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The Degree of The Contribution of Remote learning in Improving The Performance of Teachers at The Rosary Sisters' Schools in Jordan.

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Abstract

This study aimed to identify the degree of the contribution of remote learning in improving the performance of teachers at Rosary Sisters schools in Jordan. To achieve the objectives of the study, a descriptive survey approach was used, where the study tool was developed, and its validity and stability have been confirmed. The study sample included all the principals and teachers in the Rosary Sisters schools in Jordan in all regions, where the sample included (400) teachers and directors. The results of the study showed that the degree of the contribution of remote learning in improving the performance of teachers at Rosary Sisters schools

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in Jordan was large. Moreover, the results showed that there were no statistically significant differences in the degree of the contribution of remote learning in improving the performance of teachers at Rosary Sisters schools in Jordan according to gender variables, academic qualification, years of experience, functional name, and region. Considering the results of this study, the researchers recommended the importance of the continuing development, improving and training on remote learning strategies, as well as the importance of involving the students' parents in the teaching and learning process.

Key Words: Remote learning, Improving Teachers' Performance, Rosary Sisters Schools, Jordan.

Introduction

Today, the world is facing many developments, challenges, and identities in all areas of life, including technical progress, communication, information in humanitarian, scientific and technical knowledge. The technology and information network are one of the most technical developments that has helped in huge advances in education. Educational technology is one of the most important pillars to build its future and the future of its sons in the age of information and technology we live today. In view of an increased demand for education, workers in the educational process began looking for the latest ways and methods to provide an advanced educational environment attracting people's interests and leading to the exchange of views and expertise. Recent technologies such as computers, information networks and their multimedia are one of the most successful means to provide an educational environment. The information network appears in its ability to link individuals across distances and different information sources, using this technique has raised education opportunities beyond the scope of the traditional education which is known as Remote or e-learning, as one of the most important methods of modern education (Miqdadi, 2020).

The study Problem

Distance learning is one of the most modern concepts in today's world because of the changing and the rapid technical development and given the new Corona pandemic conditions that imposed new challenges. Despite the developments in the field of technologies, many schools and universities continue to adopt the style of assassinating education, and refuse to use modern educational methods, including distance learning due to the lack of knowledge in these techniques and not being available in many institutions. Some of these institutions do not value the importance of distance learning, which negatively affects the educational process, and from this comes the need for change, development, and renewal and to find solutions to problems and challenges that stand in front of the pattern of distance learning. This pattern of education has become a method of education in schools and universities all the world and now it is a must to continue the educational process because of the pandemic that stopped various facilities of life. Today, various educational institutions are developing a distance learning pattern, to become a way of teaching adhered to the needs of students and teachers and to improve their performance as well (Makadi, 2020).

Researchers believe that the reality of schools today shows that there is a substantial lack of knowledge in distance learning skills, and do not have the integrated infrastructure of this pattern of education. Many schools have not yet reached the level required to be employed in the proper educational process, many schools are not ready. As the Corona pandemic has suddenly emerged without any warning, and schools are floundering in how to apply the skills of modern technologies, including the skill of applying distance learning to continue the educational process, which is still in the traditional method in many areas, and has not yet entered into the logic of this modern technique. Institutions do not have enough knowledge and skill to apply distance learning in the educational process, which is one of the most important challenges faced by schools today, and to accept and work to become more capable to improve the performance of teachers in employing distance learning.

Study Questions

The study answered the following questions:

- What is the degree of the contribution of distance education in improving the performance of the teachers at the Rosary Sisters Schools in Jordan from the point of view of the principals and the teachers?
- Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) according to the estimates of the study sample about the degree to which distance education has contributed in improving the performance of teachers at Rosary Sisters schools in Jordan from the point of view of principals and teachers with reference to certain variables (gender, years of experience, qualification Scientific, Territory, and Job Title)?

Objectives of the Study

This study aimed to achieve the following objectives:

1. To know the degree of the contribution of distance education in improving the performance of teachers at the Rosary Sisters Schools in Jordan from the point of view of principals and teachers.
2. To show any statistically significant differences in the responses of the sample members about the degree to which distance education contributes to improving the performance of teachers at the Rosary Schools in Jordan due to variables (gender, years of experience, academic qualification, region, and job title).

The importance of studying

1. The importance of this study stems from the importance of the subject (contribution of distance learning in improving the performance of the teachers at the schools of Rosary Sisters in Jordan) and the goals achieved.
2. This is the first study to be considered within the science of researchers dealing with (the degree of contribution of distance learning in improving the performance of Rosary Sisters Schools in Jordan).
3. The present study draws attention to the importance of activating distance learning at schools, universities, and the Ministry of Education, because of its role in improving and managing the performance of the educational process.
4. The study helps to overcome the challenges that could hinder the process of distance learning, making the output of this process even better and more accurate.

Limitations of the Study

1. Substantive boundaries: this study was limited to a degree of contribution of distance education in improving the performance of teachers at Rosary schools in Jordan.
2. Time limitations: this study was carried out in the second semester of the university year 2020/2021
3. Spatial limitations: this study was limited to the schools of The Rosary Sisters in the regions of Jordan (north, center, and south).
4. Human limitations: The study was limited to a sample of managers and teachers working in the schools of The Rosary Sisters in Jordan.

Terminology of the Study and Procedural Definitions

Distance Education Distance or-Remote Learning:

Dulaimi (2018, 4) states that: "The educational system is based on the delivery of the educational material to the individual through different technical communication media and may be far away from the teacher or the educational process, and this type of education is done when separating the natural distance between individuals and teachers during education. "

A Procedural Definition of Distance Learning

Distance learning is one of the types of modern education where the individuals can learn without directly communicating with their teachers and essentially and it could be from any appropriate place (home, workplace, educational center) facilitated by using modern technology and technologies to deliver the information in the most direct, efficient and in a less expensive way.

Improving the Performance of Teachers

The process of improving the teacher's performance is defined as: "an ongoing participatory construction process that targets teachers and educational fields to change and develop their performance, their skills, and the educational, administrative and ethical capabilities."

Rosary Sisters Schools

Al-Rosary Sisters Schools are private non-governmental schools belonging to the congregation of the Rosary, aimed at raising and educating Arab girls. These schools are well known in Jordan, Palestine, Syria, Lebanon, and Kuwait.

The Theoretical Literature

Today's world is facing many rapid developments, including scientific and technical progress, and the information and communication revolution all these have doubled the scientific and technical human knowledge. There has been a wide development in the field of multimedia technology and the information network, including educational technology, which is one of the main pillars for the future of countries and governments in the era of technology and electronics. What we live in now, and with the emergence of multiple means of computers and their applications and the development in communications and technology that led to the emergence of electronic schools and educational technologies, including distance education and e-learning (Amer, 2019).

Mahdi (2018,15) defines distance education as follows: “It is the means that the teacher uses with students to teach using the information network, for this reason it is called distance education, meaning that there is a separation distance between the teacher and students, and communication takes place between them to carry out the process of teaching and learning”. Distance education is a concept, it is a new system that supports the face-to-face education system with all the elements of the educational process (subject, curriculum, teacher, students, means of communication, etc.), but without a direct communication between them, as it is done through the information network.

Distance Education Goals

Kavey (2017) summarizes the most important goals provided by distance education including:

1. Keeping the developments in the field of technology and communications and benefiting from them in the process of teaching and learning and developing the infrastructure for information and communication technology.
2. Developing the skills of teachers and students in the way of using technologies to serve the teaching and learning process.

3. Creating the appropriate educational conditions for the students' needs to continue the education process.

Justifications and Reasons for Distance Education

According to Hudhaifa and Abdul Majeed (2015), there are many important justifications and reasons for training teachers, improving their performance, and developing their skills in using distance education in the teaching process, including:

- The need for continuous professional development in the use of distance education. This type of education helps to develop the teacher's skills and their professional abilities, as the information network provides the teachers with multiple resources, research, studies, and websites that help them develop their abilities and skills.
- The need for information support: it appears through the various types of distance education, where the teacher can see every new development in his field of work from multiple angles, to improve his performance in the educational process, and to evaluate his own and his students' performance.
- Changing the teaching processes and the teacher's roles: technical progress and development in educational theories developed the teaching process and changed the teacher's role, so that the student has become the focus of the educational process, not the teacher.

Previous Studies

Hennawi (2019) conducted a study in Palestine, to find out the extent to which schools were prepared to apply the use of distance education in the governorate of Nablus from the teachers' point of view. The researcher used the descriptive method and the study tool and the questionnaire. The sample consisted of (120) teachers. This study pointed out that the degree of obstacles in implementing and employing distance education was great, and that the lack of knowledge and the technical skills of teachers was high in Nablus governorate schools.

Moreover, Zhang Lin (Zhang, Lin, 2020) conducted a study in the United States, aimed at identifying the level of satisfaction of the high school students about virtual education and education via the Internet using the descriptive

curriculum and the questionnaire study tool. The study sample consisted of (226) students at secondary schools and (15) teachers in a virtual school. The study showed the presence of positive trends towards virtual education and education via the Internet, and the positive association with teachers' adoption of educational roles and dissatisfaction with teachers' adoption of administrative roles.

The study of Miqdadi (2020) in Jordan aimed to identify the most important perceptions of secondary school students in public schools in Irbid district of the use of distance education in light of Corona crisis and its developments. This study aimed at identifying the significance of the differences in the perceptions of high school students about the use of distance education according to the variable of Gender using the descriptive survey approach. The sample consisted of (167) male and female students in a random way, and the results showed that distance education enriches education and contributes to the elimination of many student problems, in addition to a positive impact of using remote education. A dimension in the Kasbah schools of Irbid during the Corona pandemic.

Al-Hamad and Al-Samarrai (2020) conducted a study in Jordan aimed at uncovering the obstacles facing classroom management in the remote learning experience at Jordan University of Science and Technology and Al-Hussein Bin Talal University, and the sample included all members of the study community from members of the faculty and teaching assistants in the two universities. The standardized interview tool was used to collect data to reveal the obstacles that the classroom management method faces in this experiment, and the gender quantification approach in analyzing the data.

Basiliaia and Kvavadaz (2020) in Georgia conducted a study aimed at identifying the level of schools' capacities to continue the educational process in the pattern of distance education through the information network after the Corona pandemic using the available educational platforms (such as the electronic portal and Microsoft). The researcher used the descriptive curriculum and the questionnaire as a study tool, and the study sample consisted of (950) school students. This study showed, among the most important results, the speed of the rapid transition from the traditional education style to the distance education style,

but traditional education remains the most effective of distance education as there is a curriculum that is not designed for distance education.

The previous studies have provided a major role in strengthening the current study and achieving its goals. The diversity of these studies and their handling of many aspects allowed the researcher to explore and reveal the degree of contribution of distance education in improving the performance of teachers at the Rosary Sisters schools in Jordan. This study agreed with previous studies on the subject, which is Distance education and teachers' skills and its impact on students' performance and the obstacles facing e-learning, as well as with the research method, this study and the previous relevant studies used the descriptive approach.

The location of the Current Study in Relation to Previous Studies

After reviewing a set of previous studies, both Arab and foreign, related to the topic of the research, this study was distinguished as: the first study in the Schools of the Rosary Sisters in Jordan on distance education and improving teachers' performance in Schools, linking distance education, and improving teachers' performance in using technology in the service of the educational process, and integrating technology into education so that it becomes an added value.

Methodology of the Study

To achieve the objectives of the study and to answer its questions, the descriptive survey method was used.

Community of the Study

The study population consisted of all principals and teachers at Rosary Sisters Schools in the North Region (Rosary Sisters School-Irbid), the Central Region (Rosary Sisters School-Al-Masdar, the Rosary Sisters School-Jabal Amman, the Rosary Sisters School-Shmeisani, and the Rosary Sisters School Marj Al-Hamam), and the South Region (The Rosary Sisters School-Aqaba), which a number of (465), principals and teachers.

The Study Sample

An intentional sample was selected that included all members of the study population from the principals and teachers at the Rosary Sisters schools in the

North, Central and South regions, where contact was made with the administrations of the Rosary Sisters Schools. The sample included (400) teachers and principals, distributed among (21) principals, and (379) teachers about (87%) percentage of the study population. Table (1) shows the distribution of the study sample according to the independent variables.

Table (1): Distribution of the study sample according to the levels of its variables.

Variable	Category \ Level	Number	Percentage %
Gender	Male	22	5.5%
	Female	378	94.5%
	Total	400	100%
Academic qualification	Bachelor's degree	329	82.3%
	Higher Diploma	21	5.3%
	Master's degree and above	50	12.5%
	Total	400	100%
Years of experience	Less than 5 years	73	18.3%
	From 5 years to less than 10 years	97	24.3%
	More than 10 years	230	57.5%
	Total	400	100%
Region	Northern Region	50	12.5%
	Central Region	231	57.8%
	South Region	119	29.8%
Job Title	Teacher	379	94.8%
	Principal	21	5.3%
	Total	400	100%

The Study Tool

In order to achieve the objectives of the study and after referring to previous educational literature such as Miqdadi (2020), and Khalil (2019) as related to the topic of the degree of contribution of distance education in improving teachers' performance, an electronic questionnaire was developed that included two fields: the first field (the use of distance education)), and the second field (the role of distance education in improving the performance of teachers), and the questionnaire consisted of (50) items.

The Validity of the Study Tool

The validity of the study tool was confirmed by presenting it to (16) arbitrators with expertise and competence in the Jordanian universities, and their suggestions related to deleting or amending some paragraphs or adding new paragraphs were considered, and the questionnaire was sent electronically to them.

The Validity of the Construction (Content) of the Study Tool

The questionnaire was applied to an exploratory sample of (30) respondents from the study community and outside its sample. Pearson's correlation coefficients were calculated between the degree of each paragraph with the total degree of the domain to which the paragraph belongs, and Pearson's correlation coefficients were calculated between the degree of each field of the questionnaire with the degree of the questionnaire, table (2) shows that:

Table 2: Pearson's correlation coefficients between the tool domains of the degree of distance education contribution to improving teacher performance and the tool.

	The first field: the use of distance education.	The second field: the role of distance education in improving the performance of teachers	total tool
Use of distance education	1	.603**	.944**
The role of distance education in improving the performance of teachers		1	.832**

Total Tool			1
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* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Stability of the Study Instrument

Two methods were used to verify the stability of the study tool, the first method is testing and re-testing, and the second method is calculating the Cronbach coefficient for the paragraphs of the resolution, and the Pearson correlation coefficient (the stability coefficient) was calculated between the two applications. The second method was calculated by calculating the internal consistency stability coefficient through Cronbach's alpha coefficient, and Table No. (3) Shows this:

(Table): Repetition stability coefficient and internal consistency Cronbach's alpha for the instrument of the degree of contribution of distance education in improving the performance of teachers as a whole and its domains.

The scale and its domains	Stability of internal consistency	Consistency of repetition
Use of distance education.	0.901	0.903
The role of distance education in improving the performance of teachers.	0.912	0.891
Total Tool	0.921	0.931

Study Variables

- Gender (Male/ Female).
- Qualification: It has three levels: (Bachelor's, Higher Diploma, Master's and above).
- Years of experience: It has three levels: (less than 5 years, from 5 to less than 10 years, and from 10 years and more).
- The Region: the North Region, the Central Region, and the South Region in Jordan.
- Job title: Director, teacher.
- Dependent variable: Improving the performance of Rosary Sisters School teachers in Jordan.

Statistical Processing Methods

The researchers analyzed the results of the study by using the Statistical Analysis Program for Social Sciences (SPSS) to perform the appropriate statistical operations, where descriptive statistics were used, by extracting the arithmetic means, standard deviations, and the five-way analysis of variance.

The Results

The results of the first question, which stated: "What is the degree of the contribution of distance education in improving the performance of teachers at the Rosary Sisters Schools in Jordan from the point of view of principals and teachers?"

To answer this question; the researchers calculated the arithmetic averages and the standard deviations of the estimates of the study sample members on the items of the degree of distance education contribution in improving the performance of teachers at the Rosary Sisters schools in Jordan from the point of view of principals and teachers, and each of its fields, Table (4) shows that.

Table (4): Arithmetic averages and standard deviations of the estimates of the study sample on the domains of the degree of distance education contribution in improving the performance of teachers of the Rosary Sisters Schools in Jordan from the point of view of principals and teachers, arranged in descending order according to the arithmetic averages.

Field Number	Field	Arithmetic Mean	Standard Deviation	Rank	Grade
2.	The role of distance education in improving teacher performance	3.56	.35	1	large
1	Use of distance education	2.91	.59	2	Medium

	Total Tool	3.24	.43		Medium
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*** Lower Class (1) and Higher Class (5)**

It appears from Table (4) that the degree of the contribution of distance education in improving the performance of teachers of the Rosary Sisters schools in Jordan from the point of view of principals and teachers came at a (medium) degree with an arithmetic mean of (3.24) with a standard deviation of (.43). The researchers attributed this to the fact that the distance education despite its great advantages, teachers prefer to use face-to-face education. On the other hand, the second field (the role of distance education in improving teachers' performance) ranked first with an arithmetic average of (3.56) and to a large extent, that teachers received training courses for strategies, types and forms of training in the past, and the results showed that the arithmetic averages of the paragraphs of the field (the use of distance education) came to a degree (very low to very large), where the paragraph that stipulated "the pattern of distance education has become an imposed reality under the Corona pandemic" came in the first place, and to a degree (very large). The researchers attributed this result to the fact that the Ministry of Education was forced - because of the Corona pandemic - to issue instructions obligating distance education for students at all levels and urging teachers to use distance education to achieve educational and learning goals using various means.

The results showed that the arithmetic averages of the paragraphs of the field (the role of distance education in improving the performance of teachers) came to a degree (low to very large), where the paragraph that stipulated "the school administration follows up the degree of teacher commitment to providing distance education according to clear objective criteria to achieve "The quality of education" comes in the first place, and to a (very large) degree. The researchers attributed this result to the professional and personal competencies of school principals in the Rosary Sisters schools, which make them realize the importance of the continuity of the teaching and learning process, as they monitor the extent to which the educational and learning objectives of the students are achieved, and they follow

the teachers. The degree to which they achieve the educational and learning objectives of the school.

The results of the second question; “Are there any statistically significant differences at the level of significance (α 0.05) according to the estimates of the study sample about the degree of contribution of distance education in improving the performance of teachers at the Rosary Sisters schools in Jordan from the point of view of principals and teachers due to the variables (gender, years of experience, educational qualification, region, and job title)?

To answer this question; The two researchers calculated the arithmetic means and standard deviations of the estimates of the study sample on the degree of distance education contribution in improving the performance of teachers at the Rosary Sisters Schools in Jordan from the point of view of principals and teachers, according to the variable (gender, years of experience, educational qualification, region, and job title), and Table (5) shows this.

Table (5) Arithmetic averages and standard deviations of the estimates of the study sample on the degree of distance education contribution in improving the performance of teachers at the Rosary Sisters Schools in Jordan from the point of view of principals and teachers, according to the variable (gender, years of experience, educational qualification, region, and job title).

Variable	Level/Category	Arithmetic Mean	Number	Standard Deviation
Gender	Male	3.09	22	.437
	Female	3.25	378	.425
	Total	3.24	400	.427
Educational Qualification	Bachelor's degree	3.26	329	.422
	Higher Diploma	2.99	21	.411

Variable	Level/Category	Arithmetic Mean	Number	Standard Deviation
	Master's degree and above	3.18	50	.439
	Total	3.24	400	.427
Years of Experience	Less than 5 years	3.33	73	.451
	From 5 years to less than 10 years	3.23	97	.409
	10 years and more	3.21	230	.424
	Total	3.24	400	.427
Region	North Region	3.16	50	.506
	Central Region	3.29	231	.413
	South Region	3.16	119	.405
	Total	3.24	400	.427
Job Title	Teacher	3.24	379	.432
	Principal	3.19	21	.324
	Total	3.24	400	.427

Table (5) shows that there are apparent differences between the arithmetic averages of the estimates of the study sample members on the degree to which distance education contributes to improving the performance of teachers at the Rosary Sisters Schools in Jordan from the point of view of principals and teachers as a whole, according to the variable (gender, years of experience, educational qualification, region and job titles), and to determine the statistical significance of these apparent differences, the five-way analysis of variance was applied, and Table (6) shows that.

Table (6): Analysis of the five-way variance of the arithmetic averages of the estimates of the study sample members on the degree to which distance education contributes in improving the performance of teachers of the Rosary Sisters Schools in Jordan from the point of view of principals and teachers as a whole, according to

the variable (gender, years of experience, educational qualification, region, and job title).

Variable	Sum Squares	Degrees of Freedom	Mean of Squares	P-value	Statistical Significance
Gender	.029	1	.029	.171	.679
Qualification	1.005	2	.502	2.998	.051
Years of Experience	.680	2	.340	2.029	.133
Region	.283	2	.141	.844	.431
Job title	.259	1	.259	1.547	.214
The error	60.001	358	.168		
Total	4262.635	400			
Averaged total	72.716	399			

* Statistically significant at the level of statistical significance ($\alpha = 0.05$)

Table (6) shows that the results showed that there was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the estimates of the study sample members of the degree of contribution of distance education in improving the performance of teachers at the Rosary Sisters schools in Jordan from the point of view of principals and teachers (total) according to all the studied variables:

- **The gender variable.** The researchers attributed this result to the fact that gender was not an influential factor in the degree of distance education contribution to improving the performance of Rosary Sisters School teachers in Jordan, as the instructions and the laws are to be obeyed and followed by all workers regardless of the gender, moreover, the development and training processes are for all workers.

- **The variable years of experience.** The researchers attributed this result to the fact that years of experience were not an influential factor in the degree of distance

education's contribution to improving the performance of teachers at the Rosary Sisters Schools in Jordan, as the administrative follow-up and continuous professional development processes are for all employees without exception, and the technical and administrative instructions for schools always encourage the self-development of all employees, whether they are administrators or teachers.

- **The educational qualification variable.** The researchers attributed this result to the professional and personal competencies of all workers, and training and development is for all workers regardless of educational qualification.

- **The job title variable.** The researchers attributed this result to the fact that all employees, including administrators and teachers devoted their time greatly to the continuity of achieving educational goals using distance education strategies.

- **The region variable.** The researchers attributed this result to the fact that the administrations of the Rosary Sisters Schools have been working to implement the instructions, laws and regulations that are in the interest of achieving the goals of teaching and learning, as they emphasize the continuity of teaching and learning regardless of geographical location.

Recommendations

Considering the study results, the researchers recommended the following:-

1. Continuing to train teachers and administrations on distance education strategies.
2. Developing training packages and educational activities that suit all educational stages and do not focus on one stage without another.
3. Parents' involvement in the teaching and learning process.
4. Using distance education and means of communication and communication in order to increase communication, communication and dialogue with the parties to the educational process.

5. using blended education in the event that schools return to face-to-face education because of its impact on developing students' skills and cognitive competencies.

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