

# The Level of Effectiveness of Implementing the Distance Education Program from the Viewpoint of University Students

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## Abstract

The study aimed to evaluate the effectiveness of the distance education program for students at the University of the Wall from the viewpoint of the students themselves, the study population consisted of university students amounted to (5693) students, the study sample consisted of (250) students and (250) students who were chosen from the responses of students in a way Random, the program was evaluated through a questionnaire consisting of (18) items that addressed three aspects of evaluation, capabilities, educational competencies, and the study concluded that the axes of educational competencies and evaluation achieved a great degree of effectiveness compared to other axes, and according to the gender variable, the results of the study showed that there are significant differences Statistically at the level (0,05) for the benefit of female students for the assessment axis, while there are no significant differences between the axis of potential and educational competencies

**Keywords:** - Distance education - Students.

**DOI:** 10.7176/JEP/11-28-06

**Publication date:** October 31<sup>st</sup> 2020

## Introduction

The university education process is an important axis in building the professional and academic personality of the university student, and the method of offering academic courses in different disciplines is very important to build the graduate for the job market, and offering courses varies according to the different faculty member and offering is in various forms, including indoctrination, including discussion, including students' presentation For parts of the course, distance education is part of these strategies, which has become an important component of the educational process, as this method is practiced in part at the level of the course and entirely at the level of specialization and the level of the university, where many universities in different countries of the world have adopted granting degrees through education Remotely, To achieve this, many things must be available, including a qualified teacher to deal with this strategy and its efficiency, as well as the student to be a trainer and possess the skills that qualify him to benefit from the contents of the study courses, and it must be equipped with the appropriate infrastructure to implement this strategy that includes a strong communication network. Because of the Corona pandemic, the imposition of urbanization on all students, the non-departure of homes, and the closure of universities, universities found themselves facing a challenge to the progress of the educational process, through the implementation of the distance education program for all disciplines and all academic courses without prior preparation.

## Research problem:

The current study tries to identify the strengths and weaknesses in implementing a distance education strategy at the University of the Wall, and the study results provide benefit for supervisors to develop and implement a distance education program at the university, where the method of distance education in all universities and for all disciplines and their academic courses was suddenly included due to a pandemic Corona without pre-preparation of the educational cadres and students and the lack of preparedness of the infrastructure of the educational system. The distance education will be identified through answering the following questions:

The first question: "What is the level of effectiveness of distance education at the University of Wall from the viewpoint of university students in the following areas (educational competencies, evaluation, organization)?"

The second question: "Are there statistically significant differences at the level of significance ( $= 0.05 = \alpha$ ) between university students' estimates about the effectiveness of distance education at the University of a wall attributable to the gender variable?"

## the importance of studying:

### Theoretical importance of the study:

- The current study examines the effectiveness of distance education, from evaluation axes and educational competencies.

Identify the strengths and weaknesses of the distance education program.

- The current study provides the feedback for those responsible for the distance education program.

### Practical importance:

Contributing to the development, implementation and evaluation of distance education programs.

Providing advanced programs to raise the level of distance education.  
The study provides tools to identify the pros and cons of the distance education program.

#### **Terminology of study :**

- Distance learning: "It is an attempt to deliver educational services to learners who are unable to attend educational institutions for the sake of learning," Freeh (2005).
- Distance education in this study: It is an educational program that provides study courses for students through electronic platforms without attending the university headquarters (procedural definition)

#### **The limits of the study :**

Objective limits: This study was limited to identifying the effectiveness of the distance education program within the following axes (educational competencies, evaluation, organization).

Human frontiers: University students wall.

Time limits: the academic year 2019/2020.

- Spatial boundaries: North of Jordan - Jadara University

#### **Theoretical framework :**

##### **Distance Learning:**

The field of education and training is one of the most important social and economic activities in all countries of the world, especially the developed ones, and this field has become very relevant to new technologies and the rapid development in the field of information and communication technology, as this aspect has become a major challenge to the process of change, which later became the basis for the learning process. And distance education, which came only as a result of the large and profound changes and transformations in the methods of transmission of knowledge and information using social media.

These developments have been accompanied by modern educational trends that would advance learning and take advantage of modern technologies in the development of teaching and learning, by using multiple technological tools and various and multi-feature educational programs that enrich multidisciplinary educational institutions.

The difference between distance learning and regular learning in the reliance of distance learning on self-learning, and its use of the means, strategies and technology in learning, and distance learning does not require the presence of the teacher and the learner in one time or place, but the process of communication takes place electronically (Al-Farra, 2007).

Freeh (2005: 15) defines distance learning as "an attempt to deliver educational services to learners who are unable to attend educational institutions for the sake of learning."

Al-Kilani (2003: 12) believes that distance learning: "an educational system that satisfies the educational and learning needs of learners, and depends heavily on the learner, and it results in a nearly permanent separation between the teacher and the learner during the educational process."

Al-Kassaji (2011) stresses that distance learning is one of the modern teaching strategies and methods that do not require the presence of the trainer and the trainee in the same place, so that the training and education process takes place through electronic media and techniques, and the trainee through distance learning selects the appropriate time for learning

Endedijk, Vermunt, and Meijer & Brekelmans (2014) have indicated that teaching and training students using modern methods and strategies, such as distance learning, makes them a focus and participants in the educational learning process, and contributes to self-building students through their participation in the learning process and activities, which leads to motivation. Students and reinforce their positive motivations and trends for the learning process

Distance learning in the educational process achieves several goals as indicated by it (Yaliang, 2005). It lies in increasing the growth and development of the learner according to the elements of his environment and society, training and review so that distance learning can enable students to establish information and facts in the mind of learners, and retrieve information at any time they need. In it, distance learning also works to provide educational services through modern technologies for all learners and in various educational stages, which would keep pace with the cognitive and technological developments that societies are witnessing in the current era, and provide the conditions that suit students' needs to continue in the learning process, and then Promote self-learning and building experiences and communication skills among students.

Adaika (2019) shows that distance learning offers wide options for learners and frees them from restrictions, and provides them with educational opportunities and flexibility, and enables them to combine work and learning, and indicated that there are many justifications for employing distance learning with modern technological means, including: - Matching The technological development and the knowledge revolution we are experiencing today,  
- Contributing to the development process in its various cultural and social forms,

Providing equal educational opportunities for different segments of society.-

Distance learning cuts a lot of time and effort and increases production.-

Cavanaugh (2001) adds that distance learning has many importance, including:

Eliminate space and time constraints, as distance learning is flexible in its application.

Distance learning provides students with multiple educational opportunities, and guarantees the learner's right to learn.

Distance learning provides modern methods of interaction in the educational process, and develops the motivation for learning among students, by focusing on them in the learning process

Anderson (2008) notes that distance learning has characteristics in the educational process, including:

The separation between the teacher and the learner in the educational process, whether it is spatial or temporal.

The growing role of the educational institution in distance learning, through its responsibility to provide learners with services supportive of distance learning, and through planning, preparing and preparing educational materials.

- Using technological tools and tools that contribute to student learning in one or several groups, and achieve interaction between the teacher and the learner and the elements of the curriculum in the educational process.

- Transforming the learning process into a learning process, and focusing on the learner and himself in the educational learning process

Salem (2010) mentions basic principles on which distance learning is based, including:

The principle of availability: It is intended to provide educational opportunities for all learners regardless of all spatial and temporal constraints.

Flexibility Principle: It is intended to overcome all barriers that face the educational process in traditional learning.

The principle of learner control: It means the learner's freedom to arrange different curriculum topics according to his capabilities and circumstances.

The principle of continuity of learning: it means that the learning process is a continuous process for life, so the learner may wish to develop himself culturally, scientifically or professionally; So he must have the opportunity to achieve this wherever and whenever he wants.

The principle of self-learning: It means the learner's self-reliance in the educational process in most cases

Distance and university education under modern education:

Many senior educators and psychologists in western countries have contributed to building the contemporary scientific edifice as a result of ongoing research and studies through previous experiences (Al-Qawasmi, 2007).

Today, we are witnessing comprehensive changes and developments related to the development of curricula, teaching methods and the use of educational techniques, which is in line with the learner's capabilities and his own capabilities and capabilities, hence interest began to study the topic of individualization of education and individual and self-learning (Maree and Al-Hailah, 2001).

Education is an ongoing process that has many methods and tools that are used to achieve its goals, and among the most important of these methods is self-learning, which is represented by distance learning in the universities that have been adopted in a large way in recent times.

### **The importance of e-learning (distance learning):**

The importance of learning is possible in many of the points mentioned by Al-Mutairi (2007) as follows:

Distance education gains motivation for both the teacher and the learner in keeping pace with the times and the continuous progress in technology, science and uses in various fields.

- Fitting the data of the times, it is the ideal method to prepare the future generation for scientific and practical life.

Providing rich sources of information that can be accessed in a short time.

- The learner is stimulated to distance learning and by itself, it increases the chance of his self-reliance in gaining experiences

Effective knowledge and learning tools.

- It achieves learning in ways that suit the characteristics of the learner and in unique and interesting ways that take into account individual differences

The most important characteristic of distance education is that it is a pattern in which the learner is a positive participant, and he can communicate and participate with the teacher or academic supervisor or with the students themselves, which would also get through in obtaining the results and knowing the correct and wrong answers and encouraging the learner and holding meetings and training courses for him Promoting and facilitating it at any time and from anywhere, and the use of distance learning is also dynamic and contributing to the development of knowledge societies and linking learners and practitioners with experts (Al-Muhaisen, 2002)

### **E-learning requirements in distance learning:**

To get the most benefit from the e-learning process, there are requirements referred to by many studies, including (Al-Hailah, 2004), which can be summarized as follows:

Providing the necessary programs and technical components.

Providing the financial capabilities represented by devices, equipment, fixtures, furniture, and places that can be relied upon and used.

Providing the manpower of designers, trainers and specialists to train common groups, and developing the human component in terms of qualifying supervisors, managers, teachers, students and the executive team in the educational institution.

Employing technology components to reduce the financial cost of distance learning.

- Reviewing and adopting previous plans and experiences of developed countries in the use of distance learning technology.

### **The pros and cons of distance learning:**

Educational institutions that have taken distance education as a supplement to studying in them adopt the idea that the number of full and partial computerized courses offered there is approximately (30%) of their total number of courses, on the one hand, every university student is required to have experience with this type of Education On the other hand, educational institutions believe that developing computerized courses will help reduce costs in the long run, however there are many pros and cons to this methodology (Al-Hillah, 2004).

The tremendous development in the field of technology, especially information and communication technology, has led to the development of learning and education in the world. In contrast, there are many pros and cons of distance education. Among its advantages, as mentioned by Cavanaugh (2001) are the following:

The ability to learn all the time and from everywhere.

- The student can determine the speed of study.

- Educational materials are kept and recorded.

- Investing in modern technology to further develop and use various teaching strategies.

Equal learning opportunities.

As for the most important negatives that may result from the method of distance learning and education, they are:  
Separation of the student, teacher or trainer.

Separation of students themselves.

Fear of losing social skills.

Indifference to meeting the dates of the lectures and the sense of responsibility.

- Credibility in the data provided to the teacher and submission of tests

### **Previous studies :**

Harry (2006) conducted a pilot study aimed at comparing distance learning and traditional education in community development colleges in Florida and Arizona in the United States of America, Yaldiz & Selim (2015) also conducted a study aimed at analyzing the transition of educational experiences from formal to distance learning in Turkey. Mahmoud (2011) conducted a study aimed at identifying the attitudes of distance learners towards the necessity of employing educational technology in the colleges of education in Sudanese universities that adopted the system of distance learning. Belbeisi (2017) also conducted a study aimed at identifying the effectiveness of Al-Quds Open University students in Salfit educational district in using distance learning skills and techniques

### **Study procedures:**

Study methodology: The descriptive approach was used to suit the nature of the study.

Study community and sample: The study population consisted of a university student wall for the academic year 2019/2020, which numbered (5693) students who responded to the study questionnaire (1562). (500) random responses were selected from (250) students, (250) students are the study sample.

### **Study tool:**

The study tool was designed after reviewing the relevant literature and previous studies, and studies that are partially similar to the current study, including Bilbeisi (2017) and Mahmoud's study (2011). (Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree) For each paragraph in the study tool, a strongly agreed answer was given five grades, four agreed grades, three degrees unsure, and strongly disagree two grades.

In the negative paragraphs the grades were reversed, so that the answer was given strongly agree one degree, and disagree strongly five points.

### **Certify the tool:**

To verify the truthfulness of the content of the tool, it was presented to (10) faculty members, in the Computer Department, the Information Technology Department and the Measurement and Evaluation Department at the University of Jedra, and the paragraphs that unanimously approved 86% of the arbitrators were adopted, as some of the paragraphs were merged within the same field based on The arbitrators' note, as well as the amendment of the linguistic formulation of some paragraphs, the questionnaire consisted of (18) paragraphs, which includes three

areas: capabilities (6) paragraphs, evaluation (6) paragraphs, educational competencies (6) paragraphs.

**Tool stability:**

Applied to an exploratory sample from the study population, it reached (15) male and female students, and according to the internal consistency coefficient by Cronbach-Alpha, where it reached (0.88) for the tool as a whole, as in Table No. (1), where it shows stability coefficients for each area of the tool, The stability factor of the instrument as a whole.

**Table (1) stability factor for each field and for the instrument as a whole.**

the field	Tool stability
capabilities	0,71
evaluation	0,76
educational competencies	0,82
All the fields	0,88

**Statistical processing:**

To answer the study questions, use the Statistical Package for Social Sciences program  
 Where Statistical Package for Social Sciences was applied

The following statistic:

- Arithmetic averages and standard deviations, and averages were classified in three levels (high, medium, and weak), and to determine the extent of the paragraph according to the approved triple standard, the scale was presented to arbitrators specialized in measurement and evaluation, where I read the gradient in the mark as follows: (1 - 2.33) low, (2.34 - 3,67) medium (3,68-5) large.
- T-test was used to extract the significance of the differences between the averages in the students 'estimates of the program's effectiveness-test by gender variable.
- Analysis of monovariance to examine the differences between the averages of students' estimates.

**Results and discussion:**

To answer the first question, how effective is the distance education program at the University of Wall from the viewpoint of university students in the fields (capabilities, equipment, evaluation, educational competencies) and to answer this question where arithmetic averages, standard deviations and ranks were calculated for all fields of study and for the tool as a whole as it is Shown in Table (2).

Table (2) arithmetic averages, standard deviations and rank for the three fields of study and for the instrument as a whole.

the field	arithmetic averages	standard deviations
capabilities	0,279	3,560
evaluation	0,295	3,307
educational competencies	0,337	3,514
All the fields	3,236	0,347

Table (2) shows the students' point of view about the effectiveness of distance education for all fields. It was medium, where the arithmetic average (3.236) and a standard deviation (0,347), solving the field of capabilities and equipment at the first rank with an arithmetic average (0,279) and a standard deviation of (3,560) In the third place was the axis of educational competencies with an arithmetic average (0,337) and a standard deviation (3,514), and finally the evaluation axis with an arithmetic mean (0,295) and a standard deviation (3,307). Perhaps due to the application of the program quickly due to the Corona pandemic (COVID-19 ), perhaps the field of capabilities is due in the first order to the nature of dealing with electronic devices and its efficiency in dealing with them, as well as dealing with distance education was done quickly without the student and teacher getting a sufficient opportunity for training, and perhaps this advanced arrangement is due to lack of availability The network with pre-qualified competence, and the field of evaluation is back in the last position, because there are no fixed criteria for student evaluation. Also, dealing with non-traditional methods of assessment, and the student is not accustomed to this reason for evaluation. With regard to the topic of educational competencies, the lack of educational competencies may be due to lack of sufficient time for students to see the largest amount of information in one course, as well as the lack of educational competencies due to the faculty member not having many of the strategies used in the method of distance education, and the result of this study is consistent with The results of a study of both Harry (2006) and the Belbeisi study (2017), which resulted in poor use of distance learning skills and between his ability to understand the concept of distance learning. It also concluded that the lack of distance education is due to the lack of preparedness of the infrastructure to implement distance education.

And to verify the hypothesis of the study, are there statistically significant differences at the level (0,005) of



the axes of the effectiveness of the distance education program from the students' point of view due to the gender variable?

Table No. (3). The mean and standard deviations for the axes of effectiveness of distance education according to the gender variable.

Domain	gender	number	arithmetic average	standard deviation	value of F	degree of freedom	level of significance
evaluation	Students	250	36,2	65,4	66,82	1	0,000
	Female	250	36,7	72,8			
	Total	500	19,4	74,5			
capabilities	Students	250	48,4	72,6	41,81	1	0,001
	Female	250	47,6	66,9			
	Total	500	44,3	91,6			
educational competencies	Students	250	32,8	67,9	40,80	1	0,000
	Female	250	34,4	68,9			
	Total	500	30,8	88,4			
All the fields	Students	250	11,6	74,5	88,58	1	0,001
	Female	250	16,4	78,8			
	Total	500	78,2	86,4			

Table (3) shows that the value of (F) according to the gender variable and the axis of the scale was at the evaluation axis (66,82) and at the level of significance (0,000) while the potential axis (41,81) and the level of significance (0.001) and the axis of organization (4,80) And the level of significance (0,000) and the level of the scale as a whole (88,58) and the level of significance (0.001). All of these differences are statistically significant at the level (0.05  $\alpha$ ) and for the benefit of students, where the results indicate a deficiency in the program from the viewpoint of the students. These results are consistent with the findings of Mahmoud (2011) and Yaldiz & Selim (2015), and the difference may also be due to the female character of students in their commitment to education compared to male students. The study community agreed that the elements of evaluation and educational competencies were not clear and this may be due to the limited time that the program was applied due to the Corona pandemic (covid-19), as no diversity was provided in the evaluation tools.

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