

## **Princess Alia University College Female Students' Attitude towards Distance Learning and Its Relevancy to Psychological Security**

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### **Abstract:**

The current study aimed to identify Princess Alia University College female students' attitudes towards distance learning and their relevancy to the level of psychological security feeling, in the light of the variable of school years (the second and the third). The study used the descriptive correlational method, whereas the study population was of (1192) female students registered in summer month's course for the year (2019/2020).

The selected sample was chosen according to stratified random method which is consisting of (323) female students from the original population of the study. The study developed two study tools, the students' orientation scale towards distance learning and that of psychological security feeling in accordance with the sample of the study. After verifying their authenticity and stability they were applied on the sample. The results indicated that the trend of Princess Alia University College female students and the level of psychological security feeling were negative in middle level. The results showed a direct positive relationship statistically significant between the students' trend towards distance learning and psychological security feeling of the College female students. The results also showed that there were no statistically significant differences at the statistical significance level ( $\alpha \leq 0.05$ ) among the students' attitudes in distance learning attributed to the variable of school years the second and the third year. The results also showed that there were no differences of statistical significance at level ( $\alpha = 0.05$ ) in the level of psychological security feeling of Princess Alia University College female students and that attributed to the school years the (second and the third).

The researcher recommends working to spread awareness of the importance of distance learning and methods of electronic learning through workshops and through meeting professionals to clarify the concept of distance learning among students and to shed lights on its positivity and on its sides. Also she recommends putting up plans and educational Programs alternative to emergent cases suiting the needs of female students in distance learning, using them side by side to face to face education and keeping up with modern era and future, raising the skills of students to deal with environmental requirements successfully.

The researcher recommends working on developing the positive trends of Princess Alia University College students for distance learning.

**Keywords:** orientations, trends, distance learning, psychological security feeling.

## Introduction:

The world is witnessing an extraordinary state of transformation in human communication and interaction. This is an immediate and emergency response to the emerging corona virus pandemic. As a consequence, students are directed to distance learning; As a result of home isolation, which came to protect from infection with corona. Corona took away the right to direct, official learning, and without prior planning, the world rushed to turn to small screens, towards distance learning. Thus, there was a need to persevere in the direction of distance learning in a positive way, and to adhere to the requirements of learning techniques and its new method, to be consistent with the new methods of distance learning, for all participants in the educational learning process; to complete their educational journey that did not stop. And that is by following an organized method of thinking, management, planning and follow-up, and forming a positive trend towards distance learning by creating interdependence between the components of the trend of ideas, beliefs and emotions; To form positive attitudes towards distance learning in its individual or group form, arrange the educational system and persevere to reach the desired goals, complete academic life, and succeed in distance learning. They made strenuous efforts and great energy; To create clear trends towards distance learning that appear in their behavior in terms of motivation, efficiency and speed in learning.

Students' attitudes towards distance learning are one of the most important factors of learning in light of the environmental conditions that contingent upon learning with the e-learning strategy. It is completely different from what students are accustomed to learning in the halls in schools and universities. Distance learning helped transcend time and place; To complete the educational process and provide the opportunity for learning regardless of its circumstances, and to overcome the learner's fear barrier. The sources of information, such as e-books and

databases, were numerous and formed, and these are among the advantages of e-learning (Al-Madawy, 2008).

Distance learning using its various axes and steps, including student registration, classroom management, and continuous evaluation helped keep pace with developments and challenges faced by individuals in light of a crisis that the individual faced without any prior planning. Jordan was a forerunner in the trend towards distance learning, which was a solution to the global crisis. In the pandemic of the emerging corona virus, in preserving the health and safety of all the elements involved in the educational process, including the teacher and the learner, and ensuring their right to continue their education. It was necessary to adapt and coexist with the epidemiological developments; to find modern mechanisms that are in line with epidemics, including global developments in educational technology, in creating equipped virtual halls in order to keep education going in all educational fields. Providing multiple and diverse educational resources and improving them, motivating learners to acquire new skills, and focusing on the positives of the educational process in saving time and effort, and the possibility of applying them at any time and place to keep pace with developments and reach new solutions that are easy to implement and use and low material cost; to help the learner raise his motivation to learn and increase his awareness of the educational value

Educational platforms and electronic systems were established; to maintain its continuity and satisfy learners' needs for learning, many habits have changed in the educational process (Qatami et al., 2010).

There were a number of criteria that contribute to improving distance learning in content related to quality, and directly related to the objectives, and contributed to the increase in interaction between students and teachers, with videos, graphics, music, and self-learning assignments. This contributed to generating motivation for them, and increased the

attractiveness of the programs, and it was necessary to record and keep the educational content by referring to it after completing it at any time to study it; and as a reference for the student (Hall, 2004; John, 2003; Webb, 2004).

The students of Princess Alia University College / Al-Balqa Applied University, at the beginning of the exceptional circumstances of learning, like all students, suffered. The university hastened to train the academic teaching staff and enter the world of e-learning, specifically distance learning, to continue the wheel of learning and academic achievement, support the students' progress and overcome obstacles, create solutions for all courses and create a learning center, which helped the students create positivity and a positive direction for distance learning.

## **1-2 The Study problem and questions**

The problem of the study emerged from the experience of the two researchers at Princess Alia University College, which witnessed many obstacles. The challenges that female students faced in distance learning at the college in light of the global crisis of the Corona virus that the world in general and Jordan in particular have shown a crisis and a problem. Using learning technology was a challenge for them. It was not easy to switch to distance learning without prior preparation, and teachers and learners lacked training in technology. Many students and teachers had difficulty interacting and using applications because they were not ready for such programs. This is due to the lack of experience and poor readiness and computerization of their academic subjects. The teacher was not accustomed to using technology and confined it to his regular educational material. Consequently, the low level of female students' tendency to distance learning was due to their accustomedness to direct learning, in their halls, and the provision of tests and discussions as usual. Students' attitudes towards any course of study affects the extent to which they accept the concepts and experiences of this subject and their use of it, thus affecting their academic

achievement in this subject. Female students who have a positive attitude can achieve greater success than if their attitude is negative (Kirkpatrick and Cuban, 1998).

Psychological stress generated a feeling of anxiety and tension, which affected stability and psychological reassurance and the ability to overcome the problems they faced in the distance learning process, most notably the lack of psychological security, anxiety and tension, which hinder achievement and sound thinking (Samara and Nimr, 1999).

The students began to feel that the learning stage is under threat. And that the duties assigned to them and the search for knowledge needed a long time, so the students were unable to understand their new role in the educational process, the noticeable discrepancy in the performance of female students through distance learning. He pointed out that there are psychological obstacles related to the surrounding environmental conditions, which prompted the researcher to study psychological variables and their role in the direction of learning.

The problem of the study was determined to know the attitudes of Princess Alia University College students towards distance learning and its relationship to a sense of psychological security. The following questions emerge from the study:

1- What is the level of the Princess Alia University College students' attitudes towards distance learning in light of the emerging corona virus crisis?

2- What is the level of psychological security among female students of Princess Alia University College?

3- Is there a statistically significant correlation at the significance level ( $\alpha = 0.5$ ) between the female students' tendency towards distance learning and the feeling of psychological security among the students of Princess Alia University College according to the variable of the second and third academic years?

4- Are there statistically significant differences between female students' attitudes in distance learning due to the

variable of the (second, third) academic year?

5- Are there statistically significant differences between the level of psychological security among female students of Princess Alia University College due to the (second and third) academic year?

### **1.3 The importance of the study**

The importance of the study, which deals with basic concepts and variables in psychology, is divided into two parts, the theoretical side and the practical side, as follows:

#### **First: Theoretical importance:**

1- Enriching theoretical literature with theoretical material and in addition to educational studies that contribute to the content of the Arabic library so that researchers, scholars and interested people can refer to and benefit from it.

2- Researching the level of psychological security as a psychological phenomenon resulting from the Corona crisis based on what resulted during this pandemic.

3- Providing researchers and workers with a picture of the impact of quarantine and their transition to distance learning, and on the psyche of students.

4- Describing the effect of shifting the direction of education and academic performance to distance learning.

5- Knowing the extent of the students' ability and psychological capabilities and their commitment to the tasks entrusted to them and highlighting their relationship and the extent of their impact on behavior.

6- Enhancing the positive view of some aspects of the distance learning process, and providing the opportunity to make more efforts to provide educational and preventive educational programs.

Second: The practical importance:  
The importance of the study in the practical aspect is highlighted by the following:

1- Clarifying the phenomenon of psychological security and the tendency to distance learning, which helps female students and contributes to formulating the

most successful and effective educational policies in learning.

2- Providing teachers with the necessary information to understand the situation of students and their capabilities which contributes to choosing the most effective learning tools for them.

3- Providing well-controlled psychological and educational tools with high efficiency and psychometric properties that may benefit researchers: the measure of attitude towards learning, and the measure of psychological security.

4- Providing a benefit to curriculum designers and authors by focusing on the quality of programs and software that the world needs.

### **1.4 Objectives of the study:**

1- Identifying the level of female students' attitudes towards distance learning in light of the emerging Corona crisis at Princess Alia University College.

2- Identifying the level of psychological security among students of Princess Alia University College in light of the Corona virus crisis.

3- Revealing the extent to which there is a descriptive correlation and statistically significant differences in the feeling of psychological security and the tendency towards distance learning among the students of Princess Alia University College, according to the variable of the (second and third) academic year.

4- Detecting of statistically significant differences between female students' attitudes towards distance learning due to the variable of the (second and third) academic year.

5- Revealing the extent to which there are statistically significant differences in the female students' feelings of psychological security due to the variable of the (second and third) academic year.

### **1.5 limits of the Study:**

The limitations of the current study are as follows:

1. Objective limits: The study is determined by its variables, which are the tendency towards distance learning and a sense of psychological security.

2. Human limits: Princess Alia University College students of second and third year levels who are enrolled in the second and summer semester 2019/2020.

3. Time limits: The study was implemented during the second semester of the academic year 2020/2021

4. Spatial limits: The study was implemented electronically via WhatsApp for groups of female students in the courses, at Princess Alia University College / Al-Balqa Applied University.

#### **The Study limitations:**

The current study was determined by the tools used and their psychometric properties, and the results depend on generalizing them to a sample that has the same characteristics and the degree of their representation of the community from which they were taken.

#### **1.6 Idioms and procedural definitions:**

***Feeling of psychological security:*** the individual's state of peace and psychological reassurance, which is the individual's feeling that he is loved and accepted by others and has a place among them, realizing that his environment is friendly, friendly and not frustrating in which he feels the scarcity of danger, threat and anxiety (Al-Isawy, 1987, p. 30).

-Procedurally defined: what the researcher obtained on the scale prepared for the purposes of revealing the level of psychological security.

***Distance learning:*** a modern teaching strategy that includes the transfer of knowledge and skills through multimedia and is used as a result of the distance between the learner and the teacher (Bates, 2005).

It is procedurally defined: what the student obtains on the scale prepared for the purposes of revealing the students' tendency towards distance learning.

#### **Theoretical framework**

The global crisis is a transformation of the education path in a way that female students are not accustomed to distance learning, which has made technology, electronic technical development and the information revolution a clear impact that is increasing every day

in all aspects of life, specifically the academic aspect which created an inevitable and necessary change in the lives and jobs of all individuals, and for education in all its fields, levels and specializations, so education took on the technical nature of distance learning. It generated new, modern and different trends towards the educational process, which changed and created new roles for female students, becoming positive participants in search of knowledge. This required them to identify and practice contemporary technological learning tools. This had a clear and significant impact on the development of electronic and technical learning systems. The attitudes of female students towards distance learning are different between acceptance and rejection. Their ability to adapt, adapt and accept gave birth to different and diverse trends in terms of their awareness and awareness of the importance of receiving knowledge and different sciences under these current circumstances.

Students' attitudes to distance learning are an essential element in the completion and success of the educational process. They form one unit in the educational environment as an educational team. To achieve the desired specific goals and implement and apply them in learning, participation and development, leaving behind the traditional methods and methods of education (Al-Shahri, 2010).

He defined education as that sequential, sequential, orderly process that requires prior preparation and training, and proceeds with studied lines to reach the required skill. In order for the teacher to be a model that achieves the goals, it is better for him to undergo training and qualification within specially designed programs.

Returning to the basics of the biological learning process, the learning process shows some of the biological changes of individuals. And that the brain has an impact in this process, and to obtain a practical value, we must look at the learning process by default and talk about it according to the frameworks and terminology, and what behavioral concepts

include in training and practice results in a change that may be long, short or semi-permanent. Hence the psychology of learning found that the practical study of the variables and the procedures followed is necessary to know how they are formed (Rimawi, 2014).

Synchronous learning requires interactive communication between the teacher and the learner, unlike asynchronous learning, which is characterized by its temporal and spatial flexibility and the availability of watching videos, participating in assessments, holding meetings, exchanging files and conducting conversations all through videos, platforms and electronic networks. Among the things that have been limited to synchronous learning are collaborative workspaces, immediate feedback, increased motivation, and the ability to tackle unlearned problems and concepts immediately. In the distance learning process, new tasks have emerged, such as guiding or facilitating teams in the distance learning process, which play an important role in the learning process, as it was provided by an administrative and technical team consisting of teachers, technicians and administrators familiar with technological skills and digital technologies based on references and interactive e-books and subject For training courses and specialists to prepare digital technological content. It also contributes to providing an educational emergency unit to follow up all problems related to the educational process, find solutions to them, and assign educational administrations to communicate with the elements of the educational process. It also contributes to providing awareness brochures about the necessity and importance of distance learning, and the continuation of follow-up, and that the continuous evaluation of the distance learning process means developing a vision for the outputs. This was confirmed by UNICEF through its surveys on the high percentage of learners acquiring new skills during the distance learning stage in digital skills, creativity and innovation (UNESCO, 2020).

Feeling of psychological security

The female students' awareness in the college of the difference that occurred in the education process and the shift towards distance learning was a contributor to the emergence of new trends that helped in realizing the concept and mechanisms of distance learning and how to interact with them and use them in ways that suit their specializations and academic requirements, granting the right to learn and completing university educational stages, which helped It avoided many health problems with the epidemiological situation. It also contributed to maintaining their health security, which helps provide psychological security for students.

The feeling of psychological security is the basis for building and supporting the direction of individuals, which allows individuals to carry out their functions in the land of the caliphate by reassuring them about themselves and their livelihood. Security is essential to prosperity and is an essential element for development and prosperity through proper planning, creative thought and perseverance. All of these things can only happen when individuals feel secure in themselves, their property, and their destiny. The ultimate goal of the laws and their ultimate goal is to achieve security. This is what God Almighty has revealed since the beginning of the universe (Al-Isawy, 2001).

### **Explanatory theories of psychological security:**

#### **First, the biomedical theory**

In this theory, they refer to the forms and types of failures that affect individuals in their inability and low compatibility as a result of inherited diseases or that they develop in their lives. The efforts and works of this theory are attributed to the scientists Mendel, Galton, Darwin and others (Shafiq and Khattab, 2017).

#### **Second: Psychological Theories:**

Psychoanalysis, where Freud assured that the process of conformity is usually unconscious in individuals and the true causes of it are not realized. And the ego that controls the id and the superego, controls and manages it, and manages the

movement of interaction with the outside, taking into account the personal interest and its wealth of needs to achieve harmony and compatibility. The ego leaves a space under the control of the id and the superego, which leads to incompatibility. Psychosis and neurosis are forms of incompatibility, and a personality that enjoys mental health achieves a feeling of psychological security characterized by three characteristics: the strength of the ego, the individual's ability to work, and the individual's ability to express love.

### **Behavioral theory**

According to the behaviorists, the patterns that help individuals to fit in are learned and acquired by responding to life situations and the corresponding support and reinforcement that are shaped automatically by the environment, and the reward you provide to them and this is what Skinner came up with, but Bandoura and Mahoney rejected that formation and that behavior be in a way Mechanical (Al-Najjar, 2005).

### **- Humanistic theories**

#### **- Maslow**

Maslow explained that achieving normal compatibility is when individuals achieve self-actualization and set standards for compatibility

### **Third, the social theory**

Until the owners of this theory explained the relationship between patterns of compatibility and culture with the presence of a difference in direction and differences between groups and social classes, which affect compatibility positively or negatively through the psychological problems faced by the lower classes of the owners of the higher social classes, and among its pioneers, Fierce, Dunham, Rodlick and others (Al-Najjar, 2005).

Psychological security is a gateway to knowing and understanding the personality of individuals and a clear indicator of the psychological climate in which they live in a friendly way against feelings of anxiety and fear and what causes

psychological disturbance. The need to feel psychological security is inseparable from the satisfaction of needs, as it is a pathway to a feeling of confidence, freedom and reassurance, in a person's sense of his worth and self-confidence, which is what he grew up with since childhood, and obtaining reinforcement, encouragement and appreciation from those around him, such as his family, teachers and all those who take care of him. The importance of the family role in shaping the psychological safety of children and the quality of the relationships associated with them predicts importance in determining psychological characteristics (Awais, 2003).

### **2.4 Previous Studies**

#### **First: Studies related to the trend towards distance learning:**

Youssef (2020) conducted a study aimed at revealing the attitudes and opinions of university students towards the e-learning process in the period of the Corona crisis and knowledge of the scientific term. The study was applied to a sample of students of the College of Communication and Media at King Abdulaziz University. The sample amounted to (151) students, and the questionnaire was used as a tool for data collection and the use of the descriptive approach after dividing it into several axes. The results revealed that students were satisfied with the e-learning system that the majority of them tend to prefer the e-learning system over traditional learning.

Salim (2018) conducted a study aimed at identifying the attitudes of Al-Balqa Applied University students towards blended learning at Al-Balqa Applied Academy, where the study sample consisted of (500) students chosen randomly. The researcher followed the descriptive approach to suit the study sample. A questionnaire prepared by the researcher included (24) paragraphs of students' attitudes towards blended learning. The results revealed that there were statistically significant differences between the arithmetic means in favor of the male students who studied the computer subject, and there were no statistical differences between the arithmetic means due to the

interaction between the two variables of sex and the subject. The study recommended emphasizing the importance of blended learning and its applicability in the educational process.

#### **Studies related to feelings of psychological security:**

Cao et al. (2020, Cao et al) aimed to examine the level of anxiety among university students in China as a result of the psychological stress they were exposed to due to the emerging corona virus. It was applied to a sample of (143) university students, using the seven-statement anxiety scale. The study showed that (0.9%) of the sample suffer from a high level of anxiety, (2.7%) suffer from a medium level of anxiety (21.3%) suffer from a low level of anxiety and that students residing in rural villages are less anxious.

Kang et al. (2020, Kang et al.) conducted a study aimed at knowing the

impact of the novel coronavirus outbreak on the level of mental health. It was applied to a random sample of doctors and nurses in the city of Yuhan, China, which consisted of (183) doctors (811) nurses, and a scale was used to assess psychological problems among the sample members, consisting of three dimensions with a total of (21) items distributed equally and related to general anxiety, insomnia, sleep disorders and depression. The study showed the results of people (6.2%) suffering from very high levels of anxiety, depression and insomnia (56.8%) suffering moderately (37%) with low levels of anxiety, depression and insomnia, and the study recommended the need to provide psychological support services.

#### **The Study Method**

The study was based on the use of the descriptive correlational method

#### **The study community**

Table (1) Distribution of the study population according to the demographic variable (the second and third academic years) in the summer semester (2019/2020) at the Registration Department at Princess Alia University College

<b>Students numbers</b>	<b>Years</b>
633 female students	Second Year
559 female students	Third Year
1192 female students	Total

### **3.4 The study sample**

Table (2) Distribution of study sample members according to the demographic variable, which is the school year

<b>Number</b>	<b>Year</b>
189	Second Year
134	Third Year

The three points Likert scale was adopted to correct the study tools, and each of its paragraphs was given one of its three degrees:

(Large, medium, low)

And represented numerically 3, 2, 1

The following scale was adopted for the purposes of analyzing the results

From 1.00 - 1.66 Low

From 1.67 to 2.33 medium

From 2.34 – 3.00 large

3-5 study tools

**Attitude towards distance learning scale**

- Validity of the tool

Content Validity: Attitude towards distance learning scale



To ensure the validity of the scale content, it was presented in its initial form, which consisted of 16 paragraphs, as shown in Appendix (1), where it was presented to a group of arbitrator specialists in educational psychology, measurement and evaluation in Jordanian universities.

Construction Validity: Attitude toward learning scale

Using an exploratory sample from outside the study sample, it consisted of (20) female students. The correlation coefficients of the paragraphs with the tool as a whole ranged between (0.40%-0.88%), and with the domain (0.46%-0.95%).

- Reliability of the tool

Learning Attitude Scale

The number of sample members in the second school year was (189), with a percentage of (58.5%), while the number of sample members in the third school year was (134), or at a percentage (41.5%).

### **The second tool: Psychological Security Scale**

\*Correction Tool

The Triple Likert scale was adopted to correct the study tools, by giving each of its paragraphs one of its three degrees (large, medium, and few). They represent numerically (3, 2, 1) respectively, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00 - 1.66 Low

From 1.67 to 2.33 medium

From 2.34 – 3.00 large

\* Validity of the tool

First, the authenticity of the content

It was presented to a group of refereed specialists in educational psychology, measurement and evaluation in Jordanian universities

\* Validity construction

It was applied to an exploratory sample from outside the study sample that consisted of (20) students, and the correlation coefficients of the paragraphs with the tool as a whole ranged between (0.40-0.85), and with the range (0.60-0.91).

### **The main study variables**

Attitude towards distance learning - a sense of psychological security

- Demographic variables: the academic year for students of the second and third year of the year (2019-2020).

### **Statistical processing**

The researcher used several statistical methods due to the nature of the study, its variables, and its questions:

1 -Percentages, arithmetic means, and standard deviations.

2- Analysis of the correlation coefficient to show the correlation.

3- T-test analysis.

### **Findings and Recommendations**

#### **Results**

##### **The first question:**

What are the attitudes of Princess Alia University College students towards distance learning in light of the emerging corona virus crisis?

The results of answering this question showed that there is a relationship between the measure of attitude towards distance learning in light of the emerging corona virus crisis in the study sample in a negative direction and a medium degree in the fields related to the measure of attitude towards learning.

The arithmetic means and standard deviations of the college students' attitudes towards distance learning were calculated in light of the emerging corona virus crisis, and they were as follows, in descending order.

Academic achievement and then desire, self-realization, and the last of them is motivation and activity. The academic achievement of the sample of the study represented by the students of Princess College was high and moderately negative. The problems of studying through the e-learning system prepared by the college for them, and solving the duties assigned to them were an obstacle; to complete the study across the system. The female students did not show interest in interacting with the e-learning system in a way that the students complete the distance learning process, so their academic achievement

rates were affected and they were at average rates due to the problems and obstacles surrounding them. The students were not able to form a positive attitude towards distance learning, and this attitude had an impact on the academic achievement at an average level and a negative trend on the achievement of the self-concept of the study sample. It limited the students' creative thinking, and the study showed that what the college and teachers provided for them was a new experience for them that they had not been trained on. To interact positively with it, through the electronic platform available in the college, it is a problem and pressure on the students to interact with this system and it affected their achievement and self-esteem, and this was a negative indicator in the field of achieving self-concept towards the direction of distance learning.

Thus, this indicator had a negative impact on the motivation and activity of female students towards the direction of distance learning. Internet problems weakened the motivation of the study sample; the sample had a moderately negative attitude towards distance learning and e-learning, as it was not a motivation to complete their studies after graduation.

The electronic platforms provided by the college to complete the study in light of the Corona crisis that faced the whole world and the college students in particular, and surprisingly, had an impact on motivation and activity, and this effect appeared in the measure of the trend towards distance learning at a medium level in a negative direction.

But the third paragraph in the scale of motivation and activity showed that I feel high motivation when using the e-learning system, it was low with arithmetic mean calculations of 1.62 and standard deviation of 0.674.

And the fourth paragraph in the same field, which showed that e-learning, reduced the activity and interaction of students with an arithmetic mean of 1.47 and a standard deviation of 0.564 low in the study sample, indicating that the scale of the entire field was average and with a

negative attitude towards motivation and activity towards distance learning.

The college students showed a negative attitude with a medium percentage in the field of desire towards distance learning. The paragraphs indicated that the subscription fees imposed for using the Internet reduced the students' desire to use electronic platforms and weakened the students' awareness of the importance of using these platforms, which revolutionized the field of learning and education, increasing their tension and reducing From their desire to participate in the training workshops held through the e-learning system. By calculating the arithmetic means of the sample and the standard deviations, it had a negative attitude with a medium percentage on the scale of desire towards distance learning, with the exception of the fourth paragraph, which had a low percentage, which indicated that the use of the e-learning system did not increase the students' desire for distance learning by calculating the arithmetic mean 1.56 and the standard deviation 0.690.

The total items of attitude towards distance learning scale in the four domains were moderately and negatively. This result is an indication of the weak awareness and awareness of female students about the importance of education, and they have a negative attitude towards learning in the current circumstances. To complete the study, negative attitudes were formed among the students, and this trend became an important and influencing factor for them. Despite what the college provided them with an electronic interactive educational platform, and what the teaching staff provided through this platform, it was a pressure on them and affecting academic achievement, self-realization, increasing motivation and desire to complete the study, in light of the emerging crisis of the Corona virus.

### **Discussion of the results related to the second question:**

What is the level of psychological security for the students of Princess Alia University College?

The study showed the launch of the sample represented by Princess Alia University College students with a medium level of psychological security, and a negative attitude in the four domains, in the following order: social interaction, then the level of ambition, followed by psychological happiness, the last of which is compatibility, negative, in the domain of social interaction. The domain showed that distance learning weakened the social interaction with their teachers, and the teachers had an impact on the scale of the domain of social interaction and providing the level of psychological security in the college for female students to a medium and negative degree. This reduced the feeling of belonging to the group, when receiving distance learning, and reduced student participation via electronic learning platforms, and did not help introverted students to interact through these platforms in the field of social interaction, which was negative to a moderate degree. This affected the female students to have a level of psychological security in the scale of ambition to a moderate degree, as it appeared in the scale of the domain of ambition, it did not support their ambition, did not raise their level of interaction with electronic platforms and was not in support of their ambition, and it affected the level of e-learning that was imposed on them in a crisis Corona, and the development of education using electronic platforms. Although they obtained new experience provided by the college with the help of their teachers, it was a pressure and a cause of their tension and anxiety towards the requirements of the modern era and the future of technological digital learning and distance learning. The ambition scale provided an indicator of the level of providing psychological happiness for female students with an average percentage in the psychological security scale in the domain of psychological happiness. Psychological happiness is a moderately negative indicator of the level of psychological security among female students of Princess Alia University College towards distance learning. The fourth paragraph showed a low level

because the educational platforms did not develop the talents of the students. In the fourth domain of the measure of psychological security, the domain of compatibility, the study showed a weakness in their compatibility with distance learning to a moderate degree, as electronic educational platforms conflicted with the tendencies and attitudes of female students. This was a cause and a hindrance in the academic problems due to their incompatibility with the curricula in distance learning, and the students' interruption of face-to-face studies and their shift to using educational platforms that did not match the students' level of psychological security towards distance learning was negative.

### **The third question:**

Is there a statistically significant correlation at the level ( $\alpha = 0.05$ ) between the female students' attitude towards distance learning and the feeling of psychological security among the students of Princess Alia University College?

The results of the study for this question showed that there is a positive, direct, statistically significant relationship between the female students' attitude towards distance learning and the feeling of psychological security among the female students of Princess Alia University College, meaning that the level of the tendency towards distance learning among the female students affects the level of psychological security. This relationship was clear in the scale of the trend towards distance learning. The use of the e-learning platform to complete the study in light of the emerging crisis of the Corona virus in its four domains, an indication of the weakness and low level of female students' possession of a statistically significant degree in academic achievement and their interaction with the platform and solving assignments when using it, was an obstacle to them in achieving the self-concept. The students themselves did not prove that they are able to use electronic platforms creatively, as the students were forced in a record time to use them in new circumstances that they were not

accustomed to, which affected the level of their self-realization, and reduced the motivation and activity of the students, so the students' tension increased due to their exposure to various problems such as weak Internet. It was an obstacle and weakened the motivation for them to continue the distance learning process, thus reducing the students' desire to use e-learning, which revolutionized the field of learning and teaching, and weakened the female students due to the importance of this revolution. The forced use of the Internet was a reason and a hindrance for the students by reducing their desire to use electronic platforms for distance learning. The relationship was positive, direct, and statistically significant between the students' tendency towards distance learning and the feeling of psychological security in the emerging crisis of the Corona virus.

#### **The fourth question**

Are there statistically significant differences between female students' attitudes in distance learning due to the variable of the second and third academic year?

The results of the current study showed that there were no statistically significant differences at the level ( $\alpha = 0.05$ ) between female students' attitudes in distance learning due to the variable of the second and third academic year.

This result may be attributed to the agreement of the attitude of the second year female students and the attitude of the third year female students regarding distance learning, taking into consideration that the reasons for the female students' moderately negative attitude towards distance learning are due to their weak awareness and ability to interact with the educational situation. It was difficult in all its aspects that they were exposed to. They have in the Corona crisis and the sudden shift from face-to-face learning to distance learning and their possession of a specific idea of the mechanisms and strategies of learning and teaching

#### **The fifth question:**

Are there statistically significant differences between the level of psychological security among female students of Princess Alia University College for the second and third academic year?

The results of the current study showed that there were no statistically significant differences for the level of psychological security, according to the variable of the second and third academic years.

This result may be attributed to the lack of female students' level of psychological security, towards distance learning, because they did not realize the reasons for the shift towards distance learning, and that using the electronic educational platform was a difficult and coercive solution to the problem of the emerging corona virus crisis.

#### **Recommendations:**

The study recommends a set of suggestions and recommendations, including the following:

First: Working to spread awareness and present workshops and meetings with specialists to clarify the concept of distance learning among students and everyone involved in the educational process because of their awareness of it for all its aspects.

Second: Working on developing alternative educational plans and programs for emergency situations to suit the needs of female students in distance learning.

Third: Working on modifying the curricula to suit the development and technological transformation of learning.

Fourth: Working to provide training programs and workshops that focus on establishing students' positive attitudes towards education and maintaining the continuity of learning in all its forms and under any circumstances.

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