

Obstacles Facing Teachers of the Arabic Language in Karak Governorate When They Use Distance Learning in Teaching

Khitam Suleiman Mohmoud Alma'aitah
maaytakhitam@gmail.com
phone number: 00962 7 9550 7680

Abstract

The current study aimed to identify the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching, and its relationship to the variable (sex, educational qualification, and number of years of experience). From (57) paragraphs distributed over its four areas: The obstacles facing Arabic language teachers, the obstacles related to students, the obstacles related to the Arabic language subject, and the obstacles related to infrastructure and technical, were applied to a random sample consisting of (122) male and female teachers in the schools of the Directorate of Education of Karak in the first semester of the academic year 2022- 2023, the data were analyzed using descriptive statistics, and the triple analysis of variance test, and the results showed that the obstacles facing Arabic language teachers in Karak Governorate when using distance learning in teaching were high, with an arithmetic mean of (3.78), and a standard deviation of (0.648). The obstacles that Arabic language teachers face in Karak Governorate when using distance learning in teaching can be attributed to a high degree, there were statistically significant differences due to the variable of gender, educational qualification and number of years of experience. In light of the results, the study recommended recommendations, the most important of which are: conducting workshops, seminars and school meetings for parents to educate them and increase achievement on how to deal with their children in order to improve their level of achievement in the Arabic language. Spreading awareness among members of society and encouraging them about the importance of distance education, preparing appropriate strategies for evaluating students, providing teachers with the skills they need to succeed in the educational process, because they are the heart and foundation of the process, and providing schools with equipment, software and Internet networks to use platforms in distance education and to complete the educational process.

Keywords: obstacles, Arabic language teachers, distance learning, teaching.

DOI: 10.7176/JLLL/96-05

Publication date: February 28th 2023

Introduction

Learning and education are a great and sublime message, and our true religion has urged us to learn because of the many benefits of knowledge. Learning and education are the main engine for achieving all human rights, and it is the motive for the wheel of development and progress of nations.

The teacher is the person who bears the message of educating the children, and this teacher spends a lot of time and effort in order to achieve benefit for the students, and facilitate the access of information to them. In addition, the teacher plays an important role in raising the level of students, and represents the goal that any educational system seeks, as it is considered as the basic pillar for achieving the quality of the educational system, so whatever the state of the school, the nature of the curricula, the quality of technology, learning resources, and the elements of the learning environment, they remain of little use. Unless there is a teacher who is able to employ this effectively, and direct it towards the desired educational outcomes (Hussein, 2020).

The current period is witnessing serious changes for the development of modern educational methods, in order to keep pace with the developments of the global health sector, with the emergence of the new Corona virus at the end of the year (2019) in the Chinese city of Wuhan, and with the rapid spread of the initial outbreak of the (Covid-19) virus in the Chinese city of Wuhan. , which affected other parts of China, so the Chinese authorities in Wuhan took unprecedented measures and closed the city on (23) January of the year (2020), in order to reduce the risks of transmission of more diseases, and within a few weeks, cases (Covid-19) were discovered.) in most countries of the world, which led to the spread of this epidemic and posed a global threat (Lee, Min, Lee & Kim, 2020).

As a result of the spread of the virus in many countries, including Jordan, to radical changes in all the various activities that people carry out in all walks of life, many sudden changes have occurred in their lifestyle in order to confront the Corona pandemic, and as of (15) March of the year (2020) The Jordanian state announced the imposition of a curfew in all parts of the Kingdom, restrictions on travel (whether internal or external), social distancing, self-isolation and quarantine, and extensive closures of a number of sectors such as mosques, sports clubs, museums, cinemas, swimming pools, places of large gatherings and educational institutions, with the aim of Confronting the virus (UNESCO, 2020)

And as a result of the spread of the Corona virus, which resulted in the closure of educational and

educational institutions, and always stresses on achieving active participation among all employees in the institution and using the collective leadership style in implementation and planning and then follow-up, monitoring and evaluation, and relying on alternative and quick solutions in case of exposure to various crises, such as learning about Distance or e-learning, which has become one of the most important alternative means of traditional education, and educational institutions have realized the importance of distance learning techniques and their effectiveness in addressing them and minimizing their effects (Bernawi, 2020; Hussein, 2020).

The speed with which the educational process transformed into a distance learning system in the academic year (2020) was due to the spread of the Corona virus, which led to gaps in technological knowledge, and the Corona pandemic imposed on the education sector the use of technological tools, and led to changing the old education strategies to confront This pandemic, although distance education is not a spur of the moment, but rather an old learning method, but it has become a substitute for traditional education after countries were affected by the Corona pandemic, so there was no time for Arabic language teachers to adequately design electronic lessons. Until Arabic language teachers face some obstacles and difficulties in the distance learning process (Mustafa, 2021; Harris, 2020; Nilson, 2020).

Despite the advantages and advantages that distance learning provides, Arabic language teachers have faced many obstacles during the distance teaching process, and perhaps the most prominent of these obstacles is the Arabic language teachers' lack of some computer and distance learning skills, the lack of material incentives, and the lack of availability Appropriate infrastructure, lack of specialized educational software in the Arabic language, and other obstacles that Arabic language teachers faced when using distance learning in teaching (Omaira, Tarshan, and Elyan, 2019).

From this standpoint, the researcher is conducting this study in order to identify the obstacles facing Arabic language teachers when they use distance learning in teaching during and after the Corona pandemic, and to identify the electronic tools that are used in teaching the Arabic language subject remotely through educational platforms and programs that It was launched by the Jordanian Ministry of Education, and thus the study problem was formulated as follows:

Study problem and questions

After the outbreak of the virus (Covid-19) in Jordan, and the imposition of a curfew in all parts of the Hashemite Kingdom of Jordan, the reason was the closure of educational and educational institutions for a period of time, in order to limit the spread of the virus, and the recommendations of the Jordanian Prime Minister came to the need for the continuity of the educational process and the continuation of the implementation of the educational process. Distance learning through the educational platforms (Your Lesson 1, Your Lesson 2, and the Jordanian TV sports channel) launched by the Ministry of Education with the aim of providing lessons to students (Jordanian Prime Ministry, 2020).

Despite the advantages of the distance learning process, there are a number of obstacles to the full success of the distance education process, including the interruption of the Internet, the lack of some teachers' possession of computers or smart phones, the failure to hold courses and training programs for Arabic language teachers, and the failure to take some Teachers take the subject of distance learning seriously, and the lack of immediate treatment for technical errors in educational sites (Al-Jarrah, 2020; Damour, 2020; Tarawneh, 2021).

Accordingly, the researcher noticed that there are some obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching, such as the lack of availability of mathematical software that helps them in teaching Arabic language from a distance, and Arabic language teachers face the difficulty in diversifying teaching methods and strategies used in teaching. Distance learning, and therefore it is clear that the Arabic language teachers' use of this technology has not reached the required level, and that there are still obstacles they face when using distance learning in teaching.

Accordingly, this study will seek to answer the following questions:

1. What are the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching according to the variables (sex, educational qualification and number of years of experience)?

Objectives of the study

This study aims to:

1. Identifying the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching.
2. Exposing the differences that Arabic language teachers face in Al-Karak Governorate when they use distance learning in teaching.

The importance of studying

The theoretical importance that the current study may contribute is as follows:

The study has gained its current importance as it investigates the obstacles facing Arabic language teachers when they use distance learning in teaching, with the aim of providing information and data that serve decision-makers in the future to find solutions to reduce these obstacles.

- It is also expected from this study to be useful in developing proposed solutions to confront the obstacles facing Arabic language teachers when they use distance learning in teaching.
- Its contribution to encouraging researchers to conduct more similar studies that simulate reality and circumstances, due to the scarcity of research in the field of the current study.

The practical importance that the current study may contribute to is as follows:

- The results of this study may contribute to helping decision-makers represented by the directorates of education and the Ministry of Education, to identify the obstacles facing Arabic language teachers when they use distance learning in teaching, and to contribute to developing the necessary solutions to reduce these obstacles.
- Based on the results and recommendations of this study, school principals and teachers may benefit from identifying the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching.
- It is expected to be useful in developing training courses and programs for Arabic language teachers held by the Ministry of Education to help them overcome the obstacles they face.

Terminological and procedural definitions

The study consisted of the following terms:

Obstacles: These are the challenges and problems that teachers face when using the distance learning system in teaching Arabic and reducing its effectiveness and efficiency (Malkawi and Al-Rasaei, 2021; Al-Dhafiri, 2022). It is defined procedurally as: a group of obstacles, difficulties and obstacles that negatively affect teachers of the Arabic language in Karak Governorate when they use distance learning in teaching Arabic.

Arabic Language Teachers: A group of male and female teachers who teach the Arabic language in the schools of the Directorate of Education in Karak Governorate.

Al-Karak Governorate: The researcher defined it as one of the governorates of the Hashemite Kingdom of Jordan, located in the south of the Kingdom, bordered by the governorates of Madaba and Amman from the north, Ma'an governorate from the east, Tafila governorate from the south, and the Dead Sea from the west, and it is 130 km away from the capital, Amman. .

Distance learning: An educational system based on communication between the teacher and the learner in an interactive manner, simultaneously and asynchronously, without restrictions in space and time. Al-Shayeb, 2020; and the United Nations Educational, Scientific and Cultural Organization (UNESCO , 2020).

It is procedurally defined as: a modern educational method available to all, whereby teachers of the Arabic language in Karak governorate can communicate with students via the Internet directly and indirectly, as it aims to provide learning of the Arabic language from within educational and educational institutions to students wherever they are. This type of learning allows Arabic language teachers to communicate with their students and answer their questions and inquiries at anytime and anywhere.

The limits of the study

Human Limitations: The study was limited to Arabic language teachers in Al-Karak Governorate.

Temporal limits: The study tool was applied in the first semester (2022-2023).

Spatial boundaries: public and private schools in Karak Governorate.

Objective limits: The study was limited to knowing the degree of Arabic language teachers' use of distance learning tools.

Study determinants

The results of this study are determined by its population, the method of selecting the sample, the indications of the validity and reliability of the study tool, and the possibility of generalizing its results.

Theoretical framework and previous studies

Many studies have dealt with the issue of distance learning, within the available capabilities in addition to the support provided to it, as it moved from higher education, to secondary education, and ending with basic education and the kindergarten stage, but there are studies that dealt with distance learning in narrow limits, due to an emergency or disaster. This chapter will present a review of the theoretical literature related to distance learning and the obstacles facing teachers of the Arabic language in Karak Governorate, and the previous Arabic and foreign studies that dealt with the issue of distance learning.

First: the theoretical framework

In light of the accelerating scientific and technological development, knowledge progress and the successive changes that we are witnessing in the world today, and because of the facilities and benefits it provides in all areas of life, as it saves time and effort, and facilitates communication and contact with others, without regard to the limits of time and place, as well as its low cost. To leave an imprint and impact that mixed between negativity and positivity, so that in our time it has become a necessity that is not devoid of every home, institution, ministry, and educational edifice, and entered all economic, political, commercial, service, and even educational fields.

And with the increasing use of the Internet and websites day after day, and the emergence of many systems and tools that helped to exchange knowledge in its various fields, and with the recent progress and development of the technological methods used in learning and education, facilitating the process of completing the learning and teaching message, and facilitating access to information This made the usual learning and teaching methods unable to keep pace with the changes coinciding with the technological revolution (Al-Taweel, 2018; Al-Damour, 2020).

The educational process was not isolated from this technological and technical progress. As technology has become an essential and indispensable requirement in the teaching and educational process, and in light of this, educational and educational institutions have begun to redouble their efforts in employing technological means and technologies in educational and educational institutions, and searching for ways to provide teachers and learners with scientific thinking skills, developing their mental abilities, research and knowledge, and identifying problems and solving them, which led to the construction and development of new courses and curricula; Compatible and in line with the technology revolution and its delivery through electronic networks (Hinnawi, 2015; Hassan, 2018).

What we have achieved today in terms of development and progress in the field of learning and education had historical roots that took different forms over time, and ended recently with a shift to distance learning using computers, the Internet, and multimedia to achieve maximum effectiveness. Distance learning is a contemporary system that meets The developments of the modern era, which is a feature of learning in the future (Al-Muzaini and Al-Mahamadi, 2019).

However, many researchers believe that the concept of distance learning is a broad concept, due to its multiplicity of forms and the diversity of its methods. It depends on communicating the information to be taught to the learner regardless of his place, as it transcends the limits of time and place, and distance learning is based on social values in providing the opportunity for all learners to obtain The right to learn, and to use modern means and technologies of communication such as a computer and its networks and multimedia of sound, images, graphics, search mechanisms, electronic libraries, as well as Internet portals (Hamed, 2019).

And since the current period has gone through serious changes to develop modern educational methods, in order to keep pace with the developments of the global health sector, the spread and outbreak of the new Corona virus at the end of the year (2019) in the Chinese city of Wuhan, and its impact on other parts of China, and within a few weeks the Discovering cases of (Covid-19) in most countries of the world, which led to the spread of the Corona virus and its transmission among all countries of the world, Countries had to quickly take strict measures to limit the spread of the new Corona virus, especially with the waves of the Corona virus and the development of its new strains, whose spread exceeded the first stage of the pandemic, which prompted countries, including Jordan, to take the most stringent measures to preserve human life, so countries, including Jordan, imposed Curfews, and the closure of places of worship, schools, and government institutions, in addition to public gathering places (Almomani, Alnasraween & Almosa, 2020).

As a result of the worsening health situation, the spread of the virus, the imposition of a comprehensive ban, the closure of educational and educational institutions, and the cessation of studies in them, this led to the deprivation of students from joining school seats and receiving face-to-face learning. The dominant face-to-face education that allows for physical closeness, which constitutes an opportunity for transmission between teachers and learners to distance learning (Andrea & Berkova, 2020.)

Distance learning through the Internet is an educational method alternative to traditional learning, but it prevents a sudden and immediate shift from face-to-face learning to distance learning, as an integrated formula that combines face-to-face learning with distance learning is necessary, until the gradual shift from face-to-face learning takes place. To distance learning, through the so-called integrated integrated approach, where distance learning resources are used in traditional lectures and lessons, or in an integrated manner with them, and this is the best approach to using electronic learning resources in education, as it achieves more advantages for face-to-face learning (Yassamine , 2020).

The speed with which the educational process shifted to a distance learning system in the academic year (2019-2020), which created difficulties among the parties to the educational process, especially students whose reactions were reflected in their non-acceptance of distance learning through many educational platforms that the Ministry of Education established. Education by releasing it As a platform (Go Darsk 1, Go Darsk 2, the sports

channel of Jordanian TV, Digital Doors and Noor Space), due to their fear of the distance learning system that they are not used to, in addition to the fact that most students do not have the necessary computer skills to deal with this type of learning, and they have faced Teachers have many challenges and problems in learning, during the period (2019-2021) due to the Corona pandemic; As many teachers did not receive any training and educational courses that would qualify them well to deal with the mechanisms of distance learning, and their ability to adequately design lessons (Jordanian Prime Ministry, 2020; Hussein, 2021).

In light of the Corona crisis and the adoption of distance learning, Arabic language education is needed; That abstract science based on concepts, facts, postulates, and axioms, which depends on understanding and thinking, as teaching the Arabic language in our schools is compulsory, at least in the basic, preparatory, and secondary levels of study. Her teaching methods preoccupied her teachers' thinking, which made them creative in using special methods, strategies, and means, sometimes inspired by other academic subjects, and used by the teacher in a manner that works to develop the student's cognitive, mental, and skill abilities (Al-Sarayrah, 2021).

The teacher is the main pillar on which the education process is based, and with the development of technology and its entry into the educational field, this required that the teacher have a great deal of distinguished training in the use of Internet technology, which opened new horizons for mathematics teachers to master their teaching, and be able to create an environment An interactive electronic format rich in attitudes, activities, and educational means that motivate students to engage in discussions and dialogues, between students and their teacher on the one hand, and between the students themselves on the other hand. Thus, the available capabilities became more effective and rich, despite the advantages that distance learning provides. led to its success, but Arabic language teachers faced some obstacles and difficulties in the distance learning process (Ajmal, Arshad & Hussain, 2019).

The transition towards teaching the Arabic language from a distance, in light of the Corona pandemic, posed a challenge and an obstacle for teachers of the Arabic language, and many problems in education during the period between the year (2019-2021), as many teachers of the Arabic language were unable to actually prepare. For this sudden transitional stage, as some Arabic language teachers did not receive any training and educational courses that well qualify them to deal with the mechanisms of distance learning, and a large percentage of Arabic language teachers did not have the necessary means that enable them to support distance learning, in addition to that some Arabic language teachers do not have sufficient experience in the technical side, which allows them to manage the distance learning process and implement it to the fullest extent, or in creating appropriate educational content, In addition to the lack of material and technical capabilities of some teachers of the Arabic language, and also there are obstacles faced by teachers of the Arabic language such as weakness and interruption of the Internet or electricity, lack of material incentives, lack of appropriate infrastructure, lack of educational software specialized in mathematics, and other obstacles faced by teachers of the Arabic language when Their use of distance learning in teaching (King Salman Relief Center, 2020).

Second: previous studies

The researcher reviewed the theoretical literature and referred to Arabic and foreign studies that dealt with the subject of distance learning, and the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching.

Al-Abd and Al-Azhar (2015) conducted a study aimed at identifying the obstacles facing the teacher of physical and sports education and the implications of these obstacles on the skillful performance of the students. In Algeria, the study sample consisted of (31) teachers with a rate of (62%) of the study population, chosen randomly. The researchers prepared a questionnaire to measure the obstacles. The data were processed statistically and concluded that there are obstacles related to resources, tools, management and instructions, which are related to the skillful performance of the students.

The aim of Abu Al-Khair's study (2019) was to identify the obstacles facing the school administration in the application of e-learning in primary schools in Gaza Governorate in Palestine. - administrative - technical), and the study was applied to a stratified random sample of principals and teachers working in basic schools in Gaza Governorate. They numbered (38) principals and (154) teachers, The results of the study concluded that the obstacles facing the application of e-learning in basic schools in Gaza Governorate are medium, and the most obstacles were material obstacles, then followed in order by technical obstacles, and human obstacles, and the administrative obstacles got the least obstacles, and the results showed that there were no differences between principals and teachers about the most important obstacles in the application of e-learning, and the results showed that government schools face obstacles to a greater degree than schools affiliated with the International Relief Agency and private schools in the application of e-learning.

The study of Mailizar, Almanthari, Maulina & Bruce (2020) aimed to identify the opinions of secondary school mathematics teachers about the barriers to applying e-learning during the Corona pandemic on four levels of barriers, which are the teacher, the school, the curriculum and the students, moreover, it evaluates the relationship between the levels of the barrier with the demographic background of the teachers, and the

descriptive survey method was used to collect data through an online questionnaire, which included (159) participants from middle and high schools in Indonesia, The results of this study indicate that the students' level barrier had the greatest impact on the use of e-learning. In addition, the students' level barrier showed a strong positive correlation with the school level barrier and the curriculum level barrier. The study showed that the teachers' backgrounds had no effect on the level of Barriers, this study stimulates further discussion on how to overcome the barriers to e-learning while simultaneously maximizing the benefits of e-learning during this pandemic and beyond by highlighting the importance of student voices.

The study of Al-Rantisi (2020) aimed to identify the obstacles to the application of distance education in UNRWA schools in the Gaza governorates from the point of view of teachers. To achieve this, the study used the descriptive approach, and the questionnaire was used as a tool for data collection. The results of the study showed that the obstacles to distance education in UNRWA schools in Gaza governorates from the point of view of teachers were significant, and the results indicated that the obstacles related to teachers came in the first place, followed by the technical obstacles to a very large degree, then the obstacles related to students, and the obstacles related to school administration came In the last place by and large.

Musa, Al-Araj, and Hamid (2020) also conducted a study aimed at identifying the obstacles to the application of e-learning from the point of view of teachers of the Arabic language, and the descriptive approach was used, and a questionnaire of (30) paragraphs was applied to a sample consisting of (250) male and female teachers from Babil Governorate in Iraq. The study found a number of obstacles, the most important of which are: the lack of computers in schools, the inadequacy of classrooms in schools for e-learning, the lack of training for male and female teachers on the use of computers in teaching, the lack of specialized programs and their suitability for the school stage.

While the study of Al-Sarayrah (2021) aimed to identify the obstacles to teaching mathematics in light of distance learning from the point of view of teachers in the southern shrine district in Jordan, and the differences between the opinions of the sample about the obstacles to teaching mathematics at a distance according to the variables of gender, educational qualification and experience, the researcher used The descriptive approach, due to its suitability to the objectives of this study, the study sample consisted of (112) male and female teachers, who were chosen randomly. The results showed that the obstacles included in the study affect the teaching of mathematics to a high degree. The study also resulted in the absence of statistically significant differences between the opinions of the study sample due to the variables of gender, educational qualification and experience. Training for mathematics teachers to improve technological competencies, which ensure better learning while teaching a subject under current conditions.

The aim of the Al-Adham study (2020) was to identify the obstacles facing kindergarten principals in Gaza governorate in using e-learning in light of the Korea pandemic. The study used the descriptive analytical approach, and the questionnaire was relied upon to collect information. Kindergartens in the Directorate of West Gaza, and the results showed that the principals of kindergartens in the Gaza governorate face obstacles in using the electronic imam to a large extent, and at the level of fields, the technical obstacles ranked first and to a very large extent, followed by the administrative and financial obstacles to a large extent Obstacles related to the concept of e-learning ranked third to a large degree, and the study showed ways to reduce these obstacles, including educating the community about the importance of e-learning, the need to unify educational platforms to establish children, and training kindergarten principals to use websites, and the results did not reveal any Statistically significant differences in the obstacles faced by kindergarten principals in the use of e-learning, defining the educational qualification variable, years of experience, or type of kindergarten.

While the study of Safar and Agha (2020) aimed to identify the obstacles that prevented governmental educational institutions in the State of Kut during the precautionary period - during the crisis of the spread of the new Corona virus pandemic in the country - from continuing to provide their basic educational services to their beneficiaries in the virtual environment according to the distance education and learning strategy And by using the means, tools, applications, services, resources and networks of information and communication technology related to the methodology of education, e-learning, education, networked learning, education and mobile learning from the teachers' point of view, the study used the descriptive analytical approach, In order to achieve the objectives of the study, a questionnaire was prepared to identify obstacles in three areas, namely (the logistical field, the academic field, and the administrative field) with identifying the impact of the variables (gender, nationality, specialization, academic qualification, type of school, years of experience, and educational stage). The questionnaire was used to collect information. The study sample consisted of (2607) teachers. Where the teachers expressed "high" agreement on all the influencing factors included within the three dimensions, the administrative obstacles had the highest averages and a very large degree of influence, followed by the academic obstacles and a very large degree of influence, and then the logistical obstacles with a large degree of influence, and the results also indicated that there are Statistically significant differences with regard to the variable of good sex, males, nationality in favor of Kuwaitis, specialization in favor of literary majors, school type in favor of male schools, years of experience in favor of the highest, experience, and educational stage.

As for the study of Rosalina and Eliani (2020, Rosalina and Eliani), which aimed to identify the teacher's challenges towards online education in the era of the epidemic in South Kalimantan, the qualitative descriptive approach was used, and the study population consisted of all English language teachers in the schools of South Kalimantan. A random sample of (14) English language teachers, the questionnaire was used as a tool for the study, and the results of the study showed that there are challenges for English language teachers in South Kalimantan schools towards online education, represented by the difficulty of connecting to the Internet, lack of knowledge in technology, lack of deep interaction when explaining the educational material, and the lack of an effective climate for online education. And the existence of the need for face-to-face education in teaching the subject, and the lack of knowledge of the actual capabilities and achievements of the student, as in traditional education.

As for the study of Lestiyawati and Widyanoro (2020), it aimed to identify the strategies and problems that Indonesian teachers face in conducting the e-learning system during the outbreak of the Corona virus in Indonesia, and the qualitative descriptive approach was used, and the study population consisted of all Indonesian teachers in school's high school, and a random sample of (55) teachers was chosen. The questionnaire and interview were used as study tools, and the results of the study indicated that there are strategies and problems faced by Indonesian teachers in conducting the e-learning system during the outbreak of the Corona virus, and it includes three teaching strategies, which are online chatting and the use of video conferencing, as well as combining them in the online education process. The results of the study indicated that there are some problems during e-learning, namely, the lack of support for school facilities with e-learning tools and the difficulty of obtaining them, the limited access of students to the Internet, the deprivation of students with a weak economic background, and the lack of support from parents in e-learning.

The study of Al-Qeeq and Al-Hedmi (2021) aimed at identifying the obstacles that school teachers faced in distance learning during the Corona pandemic in the Sultanate of Oman, as well as identifying the tools that teachers used in remote education and the tools that were used in following up students' implementation of their duties, and the study used the descriptive analytical approach. A questionnaire was used to collect information, and the study sample consisted of (289) male and female teachers. A questionnaire was distributed to them to collect information, and the results of the study showed that the degree of obstacles faced by school teachers in distance learning during the Corona pandemic came to a medium degree, and the results also showed that the most tools that teachers used in distance education and following up on students' solution of assignments were (social networking sites Facebook and WhatsApp application), and the results also indicated that teachers relied on the tools they developed to a greater degree than they relied on the tools recommended by the Ministry of Education.

Al-Hubaida study (2021) aimed to identify the obstacles that middle school teachers face in using distance learning skills in the State of Kuwait, from the point of view of educational leaders. The study followed the descriptive survey approach, and the questionnaire was relied upon to collect information. In Farwaniya Governorate in the State of Kuwait, where they were chosen by a simple random method, and the results showed that the degree of obstacles to the use of distance learning skills came to a moderate degree, and the results showed that there were no statistically significant differences according to the variables of gender, years of experience, and educational qualification.

While the study of Özüdoğru (2021, Özüdoğru) aimed to identify the obstacles that teachers face in distance learning in light of the Corona pandemic, and the descriptive approach was used, and the study sample consisted of (60) teachers in Turkish schools, and the questionnaire was used to collect information with interviews with some teachers, and the results of the study concluded that there are obstacles facing teachers in distance learning in light of the Corona pandemic, the most important of which is the poor qualification of teachers, the slow internet required for distance education, weak material capabilities, and poor infrastructure.

The study of Bahih (2021) aimed to identify the obstacles to the application of distance education in light of the Corona virus pandemic crisis from the point of view of teachers at the Higher Institute of Professions. In the level of this use and the obstacles according to the demographic variables of the teachers, the study used the descriptive analytical approach, and the study population consisted of all the professors at the higher institute, who numbered (25) single, where the comprehensive survey of the study population was used, and the questionnaire was adopted as a tool for collecting data for the study, and for analyzing the data, the statistical program for the social sciences (SPSS) was used. One Way ANOVA), and the study concluded that the level of use of electronic devices by professors is above average, and the obstacles they face when applying it were at an average level, and it also showed that there were no differences in the level of use of electronic devices, and the level of obstacles depending on the demographic variables of teachers at the Higher Institute for Comprehensive Professions .

Methodology and procedures

In order to achieve the objectives of the study and to answer the questions and hypotheses of the study, the

researcher adopted the analytical descriptive approach with the aim of describing, analyzing and classifying the data to obtain the results of testing the hypotheses of the study and to reach conclusions and recommendations regarding the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in Teaching, the researcher will distribute the study sample questionnaire to Arabic language teachers in Karak Governorate.

The study population and its sample

The study population consists of teachers of the Arabic language in the schools of Karak Governorate, and the total number of teachers is (260) male and female teachers, and it was possible to draw the study sample from the total number according to the study sample determination table for each of Krejcie, R and Morgan, D (1970) as it is Shown in the following figure:

the sample	community size
112	260

Sources of data and information, namely:

Primary Sources: The questionnaire whose validity and reliability will be verified.

Secondary sources: The researcher will refer to previous studies published in conferences and peer-reviewed journals on the subject of the research, in addition to books, reports and websites that dealt with the subject of the study implicitly or explicitly, whether in whole or in part, although the researcher was unable to find any study. A precedent published in Arabic has addressed the subject of the research explicitly or implicitly, even if the study sample or the time of its conduct has changed.

study tool

To reveal the obstacles facing teachers of the Arabic language in Karak Governorate when they use distance learning in teaching, the theoretical literature on the subject and related previous studies will be relied upon in developing a questionnaire for this study, to cover the hypotheses on which it is based, using evaluative phrases to determine the answers of a sample. the study.

1. Validate the tool:

The questionnaire will be presented to arbitrators from professors at Mu'tah University with experience and specialization in the Arabic language specialization, who number (6) faculty members, and the proposals and recommendations received from them regarding its phrases will be taken into account, and the amendment will be made according to their opinions.

2. Stability of attitudes of faculty members at Mu'tah University towards computerized subjects

To ensure the stability of the tool, the internal consistency was calculated on a survey sample from outside the study sample (30) according to the Cronbach alpha equation. Table (2) below shows these coefficients. These percentages were considered appropriate for the purposes of this study.

Schedule (2)

Cronbach's coefficient of internal consistency alpha for domains and total score

internal consistency	domains
0.81	Obstacles facing teachers of the Arabic language
0.71	Obstacles related to students
0.79	Obstacles related to the subject of the Arabic language
0.80	Infrastructural and technical obstacles
0.84	Total marks

Statistical standard:

A 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 numerically represented (5, 4, 3, 2, 1) on ranking, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00-2.33 a few

From 2.34-3.67 is medium

From 3.68- 5.00 large

The scale was calculated using the following equation:

$$\frac{(\text{The upper limit of the scale } (5) - \text{The minimum of the scale } (1)) / \text{Number of categories required } (3)}{= (5-1)/3 = 1.33} \text{ Then add the answer } (1.33) \text{ to the end of each category.}$$

Schedule (3)
Frequencies and percentages according to the variables of the study

The raito	Repetition	categories	
39.3	48	Male	Gender
60.7	74	Femae	
59.0	72	Bachelor's	Qualification
41.0	50	Postgraduate	
36.1	44	Less than 5 years	Years of Experience
63.9	78	5 years and over	
100.0	122	the total	

The first question: What are the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching?

To answer this question, the arithmetic means and standard deviations were extracted for the obstacles facing mathematics teachers in Karak Governorate when they use distance learning in teaching, and the table below shows that.

Schedule (4)
Arithmetic means and standard deviations of the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching are arranged in descending order according to the arithmetic means.

the level	standard deviation	SMA	the field	the number	Rank
high	.699	3.90	Obstacles related to students	2	1
high	.737	3.81	Infrastructural and technical obstacles	4	2
high	.768	3.69	Obstacles related to the subject of the Arabic language	3	3
middle	.632	3.66	Obstacles facing teachers of the Arabic language	1	4
high	.648	3.78	Total marks		

Table (4) shows that the arithmetic averages ranged between (3.66-3.90), where the field of obstacles related to students came in the first place with the highest arithmetic mean of (3.90), while the field of obstacles facing Arabic language teachers came in the last rank with an arithmetic mean of (3.90). 3.66), and the arithmetic average of the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching as a whole was (3.78).

The second question: Are there statistically significant differences ($\alpha= 0.05$) in the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching according to the variables (gender, educational qualification and number of years of experience)?

To answer this question, arithmetic means and standard deviations were extracted for the obstacles that Arabic language teachers face in Karak Governorate when they use distance learning in teaching according to the variables of gender, educational qualification and number of years of experience. The table below shows this.

Table No. (5)
Arithmetic means and standard deviations of the obstacles facing teachers of the Arabic language in Karak Governorate when they use distance learning in teaching according to the variables of gender, educational qualification and number of years of experience

the number	standard deviation	SMA		
48	.722	3.48	male	gender
74	.513	3.97	feminine	
72	.594	3.89	Bachelor's	educational qualification
50	.692	3.61	Postgraduate	
44	.681	3.51	Less than 5 years	number of years of experience
78	.582	3.93	5 years and over	

Table (5) shows an apparent variation in the arithmetic means and standard deviations of the obstacles

facing Arabic language teachers in Karak Governorate when they use distance learning in teaching due to the different categories of the variables gender, educational qualification and number of years of experience. To show the significance of the statistical differences between the arithmetic means, an analysis of variance was used. triple schedule (5).

Table No. (6)

Triple variance analysis of the effect of gender, educational qualification and number of years of experience on the obstacles facing Arabic language teachers in Karak Governorate when they use distance learning in teaching.

Statistical significance	f value	mean of squares	degrees of freedom	sum of squares	source of contrast
.000	21.724	6.711	1	6.711	gender
.014	6.190	1.912	1	1.912	Qualification
.000	18.638	5.758	1	5.758	Years of Experience
		.309	118	36.453	The error
			121	50.779	total

Table (6) shows the following:

- There are statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the p-value was 21.724 with a statistical significance of 0.000, and the differences were in favor of females.
- There are statistically significant differences ($\alpha = 0.05$) due to the effect of the academic qualification, as the P value was 6.190 and the statistical significance was 0.014, and the differences were in favor of the bachelor's degree.
- There are statistically significant differences ($\alpha = 0.05$) due to the effect of the number of years of experience, as the value of P was 18.638 with a statistical significance of 0.000, and the differences were in favor of 5 years or more.

Findings and recommendations

Through the foregoing, the researcher reached several results, the most important of which were:

1. The arithmetic average of the obstacles faced by teachers of the Arabic language in Karak Governorate when they use distance learning in teaching as a whole was (3.78).
2. There are statistically significant differences due to the variable (sex, educational qualification, and years of experience).
3. The scarcity of studies related to the issue of obstacles facing Arabic language teachers when they use distance learning in teaching in the same area, according to the researcher's knowledge.

Recommendations:

1. Conducting workshops, seminars and school meetings for parents to educate them and increase achievement on how to deal with their children in order to improve their level of achievement in the Arabic language.
2. Spreading awareness among members of society and encouraging them about the importance of distance education.
3. Preparing appropriate strategies for evaluating students.
4. Providing teachers with the skills they need to succeed in the educational process, because they are the heart and foundation of the process.
5. Providing schools with equipment, software and internet networks to use the platforms in distance education and to complete the educational process.
6. The researcher hopes to conduct more studies on the obstacles that Arabic language teachers face when they use distance learning in teaching, and that the results of this study may be useful for this purpose.

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