

## Discover the Fascinating Insights: Public School Students in Jordan Embrace Distance Education

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### Abstract

*This study sought to examine the effectiveness of distant education from the viewpoint of public-school students in order to answer the question, "How effective is the use of distance education?" The objective of this descriptive survey research was to measure the effect of gender disparities in perspectives over the first six months of 2023. All 300 participants were selected at random from the student body of public schools in the Wadi elseer Directorate of Education, split evenly between males and females. A total of 150 men and 150 women were included in the sample. Findings were encouraging; an impressive mean score of 4.78 was attained by the top-rated statement, "Through the use of distance learning, my academic experience has been greatly enhanced," highlighting the favorable influence of remote learning on academic experiences. The statements "Participating in classes remotely has increased my interest and motivation" (4.67) and "Distance education facilitates discussions and dialogues about educational problems" (4.59) illustrate its capacity to enhance motivation and encourage meaningful discussions. While statements like "Education grew in popularity and piqued my curiosity" (3.60) and "I believe that distant education sufficiently equips me to face professional problems" (3.60) indicate areas that need improvement, the overall domain score of 4.30 confirms a generally positive perception of distance education.*

**Keywords:** *Distance Education, Public School Students, COVID-19 Pandemic.*

### Introduction

One of the most significant technological advancements in education in recent years is distance learning, which has broken away from the conventional model of classroom instruction by placing the student in a virtual classroom that is geographically and physically distant from the instructor, provided that education interactively takes place by transferring various educational or training information and experiences from their source to the learner or trainee where they are, relying on technical educational/training media and electronic communication technology. Accordingly, distance education has resulted in changes in the organizational method for the processes and methods of transferring the provision and management of information and various experiences in the educational and training fields; perhaps the most prominent and clear is that it is no longer required for individuals to attend places of education and research at regular intervals. As a result, distance education requires the presence of institutions that differ from what exists in traditional institutions.

Through the use of computers, networks, and multimedia—which includes text, images, music, sound, static and animated drawings, and other elements—as well as hypermedia—programs that rely on moving from one medium to another to present information in another form or to a deeper and more detailed degree—distance education utilizes modern communication mechanisms to facilitate interaction between instructors and students through the comprehensive presentation of course and lesson content. This is on top of the fact that educational and teaching-related information may be shared and made accessible via mobile phone globally through the Internet. Anyone can get online, and the vast pool of information it contains spans entire continents. It is also feasible to use instructional movies, interactive videos, and files sent via email. Live chat and newsgroup systems also provide opportunities for students to communicate

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with one another; the service enables many users to converse, share information, and send and receive instant messages.

Recent developments in education and communication technology have opened up new possibilities for teachers and students to interact in real time, regardless of their physical locations, and to share and receive knowledge in a variety of formats. Library digitisation, virtual lab creation, online lecture delivery, and remote educational seminar and workshop facilitation are all areas that benefit greatly from this technology (McKinsey & Company, 2021).

The COVID-19 pandemic has had far-reaching effects on the cultural, economic, and pedagogical domains, which have been felt by educational institutions worldwide. As a result of the pandemic, all educational institutions have closed their doors and moved their operations online, which has profoundly and immediately impacted the lives of pupils. Consequently, the Internet and its numerous related technologies have enabled the global dissemination and management of education (Fry, 2001).

Due to the closure of schools, all educators were forced to rely on online resources. Various students were unprepared for the change, but they needed more choice to adjust to a new method of instruction while dealing with the various challenges brought on by the pandemic (Kinshuk et al., 2016). Many were cautiously optimistic about shifting from conventional classrooms to online learning. With near-universal agreement, research shows that students' success rates improve when they take classes online. Data suggests that well-planned online and in-person learning can be as effective as each other (Kurucay & Inan, 2017).

Researchers in the field of education have shown numerous benefits to online learning, one of which is the ability to keep students on track academically (Akinbadewa & Sofowora, 2020; Seage & Türegün, 2020)—promoting lifelong learning while lowering the astronomical costs of traditional education (Al-Husban, 2020).

### *Statement of the Problem*

Education has always been influenced by social, health, economic, and political events and changes, according to those who research educational systems across time and location. A decision was reached to halt public schools in Jordan due to the current worldwide crisis and the spread of the Coronavirus, which has had a significant impact on the country. To make sure school keeps running smoothly, nevertheless, the Ministry of Education set up a remote education system. Education is now more accessible than ever before since students have the freedom to study whenever and wherever they like using this system.

### *Questions of the Study*

**Main Question:** What are the projections for the utilization of remote education by secondary school students in Jordan, considering the impact of the Corona crisis and its subsequent developments?

This raises the following related question:

Is there a statistically significant difference, at a significance threshold of  $\alpha < 0.05$ , in the attitudes of secondary school pupils in the Wadi el-seer Directorate of Education in Jordan based on gender?

### *Study Hypotheses*

This research set out to verify or disprove the following null hypothesis:

There is no statistically significant variation, at a significance level of  $\alpha < 0.05$ , in the perceptions of secondary school pupils in the Wadi el-seer Directorate of Education in Jordan, based on the gender variable.

## Objectives of the Study

As the Corona crisis unfolds, this article aims to shed insight into how Jordanian secondary school students perceive the use of distance education.

We are determining the weight of gender differences in Jordanian secondary school students' views on online learning.

Make substantial suggestions for improving and enhancing the educational process based on the findings of this study.

### *Previous Studies*

This study by Kavurmacı et al. (2024) sought to ascertain if the D.E. that college students received during the COVID-19 pandemic met their expectations. The descriptive study included 458 first-year students from a single public university. An online survey known as the "Distance Education Satisfaction Questionnaire" was utilized to collect data. In order to assess the data, descriptive tests were utilized within the SPSS 20 software suite. Women made up 76% of the sample, with 34% being second-year students and 25% being nursing professors. Participating individuals possessed a personal computer at 60.3% and a smartphone at 98.5%. The "instructor," "systems used in D.E.," "university/faculty management," and "digital content/teaching material" subdimensions of D.E. were met with general satisfaction by students. However, it was found that the "student" and "assessment and evaluation" components did not meet their satisfaction. While students reported high levels of satisfaction with their distance learning experiences, they did not rate it as highly as in-person instruction. It is advised that all universities improve their D.E. infrastructure to guarantee the efficient and timely application and maintenance of D.E. during future pandemics.

Mohamad Noor's (2024) research focuses on how technological advancements can make distance learning more accessible, the societal impacts of this trend, and the challenges that will arise in the years following COVID-19. The semi-systematic literature review in this work covers the years before, during, and after COVID-19 in the realms of educational technology, distant learning, and education generally. The purpose of this essay is to investigate the effects of educational technology and the ramifications of the worldwide trend towards distant learning that followed the COVID-19 lockout. The second decade of this century has seen an explosion in the accessibility, interactivity, portability, and immersion of educational technology. The growth of digital platforms and technology, the accessibility of digital information for adult workers, and self-paced continuous learning are all essential parts of the future of learning. There are a lot of problems that need fixing with things like infrastructure and the Internet, but eLearning is the way to go for distant learning's promising future. As a result of technological convergence—which is both about similarities and differences and possibilities and contrasts—more research is needed to provide light on educational technology.

Naidu (2024), in this editorial, looked at how the COVID-19 epidemic changed educational systems around the world, focusing on the good things that came out of the bad. Despite lacking a representative sample or conventional research methods, this article draws on real-world instances worldwide to demonstrate the widespread adoption of online learning platforms and emergency remote teaching to keep education running smoothly. It stresses the significance of adaptation and how the forced transition to online learning demonstrated the robustness of educational systems. More inclusive and adaptable methods may ultimately transform education in the future, thanks to the pandemic's influence on a rethinking of conventional wisdom.

In 2024, Al-Suroor from the point of view of secondary school students in Mafraq Governorate, Jordan, this study set out to investigate the impact of distant learning on the growth of self-learning among the Corona pandemic. The researcher achieved this by developing a 30-item computerized questionnaire and

confirming its validity and reliability. The 280 high school students from Mafraq Governorate, Jordan, who were the subjects of the study were surveyed using a descriptive survey design. According to the research, secondary school pupils in Jordan's Mafraq Governorate saw a considerable increase in self-learning during the Corona pandemic as a result of remote education. Furthermore, the findings showed that female students in the scientific branch and second grade of secondary school had a total advantage in estimations, while male students' estimations differed significantly across all domains at the significance level ( $\alpha = 0.05$ ). There was also a favorable correlation between self-learning and distance learning, according to the statistics. Based on the study's findings, the researcher made a number of recommendations, the most important of which is that all Jordanian schools should implement online education programs to encourage pupils to learn independently and develop their desire in doing so.

Asif et al.'s (2022) study aimed to examine the perceptions held by Saudi Arabian schoolchildren about the new online learning platform that was introduced during the current COVID-19 pandemic. A random sample of college students from Saudi Arabia were asked to take part in a survey that was conducted online. Two hundred ninety-four students were randomly chosen to evaluate the online teaching method's validity and effectiveness. In order to gauge the internal consistency of the latent constructs, we computed Cronbach's alpha in AMOS (version 24) software. We employed confirmatory factors analysis to gain a clearer picture of students' perceptions of their online education. According to the latest study, online education proved useful for some Saudi Arabian universities throughout the pandemic. Because of its many benefits, students generally view online education in a positive light.

Vural et al (2022) study aimed to examine the metaphors used by high school students to describe the connections between the COVID-19 pandemic and their schools. A qualitative research strategy rooted in phenomenology was employed to carry out the research. The study included 134 high school students from various grade levels. Content analysis was employed to analyze the data. Metaphors were categorized according to their commonalities, and their frequency counts were calculated. "Fever," "jail," and "snake" were the most commonly used metaphors among the 76 that were found in 8 categories characterizing COVID-19. They said the metaphors were connected to the destructive and fast-spreading nature of the disease. Using the COVID-19 method, the school was able to extract eight classes of metaphors and 78 individual metaphors. Using the students' metaphors as a springboard, the study's findings informed recommendations. It was suggested that educational approaches could modify students' unfavorable perceptions about the school and the COVID-19 system after it was determined that they had such sentiments.

Asgharzadehbonab et al. (2022) examine the current state of online learning platforms and learners' preferences and future intentions for online education. This study draws comparisons by examining how well pupils did in school over the two years of the COVID-19 pandemic and the two years preceding it. Data was collected using a cross-sectional study. There were 1087 person-at-large replies to the online survey. In contrast to more conventional forms of education, this study found that online courses were significantly more effective. Students' satisfaction with their online education would not necessarily translate to their academic achievement on standardized tests since there was a little decrease in their scores. Policymakers will get insight into students' attitudes about and experiences with online learning, and schools will be better prepared to meet the demands of this new paradigm.

Al-Muzaini and Al-Muhammadi (2019) investigated the attitudes of Al-Madinah Al-Munawwarah secondary school students on the use of technology in the classroom. The sample size was 300 students, with 148 men and 148 females taken from the first year of secondary school, 133 men and 133 females from the second year, and 109 men and 109 females from the third year. The selection process used a stratified random sampling technique. The study's goals were achieved by using a 27-item scale developed to measure students' attitudes toward using the e-learning system in the classroom. The reliability and validity of the scale had already been proven. To shed light on the study subjects, statisticians computed means, standard deviations, t-tests, one-way analyses of variance, and Scheffe tests for dimensional comparisons. The study found that students' views on the educational e-learning system were similar across genders, with an overall

mathematical mean measuring students' attitudes 82.3. These findings were discovered after applying suitable statistical procedures to the survey data gathered from Madinah secondary school pupils. In addition, the survey revealed that students' opinions on the e-learning system in the Medina area vary by grade. Specifically, first-year secondary students had the most favorable impressions of the system (75.3), second-year secondary students had the least favorable impressions (12.4), and third year secondary students had the most negative (47.3).

Al-Bawi (2019) investigated how students in the computer science department's Google Classroom course impacted their knowledge of image processing and their outlook on online education more broadly. During the course of a school year, 47 students were assigned to the online platform for instruction, while 48 students were assigned to the traditional method of instruction. After extensive planning, including checking the experiment's internal and external security and creating and validating two instruments (an achievement test and a measure of the trend towards electronic education) with confirmed psychometric properties, the results showed that the educational platform had a positive effect on the experimental group's performance and attitudes after teaching them the scientific material and giving them the test.

Fresen's (2018) study delves into how ChatGPT, a remarkable example of generative A.I. making strides in light of recent technology advancements, can impact distance education. The study's premise is that it will soon play a pivotal role in our lives thanks to A.I. advancements. Its goal is to demonstrate concrete applications of A.I. in remote education, an area whose significance has become clearer due to the pandemic. We provided a detailed explanation of the case-specific prompts and outputs and assessed the final items' educational value and limitations. The results highlight the need to utilize technology, foster a feeling of community, and motivate instructors to engage in ongoing professional development to enhance scientific education's effectiveness and engagement through distance. Furthermore, the study highlights the importance of continuous research, assessment, policymaking, and execution to provide a strong foundation that enables distance science education's responsible and sustainable expansion. Despite acknowledging ChatGPT's present limitations, the study found that it might be highly beneficial for both learners and instructors in distance education, and the results were unexpectedly innovative. Teachers, researchers, and lawmakers can all benefit from the research's practical recommendations for improving science education through online learning.

Al-Humairi (2014) researched the educational environment in the Tabuk region to identify developing trends. In order to get a sense of how the educational community feels about the implementation of elearning, a survey was administered to 412 faculty members, 936 instructors, 8052 college students, and 3628 high school students. Although the study discovered a lot of interesting findings, the one that stands out as arguably the most significant is that there are no statistically significant differences between the perspectives of male and female students on the implementation of e-learning.

## The Study Methodology

Due to its appropriateness for the study's aims and purposes, the researcher employed the descriptive survey approach.

### *The Study Population and its Sample*

Three hundred male and female students were selected for the study, representing a cross-section of the student body in the Wadi el-Seer Directorate of Education's public schools. The simple random approach was used to select a sample consisting of 150 males and 150 females, with a 50% breakdown for each.

*The Study Tool*

In order to accomplish the study's objectives, the researcher drew from theoretical literature and prior research on the topic to create a questionnaire with nineteen items meant to reveal public school students' perspectives on the efficacy of using distance education during the COVID-19 pandemic.

*Tool Validity*

We confirmed the study tool's validity by sending an electronic version of the questionnaire to a panel of six highly qualified arbitrators. Based on their feedback, we deleted or changed some questions and included others.

*Construction Validity of the Tool*

For each tool, the researcher calculates the Corrected Item-Total Correlation coefficients to see how well each item contributes to the overall tool performance, and for each performance, the researcher calculates the Corrected Item-Total Correlation coefficients to see how well each item contributes to the overall performance: The coefficients should be considered statistically significant, and the corrected correlation coefficient should be at least 0.30. These coefficient values are listed in Table (2).

**Table 1.** Total Values of Corrected Correlation Coefficients for All Elements in the Tool

Item No.	Item	* Corrected correlation coefficients for each item's association with the tool as a whole
1	Distance education technology is both easy to use and dependable.	.683
2	Distance education enables prompt feedback from professors.	.598
3	Distance education improves my capacity to manage my learning schedule effectively.	.508
4	Distance schooling has enhanced my sense of discipline and organization.	.626
5	Distance education offers the chance to collaborate with fellow students.	.752
6	I am content with the degree of academic assistance provided in distance education.	.733
7	Distance education platforms efficiently incorporate multimedia elements for learning.	.797
8	Distance education sufficiently equips me to face professional problems.	.504
9	The instructional quality in distance education fulfills my educational aspirations.	.743
10	Distance education has enhanced my ability to think critically and solve problems.	.836
11	Based on my own experience, I highly suggest distance education to others.	.661
12	To a sufficient extent, I find psychological solace in distance education.	.802

13	Learning allows for a great degree of leeway in addressing the pedagogical process's dimensions.	.798
14	I became interested in education as it became popular.	.712
15	My difficulties are being addressed via my distance education.	.716
16	I spent less time in school because of distance learning.	.561
17	I can instruct remotely by swiftly fixing mistakes.	.614
18	Aids in the maturation of a scientific mind	.609
19	Education grew in popularity and piqued my curiosity.	.752
20	Through distance learning, my academic experience has been greatly enhanced.	.735
21	Participating in classes remotely has boosted my interest and drive.	.743
22	My distance education facilitates discussions and dialogues about educational problems.	.508
23	Many student concerns can be alleviated by distance education.	.626
24	Thanks to my online classes, I can easily complete my assignments.	.752
25	For some reason, taking classes online inspires new ideas.	.733
26	I was able to learn responsibility through distance education.	.797
27	I had less anxiety and tension as a result of my distance education.	.504
28	Students can absorb course materials more effectively when they attend classes remotely.	.598
29	Aids in the learning process	.836
30	By citing various sources, it was useful to me.	.661

*\*All of these parameters are statistically significant*

According to the preceding Table, both requirements for the corrected correlation coefficients are met.

#### *Tool Reliability*

The reliability coefficients for the fields and the tool overall, as well as Cronbach's alpha and recursion reliability, were calculated using the internal consistency method; these results are shown in Table (2). These parameters were considered appropriate for this investigation.

**Table 3.** Examining The Reliability of Domain and Total Score Using Cronbach's Alpha as An Internal Consistency Coefficient

Domain	Test/retest reliability	Internal consistency
<b>Total</b>	0.93	0.91

#### *Statistical Treatments*

The researcher averaged and standardized the sample's answers to each question to better understand the data.

*Study Results*

Results related to the main question of the study

*What are the projections for the utilization of remote education by secondary school students in Jordan, considering the impact of the Corona crisis and its subsequent developments?*

The researcher in Jordan computed the mathematical averages and standard deviations of the perceptions of using distant education among secondary school students in order to answer the first question:

**Table 3.** Standard Deviations and Arithmetic Averages of Students' Views on The Efficacy of Remote Education During The COVID-19 Epidemic in Jordanian Public Schools, Arranged in Descending Order of Effectiveness

N	Rank	Items	Arithmetic average	STD	Degree
1	12	Distance education technology is both easy to use and dependable.	4.34	.699	Large
2	15	Distance education enables prompt feedback from professors.	4.20	.935	Large
3	18	Distance education improves my capacity to manage my personal learning schedule effectively.	4.08	1.056	Large
4	21	Distance schooling has enhanced my sense of discipline and organization.	4.08	.886	Large
5	22	Distance education offers the chance to collaborate with fellow students.	3.99	1.115	Large
6	24	I am content with the degree of academic assistance provided in distance education.	3.96	1.091	Large
7	26	Distance education platforms efficiently incorporate multimedia elements for learning.	3.74	1.224	Large
8	29	Distance education sufficiently equips me to face professional problems.	3.60	1.110	Average
9	13	The instructional quality in distance education fulfills my educational aspirations.	4.34	.699	Large
10	16	Distance education has enhanced my ability to think critically and solve problems.	4.20	.935	Large
11	18	Based on my own experience, I highly suggest distance education to others.	4.08	1.056	Large
12	14	To a sufficient extent, I find psychological solace in distance education.	4.34	.699	Large
13	17	Learning allows for a great degree of leeway in addressing the pedagogical process's dimensions.	4.20	.935	Large
14	19	I became interested in education as it became popular.	4.08	1.056	Large
15	20	My difficulties are being addressed via my distance education.	4.08	.886	Large
16	23	I spent less time in school because of distance learning.	3.99	1.115	Large
17	25	I can instruct remotely by swiftly fixing mistakes.	3.96	1.091	Large



18	27	Aids in the maturation of a scientific mind	3.74	1.224	Large
19	28	Education grew in popularity and piqued my curiosity.	3.60	1.110	Average
20	1	Through distance learning, my academic experience has been greatly enhanced.	4.78	.561	Large
21	2	Participating in classes remotely has boosted my interest and drive.	4.67	.571	Large
22	3	My distance education facilitates discussions and dialogues about educational problems.	4.59	.605	Large
23	4	Many student concerns can be alleviated by distance education.	4.58	.592	Large
24	5	Thanks to my online classes, I can easily complete my assignments.	4.52	.666	Large
25	6	For some reason, taking classes online inspires new ideas.	4.46	.727	Large
26	7	I was able to learn responsibility through distance education.	4.45	.714	Large
27	8	I had less anxiety and tension as a result of my distance education.	4.45	.738	Large
28	9	Students can absorb course materials more effectively when they attend classes remotely.	4.44	.816	Large
29	10	Aids in the learning process	4.41	.823	Large
30	11	By citing various sources, it was useful to me.	4.36	.762	Large
Domain as a whole.			4.30	.558	Large

This Table presents a comprehensive analysis of students' perceptions of several features of distance education, arranged in descending order according to their average scores. The component that received the highest ranking is "Through the utilization of distance learning, my academic experience has been significantly improved," with an average score of 4.78 and a standard deviation (STD) of 0.561. In light of this, there is widespread agreement that the educational experience is considerably enhanced by remote education. Following closely behind is the statement, "Participating in classes remotely has boosted my interest and drive," which received a mean score of 4.67 and a standard deviation of 0.571. This further demonstrates that remote learning effectively fosters academic motivation and engagement. The third highest rating, "My distance education facilitates discussions and dialogues about educational problems," has an average score of 4.59 and a standard deviation of 0.605, indicating that distance learning encourages meaningful debates about educational challenges. In a similar vein, the statement "Many student concerns can be alleviated by distance education" (mean 4.58, standard deviation 0.592) demonstrates the efficacy of this mode of instruction in addressing student concerns. "Thanks to my online classes, I can complete my assignments with ease," with an average score of 4.52 and a standard deviation of 0.666, is the fifth and final statement on the list. This statement demonstrates that online classes make it easier to do tasks promptly.

The next two statements, "I was able to learn responsibility through distance education" and "I had less anxiety and tension as a result of my distance education," achieved excellent scores, with an average of 4.45 and 4.44, respectively. There is widespread agreement that distance learning helps students feel more in control of their studies and less anxious overall. Distance education improves knowledge retention and comprehension according to two surveys: "Students can absorb course materials more effectively when they attend classes remotely" (average 4.44, STD 0.816) and "Aids in the learning process" (average 4.41, STD 0.823). Additional noteworthy findings consist of the statement "Distance education technology is

characterized by user-friendliness and reliability" (mean 4.34, standard deviation 0.699), indicating students' trust in the consistency of online learning platforms, and the statement "The educational standards in distance education meet my educational ambitions" (mean 4.34, standard deviation 0.699), which confirms that the instructional quality aligns with students' educational objectives.

Nevertheless, the things with the lowest rank indicate specific areas that require development. The statements "Education gained popularity and sparked my interest" and "I think that distance education adequately prepares me to tackle professional issues," both with an average rating of 3.60, demonstrate a moderate level of enthusiasm regarding the potential of distance education to stimulate curiosity and fully equip students for professional challenges. Notwithstanding these issues, the overall domain of remote education received a high score of 4.30 with a standard deviation of 0.558, indicating that students typically perceive this learning method as advantageous and successful for achieving their educational objectives.

#### *Results Related to The Study Sub-Question*

*Is there a statistically significant difference, at a significance threshold of  $\alpha < 0.05$ , in the attitudes of secondary school pupils in the Wadi el-seer Directorate of Education in Jordan based on gender?*

This question was addressed by applying a test of the results of an independent t-test to the entire tool to identify any statistical differences based on the gender variable.

**Table 4.** Findings from a Comprehensive Independent Study on The Gender Variable in the Tool

Domain	Gender	Mean	T. value	Sig.
The tool as a whole	Male	4.853	-0.965	0.333
	Female	4.948		

Views on online learning vary by gender, as shown in the Table. It looks at the average scores for both men and women specifically. When looking at their overall judgment of the success of remote education, the "Arithmetic average" column displays the mean scores for each gender. While women reported a somewhat higher average score of 4.948, men reported an average score of 4.853.

Based on a statistical t-test that compared the two groups' mean scores, the "T. value" was determined. The gender gap in average scores was indicated by the negative figure of -0.965. However, this discrepancy is not statistically significant; the "Sig." value of 0.333 is higher than the standard significance level of 0.05. Although it isn't entirely clear, the number of degrees of freedom represents the sample size and the statistical computation of the test.

In conclusion, gender differences in perceptions of remote education are not statistically significant, suggesting that men and women hold similar views on the merits and efficacy of this education, even if women scored marginally better.

## **Discussion of the Results**

The study found that secondary school students in Jordan who used remote education during the COVID19 pandemic mainly had good views of it. The positive results regarding distance education's impact on student's academic experiences and their ability to manage their study time are consistent with those of other research conducted in similar settings. Most notably, the top-ranked items show a strong belief in the advantages of remote learning, such as "Through the use of distance learning, my academic experience has been greatly enhanced" (mean 4.78) and "Participating in classes remotely has boosted my interest and drive" (mean 4.67). This aligns with the results of Al-Humairi (2014), who found that people had positive attitudes toward e-learning in various classrooms.

In addition, statements such as "Distance education technology is both easy to use and dependable" (mean 4.34) and "Distance education enables prompt feedback from professors" (mean 4.20) highlight the importance of technology and instructor responsiveness in enabling effective distance learning. Asgharzadehbonab et al. (2022) also discovered that improvements in educational technology greatly affect the efficacy of distance learning. Therefore, our findings are in line with theirs. The trend towards accepting digital solutions in learning contexts was also highlighted by Al-Muzaini and Al-Muhammadi (2019), who stressed the positive reception of technological instruments in educational settings.

Nevertheless, the Jordanian study pointed out several places that may have used some of the work. For example, the adequacy of distance education in preparing students to confront professional issues was rated at 3.60 out of 5. Despite the generally favorable opinion of online learning platforms, there were misgivings regarding their ability to entirely replace traditional educational techniques, as shown in research such as Asif et al. (2022). This sentiment is in accord with those concerns.

Notably, the gender analysis within the Jordanian study indicated no significant differences between male and female perceptions, suggesting a uniform acceptance of distance learning's benefits across gender lines. This finding is crucial as it contradicts earlier studies, such as those by Vural et al. (2022), which sometimes indicated varying experiences and perceptions based on demographic factors.

Overall, prior research has shown that worldwide trends favor distance education, and the positive attitudes toward it among secondary school students in Jordan during the COVID-19 pandemic are consistent with this trend. Although some areas may be improved, these trends show that distance learning is becoming more accepted, and its benefits are being acknowledged. Such homogeneity across research highlights the revolutionary promise of distance learning in meeting educational demands at times of unparalleled crisis, such as a worldwide epidemic.

## Conclusion

The article "Public School Students in Jordan Embrace Distance Education Amidst the Corona Crisis" sheds light on how secondary school students in Jordan embraced and made the most of remote learning amid the COVID-19 pandemic. According to the research findings, high satisfaction scores with claims about the improvement of academic experiences and motivation indicate that students' academic experiences have been significantly improved by remote learning. For example, with a mean score of 4.78, the statement "Through the use of distance learning, my academic experience has been greatly enhanced" conveyed the consensus that distance education improves education.

Additionally, the study highlights how remote learning can improve the learning environment by allowing teachers to provide timely feedback and lead important debates about educational challenges. Lower ratings around 3.60 indicate the need for strategic improvements in properly preparing students to tackle professional challenges and inspiring curiosity, which are areas that could use some improvement.

In light of these results, it is suggested that Jordanian educational institutions and authorities keep pouring resources into improving and expanding their distance learning platforms to be accessible to all students. In order to fill in the gaps and make the most of remote learning, it is necessary to improve the technological infrastructure and teacher and student training. Distance education curricula should be aligned with professional and industrial requirements to prepare students for future difficulties effectively. Finally, in the post-pandemic age, the success and sustainability of distance education will depend on cultivating an environment that constantly adjusts to the input and changing demands of students.

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