

Perceptions of primary school teachers in public schools in Jordan for the use of distance education in light of the Corona crisis and its development

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Abstract:

The current study aimed to reveal the perceptions of primary school teachers in public schools in Jordan for the use of distance education in light of the Corona crisis and its developments, and to identify the significance of the differences in the perceptions of primary school teachers for the use of distance education in Jordan according to the gender variable, the study was applied in the classroom The second 2021 AD, and the descriptive survey approach was used, as the study population consisted of teachers of the primary stage in public schools in the BaniKenana District in Irbid Governorate, and the study sample consisted of (100) male and female teachers. The number of teachers in the sample was (50), and the number of female teachers was (50), who were chosen by the simple random method . The results showed that the arithmetic averages ranged between (3.00-4.98 for teachers, and between (3.12-4.95) for female teachers, and the general average for teachers' perceptions was (4.23) with a standard deviation (0.58), while the arithmetic average for the perceptions of female teachers came with (4.26)). With a standard deviation (0.78), the study also concluded that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between male and female teachers' perceptions of the use of distance learning attributable to the gender variable.

Keywords: primary school teachers, Corona crisis, public schools

I. Introduction

The world today lives in distinction and continuous development in various aspects of life, including continuous technological, technical and cognitive development, which in turn affects various activities and areas of life as it coincides and coincides side by side with the development in the educational system and its role in education and its practices of different teaching strategies and methods in Educational institutions.

Education in the third millennium faces major challenges that require responding to the requirements of the digital generation on the one hand, and facing globalization, openness and economic competition on the other

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hand, which is reflected in e-learning and its system in its development, starting from its dependence on computers and computer-managed learning, to the tremendous achievements in the field of technology. Information and communication, many of the methods, means and programs used in traditional methods no longer meet the needs of learners in knowledge, function and life, and the successive digital developments, so education systems, with the policies, visions, programs and activities they contain, must go towards finding new educational methods such as e-learning and distance education to keep pace with This acceleration (Al-Subaie and Issa, 2020).

The emergence of e-learning and distance education is a real response by educational institutions to the wave of technological progress that has reached the whole world, as technology plays an important role in students' lives. As it helps them to teach more effectively and stimulates their love of discovery and experimentation, so we find most students are interested in technology and all its forms and tools (Al-Yousifi, 2015).

E-learning is a modern trend in education because of its many advantages that contribute to achieving the goals of educational science and upgrading them to higher levels, so the focus is on finding applications and programs that can be employed in achieving educational and educational goals, through the available capabilities that create an environment. Interactive learning that attracts students' attention, increases their interests, and encourages them to implement the activities and tasks required. Among the modern applications that are used in learning is the E-Learning Management System (Sawafta and Radwan, 2014).

The e-learning system provides the opportunity for the student to learn in the place he wants and at the time that suits him, without the obligation to come to the classrooms at specific times, as the new content depends on multimedia and is presented through modern electronic media (Al-Sharif, 2016). E-learning aims to achieve many goals, including (Salem, 2004).

1 The possibility of compensating for the shortage of academic and training cadres in some educational sectors through virtual classes.

2. Help spread technology in society and give a broader concept of continuing education.

3. Providing support services in the educational process such as early registration, classroom management, building study schedules and distributing them to teachers, testing and evaluation systems, and learner guidance through internet portals.

4. Preparing a generation of teachers and learners capable of dealing with technology, modern skills, and the tremendous developments that the world is witnessing.

5- Providing a rich and multi-resource interactive environment that serves the educational process in all its axes.

6. Enhancing the relationship between parents and the school and between the school and the external environment.

Today, distance education has become dependent on modern technology, such as computers, tablets, and smartphones. There are means of distance education that provide direct contact between the teacher and the learner at the same time, such as telephone communications and social media. The means of distance education are available to individuals everywhere, regardless of Time is what websites specializing in distance learning or

universities use, such as videos that teachers record and then students watch them in their spare time, or programs that are shown on televisions that broadcast educational materials or correspondence via the Internet such as social media, Facebook, Twitter, YouTube or e-mail (Amira et al., (2019.

The study Problem :

The observer of the conditions of educational systems across different ages and in different parts of the world realizes that education was not immune to the societal conditions surrounding it, as it is always affected by what is going on in society in terms of social, health, economic and political events and changes, and in view of the current conditions and the spread of the Corona virus in the countries of the world which Jordan was not far from this crisis, and due to the presence and spread of the virus in Jordan, it was decided to suspend public schools in Jordan, and to keep the education process going, the Ministry applied the distance education system in order to maintain the permanence and continuity of learning, which is appropriate learning for this period as it learns in it. Students from distance and at any time they want, and learning has become available to all, and the problem of studying lies in answering the following questions:

Study questions

1- What are the perceptions of primary school teachers for using distance education in light of the Corona crisis and its developments in Jordan?

2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the perceptions of primary school teachers in the education schools of the BaniKenana district in the Irbid governorate in Jordan due to the variable of sex?

Objectives of the study

1- Revealing the perceptions of primary school teachers in public schools in Jordan for the use of distance education in light of the Corona crisis and its developments.

2- To identify the significance of the differences in the perceptions of primary school teachers in public schools in Jordan regarding the use of distance education according to the variable of sex.

The importance of studying:

The importance of the study is represented in the following

- The importance of the study lies in the importance of the topic that it will address, which is the perceptions of primary school teachers in public schools in Jordan for the use of distance education in light of the Corona crisis and its developments.

To apply self-education continuously.

In addition to that its importance emerges from the fact that it is the first study within the limits of the researcher's knowledge, which will deal with the perceptions of primary school teachers in public schools in Jordan for the use of distance education in light of the Corona crisis and its developments.

This study may open the way for researchers to conduct similar studies on different groups in the Hashemite Kingdom of Jordan.

The limits of the study

The study was limited to the following determinants:

a. Spatial boundaries: The current study was limited to all government schools affiliated with the Directorate of Education in the BaniKenana District in the Irbid Governorate.

B. Temporal boundaries: The study was conducted in the second semester of the 2020/2021 academic year.

C. Objective boundaries: The study was limited to revealing the perceptions of primary school teachers in public schools in the BaniKenana district in the Irbid governorate to use distance education in light of the emerging Corona crisis

Dr.. Human Limits: The study was limited to a sample of primary school teachers in governmental and affiliated schools of the Directorate of Education in the BaniKenana District in Irbid Governorate.

Study terms and their definitions

Primary school teachers: They are teachers of grades one to ten, male and female, who are officially teachers in public schools in the Hashemite Kingdom of Jordan.

Distance education: a new and organizational process that satisfies the needs of learners through their interaction with the educational experiences provided to them in non-traditional ways that depend on their own capabilities, through the use of multimedia technology without being restricted to a specific time or place and without relying on the teacher directly (Al-Hunaiti, 2004).

Procedurally, it is defined as: a type of education in which the student is isolated from his teacher and at any time he wants and uses technological means, television channels and electronic platforms that include all educational curricula and stages of study, which were prepared by the Jordanian Ministry of Education to continue the educational process in light of the Corna crisis and its developments.

The Corona crisis: It is the crisis that resulted from the outbreak of the Coronavirus (Covid-19) around the world that causes illnesses that vary between colds and more severe diseases, and the common symptoms of infection include respiratory symptoms, fever, coughing, shortness of breath and breathing difficulties, which affected all educational sectors Economic, social and health issues in most countries of the world (World Health Organization, 2020).

II. Theoretical framework and previous studies

Online education

In light of the rapid changes in the field of technology and the disparate conditions of the market, the education system faces a challenge in terms of providing increased educational opportunities without increasing budgets, and many educational institutions overcome this challenge by developing distance education programs. "When there is a physical separation between the teacher and the learner, and technology is used to fill the gap between each of the two parties, simulating the face-to-face contact.

Distance learning is one of the most modern educational methods, as the educational program

provides individuals who are separated by specific circumstances from the study site, and today, distance education has become dependent on modern technology such as computers, tablets, and smartphones. It is known as an effective method in providing learning opportunities and enriching experiences for workers who are unable to stop work and devote themselves to learning, and who have been deprived of formal education (Al-Kloob, 1993).

It is also known as a systematic and organized educational system, meaning the completion of the educational process without an actual meeting between the teacher and the learner, meaning that the educational body (university, school, teacher) ... accredits the learner within a specific curriculum and special conditions and gives him a certificate if he succeeds in fulfilling its requirements) Hassanein,. (2004

Distance education is based on the following (Soham, 2005):

1- Self-teaching, so the learner gets what he wants from the information and learns in the appropriate way.

2- Freedom of choice, especially in front of the various alternatives offered by distance education, so that both the teacher and the learner have the freedom to complete the educational process and achieve its ultimate goal.

3- Diversity of methods, as modern technology in designing networks and virtual sites allows the teacher to use many methods of presentation.

Corona Virus

Coronaviruses are a large family of viruses that cause illnesses ranging from colds to more severe diseases, such as the Middle East Respiratory Syndrome (MERS-CoV), and Severe Acute Respiratory Syndrome (SARS-CoV). The emerging corona virus (nCoV) represents a new strain that has never been seen before. Identified in humans before.

Coronaviruses are zoonotic, and this means that they are transmitted between animals and humans. Extensive investigations have concluded that the Corona virus that causes severe acute respiratory syndrome (SARS) has passed from civet hooks to humans, while the Corona virus that causes respiratory syndrome in the Middle East from lonely humped camels has spread to humans. They infect humans. Common symptoms of infection include respiratory symptoms, fever, coughing, shortness of breath, and breathing difficulties. In more severe cases, infection may cause pneumonia, severe acute respiratory syndrome, kidney failure, and even death.

Standard recommendations to prevent the spread of infection include: washing hands regularly, covering the mouth and nose when coughing and sneezing, and thoroughly cooking meat and eggs. In addition to avoiding contact with anyone showing symptoms of a respiratory disease, such as coughing and sneezing (World Health Organization, 2020).

Previous studies

Many studies have been conducted in this field, and the researcher reviews some of them arranged in chronological order:

Hennawi and Najm (2019) conducted a study aimed at identifying the degree of readiness of primary school teachers in government schools in the Nablus Education Directorate, to employ e-learning by researching

the degree of their attitudes towards e-learning, their level of competence in using it, as well as the degree of obstacles to its application from Their point of view, as well as identifying the role of a number of variables in the degree of their readiness. The study adopted the descriptive, analytical and correlational approach, and the study sample consisted of the random cluster method of (120) male and female teachers, and the questionnaire was used as a tool to collect data after verifying its validity and consistency, and it consisted of (40) paragraphs, distributed into three areas: the competencies domain, the field of trends, And the field of impediments. The study found that there are no statistically significant differences in the two fields (trends and obstacles) due to variables: age, daily use of the Internet, and number of sessions in the field of information technology, while there are statistically significant differences in the field of (competencies) attributable to these variables. Also, there is a direct, statistically significant relationship between the level of e-learning competencies among teachers of the first basic stage and the degree of their attitudes towards employing it at this stage, and the presence of an inverse relationship of statistical significance between the degree of obstacles to employing e-learning in the first basic phase from the viewpoint of its teachers and the degree of their attitudes towards this employment .

Both Hammadena and Al-Shawheen (2019) conducted a study aimed at identifying the attitudes of mathematics teachers towards e-learning in the Northeastern Badia Education Directorate, and the effect of the variables (gender, academic qualification, and years of experience) on that, and to achieve the objectives of the study. The researchers followed the descriptive approach. A sample of (100) male and female teachers was selected, and a tool was built to measure trends towards e-learning, and it consisted of (20) items. Its validity and reliability were verified, and the study reached many results, the most important of which are: The attitudes of mathematics teachers towards e-learning came with a high degree, and the results showed that there were statistically significant differences ($\alpha = 0.05$) attributed to the gender variable, and the differences were in favor of females. The absence of statistically significant differences attributable to the scientific qualification variable, and the existence of statistically significant differences due to the years of experience variable, in favor of experience less than 5 years, and the study reached many recommendations, including: The need to provide specialists in the fields of technology and Internet fields to help teachers practice the skills of learning Electronic, linking laboratories in schools with learning resources, and providing internet access.

Al-Muqrin (2019) conducted a study aimed at identifying the effect of e-learning by using the Learning Management System (Admodo) on the achievement of the computer course at cognitive levels (remembering, comprehension) among first-grade secondary school students in Riyadh and the direction towards it, the study sample consisted of (32) A student of the experimental group studied through the Edmodo learning management system and (30) students of the control group who studied using the traditional method, and a measure of the trend towards the e-learning management system was used. The results of the study showed statistically significant differences between the experimental and control groups in achievement. The distance from the level of memory in favor of the control group and the absence of statistically significant differences between the mean of the experimental and control groups regarding the level of understanding, and the existence of statistically significant differences between the mean of the measure of the pre- and post-direction of the experimental group.

Al-Bawi (2019) conducted a study aimed at identifying the effect of using the classroom google educational platform on computer department students 'achievement of image processing and their attitudes

towards e-learning. The experimental group consisting of (47) students using the educational platform, and the control group, which consists of (48) students in the traditional way, after preparing the requirements for the experiment and ensuring the internal and external safety of it, and building two tools, namely the achievement test and the trend scale towards electronic learning, and their psychometric properties were verified. After completing the teaching of the scientific material and applying the test, the results showed the positive effect of using the educational platform on the experimental group's achievement and their attitudes towards e-learning compared to the traditional method.

Al-Muzaini and Al-Mahmadi (2019) conducted a study aimed at identifying the attitudes of high school students in Medina towards the use of the e-learning system in education. The sample of the study consisted of (390) male and female students, who were selected by the random stratified method, with (202) male and (188) female students. Among them are (148) male and female students from the first grade of secondary school, (133) male and female students from the second grade of secondary school, and (109) male students.

And a student from the third year of high school. In order to achieve the objectives of the study, a scale was developed to reveal students' attitudes towards using the e-learning system in education, consisting of (27) items, whose validity and reliability were verified. In order to answer the study questions, the arithmetic means and standard deviations were extracted, the "T" test, the one-way analysis of variance, and the Scheffet test for post-comparisons. After conducting the necessary statistical treatments, the results of the study indicated that there are positive trends among secondary school students in Medina towards the use of the e-learning system in education, where the overall arithmetic average for estimating students' attitudes towards using the e-learning system in education was (3.82). The students' attitudes towards using the e-learning system in education are not different according to their gender (males and females). In addition, the results of the study indicated that there are differences in students' attitudes towards using the e-learning system in the Madinah region according to the student's academic grade variable. The first grade of secondary school is (3.75), and the average of the students of the second grade of secondary school is (4.12), while the average of the students of the third grade of secondary school is ((3.4).

Al-Mahmadi (2018) also conducted a study aimed at identifying the degree to which students benefit from King Abdulaziz University in Jeddah from using the electronic learning system (EMES) and the challenges facing students at King Abdulaziz University in Jeddah from using the electronic education system (EMES) to improve the experience of King University. Abdulaziz in using the e-learning system from the student's point of view. To achieve the objectives of the study, it followed the descriptive approach, and the sample to which the study was applied consisted of (570) students, and faculty members (115) members of the faculty. The study found the following results: The general average for the degree of student benefit from using the electronic learning system (EMES) is a medium degree (3.86). The general average for the degree of challenges that the student faces from using the e-learning system is (1.04) with a degree of potential disability.

Al-Hamiri (2014) conducted a study aimed at identifying the trends of the educational community in the Tabuk region towards the application of e-learning in light of some variables, and the study applied the scale of the educational community's trend towards the application of e-learning, where the study sample consisted of (412) faculty members and (936) A male and female teacher, and (8052) university students and (3628) high school students, the study concluded with many results, the most important of which is that the

attitudes of the entire educational community towards the application of e-learning are highly positive and there are no statistically significant differences in students' attitudes due to the gender variable.

The study of Al-Shinaq and BaniDomi (2010) aimed to identify the attitudes of teachers and students towards the use of e-learning in the sciences. The teachers' sample consisted of (28) male and female teachers who taught computerized physics for the first scientific secondary class, and (118) students distributed into five groups in three male secondary schools in Karak Governorate, of which four were experimental groups that were taught through the Internet, the CD, The Internet with CD-ROM, the teacher with the data display device) and a control group that learned with the usual method. To achieve the objectives of the study, a number of tools were used after ensuring their validity and reliability, namely: the measure of teachers' attitudes towards e-learning, and the measure of students' attitudes toward e-learning. Conducting the necessary statistical treatments. The study concluded that there are positive trends among teachers towards e-learning, where the total arithmetic average of teachers' evaluation on the scale of trends towards e-learning was (3.76 out of (5.00)) and a statistically significant negative change occurred in students' attitudes towards e-learning. The average of the students' scores on the attitudes scale before the experiment (3.78) was higher than the average of the students' scores on the scale after the experiment (3.33).

In a study conducted by Al-Tawalbeh and Al-Masha'leh (2009), this study aimed to investigate the perceptions of Islamic education teachers for e-learning. Information was gathered through semi-open interviews with (22) teachers who study Islamic education topics. After analyzing the data, teachers' responses towards e-learning were classified into five main categories, from which a number of sub-categories emerged, each of which included specific perceptions centered on e-learning in terms of its importance for both the teacher and the student, the obstacles to its use, the feasibility of its training programs, and the relevance of this. Type of learning for Islamic education curricula. In light of the positive results reached by the study on teachers' perceptions towards the use of e-learning, some recommendations were proposed, the most important of which is the provision of e-learning training programs for Islamic education teachers.

And the Hashemite Kingdom of Jordan was keeping pace with modern technological developments in the educational field and current events quickly after the spread of the Corona virus, which has become threatening the lives of millions of people in many countries around the world, so Jordan thought of an alternative for students, fearing for the studies that were suspended in all countries and the Ministry of Education in Jordan By setting up a lesson for e-learning platform, which is used in student education and remote applications. All students will also be able to access the daily lessons that are published through this electronic platform. All students in Jordan can register on the platform of your lesson and receive lessons electronically during this period, as this platform was launched in the first days of the start of the last crisis, and it aims to provide educational lessons to students for free, as students enter the platform as well as parents and browse all the content without It incurs any costs without consuming the mobile package, as well as the home subscription to the Internet, and daily lessons times are from six in the morning and continue until seven in the evening, and the student can listen to the lessons by registering him on the platform and then choosing the stage of study to which he is affiliated and doing the follow-up of the lessons) Ministry Jordanian Education, 2020).

And given the importance of revealing the perceptions of primary school teachers and the importance of the subject studied, which is distance education, and based on the above, this study comes in order to clarify the perceptions of primary school teachers in public schools about the use of distance education in light

of the Corona crisis and its developments by preparing a questionnaire after referring to theoretical literature And previous studies

III. Method and procedures

Study methodology

The researcher used the descriptive survey method for its suitability for the purposes and objectives of the study.

Study population and sample:

The study population consisted of all primary school teachers in government schools in the BaniKinana district in Irbid Governorate, whose number reached (1329 male and female teachers), where the number of teachers reached (502), and the number of female teachers reached (827), and the study sample consisted of (100) A teacher and a teacher were selected ((50 of both sexes, as in Table (1)) where the distribution of the sample appears on the gender variable, and they were chosen by a simple random method.

Table (1) Distribution of the sample on the variable of sex

Variable	Gender	Repetition	Percentage
	Females	50	16%
	Males	50	10%
	Total	100	

Study tool

To achieve the objectives of the study, the researcher developed and prepared a questionnaire to reveal the perceptions of primary school teachers towards the use of distance education in light of the Corona crisis by referring to the theoretical literature and previous studies on the subject such as the study of Al-Hamiri (2014) and the study of Al-Muzaini and Al-Mahmadi (2019). The questionnaire consisted of (19) Paragraph in its final form.

Validate the tool

The validity of the study tool was verified by presenting it to a group of (6) arbitrators with experience and competence, and their suggestions regarding deletion or amendment of some paragraphs or adding new paragraphs were taken into account, and the tool was sent electronically to them.

The paragraphs correlation coefficients with the total score of the tool were also found, as shown in Table (2).

Table (2) Paragraphs correlation coefficients with the total score of an instrument

Item No	correlat ion coefficients	Item No	correlat ion coefficients	Item No	correlat ion coefficients
1	0.68	7	0.85	14	0.79
2	0.78	8	0.89	15	0.75
3	0.73	9	0.90	16	0.81
4	0.69	10	0.85	17	0.69
5	0.88	11	0.83	18	0.78
6	0.80	12	0.89	19	0.74
7	0.84	13	0.77		

Stability of the tool

The stability coefficient was calculated using the internal consistency method according to the Cronbach alpha equation, where its value was (0.89) according to the Cronbach alpha equation, and its value was calculated according to the stability of the return for the tool as a whole, as its value reached (0.90). These values were considered appropriate for the purposes of this study.

Statistical processors

The researcher calculated the arithmetic means and standard deviations of the study sample answers for each of the study questions, in addition to using the T-test to test the significance of the differences.

Statistical criterion:

Likert's five-point scale was adopted to correct the study performance by giving each of its paragraphs one score from among its five degrees (very large agreement, highly agree, medium agreement, little agreement, very little agreement)

It represents the grades (5, 4, 3, 2, and 1) respectively, as three categories were adopted to classify the degree on the tool as follows:

And then add the amount (1.33) to the end of each category as follows:

(1.00 - 2.33) is a low score

(2.34 - 3.67) medium degree

(3.68 - 5.00) is high

Study results and discussion

This part includes a presentation of the results of the study and a discussion of them according to the sequence of questions, as follows:

The first question: What are the perceptions of primary school teachers for using distance education in light of the Corona crisis and its developments in Jordan?

To answer this question, the researcher calculated the arithmetic means and standard deviations of the perceptions of primary school teachers for the use of distance education in Jordan, as shown in Table (3):

Table (3): Arithmetic means and standard deviations

Perceptions of primary school teachers for the use of distance education in Jordan

No.	Item	Males			Females		
		Arithmetic mean	standard deviation	Score	Arithmetic mean	standard deviation	Score
1	Distance learning contributes to overcoming face learning problems						
2	Distance learning fulfills the principle of continuous education						
3	The disadvantages of distance learning outweigh its advantages	3.00	0.78	Medium	3.23	0.66	Medium
4	Distance learning lacks credibility	4.85	1.33	High	4.77	0.66	High
5	Distance learning helps you communicate with others	4.45	1.14	High	4.43	1.76	High
6	Distance learning improves self-learning skills	3.06	0.87	High	4.17	0.45	High
7	Distance learning enables the learner to see all that is useful	4.45	0.78	High	4.23	0.32	High
8	Distance learning provides an enjoyable atmosphere for learning	4.77	0.93	High	4.65	0.78	High
9	Distance learning achieves the educational goals	4.08	0.65	High	4.55	1.67	High
10	Distance learning helps overcome many psychological and social problems	3.48	0.19	Medium	3.32	1.19	Medium
11	Distance learning neglects the pedagogical aspects of the learning process	4.09	0.77	High	4.00	0.54	High
12	Distance learning enhances teacher and learner			High			High
13		4.65	1.33	High	4.45	1.25	High
14		4.11	0.58	High	4.24	0.87	High
		4.98	0.45	High	4.95	0.56	High
		4.95	0.44	High	4.78	0.45	High
		3.13	0.23	High	3.12	0.43	High

15	competencies	4.27	0.74	High	4.34	0.86	High
16	It is difficult for many students to participate in distance learning	4.89	0.64	High	4.78	0.74	High
17		4.98	0.49	Medium	4.94	0.97	Medium
18	The interaction process weakens in distance learning	4.89	0.39	High	4.80	0.23	High
19	Distance learning takes into account the conditions of the teacher and the learner	4.23	0.58	high	4.26	0.78	High
	It is difficult to highlight special abilities in distance learning						
	I think distance learning reduces my role in the educational process						
	Distance learning is hampered by network disruption or weakness						
	Many teachers lack internet competencies						

Table (3) shows that the arithmetic averages ranged between (3.00 - 4.98 for teachers, and it came between (3.12-4.95) for female teachers, and the general average of teachers 'perceptions was (4.23) with a standard deviation (0.58). (4.26) and a standard deviation (0.78).

The reason for this may be due to the nature of distance learning. As this type of learning helps to take into account individual differences between students, to communicate information to them, and to stimulate their motivation, with what it contains in forms, drawings, pictures, colors, movement, video clips, simulations, and conversation programs. In addition to its role in reducing the time and effort of students and teachers as well, as it provides quick mechanisms to access information through modern technological media in an easy way, and thus it sings out explanation and repetition for many times, which saves time for the teacher and gives him the opportunity to communicate with fellow teachers and specialists, and guide students both according to An envelope and receive questions and inquiries from students and parents outside the official working hours. In addition to the teachers 'desire to keep pace with the scientific and technological development imposed by the epidemiological situation that Jordan is going through in the current period. The reason may also be due to the nature of the computer and its close connection with human life, and to the benefits that accrue to its users in all areas of life.

The results of this study are consistent with the results of each of the Al-Hamiri study (2014), the results of which indicated:

The attitudes of the entire educational community towards the application of e-learning, among them male and female teachers, were positive and to a high degree, and the results of this study are also consistent with the study of Al-Shinaq and BaniDomi (2010)

The results indicated that male and female teachers have positive trends towards e-learning. It also

agrees with the study of Hamada and Al-Shawheen (2019), the results of which showed that the attitudes of mathematics teachers towards e-learning came at a high degree.

The second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the perceptions of primary school teachers in the education schools of the BaniKenana district in Irbid Governorate in Jordan for the use of distance learning due to the variable of gender?

To answer this question, T-Test Independent was applied to the tool as a whole to find the differences Statistics according to the gender variable as in Table (4).

Table (4) the value of the T-test to test the differences between the averages of the visualizations Jordan basic teachers for the use of distance learning attributable to the variable of sex.

The tool as a whole	Gender	SMA	T value	Degrees of freedom	Indication level
	Male	4.23	1.08	48.00	0.36
	Female	4.26			

It is evident from Table (4) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between teachers' perceptions of the use of distance learning due to the gender variable, and this result is logical and realistic as the distance learning system has been applied in all schools in the Kingdom. Male and female, and this is what has imposed the epidemiological situation prevailing in the Kingdom currently, which unified the perceptions of all teachers, regardless of their gender, and what explains the result also is that both sexes have the desire to learn and apply everything new in their field of work, especially since computers have become available to everyone and not Almost every home has no computer, especially since most services are now provided electronically and in all different areas of life.

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The results indicated that there are positive trends for teachers, regardless of their gender, towards e-learning. The current study differed with the study of both Hamada and Al-Shawheen (2019), the results of which showed that the attitudes of mathematics teachers towards e-learning came with a high degree, and that there were statistically significant differences ($\alpha = 0.05$) attributed to the gender variable and in favor of females.

IV. Recommendations

1. Providing adequate support to the Ministry of Education in order to maintain its continuity and its ability to manage distance education.
2. Continuously developing the distance education system, keeping abreast of modern technological developments, and benefiting from the experiences of other countries.
3. Supporting the national projects that develop the idea of distance education, and strengthening cooperation between it and the Jordanian Ministry of Education
4. Conducting more studies and research on various categories.

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