

The reality of employing education strategies in distance learning environments from primary school teachers' viewpoints in Jordan

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Abstract:

The study aimed to identify the reality of employing education strategies in distance learning environments from the primary school teachers' viewpoints in Jordan. The study followed the descriptive survey method, where the researcher developed the study tool, which is a questionnaire consisting of (25) items. The degree of reality of employing education strategies in distance learning environments from the point of view of primary school teachers in Jordan was medium, and the level of obstacles to employing education strategies in distance learning environments from the point of view of primary stage teachers in Jordan was high. The results also showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the viewpoints of the sample members about the reality of employing education strategies in distance learning environments to the different study variables such as: gender, qualification, scientific equipment, and number of years of experience.

The researcher recommended to include distance learning tools in the academic process to improve the educational process and raise the quality level of educational outcomes in the Ministry of Education, and to train teachers to use teaching strategies that is needed in the light of distance learning.

Keywords: Teaching strategies, distance learning environments, primary school teachers.

واقع توظيف استراتيجيات التعليم في بيئات التعلم عن بعد من وجهة نظر معلمي المرحلة الأساسية في الأردن

المخلص:

هدفت الدراسة إلى التعرف على واقع توظيف استراتيجيات التعليم في بيئات التعلم عن بعد من وجهة نظر معلمي المرحلة الأساسية في الأردن. حيث تكونت عينة الدراسة من (90) معلماً ومعلمة، واتبعت الدراسة المنهج الوصفي المسحي، وقامت الباحثة بإعداد استبانة مكونة من (25) فقرة، وظهرت النتائج أن درجة واقع توظيف استراتيجيات التعليم في بيئات التعلم عن بعد من وجهة نظر معلمي المرحلة الأساسية في الأردن جاءت متوسطة، كما أن مستوى معوقات توظيف استراتيجيات التعليم في بيئات التعلم عن بعد من وجهة نظر معلمي المرحلة الأساسية في الأردن جاء مرتفعاً، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($0.05 \geq \alpha$) في آراء أفراد العينة حول واقع توظيف استراتيجيات التعليم في بيئات التعلم عن بعد من وجهة نظر معلمي المرحلة الأساسية في الأردن تبعاً لاختلاف متغيرات الدراسة وهي: (النوع الاجتماعي، المؤهل العلمي، وعدد سنوات الخبرة)، وأوصت الباحثة وزارة التربية والتعليم بإدخال بيئات التعليم عن بعد وأدواتها في العملية التعليمية لتحسين العملية التعليمية التعليمية لتحسين جودة المخرجات التعليمية، وضرورة الاستفادة من تجارب الدول المتقدمة في توظيف استراتيجيات التعليم عن بعد واستخدام أدوات التعلم عن بعد في بيئات التعلم الإلكتروني المتنوعة، وتدريب المعلمين على استراتيجيات التعليم في ضوء التعلم عن بعد.

كلمات مفتاحية: استراتيجيات التعليم، بيئات التعلم عن بعد، معلمي المرحلة الأساسية.

Introduction:

The rapid developments and changes have appeared during the twenty-first century in information and communication technology. Mankind benefited from it to meet the different needs and requirements and to adapt to life variables and crises. Many problems occurred in this era in light of the information revolution, and such developments play a major role in several areas including the educational fields. As a result, educational institutions turned to the use of technology in the educational field, so distance education was presented, which is provided without the presence of a teacher and a student in the same place.

Distance learning tools provide effective communication between the teacher and students, information and ideas can be shared. It also contributes to clarifying information and enhances the motivation and enthusiasm for learning among students (Khateeb, Shdaifat & Shdaifa, 2021).

Teachers use web technologies for distance learning in a number of forms, such as a web-based classroom, flipped learning, or online courses, and web 2.0 technologies have allowed users to create content through platforms such as blogs, wikis, or forums. Social media such as Facebook, Instagram and Twitter have brought new dimensions to learning and given users the opportunity to create and share content (Erarslan & Şeker, 2021).

Teachers start looking for strategies that may be used in distance education in order to meet the objectives set by those in charge of the educational process as these strategies are seen as one of the elements necessary in light of the issues and in light of distance education. Since there is a persistent and ongoing development in the different distance education tactics that can be employed, teachers raced to find ways and approaches that are useful in distance learning education. (Al-Masoud, 2021).

The teacher has a role in distance learning through the development and use of teaching strategies to reach the desired educational outcomes and to overcome the obstacles that permeate the educational situation through the usual teaching strategies which depend on memorization and indoctrination.

The role of the teacher is vital in planning and designing educational processes; the teacher should master communication skills, owning the ability to think critically, advanced technologies, and the ability to present the scientific material in a distinctive manner (Mousa, 2021). The study came to identify the reality of employing education strategies in distance learning environments from the points of view of primary school teachers in Jordan.

The study Problem:

Due to the COVID-19 pandemic, which forced many schools, colleges, and universities to temporarily close their doors, there was an urgent need to keep everyone safe, including students, faculty, teachers, and administrators. Governments also realized the growing significance of online learning in combating the disease. As a result, online education has emerged as a magic solution in moments of emergency as it is a cutting-edge tool based on technology. (Alghamdi, El- Hassan, Al-Ahdal, & Hassan, 2021; Al-Quran, 2022; El-Morshed, 2020; Mousa, 2021; and Hamidi, 2021).

As the researcher observed that there are numerous challenges facing the teachers in the primary stage such as; the lack of internet services in schools, the lack of technical, technological and electronic services for teachers in public schools, as well as the lack of teachers' knowledge of distance education strategies the inability to activate and apply distance learning tools during teaching, and their lack of training on mastering and employing educational strategies in distance learning environments, as well as the lack of technological skills, and technical expertise of teachers

in employing educational strategies while teaching students when using educational platforms approved by the Ministry of Education, with the aim of achieving the desired goals that elementary school teachers must overcome in order to apply effective teaching techniques in light of distant learning and accomplish their desired objectives. Hanin (2021), & Madi (2021), & Khalifa (2019) studies confirm the necessity to create contemporary teaching techniques that support students' learning while engaging in distance learning. Since the instructor and student are separated by a great distance, it has become vital to investigate the realities of implementing educational strategies in these settings and the challenges teachers encounter.

The current study came to answer the following questions:

- 1. What is the reality of employing education strategies in distance learning environments from the point of view of primary school teachers in Jordan?**
- 2. What are the obstacles that face the employing of teaching strategies in distance learning environments from the point of view of primary school teachers in Jordan?**
- 3. In light of the various study variables (gender, educational background, and years of experience), are there statistically significant differences in the perspectives of the sample members about the applicability of educational strategies in distant learning environments from the perspective of primary school teachers in Jordan?**

Objectives of the study:

- 1- Recognizing the reality of employing education strategies in distance learning environments from the point of view of primary school teachers in Jordan.
- 2- Investigating the most prominent obstacles in employing teaching strategies in distance learning environments from the point of view of primary school teachers in Jordan.
- 3- Exploring the differences about the reality of employing education strategies in distance learning environments from the point of view of primary school teachers in Jordan according to the different study variables (gender, educational qualification, and number of years of experience).

The importance of the study:

- Researching the reality of employing education strategies in distance learning environments has a great importance in providing the educational process with topics of importance for its continuity to the fullest, and researching obstacles may bring many improvements in their use; which lead to providing better educational outcomes
- The results of the current study may direct education supervisors and educational decision-makers to the importance of training teachers on modern strategies in distance learning environments.
- The current research may provide an opportunity for researchers to conduct various studies on the subject of the current study.

Study limits:

The current study is limited to the following limits:

- Objective limits: The subject of the current study revolves around the reality of employing education strategies in distance learning environments from the point of view of primary school teachers in Jordan.
- Locative limits: The study was applied in the Directorate of Education for the second Zarqa District in Jordan.
- Time limits: The current study was applied during the 2021-2022 school year.
- Human limits: The study was applied on the primary grades' teachers

Literature Review:

Distance learning:

“That type of learning that depends on the use of educational technologies, whether in preparing the educational system based on self-study, or preparing educational materials based on self-learning,

or in the use of modern technical means and methods, or in evaluating educational curricula, or evaluating achievement of the Learners.” (Khalifa, 2019, p5).

The researcher defines it procedurally as the use of the basic stage teachers by various means of technology, in order to communicate with students, and to communicate the content of the subject matter, using different educational strategies in the light of distance learning.

Teaching strategy: “The teacher’s method in teaching the subjects and in the way he achieves the desired educational goals, it is also the means, tools and procedures that the teacher uses to achieve his mission, and it is also the general atmosphere inside the classroom that helps in orderly and sequential access to acceptable educational outcomes in light of the available possibilities, which are In short, the advance planning and plan that the teacher follows to achieve an educational goal” (Al-Morshed, 2020, p53) .

The researcher defines it procedurally as the use of basic school teachers for different educational strategies, through many procedures and steps that are followed when they teach a specific topic, in order to deliver the content of the study materials to students, and in order to achieve the learning objectives in the light of distance learning.

Primary School Teachers: The teachers who teach primary grades students from the first grade to the tenth grade in Jordan.

First: Education Strategies:

Strategy concept:

Strategy is the art of using the available capabilities and means in an optimal way to achieve the desired goals in the best possible way, meaning that they are specific ways to address a problem, direct a task, or practical methods to achieve a specific desired goal (Shaheen, 2010).

Education strategy concept:

It is the teaching procedures that are planned in advance by the instructors to assist them in implementing the teaching in light of the possibilities to meet the teaching goals of the teaching process that the teachers are attempting to achieve with the greatest amount of effectiveness feasible. The strategy is the plan, course of action, and techniques (including those for achieving mental/cognitive, subjective, psychological, social, motor-psycho, or simply obtaining) that the teacher uses to accomplish a certain learning result or outcomes Information (Al-Morshed,2020).

On the other hand, distance education is defined as one of the current forms of education that depends on numerous sources and eliminates the requirement of being in one place because students from all locations can participate. Distance education has nonetheless emerged as one of the most significant systems used in both developed and developing nations.

E-learning environments vary to suit the diversity of learners, the diversity of courses and objectives. However, when dealing with e-learning, it should be without specifying the strategies used in learning, but defining how education is provided to learners, so that the e-learning system includes the design of different education strategies that depend on it while the system consists of electronic tools used to affect the learning process. Education strategies include a number of procedures to provide educational content in a way that helps learners achieve educational goals. These strategies vary in the diversity of objectives as e- lecture strategy, the electronic cooperative learning strategy, the electronic brainstorming strategy, the simulation strategy, and other strategies which can be used to support the educational process (Elfeky & Elfeky, 2021).

Strategies used in distance education:

Many teachers and students raise questions about the different strategies around distance education, especially that it has become one of the most important strategies in place. As all countries tend to develop in electronic schools and distance learning after the spread of the new Coronavirus, and it has become necessary to provide educational platforms that adopt different educational strategies, they are as follows (Mousa, 2021):

1-Educational games strategy

- 2-Cooperative learning strategy
- 3-Training and practice strategy
- 4-Private tutoring strategy
- 5-Blended learning strategy
- 6-The strategy of electronic scientific presentations
- 7-Electronic presentation strategy
- 8-Strategy of electronic scientific trips
- 9-Simulation and role-playing strategy

The preparation of an integrated e-learning environment, the design of programs that are compatible with and adapted to the curriculum, and the development of programs that are compatible and fitted to the curriculum are all necessary and important steps to accomplish effective distance e-learning throughout learning (Madi, 2021).

Al-Qasimi (2021) describes distance learning as instruction and learning that incorporates the use of various technological applications. It is one of the fields of education and training that is currently experiencing the fastest growth, and its mission includes greater dimensions that help provide openness and flexibility, whether in terms of access, curricula, or other components of the educational structure.

According to Abdul Qader (2021), distant learning is a form of digital education that conducts its operations through the Internet, based on direct or indirect interaction between the student and the teacher, and using a variety of technical media that help the educational process achieve its objectives.

Distance learning tools:

Distance learning tools are numerous, they are such as printed materials, non-interactive educational tools and tapes, CDs, DVDs, televisions, films, and videos. However, the applicable distance learning classes have begun with the rapid growth in the capabilities of computers to send and receive information Electronically in a split second. The world of information easily accessible via the web has made the computer the most important tool for distance learning (Al Qasimi, 2021).

Distance learning obstacles:

There are many obstacles regarding the distance learning education:

1. This method of education is not what students wanted, but the circumstances did not enable them to enroll in traditional education.
2. The speed of technological changes in technologies, programs and devices, and the difficulty of adapting and training on them, must be constantly kept up by schools (Islam, Beer & Slack, 2015).
3. The availability of the necessary financial resources; ensuring the continuity of these resources, ensuring the qualification and training of teachers, students and everyone who has a role in using the distance learning method, and constantly developing curricula, methods, patterns and teaching strategies in an interactive manner entails high costs, in addition to the cost of information and communication technologies and the design and production of computer educational programs and electronic videos (Madani, 2007) .

Studies addressing the problems of distance learning and learning strategies vary. For example, Khalifa Study (2019) aims to evaluate the effectiveness of active learning by distance learning in improving academic performance in the process of learning technology in the third grade. The experimental methods and research samples used to identify the effectiveness of the use of distance learning in the development of learning trends and distance learning trends in physics education consisted of (40) students and also used the proficiency test. The results of the study showed the superiority of the students in the experimental group who learned through a positive learning strategy based on use. The level of performance of the control-based distance learning physical education technology course itself in the final measurement of the study, and the main

recommendations, use the latest technology in the education and learning process and computerized other courses in the classroom.

The goal of Al-Morshed study (2020) was to determine how the Corona epidemic affected social studies teaching tactics and methodologies from the viewpoint of educators. The sample consisted of 135 individuals, including 45 educational supervisors and 90 teachers, of whom 30 taught at the primary, intermediate, and secondary levels. The results demonstrated that the Corona pandemic, which recently swept the globe, had a significant impact on educational methods and strategies for the subject of social studies, as demonstrated by teachers and educational supervisors. As a result, the opinions of the teachers and educational supervisors were very similar to one another.

The objective of Madi (2021) study was to determine the extent to which instructors in UAE public schools were using active learning practices in light of distant learning during the Coronavirus epidemic. A descriptive analytical methodology was used, and the study sample included 423 teachers. The study's findings indicated that teachers in UAE public schools were employing active learning techniques to a high degree in light of remote learning during the Corona virus crisis. This finding may be explained by the fact that current technologies allow teachers to diversify the strategies they use. It was discovered that the degree to which teachers use a strategy, such as dialogue and discussion, conceptual mapping approach, problem-based teaching strategy.

Al-Hamidi study (2021) also sought to demonstrate, from the perspective of classroom teachers in Zarqa Governorate, the usefulness of distance education in teaching kids of the first three grades reading and writing abilities in light of the spread of the Coronavirus. The study sample, which used a descriptive analytical approach, consisted of 50 teachers. The study used a questionnaire. The results showed how classroom teachers in the Zarqa Governorate evaluated the efficacy of distant learning. All fields achieved this threshold and the results came out to 2.45 with a standard deviation of 0.57.

The objective of Mousa's study (2021) was to determine how much basic-stage teachers in private schools in the capital Amman used contemporary teaching techniques for distance learning. The descriptive survey method was employed, and the study sample included 427 teachers. The researcher created a questionnaire, and the findings revealed According to teachers, there is a high level of modern teaching in distant learning used by basic strategic stage teachers in private schools in the capital Amman. The study found that the gender variable had no statistically significant impact on how much current teaching tactics were used in remote learning, but that the educational qualification variable did have a statistically significant impact.

In light of the Corona pandemic, Al-Quran (2022) also conducted a study to understand parents' perspectives on supporting and assisting their children when using educational platforms for distance learning. The study employed a descriptive analytical approach, and its sample included (140) male guardians and females who were chosen at random from parents of students in public schools connected to the Directorate of Education. The study's most significant findings were as follows: parents' attitudes toward supporting and helping their kids use educational platforms for their remote learning experiences are moderate. In light of the Corona pandemic and the variables, parents are assisting and supporting their children when they use educational platforms for the distant learning experience (gender, age, educational qualification, job, monthly income).

Commenting on previous studies:

This study differed from other earlier studies in that it arrived at the most crucial conclusions, namely that the use of education strategies in distance learning environments was moderately realistic from the perspective of primary school teachers in Jordan and that there were moderate barriers to doing so. The study was high from the perspective of Jordanian elementary school teachers, and the findings revealed there are no wide variations at the level of significance (0.05) in the viewpoints of the sample members regarding the usefulness of employing teaching methods in distance learning settings from the perspective of Jordanian elementary teachers.

Study Variables:

The study included the following variables:

1-Gender: It has two categories (males and females).

2-Academic qualification: It has four levels (higher diploma, bachelor's degree, master's degree, and PhD).

3-Number of years of experience: It has three levels (less than 5 years), (5-10) years, and (more than 10 years).

Method and procedures:

Study Methodology:

The researcher used the descriptive survey method as the most appropriate approach for the current study, in terms of data collection, analysis, and statistical processing to reach the relevant results in order to achieve the results of the study.

Study population and sample:

All of the basic stage teachers in the Directorate of Education in the second Zarqa district, of which a sample of 90 male and female teachers, including 40 male and 50 female teachers, was chosen, make up the study population. The following table shows that:

Table (1). Distribution of the study sample according to their personal variables.

%	Repetition	Category	Variable
44.4	40	Male	Gender
55.6	50	Female	
31.1	28	Less than 5 years	Years of experience
48.9	44	From 5-10 years	
20	18	Morethan10 years	
12.2	11	Higher Diploma	Qualification
76.7	69	Bachelor's	
6.7	6	Master's	
4.4	4	PhD	
100	90	Total	

Through the results shown in the above table, it is noted that the distribution of the study sample members was as follows:

-The percentage of male teachers in the study sample was (44.4%), while the percentage of female teachers was (55.6%).

-The percentage of the study sample who have less than five years of experience (21.1%), the percentage of those whose years of experience range between (5-10 years) is (48.9%), and the percentage of those with more than ten years of experience (20%).

-The largest percentage of teachers in the study sample are holders of a bachelor's degree by (76.7%), and the percentage of them holders of a high diploma was (12.2%), and the percentage of those holding a master's degree was (6.7%), while the percentage of holders of a doctorate degree was (4.4%).

Study Procedures:

To answer the study questions, the following steps were taken:

-The theoretical literature and previous studies related to the subject of the current study were reviewed.

-The study tool, a questionnaire, was prepared and its validity and reliability were verified.

-Determining the research community and the method of selecting the sample.

-Distribution of the questionnaire and the application of the research tool to the study sample.

-Emptying the questionnaires into special tables and using appropriate statistical methods to reach and discuss the results.

-Presenting recommendations and proposals in light of the results reached.

Statistical methods used in data analysis:

Through the SPSS statistical package, the following statistical tests were used:

1- Descriptive statistics (arithmetic mean, standard deviation, percentages, frequencies, and relative importance that were determined.

2-One-way ANOVA test.

3-Independent Sample T-test.

4-Cronbach's alpha coefficients.

The Study tool:

Questionnaire:

After consulting the theoretical literature and earlier research on the topic of the current study, a questionnaire was generated. The researcher prepared the questionnaire's paragraphs and assigned numbers to (27) of them. The questionnaire's validity and reliability were confirmed, and the Likert five-point scale was used to determine the responses, which are: strongly agree score 5, agree score 4, neutral score 3, disagree score 2, and strongly disagree score 1.

Validity and reliability of the study tool:

The validity of the study tool:

A group of six experienced and specialized reviewers from university professors were asked to provide their opinions and present what they believed appropriate in terms of the language and the suitability of the paragraphs to the axis in order to ensure the apparent sincerity of the study questionnaire. The necessary adjustments were made based on their opinions and suggestions in order to reach the final form of the questionnaire.

Reliability of the study tool:

Cronbach's alpha coefficients, which gauge the degree of consistency in responses to all questionnaire items and the degree to which each question is measured in terms of clarity and understanding, were used to confirm the reliability of the study. The higher the coefficient, the higher the degree of stability, and if it exceeds the value of 60%, it is considered acceptable for study purposes (Miller, 2013). The results of the stability coefficients were as in the following table:

Table (2). Cronbach's alpha stability coefficients

The Field	Coefficient
The reality of employing education strategies in distance learning environments	0.81
Obstacles to employing education strategies in distance learning environments	0.88
Total	0.91

Through the coefficients (Cronbach's alpha) shown in table (2), it is noted that all of them were higher than (60%), which indicates the stability of the study tool.

Results and discussion of the study:

Table (4): Arithmetic averages and standard deviations of the reality of employing education strategies in distance learning environments

Paragraph	Arithmetic mean	standard deviation	%	Degree
I excel in preparing worksheets for students when using distance learning tools.	3.9	1.006	78.0	High
Diversify using distance education strategies with a variety of goals, such as using the E- Lecture strategy, electronic collaborative learning strategy, electronic brainstorming strategy, simulation strategy, and other	3.68	1.288	73.6	High

strategies to support distance learning.				
I can use the Internet to communicate with students through (email / audio and video) and through the available programs and educational platforms for distance learning.	3.67	0.861	73.4	medium
Teaching strategies during distance learning include a number of procedures to provide educational content in a way that helps students achieve educational goals.	3.62	1.034	72.4	Medium
He was creative in dealing with files from uploading and downloading from websites and websites dedicated to distance education.	3.58	1.016	71.6	Medium
Employ distance learning tools in the educational process (media and technology) and appropriate electronic resources to help students achieve the educational goals of distance education.	3.57	0.984	71.4	Medium
I have the ability to operate the devices attached to the computer (printer/camera) and deal with them accurately and professionally.	3.53	0.985	70.6	Medium
I am receiving training on how to access and use distance learning websites.	3.5	1.114	70.0	Medium
I can deal with computer operating systems and applications efficiently and effectively.	3.44	1.181	68.8	Medium
I manage the lesson time and deal with the problem of absence or the problem of boredom and boredom in distance education.	3.41	1.101	68.2	Medium
I am able to raise the level of students in achieving (discipline/motivation towards learning/increasing understanding) when using distance learning methods and tools.	3.39	1.187	67.8	medium
I give myself the opportunity to get direct feedback on the degree to which the goals are achieved during the distance learning process.	3.34	1.113	66.8	Medium
I can use modern techniques in preparing class records (such as assessing students' performance and academic achievement) in the distance learning process.	3.31	1.148	66.2	Medium
I have the ability to cooperate and communicate with students' parents to achieve the maximum benefit from the scientific material given to students during distance education.	3.22	1.188	64.4	Medium
I am satisfied with the effectiveness of distance education in raising the level of academic achievement of students.	3.04	1.445	60.8	Medium
overall index	3.48	0.848	69.6	Medium

The results in table (4) demonstrate that, from the perspective of primary school teachers in Jordan, the reality of using teaching strategies in distance learning environments has attained an average grade of (3.48) and a high degree of the following: creating worksheets for students when using distance learning tools and the capacity to gauge students' academic achievement over time. It

received average scores of (3.67, 3.62, 3.58, 3.57, 3.53, 3.5, 3.44, 3.41, 3.39, 3.34, 3, 31, 3.22, and 3.04).

Teachers can communicate with pupils through the Internet using phone, video, and email. Education strategies for distant learning involve a number of procedures to present educational content in a way that assists students to attain the educational goals through the educational programs and platforms accessible for distance learning. The use of distance learning tools in the educational process and adequate electronic means to assist students in achieving the educational goals of distance learning have required teachers to be creative in managing files from uploading websites dedicated to distance learning. The method for gaining access to and using the websites for remote instruction is taught to teachers.

All of these educators work with computer operating systems and programs in an effective and efficient manner. They possess the time management skills necessary to deal with absenteeism issues, boredom issues, and ennui caused by concentrating on the theoretical side of remote learning. Teachers have the power to boost pupils' academic progress, including their enthusiasm to learn. When instructors use distance learning strategies and resources, they give themselves the chance to get immediate feedback on the degree to which the classes' goals are realized through distance learning.

The results of this study and the experience with distance learning in light of the Corona pandemic were consistent with the study by Al-Hamidi (2021), whose findings indicated that evaluation of distance learning in light of the spread of the Coronavirus from the viewpoint of teachers in Zarqa Governorate (2, 45) reached a standard deviation of (0.57) with a mean titer and that all fields were with a mean titer, and that this study differed from the Khalifa Study (2019).

Table (5). Arithmetic averages and standard deviations of the study items expressing obstacles to employing teaching strategies in learning environments.

Paragraph	Arithmetic mean	standard deviation	%	Degree
The lack of internet services in schools for teachers with various modern means of communication (personal computer / tablet / smartphone).	4.23	0.808	84.6	High
I face many social and economic challenges in communicating with parents and students during the distance learning and education process.	4.21	0.868	84.2	High
Lack of technical, technical, technological and electronic services for teachers in public schools.	4.08	0.902	81.6	High
Teachers' lack of knowledge of distance education strategies and the inability to activate and apply distance learning tools during teaching.	4.03	0.988	80.6	High
Lack of teacher training to master the use of teaching strategies in distance learning environments.	4.03	0.8	80.6	High
The lack of technological skills and technical expertise of teachers in employing teaching strategies while teaching students in distance learning environments.	3.94	0.879	78.8	High
The difficulty of teachers applying distance education strategies such as dialogue and discussion strategy, conceptual map strategy, problem-based teaching strategy, brainstorming strategy, and others.	3.89	1.156	77.8	High
The difficulty of teachers choosing the appropriate type of distance education and multimedia strategies	3.78	1.025	75.6	High

appropriate for the lesson in distance learning environments.				
The difficulty of teachers preparing worksheets and electronic tests for students when using distance learning environments.	3.66	0.985	73.2	medium
The lack of electronic educational platforms approved by the Ministry of Education that teachers use to communicate with their students in distance learning environments.	3.56	1.123	71.2	medium
Difficulty in accessing information to students when teachers use distance learning strategies and tools.	3.47	1.083	69.4	medium
The difficulty of teachers using distance learning tools such as the Internet and various search engines.	3.38	1.147	67.6	medium
Obstacles to employing teaching strategies in learning environments.	3.85	0.667	77.1	High

The findings in table (5) demonstrate that from the perspective of primary teachers in Jordan, the major barrier to implementing educational practices in distant learning environments was the absence of internet services in schools for instructors with various digital communication.

When engaging with students during distance schooling, teachers confront numerous social and financial difficulties. The kids' academic performance at school is significantly impacted by a lack of technology and electronic services for public school teachers, teachers' ignorance of distance education methodologies, and teachers' incapacity to activate and implement distant learning resources while teaching.

The difficulty of teachers selecting the right kind of distance education strategies and multimedia appropriate for the lesson in distant learning environments, as they attained high scores that varied between (3.78-4.23), and the following obstacles achieved average degrees of (3.66, 3.56, 3.47, and 3.38) accordingly.

The challenges of using remote learning environments to prepare teachers for worksheets and electronic assessments for students, the absence of electronic educational platforms used by teachers to communicate with students in distance learning environments that have been approved by the Ministry of Education. While professors use learning techniques and tools for distance learning, it might be challenging for pupils to obtain knowledge. The challenges in using search engines, the internet, and information extraction by teachers for distance learning. This outcome, according to the researcher, can be attributed to teachers' lack of interest in mastering distant learning as well as the fact that they have a difficult time learning about and implementing educational techniques in distance learning settings, such as the debate and discussion strategy, and the conceptual map strategy.

Teaching is based on problem-solving and brainstorming strategies, and they lack experience and expertise in using the Internet and engaging with pupils electronically through educational platforms, social networking sites, and other technical tools. The school stage factor had little bearing on the outcomes of each group, and it varied from the Al-Quran study (2022), the Mousa study (2021), and the Madi study (2021), as well as the total average of obstacles encountered (3.85). This suggests that there are significant impediments to using educational tactics in distance learning environments from the perspective of primary school teachers.

a. According to the gender variable:

To test the effect of the gender variable, a t-test was used for independent samples.

Table (6). Independent samples t-test for the effect of the gender variable

Gender	number	SMA	standard deviation	T	Freedom degree	Indication level
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Male	40	3.40	0.653	-.856-	88	0.394
Female	50	3.55	0.978			

With reference to the aforementioned table, we see that the t value was not statistically significant at a level less than 0.05, indicating there are no statistically significant differences at the .05 (0.05) regarding the reality of using educational strategies in distance learning environments from the viewpoint of stage teachers. The answer to this query is consistent with the findings of Mousa's study from (2021), which concluded there are no statistically significant gender-related differences in the proportion of modern teaching tactics used in distant learning.

b. Depending on the educational qualification variable:

To find out the effect of the academic qualification, a one-way analysis of variance test was used.

Table (7). One-way analysis of variance test for the effect of the educational qualification variable

educational qualification	N0.	SMA	standard deviation	Freedom degree	mean squares	(f) value	Indication level
Higher Diploma	11	3.48	0.863	3	0.737	1.024	0.386
Bachelor's	69	3.45	0.891				
Master's	6	4.02	0.297				
PhD	4	3.17	0.038				
Total	90	3.48	0.848				

The table (7) shows that the value of F was not statistically significant at a level less than 0.05, indicating that there are no statistically significant differences at the level of significance (0.05) regarding the actuality of using educational strategies in distance learning environments from the perspective of stage teachers. This conclusion was different from the studies of Mousa (2021), where the findings indicated that the variable of educational attainment was statistically significant, and Al-Morshed (2020), where the findings indicated that the responses of the participants were statistically significant at the significance level of 0.05. Members of the sample group support the Master of Education Technologies program.

c. Depending on the variable years of experience

To find out the effect of years of experience, the one-way analysis of variance was used.

Table (8). One-way ANOVA test for the effect of years of experience variable

Years of experience	N0.	SMA	standard deviation	Freedom degree	mean squares	(f) value	Indication level
less than 5	28	3.41	0.836	2	0.818	1.139	0.325
From 5-15 years	44	3.61	0.754				
More than 10 years	18	3.28	1.060				
Total	90	3.48	0.848				

The table (8) shows that the value of F was not statistically significant at a level less than 0.05, indicating that there are no statistically significant differences at the level of significance (0.05) regarding the actuality of using educational strategies in distance learning environments from the perspective of stage teachers. This result was consistent with the findings of Al-Quran study (2022), which discovered no statistically significant differences at the level of using current teaching techniques in distance learning, and the study of Mousa (2021), which found no statistically

significant differences at the level of using modern teaching strategies in distance learning due to the diverse number of years of experience in education in Jordan.

The study of Mousa (2021), which discovered that there were no statistically significant differences regarding the use of current teaching methodologies in distance learning due to the diverse number of years of experience in education, and the Al-Quran study (2022), which revealed that its results are also devoid of statistically significant differences at the significance level ($\alpha = 0.05$), both found that different years of experience had an impact on the outcomes in Jordan. This result is consistent with both of these studies (gender, age, educational qualification, job, monthly income).

Conclusion:

The results of this study and the experience with distance learning in light of the Corona pandemic were consistent with the study by Al-Hamidi (2021), whose findings indicated that evaluation of distance learning in light of the spread of The Coronavirus from the viewpoint of teachers in Zarqa Governorate (2, 45) reached a standard deviation of (0.57) with a mean titer and that all fields were with a mean titer, and that this study differed from the Khalifa Study (2019).

Teaching is based on problem-solving and brainstorming strategies, and they lack experience and expertise in using the Internet and engaging with pupils electronically through educational platforms, social networking sites, and other technical tools. The school stage factor had little bearing on the outcomes of each group, and it varied from the Al-Quran study (2022), Mousa study (2021), and Madi study (2021), as well as the total average of obstacles encountered (3.85). This suggests that there are significant impediments to using educational tactics in distance learning environments from the perspective of primary school teachers.

The answer to this query is consistent with the findings of Mousa's study from (2021), which concluded there are no statistically significant gender-related differences in the proportion of modern teaching tactics used in distant learning.

This conclusion was different from the studies of Mousa (2021), where the findings indicated that the variable of educational attainment was statistically significant, and Al-Morshed (2020), where the findings indicated that the responses of the participants were statistically significant at the significance level of 0.05. Members of the sample group support the master of education technologies program.

The study of Mousa (2021), which discovered that there were no statistically significant differences regarding the use of current teaching methodologies in distance learning due to the diverse number of years of experience in education, and the Al-Quran study (2022), which revealed that its results are also devoid of statistically significant differences at the significance level ($\alpha = 0.05$), both found that different years of experience had an impact on the outcomes in Jordan. This result is consistent with both of these studies (gender, age, educational qualification, job, monthly income).

Recommendations:

- 1-The need for the Ministry of Education to give the most attention to technical equipment inside school laboratories through its availability
- 2-The researcher recommends the Ministry of Education to include distance learning environments, digital educational platforms and distance learning tools in the academic process to improve the educational process to improve and develop electronic administrative services and the quality of educational outputs.
- 3-The researcher recommends the necessity of benefiting from the experiences of developed countries in employing modern education strategies and using distance learning tools in schools and universities, and introducing them into various electronic learning environments.
- 4-Qualifying and training teachers on how to use and apply modern electronic education strategies in the light of distance learning.

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