

Attitudes of Students of Physical Education at the University of Jadara towards Distance Education

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Abstracts: The study aimed to identify the attitudes of the students of the Department of Physical Education at the University of Jadara towards distance education. The program was conducted through a questionnaire consisting of (18) items that dealt with three axes of evaluation, capabilities, and educational competencies. 0.05) in favor of female students for the evaluation axis, while there are no significant differences between the two axes of educational potential and competencies.

Keywords: Distance Education - Physical Education Students.

1. INTRODUCTION

The process of university education is an important axis in building the professional and academic personality of the university student. The method of presenting academic courses in different disciplines is very important for building the graduate for the labor market. The offering of courses differs according to the faculty member. The offering takes place in various forms, including indoctrination, discussion, and student presentation. For parts of the course, and distance education is part of these strategies, which has become an important component of the educational process, as this method is practiced partially at the course level and entirely at the level of specialization and university level, as many universities in various countries of the world have adopted the granting of scientific degrees through education From a distance, and in order to achieve this, many things must be available, including a qualified teacher In order to deal with this strategy efficiently, the student must also be a trainee and possess the skills that qualify him to benefit from the contents of the academic courses. The appropriate infrastructure must be prepared to implement this strategy, including a strong communication network.

The specialization of physical education and sports sciences, which includes a variety of practical materials, the learning of which depends on application with specific tools and precise steps. The student needs practical practice and repetition of the skills in the various games, in addition to learning the technical and cognitive aspects of the skills, so that the student can form a clear picture of those skills and obtain a sufficient amount of knowledge, which positively affects cognitive achievement and the efficiency of skillful performance.

Because of the Corona pandemic, the imposition of urbanization on all students, not leaving homes, and the closure of universities, universities found themselves facing a challenge to the progress of the educational process, by implementing the distance education program for all disciplines and all academic courses without prior preparation.

1.1. The Study Problem

The current study attempts to identify the manifestations of strength and weakness in the implementation of the distance education strategy in the Department of Physical Education at the University of Jadara. Sudden due to the Corona pandemic without prior preparation of the educational staff and students and the lack of readiness of the

infrastructure of the educational system. The effectiveness of distance education will be recognized by answering the following questions:

The first question: "What is the level of effectiveness of distance education at Jadara University from the point of view of the students of the Department of Physical Education in the following areas (educational competencies, assessment, organization)?"

The second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the estimates of the students of the Department of Physical Education about the effectiveness of distance education at Jadara University due to the gender variable?

1.2. The Importance Of Studying

1.2.1. The theoretical importance of the study

- The current study examines the effectiveness of distance education and the axes of evaluation and educational competencies.
- Determining the strengths and weaknesses of the distance education program.
- The current study provides feedback for those in charge of the distance education program.

1.2.2. Practical importance

Contribute to the development, implementation and evaluation of distance education programmes.

Providing advanced programs to raise the level of distance education.

The study provides tools to identify the pros and cons of the distance education program.

1.2.3. Terminology of study

- Distance learning: "It is an attempt to deliver educational services to learners who are unable to come to educational institutions for the sake of learning," Freih (2005).

Distance education is procedurally defined in this study: it is an educational program in which courses are offered to students through electronic platforms without attending the university headquarters (procedural definition)

1.2.4. The limits of the study :

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

Human Limits: Students of Physical Education at Jadara University.

- Temporal limits: the academic year 2022/2023.

- Spatial boundaries: North Jordan - Jadara University

2. THEORETICAL FRAMEWORK

2.1. Distance Learning:

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

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

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

(Endedijk, Vermunt, Meijer & Brekelmans, 2014) indicated that teaching and training students using modern methods and strategies such as distance learning, makes them the focus of the learning process and participants in it, and contributes to students' self-building through their participation in the learning process and its activities, which leads to stimulation Students and enhance their positive motives and attitudes to the learning process.

Distance learning in the educational process achieves many goals, as indicated by (Yaliang, 2005), which lie in increasing the growth and development of the learner according to the elements of his environment and society, and exercise and revision so that distance learning enables students to install information and facts in the minds of learners, and retrieve information at any time they need it.

(al mheasen,2002) In it, distance learning also works to provide educational services through modern technologies for all learners and in various educational stages, which would keep pace with the knowledge and technological developments that societies are witnessing in the current era, and provide conditions that suit the needs of students to continue the learning process, and then Enhancing self-learning and building experiences and communication skills among students.

samia (2019) showed that distance learning offers wide options for learners, liberates them from restrictions, provides them with educational opportunities and flexibility, and enables them to combine work and learning. She also indicated that there are many justifications for employing distance learning with modern technological means, including:

Keeping pace with the technological development and the knowledge revolution in which we live today,

Contribute to the development process in its various cultural and social forms,

Providing equal educational opportunities for different segments of society.

Distance learning reduces a lot of time and effort and increases productivity.

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

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

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

Employing technological means and tools that contribute to the learning of students in one group or several groups, and achieve interaction between the teacher and the learner and the elements of the curriculum in the educational process.

- Transforming the education process into a learning process, and focusing on the learner and his subjectivity in the educational-learning process

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

The principle of availability: It means providing educational opportunities for all learners, regardless of all spatial and temporal constraints.

The principle of flexibility: It is intended to overcome all barriers facing the educational process in traditional learning.

- The principle of learner control: It means the learner's freedom to arrange the various subjects of the curriculum according to his abilities and circumstances.

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

- The principle of self-learning: it means that the learner relies on himself in the educational-learning process most of the time.

2.2. The importance of e-learning (distance learning):

The importance of learning can be found in many points mentioned by Al-Mutairi (2007), which are as follows:

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

- In accordance with the requirements of the times, it is the ideal method for preparing the future generation for scientific and practical life.

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

- Motivates the learner to learn remotely and independently, increasing the opportunity for self-reliance in acquiring experiences

knowledge and effective learning tools.

Learning is achieved in ways that suit the characteristics of the learner and in unique and interesting ways that take into account individual differences.

E-learning requirements in distance learning:

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

Provide the necessary software and technical components.

Providing material capabilities, which are devices, equipment, fixtures, furniture, and places that are relied upon and used.

Providing human resources from designers, trainers, and specialists in training common groups, and developing the human element in terms of qualifying supervisors, managers, teachers, students, and the executive team in the educational institution.

2.2.1. Distance learning physical education

Al-Nahar, Hazem and others (2010) mentioned that sports activity is one of the necessary means to build the personality of the individual and to educate him in an integrative manner by exploiting many of the natural motives that he has; As the activity that is practiced on a regular basis according to specific foundations and rules can contribute to changing many concepts, trends and motives and to provide students with basic skills, information and experiences in the field of sports, and this is an important element in achieving the goal of physical education represented in achieving the comprehensive, integrated and balanced growth of the individual (Al-Farra, 2007).

Hamdan and Salim (2001) mentioned that students of physical education face obstacles and difficulties while learning the basic skills of games and sports skills prescribed in their curriculum. These courses need, in addition to the theoretical explanation, they need practical application and practice, and repetition of performance in order to learn the mathematical skills prescribed in their curriculum and master them correctly.

2.3. The pros and cons of distance learning

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

- The possibility of learning at any time and from everywhere.
- That the student is able to determine the speed in the study.

Educational materials remain preserved and recorded.-

- Investing in modern technology to develop further and use a variety of teaching strategies.

Equal learning opportunities. -

Disadvantages of distance education:

As for the most important negatives that may result from the method of distance learning and education, they are:

- Separation between the student and the teacher or trainer.

Separate the students themselves.

Fear of losing social skills.-

Indifference to commitment to lecture dates and a sense of responsibility.-

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

3. RESEARCH RELATED STUDIES

Harry (2006) conducted an experimental study aimed at comparing distance learning and traditional education in community development colleges in the states of Florida and Arizona in the United States of America, and Yaldiz & Selim, 2015 conducted a study aimed at analyzing the transfer of experiences Education from formal learning to distance learning in Turkey, and Mahmoud (2011) conducted a study aimed at identifying the attitudes of distance learners towards the necessity of employing educational technology in the faculties of education in Sudanese universities that have adopted the distance learning system. Mahmoud and his companions (2020) conducted a study aimed at identifying the reality of e-learning in the College of Physical Education (An-Najah National University) in light of the outbreak of the Corona epidemic - Covid 19 from the students' point of view, and Nasari (2021) conducted a study aimed at revealing the attitudes of students of the College of Education Al-Kaabneh and Hussein (2019) also conducted a study aimed at identifying the extent to which students of physical education faculties implement active learning skills from the point of view of faculty members in Jordanian universities. Tahaina and Shadefat also conducted a study (2020) aimed at identifying the obstacles facing students of the Faculty of Physical Education while learning practical sports courses, counting in light of the Corona pandemic Mismar (2020) conducted a study aimed at identifying the impact of some distance education methods on the cognitive achievement of the motor performance analysis course for students of the Faculty of Physical Education. One of the most important findings of the studies is that distance education provides the opportunity for students to expand in the field of informatics. The results also showed that the infrastructure and technical capabilities are not sufficient to use different educational materials, but the results of the study indicated that the faculty members use technology without changing their educational point of view, and this is the main reason that prevents the use of different educational materials.

3.1. Study procedures:

3.1.1. Study Methodology: The descriptive approach was used due to its suitability to the nature of the study.

3.1.2. Study population and sample: The study population consisted of physical education students at Jadara University for the academic year 2021/2022, whose number is (165) male and female students, all of whom are the study sample.

3.2. Study Tool

The study tool was designed after reviewing the relevant literature and previous studies, and studies that are partially similar to the current study, including Belbeisi (2017) and Mahmoud (2011), the questionnaire included three axes: evaluation, educational competencies, potentials, a five-graded Likert scale was used (strongly agree, agree, not sure, disagree, strongly disagree) on each item in the study tool, and an answer was given to strongly agree with five degrees, agree with four degrees, not sure three degrees, disagree with two degrees, and disagree strongly with one degree. In the negative paragraphs, the scores were reversed, so that the answer was given a strong agreement of one degree, and a strongly disagreed of five degrees.

3.3. Validity and reliability of the tool:

The validity of the tool was verified, and the stability coefficient of the tool was carried out, and its suitability for the subject of the study was confirmed

3.4. Statistical treatment

To answer the study questions, the statistical package for social sciences was used

Where the treatments and methods (Statistical package for Social Sciences) were applied.

3.4. The following statistic

Arithmetic means and standard deviations. The averages were classified into three levels (high, medium, and weak). To determine the extent of the paragraph according to the approved triple standard, the scale was presented to arbitrators specialized in measurement and evaluation, who approved the gradation in the score as follows:

(From 1 - 2.33) low, (from 2.34 - 3.67) moderate (from 3.68 - 5) great.

The T-test was used to extract the significance of the differences between the averages in the students' estimates of the effectiveness of the test program according to the gender variable.

- One-way analysis of variance to examine differences between students' averages

4. RESULTS AND DISCUSSION

To answer the first question, what is the extent of the effectiveness of the distance education program at Jadara University from the point of view of physical education students in the fields (capabilities and equipment, assessment, educational competencies) and to answer this question, where the arithmetic mean, standard deviations and rank were calculated for all fields of study and for the tool as a whole. Shown in Table (1)

Table (1) The arithmetic means, standard deviations and rank for the three fields of study and for the tool as a whole

Capabilities and	Arithmetic mean	standard deviation
equipment 1	0,279	3,560
Evaluation 2	0,295	3,307
Educational competencies 3	0,337	3,514
tool as a whole	0,347	3,236

Table (1) shows the students' point of view on the effectiveness of distance education for all fields. It was average, with an arithmetic mean of (3.236) and a standard deviation of (0.347). The field of capabilities and equipment ranked first with an arithmetic mean of (0.279) and a standard deviation of (3.560). The educational competencies axis came in third place, with an arithmetic average (0.337) and a standard deviation (3,514), and finally the evaluation axis, with an arithmetic mean (0.295) and a standard deviation (3,307). Perhaps due to the rapid application of the program due to the Corona pandemic, and perhaps the field of capabilities in the first order is due to the nature of dealing with electronic devices and the efficiency of dealing with them. Also, dealing with distance education was done quickly without the student and teacher obtaining sufficient opportunity for training, Perhaps this advanced arrangement is due to the lack of a pre-prepared competency network, and the evaluation field is in the last place due to the lack of fixed criteria for evaluating students. As well as dealing with non-traditional evaluation methods, and the student did not get used to the reason for this method of evaluation, and regarding the axis of educational competencies, the lack of educational competencies may be due to the lack of sufficient time for students to view the largest amount of information in one course, and these results are consistent with the results of the study of Mesmar (2020) and the study of And Tahina (2019).

In order to verify the hypothesis of the second study, are there statistically significant differences at the level (0.005) for the axes of the effectiveness of the distance education program from the point of view of physical education students due to the gender variable?

Table No. (2). The arithmetic means and standard deviations of the axes of the effectiveness of distance education according to the gender variable.

domain	sex	Number	Arithmetic mean	standard deviation	The value F	the degree of freedom	the level of significance
Evaluation	males	95	36,1	65,2	66,81	1	0.000
	females	70	36,6	72,6			
	total	165	36,3	74,3			
potential	males	95	48,3	72,4	41,83	1	0,001
	females	70	48,4	66,8			
	total	165	44,2	91,5			
Educational competencies	males	95	32,6	67,8	4,82	1	000,0
	females	70	34,1	68,7			
	total	165	30,8	88,9			
aggregate scale	males	95	11,3	74,3	88,61	1	0,001
	females	70	19,8	78,6			
	total	165	16,2	86,2			

Table (2) shows that the value of (F), according to the gender variable and the axes of the scale, was in the evaluation axis (66.82) and at the level of significance (0.000), while the axis of capabilities (41.81) and at the level of significance (0.001) and the record of the axis of organization (4.80). The level of significance is (0,000), and the level of the scale as a whole is (88.58), and the level of significance is (0,001). All these differences are statistically significant at the level ($0.05 \geq \alpha$) and in favor of the students, as the results indicate that there are deficiencies in the program from the point of view of the students. These results agree with what was stated in the study of (Harry, 2006), the study of Selim and Selim (2015), and the study of Nassar (2021), and the difference may be due to the nature of the personality of female students in their commitment to education compared to male students.

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