty member is not familiar with the appropriate teaching methods for the distance learning method.	2.44	1.151	Medium
–	–	Learning environment challenges during distance learning	2.64	.997	Medium

It is evident from the above table (4) that the arithmetic averages ranged between (2.44-2.99), where paragraph No. (2) Which states, "Some of the subjects we learn are not suitable for distance learning." came in the first place, with an average of (2.99). Paragraph No. (4), which states: "The absence of interaction and direct communication between the faculty member and the students."In the second place, with an average of (2.65), while paragraph No. (5), which states, "The faculty member's lack of familiarity with teaching methods appropriate to the method of distance learning" came in the last rank, with an average of (2.44). The arithmetic average of the challenges of the learning environment during distance learning as a whole was (2.64), and this may be due to the fact that some specialization subjects, especially scientific ones, such as number structure, engineering concepts and

methods of teaching them, physics, chemistry, earth sciences and methods of teaching them, as well as measurement and statistics materials required for the specialization of the class teacher and master students. , you need more than others for direct learning, classroom interaction, participating in solving some exercises in the classroom, and using the equipped laboratories on campus , The absence of interaction and direct communication between a faculty member and students had an impact on the distance learning process at an average level, and this may be attributed to the fact that the face-to-face learning process increases communication, social interaction and mutual dialogue between the teacher and the student and between the students themselves in the classroom, unlike the process of face-to-face learning. Distance learning, which often keeps the student as a listener and does not participate, either because he does not want to participate,as for the poor internet available to him in many cases, and when the teacher asks him questions through the platform, you find that he does not answer the question often with flimsy pretexts that the teacher cannot verify.

The second field: assessment challenges during distance learning

Table (5)

Arithmetic averages and standard deviations of assessment challenges during distance learning arranged in descending order by arithmetic averages

Rank	No	Paragraphs	Arithmetic averages	standard deviations	Level
1	12	The faculty members provide me with an assessment of the duties that I asked for	3.73	1.072	High
2	10	Remote tests weaken the ability to communicate with students accurately	2.96	1.299	Medium
3	8	The credibility of the marks obtained by the student in the examination system is not considered reliable	2.87	1.233	Medium
4	11	The process of evaluating students in specialization subjects is often accurate	2.86	1.175	Medium
5	7	Faculty members are facing a	2.57	1.150	Medium

Rank	No	Paragraphs	Arithmetic averages	standard deviations	Level
		weak assessment skills			
6	9	The faculty members did not use appropriate assessment strategies that are compatible with the content of the curriculum	2.53	1.042	Medium
		Assessment challenges during distance learning	2.92	.862	Medium

It is evident from the table (5) above that the arithmetic averages ranged between (2.53-3.73), where paragraph No. (12) states, "The faculty members provide me with an assessment of the duties that I asked for" came in the first place with an average of (3.73) Paragraph No. (10), which states that "remote tests weaken the ability to communicate with students accurately" came in second place, with an average of (2.96),While paragraph No. (9), which states, "Faculty of faculty members did not use appropriate evaluation strategies that fit the content of the curriculum" came in the last rank, with a mean of (2.53). The arithmetic average of the assessment challenges during distance learning as a whole was (2.92). This is due to the fact that the faculty members actually give students their marks after completing the test and provide feedback to them in a timely manner so that students are aware of their academic levels and develop them for the better. As for the remote tests, which weaken the ability to communicate with students accurately, this may be due to the fact that some students may need some inquiries about questions they do not understand and which are usually not available as if they were inside the classroom.

The third area: technical and technological challenges during distance learning

Table (6)

Arithmetic averages and standard deviations of technical and technological challenges during distance learning arranged in descending order according to the arithmetic averages

Rank	No	Paragraphs	Arithmetic averages	standard deviations	Level

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Rank	No	Paragraphs	Arithmetic averages	standard deviations	Level
1	14	The internet is usually slow	3.78	1.129	High
2	13	I suffer from frequent internet outages	3.59	1.201	Medium
3	18	I often encounter technical problems while using the e-learning platform	3.18	1.227	Medium
4	17	The university's IT infrastructure is weak	2.98	1.169	Medium
5	15	I have weak IT skills in a certain way	2.92	1.209	Medium
6	16	I get distracted during the distance learning process because I browse some entertainment sites and play games	2.57	1.294	Medium
1	19	Lack of ability and efficiency in the use of technology by some faculty members.	2.53	1.120	Medium
		Technical and technological challenges during distance learning	3.08	.882	Medium

It is evident from the above table (6) that the arithmetic averages ranged between (2.53-3.78), where paragraph No. (14) which states "the Internet is usually slow" came in the first place with an average of (3.78), and paragraph No. (13) which states "I suffer from frequent internet outages" in the second place with a mean of (3.59),While paragraph No. (19) and its text "lack of ability and efficiency in the use of technology by some faculty members" ranked last, with an average of (2.53). The arithmetic average for technical and technological challenges during distance learning as a whole was (3.08), and this may be due to the fact that the Internet is slow as a result of the vast majority of students entering the Internet for close times to learn and attend lectures, and in some cases, as a result of the increasing load on this network has increased. It leads to interruption, even for a short time.

Fourth Domain: Emotional challenges during distance learning

Table (7)

Arithmetic averages and standard deviations of emotional challenges during distance learning arranged in descending order according to the arithmetic averages

Rank	No	Paragraphs	Arithmetic averages	standard deviations	Level
1	22	I feel that I need psychological support during the distance learning process.	3.22	1.243	Medium
2	23	I often feel socially isolated during the distance learning process.	3.03	1.309	Medium
2	25	The lack of electronic training programs related to distance learning makes me anxious and frustrated.	3.03	1.209	Medium
4	24	I feel stressed and anxious during the distance learning process.	2.96	1.325	Medium
5	20	I feel frustrated at not being able to express what I want during distance learning.	2.80	1.349	Medium
6	21	I feel a decrease in the interest and enthusiasm of the faculty members towards the students during the distance learning process.	2.70	1.290	Medium
		Emotional challenges during distance learning	2.96	1.081	Medium

It is evident from the above table (7) that the arithmetic averages ranged between (2.70-3.22), where paragraph No. (22) Which states "I feel that I need psychological support during the distance learning process" came in the first place with an average of (3.22) Paragraphs No. (23 and 25), which state that "I often feel socially isolated during the distance learning process"And "the lack of electronic training programs related to distance learning makes me anxious and frustrated" in the second place, with an average score of (3.03), while paragraph No. (21) Reads, "I feel a decrease in the interest and enthusiasm of faculty members towards students during the distance learning process." It ranked last, with a mean of (2.70).The arithmetic average of emotional challenges during distance learning as a

whole was (2.96), and since students are affected by the environment in which they live, due to the cessation of classroom learning on campus and the student staying at home to receive knowledge, he has become lonely as a result of his separation from his colleagues and his anxiety about his future and success ,Hence, the results were high regarding the students' need for psychological support that helps them to overcome this pandemic and return to their lectures on campus, as was the case in the past.

The second question: Are there statistically significant differences at the significance level (α = 0.05) in the challenges that facing the students of the Faculty of Educational Sciences at Jerash University due to the gender variable?

To answer this question, the arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University were extracted according to the gender variable, and to indicate the statistical differences between the arithmetic averages, a "T" test was used, and the table below illustrates this.

Table (8)

Arithmetic averages, standard deviations, and the t-test for the impact of gender on the challenges that facing the students of the Faculty of Educational Sciences at Jerash University

Paragraph	Gender	number	Arithmetic averages	standard deviations	T value	DF	Statistical significance
Learning environment challenges during distance learning	Male	78	2.38	.732	-2.601	339	.010
	Female	263	2.72	1.052			
Assessment challenges during distance learning	Male	78	2.80	.700	-1.383	339	.168
	Female	263	2.96	.902			
Technical and technological challenges during distance learning	Male	78	2.85	.791	-2.617	339	.009
	Female	263	3.15	.897			
Emotional challenges during distance learning	Male	78	2.63	.877	-3.039	339	.003
	Female	263	3.05	1.118			
Total degree	Male	78	2.68	.657	-2.757	339	.006

Paragraph	Gender	number	Arithmetic averages	standard deviations	T value	DF	Statistical significance
	Female	263	2.98	.890			

It is evident from the above table (8) that there are statistically significant differences ($\alpha = 0.05$) due to the effect of gender in all fields and in the total score, except for the evaluation challenges during distance learning. The differences came in favor of females, and this may be due to the fact that the aspect of the Quarantine and distance education and its stay at home It has increased the responsibilities and pressures that the female bears inside the houseIn addition, the Comprehensive and partial Quarantine has affected the working female, especially in the informal sectors, especially for those who lost their job due to the pandemic and the distance learning procedures that followed.

The third question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the challengesthat facing the students of the Faculty of Educational Sciences at Jerash University due to the academic program variable?

To answer this question, the arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University were extracted according to the academic program variable, and the table below illustrates this.

Table (9)

Arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University according to the academic program variable

	Categories	No	Arithmetic averages	standard deviations
Learning environment challenges during distance learning	Bachelor	197	2.96	1.022
	Higher Diploma	77	2.07	0.680
	master's degree	67	2.37	.8560
	Total	341	2.64	.9970

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	Categories	No	Arithmetic averages	standard deviations
Assessment challenges during distance learning	Bachelor	197	3.08	0.924
	Higher Diploma	77	2.61	0.637
	master's degree	67	2.83	.7890
	Total	341	2.92	.8620
Technical and technological challenges during distance learning	Bachelor	197	3.34	0.855
	Higher Diploma	77	2.61	.0.637
	master's degree	67	2.82	.7610
	Total	341	3.08	.8820
Emotional challenges during distance learning	Bachelor	197	3.24	1.088
	Higher Diploma	77	2.38	0.876
	master's degree	67	2.78	.9830
	Total	341	2.96	1.081
Total degree	Bachelor	197	3.16	.8740
	Higher Diploma	77	2.44	0.651
	master's degree	67	2.70	0.691
	Total	341	2.91	0.851

Table (9) shows an apparent discrepancy in the arithmetic averages and standard deviations of the challenges that facing the students of the Faculty of Educational Sciences at Jerash University due to the different categories of the academic program variable.

Table (10)

One-way analysis of variance of the impact of the academic program on the challenges that facing the students of the Faculty of Educational Sciences at Jerash University

The field	Source	Sum of squares (SS)	DF	Mean squares (MS)	F value	Statistical significance
Learning environment challenges during distance learning	between groups	49.607	2	24.803	29.077	.0000
	And within groups total	288.322 / 337.929	338 / 340	.8530		
Assessment challenges during distance learning	between groups	13.089	2	6.545	9.239	.0000
	And within groups total	239.437 / 252.526	338 / 340	.7080		
Technical and technological challenges during distance learning	between groups	31.690	2	15.845	23.013	.0000
	And within groups total	232.723 / 264.413	338 / 340	.6890		
Emotional challenges during distance learning	between groups	43.430	2	21.715	20.728	.0000
	And within groups total	354.093 / 397.522	338 / 340	1.048		
Total Degree	between groups	32.461	2	16.230	25.695	.0000
	And within groups total	213.503 / 245.964	338 / 340	.6320		

It is evident from the table (10) above that there are statistically significant differences at the level of significance ($\alpha = 0.05$) due to the effect of the academic program in all fields and in the tool as a whole, and to show the statistically significant marital differences between the arithmetic averages, dimensional comparisons were used in an oral way as shown in the table (11).

Table (11)

Oral dimensional comparisons of the impact of the academic program on the challenges that facing the students of the Faculty of Educational Sciences at Jerash University

		arithmetic averages	Higher Diploma	Bachelor	master's degree
Learning environment challenges during distance learning	Higher Diploma	2.07			
	Bachelor	2.96	.885*0		
	master's degree	2.37	.2940	.590*0	
Assessment challenges during distance learning	Higher Diploma	2.61			
	Bachelor	3.08	.472*0		
	master's degree	2.83	.2200	.2520	
Technical and technological challenges during distance learning	Higher Diploma	2.65			
	Bachelor	3.34	.685*0		
	master's degree	2.82	.1650	.519*0	
Emotional challenges during distance learning	Higher Diploma	2.38			
	Bachelor	3.24	.859*0		
	master's degree	2.78	.3980	.461*0	
Total degree	Higher Diploma	2.44			
	Bachelor	3.16	.723*0		
	master's degree	2.70	.2650	.458*0	

* Statistical significant at the significance level ($\alpha = 0.05$)

It is evident from the above table (11) that:

- There are statistically significant differences ($\alpha = 0.05$) between a bachelor's degree on the one hand and both a high diploma and a master's degree on the other hand. The differences came in favor of the bachelor in the challenges of the

learning environment during distance learning, technical and technological challenges during distance learning, and emotional challenges during distance learning. After, the total score.

- There are statistically significant differences (α = 0.05) between a high diploma and a bachelor's degree, and the differences came in favor of the bachelor in assessment challenges during distance learning, and this may be due to the fact that bachelor students are the most dependent on their parents than others and that any impact on the work of the guardian Or any problem that occurs at home as a result of the pandemic will inevitably affect children, especially university students. As for high diploma and master's students, who are mostly employees, they will not be affected by a similar degree to bachelor students.

Recommendations:

In light of the results of this study, the two researchers recommend the following:

- The necessity for the university to hold specialized courses for its students, especially undergraduate students, in order to develop their skills in the field of information technology to enable them to interact with e-learning platforms.

-Working on developing the information technology infrastructure by providing sufficient servers to serve all university students in light of the increase in the number of newly registered students.

- The necessity for faculty members to use a variety of assessment strategies commensurate with the nature of the subject they teach, in addition to what is currently being followed.

- In order for the marks that students get to be real, it is necessary to work on monitoring students electronically when submitting exams to reduce the cheating operations that students may resort to when submitting exams.

- The need to provide psychological support to students and encourage them to the process of distance learning, especially since some of the world's most prestigious universities have started this program before the Corona pandemic, and that this program will be partly continued even after the end of this crisis.

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