The Pros And Cons Of E-Learning In The Private Universities In The North Of Jordan, From The Point Of View Of Graduate Students In The College Of Educational Sciencesabstract

Dr. Ahmed Abd-ALKareem Hassan AL-Ruheel[1] , Dr. Hussein Mohamad Ali Atoom[2] , Dr. Tarad Awwad Flayeh Alkhuzam[3]

[1,2,3]*Assistant Professor- Faculty Of Education Sciences-Jerash University Jordan.*

Abstract: The study aimed to measure the pros and cons of e-learning in private universities in northern Jordan from the point of graduate students in the College of Educational Sciences . The sample of the study consisted of (169) graduate students in the College of Educational Sciences in the private universities in the north of Jordan.

The results of the study showed that:

The study sample saw the Flexibility in learning is one of the best advantages of e-learning while they saw they not used to electronic exams, which makes them unable to answer.

There are apparent differences between the averages of the measure the pros and cons of e-learning in private universities in northern Jordan from the point of graduate students in the College of Educational Sciences attributed to the (gender, academic year, the univesity).

There are apparent differences between the average and standard deviation according to graduate students attributed to The gender (male, female) For the sake of females attributed for That females have more dedication to learning and desire than males, in addition to the fact that the number of female study sample members exceeds the number of males.

The Recommendations of the study showed that:

- The universities administration should hold training courses for teachers to raise the level of their performance in the application of e-learningThe researcher recommends the ministry of education to use this card in evaluating English teachers' performance level to distinguish their evaluation from others.

1. Background of the Study

1.1 Introduction

E-learning is one of the means that supports the educational process and transforms it from the stage of indoctrination to the stage of creativity, interaction and skill development, and it combines all electronic forms of teaching and learning, using the latest methods in the fields of education, publishing and entertainment by adopting computers, storage media and networks. The rapid changes in the field of technology have led to the emergence of new patterns of learning and teaching, which further consolidated the concept of individual or self-education; Where the learner continues his learning according to his energy, ability, speed of learning and according to his previous experience and skills. E-learning is one of these advanced patterns of so-called distance learning in general, and computer-based education in particular. Where e-learning depends mainly on computers and networks in the transfer of knowledge and skills. Its applications include web learning, computer learning, virtual classrooms, and digital collaboration. The content of the lessons is provided via the Internet, audio tapes, videos and CDs.

In times of crises and difficulties, all hands and minds rush to search for alternatives in all fields to overcome these crises and avoid their damage, and education is one of the most

important areas in life and in all countries of the world. As the Covid-19 pandemic has affected the entire world, education was not isolated from the aspects of life that were affected by the Corona pandemic, which prompted many governments to stop studying in higher education institutions in order to preserve the learner, and to pay for this damage and to search for modern methods to preserve the continuity of the learning wheel.

Where the whole world has turned to e-learning as an ideal option for the continuity of education in light of the pandemic and as a trend to develop new methods of education commensurate with the twenty-first century and rapid technological development in light of the wide spread of the Internet.

Since e-learning has become the destination of the world in general and the current and future destination of education in the Ministry of Higher Education in Jordan, it was necessary to address e-learning, its concept, importance, features, negatives and positives of its application in the Jordanian communities.

1.2   Statement of the Problem

Despite the application of the Ministry of Higher Education in Jordan to e-learning in Jordanian universities, and the emergence of many studies that called for the importance of e-learning in light of the Corona pandemic and a modern and appropriate method for rapid development in cyberspace and the Internet world, but like any method of education carries negatives and positives that some have addressed studies.

Through the researcher's experience as a teacher at a private university, he noticed that there is a discrepancy in the views of graduate students in the College of Educational Sciences about the pros and cons of e-learning. Therefore, the problem of the study lies in identifying the negatives and positives of e-learning from the point of view of graduate students in private universities.

1.3   Significance of the Study

This study draws on the importance of define The pros and cons of e-learning in private Jordanian universities in the northern region from the point of view of postgraduate students. the researcher can summarize the importance of the study in the following points:

- This study provides the The Ministry of Higher Education and public and private universities with a realistic picture of Measuring the pros and cons of e-learning in private universities in northern Jordan from the point of of graduate students in the College of Educational Sciences.

1.4   Purposes and the Question of the Study

The purpose of this study is to define Measuring the pros and cons of e-learning in private universities in northern Jordan from the point of view of study students.

- Measuring the pros and cons of e-learning in private universities in northern Jordan from the point of of graduate students in the College of Educational Sciences.
- Measuring the Measuring the pros and cons of e-learning in private universities in northern Jordan from the point of of graduate students in the College of Educational Sciences according to the study variable (gender, Specialization).
- Realizing the individual differences of statistical significance between the study sample members' responses, i.e. differences attributed to the study variables (gender, academic year,the University).

The purpose of this study can be achieved through answering the following questions:

- Q1: What is the pros and cons of e-learning in private universities in northern Jordan from the point of view

of graduate students in the College of Educational Sciences ?

- Q2: Are there any statistically significant differences in **(α ≤ 0.05)** between the pros and cons of e-learning in private universities in northern Jordan from the point of view of graduate students in the College of Educational Sciences attributed to the study variables (gender, academic year, the Univesity)?

1.5   Operational Definitions of Terms

E-Learning

Is an interactive system of education that is provided to the learner using communication and information technologies, and is based on an integrated electronic digital environment that displays courses via electronic networks, provides ways of guidance and direction, organizes exams, as well as manages and evaluates resources and processes.

It procedurally defines the pros and cons of e-learning with the degree of response of the study sample members to the study tool.

1.6   Limitation of the Study

The study was limited to:

- Objective Limitations: This study (the presented study) Measuring the pros and cons of e-learning in private universities in northern Jordan from the point of of graduate students in the College of Educational Sciences.
- Human Limitations: This study (is) limited to graduate students in the College of Educational Sciences in private universities in northern Jordan.
- Time Limits: This study (was) conducted in the second semester 2021-2022.

2. Theoretical Framework

2.1 E-Learning

Definition of E-Learning:

E-Learning is an interactive system of education that is provided to the learner using communication and information technologies, and is based on an integrated electronic digital environment that displays courses via electronic networks, provides ways of guidance and direction, organizes exams, as well as manages and evaluates resources and processes.

The importance of e-learning lies in solving the problem of the knowledge explosion and the increasing demand for education and expanding opportunities for admission to education, in addition to enabling the training and education of workers without leaving their jobs and contributing to breaking psychological barriers between the teacher and the learner as well as satisfying the needs and characteristics of the learner while raising the return on investment by reducing the cost education.

E-Learning Features:

The characteristics of e-learning can be summarized in the fact that it provides, through computers and its networks, digital multimedia content (written or spoken texts, sound effects, graphics, still or moving images, video clips) so that these media are integrated with each other to achieve specific educational goals. E-learning, as it provides a number of services or tasks related to the teaching and learning management process, as it is less expensive compared to traditional education. It also helps the learner to acquire his knowledge by himself, thus achieving interactiveness in the learning process (the learner's interaction with the teacher, with the content, with colleagues, with the institution educational, with programs and applications) being available, i.e. the ability to access it at any time and from anywhere.

Types of e-learning

1. **Simultaneous E-Learning:**

Synchronous e-learning, which is education on the air or live broadcast, which requires the learners to be present at the same time in front of computers, to conduct discussion and conversation between the learners themselves, and between them and the teacher, and this discussion takes place through various e-learning tools, namely: Whiteboard - virtual classrooms - conferences via (video, audio) - chat rooms.

2. Asynchronous E-Learning:

Asynchrones e-Learning is indirect education, which does not require the presence of learners at the same time, as the learner can obtain the study according to the appropriate times and with the effort he wishes to provide. Uses tools such as e-mail, the web, mailing lists, discussion groups, FTP, and CDs.

2.2 Reviews of Related Literature:

Megahed, (2020) This research deals with the concepts of e-learning and distance education in an emergency situation. And the Corona pandemic caused the largest interruption of education in history, including all students, from pre-primary education to technical and vocational training institutions, and universities. The aim of this research is to clarify the concepts of e-learning and distance education in case of emergency. The method of this research is desk and website research. Desk research is the method of collecting materials related to research or study, and the website is research via the Internet or electronic networks. The researcher concluded that the concepts of e-learning and distance education in case of emergency will enable us in the future to trace the effects of education in case of emergency, and its impact on the general educational culture, and in public opinion about the validity of distance education in the future of education in the world.

Farhi, Luqan, & Hasina (2021) This study aimed to identify the attitudes of the students of the Faculty of Social Sciences at Oum El Bouaghi University towards e-learning. The descriptive approach was relied upon. This study was conducted on a sample of (100) male and female students who were chosen by the intentional sampling method from the first year students of the Master of Social Sciences Department to verify From the hypotheses of the study, the questionnaire was used as a search tool, which included 28 phrases. The statistical treatment of the data using the statistical group system spss resulted in the following results: The attitudes of students of the College of Social Sciences towards e-learning are positive. There are statistically significant differences in students' attitudes towards e-learning due to the gender variable. There are no statistically significant differences in students' attitudes towards e-learning due to the variable of specialization.

Thabit, T. (2018) This research paper was divided into eight paragraphs, where the first paragraph discussed the concept of e-learning and the most important definitions with it. As for the second paragraph, I discussed the types of e-learning according to its coincidence with the real time of the learner. The most important pros and cons of e-learning in the third paragraph were discussed and a discussion of the most important goals of e-learning in the paragraph Fourth As for the fifth paragraph, the eight-dimensional Khan framework was reviewed, and critical success factors and basic principles of quality of e-learning were discussed in each of the sixth and seventh paragraphs respectively. In the eighth paragraph, the most important recommendations of the researchers were reviewed, and the researchers relied on the formulation of the research paper on the curriculum Descriptive by referring to the relevant academic and professional sources.

Omaima Hamid Al-Adly (2007) The research seeks to define the characteristics of e-learning, as well as to indicate its impact on the development of the educational and educational process, with an indication of the obstacles that prevent its application locally, and then to develop a proposed model for the establishment

of an e-learning project within the scope of the university in which the necessary technical and functional requirements were identified. Among the results, the most important of which were: * E-learning in the Arab world faces some obstacles and challenges represented in not adopting a unified standard for the formulation of educational and technical content, which represents the fragility of the infrastructure of communications and information technology locally and educationally, represented in the lack of participation of educators in the manufacture of this type of education.* There is ambiguity and lack of clarity In defining the concept of e-learning at the level of educational institutions, as well as the varying opinions of those in charge of the educational process, solving the site that this type of education will occupy. Some find it complementary to traditional education, while others see e-learning as a complete alternative to traditional education. his paper provides a framework for assessing the quality of e-learning in a quantitative manner by discussing the eight-dimensional

Khan framework, which is considered to be the cornerstone to assist institutions in planning, designing, implementing and evaluating their e-learning programs, in addition to clarifying the most important principles of quality of e-learning and the factors critical to achieving them and clarifying the importance of e-learning And its role in the technical renaissance.

3. Design and Methodology

3.1   Population of the Study

The Population of the study consisted of (172) teachers of all English teachers in the secondary stage in the directorate of Irbid first during the second semester 2018/2019.

3.2   Sample of the Study

The sample of the study comprised of (169) graduate students in the College of Educational Sciences in the private universities in the north of Jordan. Distributors according to the table (1):

Table (1) Distribution of study sample by (gender, academic year, the University).

Variable	Category	#	Percentage
Gender	Male	74	43.8%
	Female	95	56.2%
academic year	First year	59	34.9%
	Second Year	79	46.7%
	Third Year	31	18.3%
University	Jerash University	80	0.47%
	Irbid Private University	89	0.53%
Total		**169**	**100.0%**

3.3 Instrument of the Study

To measure the pros and cons of e-learning in the private universities in the north of Jordan,

from the point of view of graduate students in the College of Educational Sciences.

The researcher designed a questionnaire to measure the pros and cons of e-learning in the

private universities in the north of Jordan, from the point of view of graduate students in the College of Educational Sciences. The questionnaire consisted of 15 items about the pros and cons of e-learning.

3.4   Validity of the Instrument

To ensure the Validity of the instrument, it was presented to a jury of (5) specialists in the fields of Curricula and methods of teaching and the specialization of measurement and evaluation Each one was handed a copy of the questionnaire to write down their comments on it in order to make sure that the subject is fitted to the segments and statements in the model and its correct.

3.5   Reliability of the Instrument

Reliability of the instrument was verified by calculating the statistical parameter of the alpha-Cronbach test on a sample of (15) students (not included in the study). The value of the internal stability coefficient (Alpha) was. 91 for the total of the items. The reliability coefficient for all dimensions ranged from 72.1 - 86.2, which is a high and positive discrimination. And the reliability of the instrument was computed using the test/ retest method.

Miller, 1998) indicated that the correlation coefficient above 60% is a high stability coefficient. Accordingly, all correlation coefficients in this study are higher.

The responses to paragraphs are distributed as follows: Always (4), Usually (3), Sometime (2), Never (1), and to measure the pros and cons of e-learning in private universities in northern Jordan from the point of of graduate students in the College of Educational Sciences, used the following:

- From 1-less than 2/ Low
- From 2 – less than 3/ Medium
- 3 and above/ High

It is calculated by:

- 4-1=3/ Indicated to the three levels.
- 3/3=1/ Is the value which added.
- Then editing (1) from the lower limit for the category.

3.6   Procedures of the Study

After the questionnaire was constructed and finalized, the researcher took the following steps:

- Distribution of (172) questionnaire on graduate students in the College of Educational Sciences Number of cards recovered (169).
- A questionnaire was deleted (3) because the conditions were not met and the number of cards analyzed was (169).
- The researcher fully supervised the distribution of cards on the sample of the study, namely a follow-up on all the samples and emphasis on the review paragraphs of the cards to make sure all paragraphs all items had been answered before delivery.
- The researcher emptied the data and processed it statistically by using the appropriate statistical packages SPSS.

3.7 Statistical Treatment

To answer the study questions, the researcher used the statistical analysis program (SPSS), using the following statistical methods:

- Arithmetic mean and standard deviation to answer the first question.
- Tree Way ANOVA analysis, to answer the second question.

4.   Results of the Study

In this section the researcher presented the results of the study through answering the questions of the study:

- Q1: What is the pros and cons of e-learning in private universities in

northern Jordan from the point of view of graduate students in the College of Educational Sciences ?

To Answer the question Mean & Standard deviation for items & the total of the instrument as seen in table (2):

Table 4 Mean & Standard deviation for items & the total of the instrument

No	Items	Mean	St. D	Level
10	Flexibility in learning is one of the best advantages of e-learning.	2.67	1.05	Medium
12	E-learning saves the time and effort of the student and the teacher alike.	2.67	1.08	Medium
1	E-learning reduces the usual tuition costs	2.62	.99	Medium
6	E-learning provides more opportunities for students, as it allows students to study at different universities	2.62	1.07	Medium
8	E-learning enables the student to gain more technological skills	2.60	1.00	Medium
13	E-learning provides the necessary technological skills to the individual	2.59	1.03	Medium
9	The normal learning process provides an opportunity for students to get to know each other, and also brings students from different places and enables them to interact and exchange personal experiences.	2.58	1.03	Medium
5	The e-learning process limits social interaction among students	2.57	1.08	Medium
14	E-learning has reduced the direct interaction between students on the one hand, and between the student and teacher on the other hand, which led to the difficulty of forming social relationships, and the lack of personal skills necessary to form these relationships.	2.57	1.05	Medium
7	The e-learning process requires some basic things, such as: a computer, a stable connection to the Internet, and the presence of a camera sometimes, and the university does not provide these requirements for every student	2.56	1.06	Medium
4	A glitch related to the Internet connection, or a software or hardware malfunction that hinders the application of the e-learning process	2.53	1.09	Medium
2	The lack of knowledge of faculty members how to use modern technology well is one of the negative aspects of e-learning	2.51	1.04	Medium
3	The university needs a stronger infrastructure to implement e-learning	2.49	1.07	Medium
11	I do not have enough technologies to implement e-learning and do electronic homework at home	2.48	1.07	Medium
15	I am not used to electronic exams, which makes me unable to answer.	2.44	1.05	Medium
	Total	**2.61**	**0.15**	**Medium**

As shown in table 5 the item number (10) which "Flexibility in learning is one of the best advantages of e-learning" comes at the first rank with mean=(2.67) and standard deviation=(1.05), Attributed to To the flexibility that characterizes e-learning, which students are not accustomed to in the traditional way of education While the item number (15) which "I am not used to electronic exams, which makes me unable to answer" comes at the last rank with mean=(2.44) and standard deviation=(1.05). Attributed to To get students accustomed to the traditional examination system inside the classroom and using the examination paper.

Results Related to the Second Question:

- Q2: Are there any statistically significant differences in **(α ≤ 0.05)** between the pros and cons of e-learning in private universities in northern Jordan from the point of view of graduate students in the College of Educational Sciences attributed to the study variables (gender, academic year, the Univesity)?

To answer the question calculated Mean& standard deviation as in table 3:

Table 3

- **The Mean& standard deviation of the instrument attributed to the (gender, academic year, the univesity).**

Variable	Category		
Gender	Male	Mean	2.58
		St. D	0.16
	Female	Mean	2.63
		St. D	0.15
academic year	First year	Mean	2.58
		St. D	0.17
	Second Year	Mean	2.61
		St. D	0.14
	Third Year	Mean	2.63
		St. D	0.14

As shown in table 3 there are apparent differences between the averages of the measure the pros and cons of e-learning in private universities in northern Jordan from the point of graduate students in the College of Educational Sciences attributed to the (gender, academic year, the univesity). To see if these differences are statistically significant Three Way ANOVA Used as in table 4:

Table 4 Three Way ANOVA for differences between the averages of the measure the pros and cons of e-learning in private universities in northern Jordan from the point of graduate students in the College of Educational Sciences attributed to the (gender, academic year, the univesity).

Instrument	Source	Type Sum of Squares	Df	Mean Square	F	Sig.
	Gender	.021	1	.021	.937	.335
	academic year	.092	2	.046	.003	.0 03
	Gender * academic year	.100	1	.100	4.424	.037
	Gender * academic year	.000	2	.000	.008	.992
	Error	3.545	157	.023		
	Corrected Total	3.973	168			

Table 4: shows no Statistically differences at (α ≤ 0.05) between the average and standard deviation according to graduate students in the College of Educational Sciences attributed to the gender, where (F) value= (.937). and there are no statistical differences attributed to academic year where (F) value= (.691), But there are statistical differences attributed to the univesity where (F) value= (0.003), and to know to whom these differences used Scheffe Multiple Comparisons as in table 5:

Table 5 Scheffe multiple comparisons, differences between the average and standard deviation according to graduate students responses to the instrument attributed to the univesity

Gender		Mean Difference (I-J)	Std. Error	Sigh.
	male	-.0286	.02138	.410
	female	-.0728[*]	.02356	.010
*. The mean difference is significant at the 0.05 level.				

Table 5: shows differences between the average and standard deviation according to graduate students attributed to The gender (male, female) For the sake of females attributed for That females have more dedication to learning and desire than males, in addition to the fact that the number of female study sample members exceeds the number of males.

Results of study:

- The study sample saw the Flexibility in learning is one of the best advantages of e-learning while they saw they not used to electronic exams, which makes them unable to answer.
- There are apparent differences between the averages of the measure the pros and cons of e-learning in private universities in northern Jordan from the point of graduate students in the College of Educational Sciences attributed to the (gender, academic year, the univesity).

- There are apparent differences between the average and standard deviation according to graduate students attributed to The gender (male, female) For the sake of females attributed for That females have more dedication to learning and desire than males, in addition to the fact that the number of female study sample members exceeds the number of males.

Recommendations:

The researcher recommends that to universities administration should hold training courses for teachers to raise the level of their performance in the application of e-learningThe researcher recommends the ministry of education to use this card in evaluating English teachers' performance level to distinguish their evaluation from others.

Refernces :

- Ali Sayeh Jabbour. (2020). E-learning as an entry point for reforming the higher education and scientific research sector in Algeria. roa, 1.
- Farhi, Luqan, & Hasina. (2021). Students' attitudes towards e-learning.
- Fatima Musa Salama al-Momani. (2021). The reality of e-learning and its impact on education in Jordan. Middle East Journal of Humanities and Cultural Sciences, 1(2), 288-258.
- Hamdan, & Dr. Mohammed Saeed. (2018). International and Arab experiences in the field of e-learning.
- Omaima Hamid Al-Adly. (2007). E-learning: its benefits, obstacles to its spread, and the possibilities of applying it locally. Journal of College of Education, (2).
- Megahed, F. A. A. (2020). E-learning in the time of Corona. International Journal of research in Educational Sciences.(IJRES), 3(4).
- Safa Muhammad Al-Wathiq. (2021). E-learning and its management systems.
- Thabit, T. (2018). Evaluating the quality of e-learning in private education institutions. Available at SSRN 3619999.