

# **The Effectiveness of Training Courses Provided to Social Education Teachers Using e-Learning Tools in Light of the Corona Pandemic from their Point of View**

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## **Abstract**

The present study mainly aimed to determine the effectiveness, extend of training courses provided to social education teachers using e-learning tools based on the Corona pandemic from their point of view. The study mainly depended on and used the descriptive analytical approach. Besides, the study sample reached to (74) male as well as female teachers, as they have been selected randomly. The results of the study proved that the effectiveness of the training courses provided to social education teachers using e-learning tools was at a positive level with an arithmetical average (3.53). The study recommended the necessity of conducting courses and workshops for both teachers and students to develop their attitudes towards e-learning and its tools and the using mechanism of e-learning tools in the educational process and to employ what they have been trained in intensive and continuous ways, and to train them on using it, and interesting in providing the devices and technologies used in e-learning to comprise all schools, and the study recommended also, the necessity of modifying the social education curricula to be compatible with the implementation of e-learning.

## **Keywords**

E-learning Tools, Effectiveness of Training Courses, and the Corona Pandemic.

## **Introduction**

Education is the core pillar upon which every society depends on to promote the level of its individuals. It is the effective tool that highlights the features and characteristics of the society that distinguish it from others. The educational process, if it were to gain success, the availability of a number of elements is so necessary. The first and foremost element is the teacher who is viewed as the cornerstone in any educational system. Thus, it is found that societies, regardless of their diversity and the diversity of their cultures, ambitions and goals, have taken care of the teacher and made him or her as a priority. In this way,

they worked hardly on preparing him/ her culturally, educationally, particularly in educational institutions. They constantly and persistently train teachers on all the global cultural and scientific updates.

Without a well-developed and conscious teacher of his or her roles and along with the rapid changes in various aspects of life, no educational system can achieve its goals; to change these roles in consistent to the contemporary life changes ,needless to say that today's change has become a basic while the persistence has become an exception.

The educational training courses are based on a clear strategic plan that enable us to provide the necessary resources and take advantage of the available resources in order to design appropriate and compatible training courses for the educational process. The educational training courses contribute to achieve sustainable development and play an effective role to eliminate of many negatives in the educational process, meeting the educational needs, and developing the life standards of individuals. The design of these courses also depends on formal and non-formal education, life skills, and efforts made to develop and advance the educational process and achieve equality in education among its members (Samady, 2007).

Since the world today is a small village and training has become possible from anywhere and at any time without the need for a face-to-face presence, today we see many governmental and private institutions heading towards Open Distance teaching and training to make it easier for everyone who wants to get information and skill and to receive it simply and easily, through many technical tools and software that are used in the field of distance teaching and training, especially in our time after the Corona pandemic, which obligated everyone to distance and use Open Distance teaching and training techniques.

Hence, the researcher felt that studying the reality of training courses in the field of social education using distance training devices, especially in light of Corona pandemic, from the social education teachers point of view, it is one of the important topics at this time, in which they can cope with everything that is new in this field in all respects (practical and, theoretical). It provides those in charge of the training programs a reality that teachers live in, and they are hoping avoiding its negatives and increase its advantages.

### **Problem and Objectives of the Study**

The implementation of what is known today as distance teaching has actually been present since ancient times. It took different forms and followed different methods.

However, the concept of distance teaching as well as training that employ technology and its techniques in the field of teaching and learning are absolutely new. In our times, due of the various crises that take place around the world, among which the crisis of Covid-19 occupies the most important position, imposes social distancing, thus leading to the world's direction towards distance learning and teaching and training. Therefore, by employing these technological techniques, it becomes inevitable, since Jordan was among those countries that lack the financial capabilities. Jordan also lacks the infrastructure in order to achieve such a sudden big transformation. Despite of this, the government of Jordan succeeded in effectively and successfully managing the crisis and overcoming it within just a very short period, using these different technologies and software.

On the basis of the general fact that the teacher enjoys as absolutely great role in the field of developing as well as preparing an intellectual, educated and qualified student. Such a student is ultimately trained on different skills including the skills of applying e-learning tools and using them effectively, his/her skills of self-learning, skills of investigation and research, and the way to deal with the available information, the way to correctly select and organize it, in such a way to contribute to developing his own skills as well as his own personality in such an integrated manner, improving and developing his sense of self-confidence as well as making him an active member in his/her society; a social member who is able to face all problems in his society and tries to solve them, particularly with the multiplicity of the methods of education in the educational process, where the application of e-learning, through what is known as distance teaching, has become one of the significant methods that depend on the delivery of knowledge through the modern means of information as well as communication technology nowadays, thus speeding up performance, as well as the enormous prevalence achieved by the Corona virus. Jordan has made many necessary and obliged decisions to confront the spread of the virus, the most important of which was activating the distance learning system through electronic education, which will provide educational content for students, and because schools are the core axis in which the general educational and cultural life revolves, bearing in mind that school students are among the most active age categories, teachers can deliver The scientific material is better and more interesting via the Internet and TV screens. Therefore, teachers should be given different training courses in many areas that contribute to raise their efficiency, educational and electronic knowledge.

The role of the teacher nowadays is different in the light of e-learning, such as Open Distance Education, and realizes the reality of the use of e-learning in distance teaching and training teachers on it is one of the most important factors that help the success of the educational process by teachers. There are attempts to determine the effectiveness of the

training courses provided to social education teachers using e-learning tools in light of the Corona pandemic from their point of view, and from there, the study problem comes to answer its questions.

### **Study Questions**

This study aimed to answer the following questions:

From their point of view, how effective are the training courses offered to social education teachers using e-learning tools in light of the Corona pandemic?

### **Significance of Study**

The significance of the study lies in recognizing the reality of training courses in the field of social education, which are presented using e-learning tools from the point of view of social education teachers. In the practical aspect, the importance of the study arises from the fact that it may help in field detection for the best methods to improve the practical aspects of training in the field of social education. The results of this study may help the Ministry of Education to determine the training needs of social education teachers. This study may draw the researchers' attention to conducting similar studies on other subjects.

As far as we concerned about the theoretical aspect; The importance of teacher training in the educational field depends on working to raise the level of the teacher's performance in the subject by developing his knowledge and increasing his capacity for innovation and creativity, enhancing the teacher's experiences, developing his skills and introducing him to education problems and methods of treatment, and working to enlighten the social education supervisor on the appropriate ways to perform his work by a proper method and with little effort in a short time. We hope that this study will help to understand the great role of the teacher in developing training courses in the field of social education.

### **The Operational Definitions**

The fact of training Courses: What social education teachers' responses to the paragraphs of the research tool.

### **Training Courses**

It is a set of experiences and skills that are transferred to social education teachers In order to raise their efficiency and improve educational quality to achieve the desired goals.

**Teacher and social education:** They are the teachers who teach a social education subject of male and female teachers in Jordan schools.

### **Operational Definition of e-learning**

E-Learning is meaning, the level of practice of e-learning forms represented in (Educational computer, mobile phone, Internet and other e-learning technologies and tools) to deliver educational content to learners through communication between the learner and the teacher, and between the learner and the educational content (the content of social education) in an interactive way that enables him or her to learn.

**Teachers of social education:** this term refers to the teacher of social education prospective as well as perceptions along with realization about the process of training and its components, expressed by answering the questionnaire of the study (tool).

### **Study Limits**

**Place limits:** The study is limited to male and female social education teachers in the Southern Mazar District in the Karak Governorate.

**Time limits:** The present study was conducted in the second semester of the school year 2020/2021.

**The human limits:** This part of the study includes teachers of social education. That is, it includes those who teach social education as well as benefit from the training courses being provided to them.

**Objective limits:** Training courses provided to social education teachers using e-learning tools in light of the Corona pandemic.

### **Conceptual Framework**

This chapter includes a presentation of the theoretical literature related to training courses and the training of social education teachers.

### **Training Courses**

Training courses play a major role in enriching the educational process, by providing teachers with motives, basic skills and ability to teach, and enhancing competencies and the ability to use modern technological methods. Given the importance of training courses

and their role in enhancing the educational process, the responsible educational authorities should cooperate and ensure to hold these courses constantly in varied and different methods, in order to provide the teacher with new and varied skills.

Al-Taani (2007) defines training as the organized and planned efforts to develop the experiences, knowledge, and trends of the trainees, by making them more effective concerning the performance of their tasks. He believes that training is a dynamic process that mainly aimed at making changes in information, experiences, performance methods, behaviour and attitudes of trainees so as to enable them to exploit their potential and latent energies in a way that helps raise their competencies in the practice of their work in an orderly manner and with high productivity.

### **Importance of Teacher Training**

The importance of teacher training courses in the educational field lies in working to raise the level of his performance in the subject by developing his knowledge and increasing his capacity for innovation and creativity. In a short time, and lead to the discovery of good competencies from the teacher, which can be benefited from in many areas, such as participating in the development of curricula, producing educational aids, raising morale by sharing their opinion and taking their suggestions, avoiding errors in the performance of their work and reducing them as much as possible, and preserving time effort and money.

### **In-service Teacher Training Reasons and Needs**

The purpose of in-service training is to make social education teachers coped with the development and renewal witnessed by the process of developing curricula, especially the curricula of social education subjects, and for this to be achieved, in-service training must be compatible with the actual needs of teachers and learners and with the new educational goals of these developed curricula. Surveying the reality and conduct experimental studies to reveal the problems and difficulties facing teachers, and the aspects that they feel they need to develop, and the reasons for in-service training include the following as mentioned (Shuwaiter, 2009) the rapid growth in knowledge systems and its various branches, the development of educational curricula, the renewal of plans development, the development of social education curricula and methods of teaching, the development of technology and means of communication, addressing# the shortage in the preparation period, the development of educational theories, enabling the teacher to renew roles, improving teacher performance, changing work or specialization, providing an opportunity for professional growth and career advancement, and increasing the number

of teachers The great scientific progress, the advancement of the means of knowledge, the scientific method in education, the change of the teacher's roles, and the provision of the right teacher. Efficient, and the necessity of teacher participation in curriculum development, professionalization of education, implementing the slogan of education democracy (learning for all), and cooperation with the local community.

### **The Reality of the Training Program (Preparing the Teacher)**

The current status of science teacher preparation programs is represented in three aspects as follows (Nasr, 2008): The cognitive aspect: It is the teaching of academic courses and criticizes this aspect. Emotional aspect: It is the aspect that is represented in the development of the trends, tendencies and interests of pupils and students. Skills aspects: This aspect is concerned with students practicing some learning situations with precision and mastery.

### **E-professional Development for Teachers in the Digital Age**

(Al-Ghareeb, 2009) pointed out the importance of electronic professional development as a modern trend in the formation of the teacher during the service, and demanded to start implementing educational projects related to the use of these technological innovations such as electronic software in achieving electronic development that cope with the developments of the era and its technologies. Several studies have also emerged that emphasized the importance of electronic professional development for teachers.

### **The Reasons for the Interest in Electronic Professional Development for Teachers**

The need for professional development for teachers is a constant need, in order for the teacher to maintain a renewed level of information and skills related to his profession and specialization. There are many justifications that call for attention to the professional development of teachers to keep pace with the requirements of education in an era characterized by the cognitive explosion and technology, the spread of communication systems and the expansion of the use of the Internet. Perhaps among these justifications are the following:

The Technological development and its implications on the educational process, In terms of employing information and communication technology, learning and teaching techniques .Information technology and the computer have radically influenced education systems and methods, requiring help, teachers and students in acquiring self-learning, collaborative learning and distance learning skills, as well as increased interest in the

professional development of teaching staff to improve the effectiveness of educational output. Salem, 2004) the modern age, or in a sense, the digital age is ultimately characterized by what is known as the explosion of knowledge and technology, the wide spread of communication systems, the rapid increasing use of modern technology such as computers along with the expansion of the use of the Internet. Countries have begun to sense the increasing importance of information education and technological literacy by providing an interactive educational and training environment that attracts the attention of individuals in an era characterized by rapid development and constant change.

### **E-learning and its Tools**

For a short period of time, it was believed that the Internet was only a place for chatting, reading newspapers, shopping and viewing forums. Then, the use of the Internet began in educational institutions, and knowledge was exchanged through the means of communication. There were special websites for schools and universities. Moreover, we expect that the role of the modern technology, represented by Internet, smart phones and computers have ultimately been changed. That is, such technologies have become essential educational tools, since the number of schools and universities connected to the Internet is greatly increasing day by day.

In this context, the ultimate use of computers and technology in education has become one of the most important educational techniques to overcome a number of problems that encounter the adoption of traditional methods of teaching in general and in teaching the subject of social education in particular. Based on the role of modern technology, represented by computers and other smart products, in helping the learner to learn by interaction; to interact with the educational content and material to a high level, the modern technology dominates the scene. This is what distinguishes the use of computers and its software. The modern technology is different from other traditional educational tools. Besides, its application allows the learner to get self-learning opportunities. Such opportunities are achieved by expanding training, practice and feedback (Al-Ajlouni, 2007).

Given that the social education curricula contain abstract concepts and experiences that can take extra time and effort and the lack of sufficient tools, the use of computers, software, technological applications and virtual laboratories in teaching scientific material contributes to the embodiment of concepts in an interactive and sensory manner, and due to the rapid technological progress witnessed by The educational field, programs have been designed to facilitate the process of teaching and learning the educational material



and to facilitate communication and interaction with teachers through it, the most important of which is e-learning (Al-Hafiz and Amin, 2013).

After the appearance of e-learning and its tools, and the continuous increase in the number of learners, and based on the principle of "lifelong learning", e-learning was considered one of the most important educational updates in the contemporary educational process (Al-Taher and Attia, 2012).

### **The Concept of e-learning**

E-learning is ultimately an integrated system which is centred on the effective use of information as well as communication technology in the teaching as well as learning processes. It is so due to the fact that it creates an environment which is rich in computer as well as Internet applications, enabling the learner to get access to learning resources at any time and any place in order to gain mutual interaction between the elements of the educational system. Moreover, e-learning is one of the new trends in the education system, and e-learning is the most commonly used term, and other terms include (Electronic Education/ Virtual Learning / Online Learning) are also used.

E-learning is rightly defined as the education that is provided online; on the Internet, through the application of modern electronic technologies to access everything that is related to educational content and educational materials outside the boundaries of the traditional educational classroom (Koumi, 2006).

Basilaia and Kvavadze (2020) think that e-learning is a well-organized process that mainly aims to achieve educational outcomes by using technological means that depend on image, sound, films and interaction between the learner, content and educational activities at the appropriate time and time.

One of the most important advantages of e-learning is that it overcomes the problem of the increasing number of learners with the narrowness of the Auditoriums and the lack of available capabilities, especially in colleges and theoretical disciplines. The student receives continuous feedback through the learning process through which he knows the extent of his superiority and provides him with the process of self-constructive evaluation and final evaluation, and concentrate on the use of all possible technical means to create a link between the lecturer and the learner, and it is possible to call supervisors via the Internet screen if the need arises, and it is also possible to organize meetings with students through the Internet at a small cost, which achieves the pleasure of learning, since technology attracts the lecturers towards learning. Beside, the possibility of teaching some

subjects that were not previously taught through the ability of computers in simulation and modelling (Ismail, 2010; Estetia and Sarhan, 2008).

There are a number of advantages and features offered by e-learning, which make it superior to what is known as traditional education methods, as follows:

- Reduce costs, as it ultimately saves the costs of establishing new classrooms for educational courses as well as workshops, and provides electricity, water along with other materials which are used in the school, as well as the fact that there is actually no need to go to schools and educational centres, and this would decrease, or in a sense, reduce transportation costs.
- Available for all individuals as well as all age groups, where all individuals, regardless of their age, can effectively benefit from meetings, events and courses being offered online, and acquire new skills as well as experiences far from the general restrictions of traditional schools.
- Flexibility, it is not linked to a specific time, in which individuals can learn at any time they want according to the time convenient for them.
- Investigate time and increase learning, as useless interactions between students are decreased through less chatting and excessive questions that waste time, the amount of student learning increases without any disruptions or obstacles.
- Make education more organized & neutral, as well as evaluate tests in an impartial and fairway, and meticulously tracking each student's achievements.
- It is Environment 'friend, as there is no use of paper and pens that may harm the environment when disposed of (#) (Ferriman, 2014).

In addition, e-learning and training will be the dominant pattern of education and training in the future. Moreover, our generation is greatly characterized by its inclination with modern technology such as smart phone devices as well as the use of its various applications. Therefore, the integration of technology into the educational process has ultimately become a global trend. Besides, interaction with educational activities being available on mobile devices has actually become inspiring for learning, instead of being satisfied with the traditional study. (Yulia, 2020).

Despite of the importance of e-learning in distance education, it has several difficulties and obstacles that prevent its full and integrated use in the educational process, the most important of which are: The lack of clarity of the method as well as objectives of this new type of education, for those who are responsible for educational operations, and technical illiteracy, raises many questions and necessitates a great effort to train and qualify the

teacher and student in preparation This experience, and the material cost of purchasing the necessary equipment and other auxiliary devices and maintenance, weaken the role of the teacher as an important educational supervisor and his direct link with his students and thus his ability to directly influence. The weakening of the role of schools as an important educational institution in society, which has its role in the upbringing of successive generations, the weak infrastructure, whether in equipment or prepared cadres, and the high cost of designing and producing educational software (Al-Subaie and Manasra, 2017; Abu Alama and Mohammad, 2017).

Despite the many advantages of e-learning, it also has some disadvantages as follows:

It depends highly on technology. Despite the fact that e-learning is available to all individuals, there is still a number of individuals who may not have the necessary technology such as computers, smart phones, or a network.

There is still a low level of motivation as well as organization. This is because e-learning is subjective and it depends on self-learning, thus many people may find it impossible or difficult to motivate themselves to resist playing, learn, and organize the learning process.

Isolation and loneliness: this arises from students' interaction with computers and smart phones rather than their direct communication and interaction with each other (Hetsevich, 2017).

### **About Corona Virus**

Before March of the year 2020, no educational institution thought that e-learning and training would be the only gateway to reach learners and trainees and interact with them to achieve educational goals. As a result of the Corona crisis, courses for teachers in the field of e-learning and its various means were launched intensively, to maintain continuity Teaching and learning, achieving the requirements of the second semester of the academic year 2020, and achieving physical distancing between students in order to preserve their safety from infection with the Corona virus 19.

The new "Covid 19" virus is a new strain From the family of "Corona" viruses that have not been discovered to infect humans Previously, It is a viral disease that affects The respiratory system of people of different ages, The people most affected and vulnerable to it are the elderly and those with chronic diseases. It may ultimately spread among people by different ways such as mixing with infected people, and also by droplets that travel on the air during coughing, sneezing. It also spreads by touching the tools used by the

infected person. Its prominent symptoms are listed below: fever, cough, high temperature, shortness of breath general fatigue, runny nose, vomiting and diarrhea, in addition to sore throat, The Red Crescent (2020) pointed out that among the preventive measures and methods of protection that help reduce the risk of infection with this virus are the following:

- Avoid close and direct contact with those who have symptoms of the common cold or flu. Moreover, avoid touching the eyes, nose or mouth.
- Clean hands frequently with disinfectants or at least soap and water, or use an alcohol-based hand sanitizer when leaving the house, or touching public facilities and others.
- Use a tissue in case of coughing and sneezing and dispose of it immediately after using it, or use the upper part of your sleeve or your bent arm in the absence of a tissue.
- Sterilization of all necessities that are purchased before entering the house, and continuous disinfection of surfaces in the home and office.

### **Previous Studies**

Previous studies that dealt with the subject of the study were reviewed, and they were arranged from oldest to newest as follows:

(Sahu, 2020) conducted a study aimed at knowing the impact of university closures due to the Coronavirus (COVID-19) on education and mental health of students and faculty staff. The new coronavirus (COVID-19) originated in Wuhan, China, and has spread rapidly throughout the world. As a result, a large number of universities have postponed or canceled all university activities, and universities have taken extensive measures to protect all students and staff from the highly contagious disease. The teaching staff members to transfer to the e-teaching system, The research highlights the potential impact of the spread of COVID-19 on the education and mental health of students. The results of the study showed that universities should implement rules to slow the spread of the virus, students and staff must receive Regular information through e-mail, The health and safety of students and staff must be a priority, and counseling services must be available to support the mental health of students. The authorities also have the responsibility to ensure food and housing for international students, Faculty members must pay close attention to technology to make students' learning experiences rich and effective,

(Yulia, 2020), in this respect, conducted a descriptive research that mainly aimed at showing the ways in which the Covid-19 pandemic had affected and reshaped the educational system in Indonesia. The study effectively explained certain learning strategies' types. Such types are adopted and used by teachers worldwide via the Internet. It is the direct result of the closure of universities which aimed confine the spread of the Corona virus. Moreover, the study also explained the advantages as well as the effectiveness of adopting and using online learning. Besides, the study came to its conclusion by showing that there is an increasing impact of the ongoing Corona epidemic on the world education system. In this way, the traditional educational method has ultimately declined and the online learning system spreads instead. Due to the fact that it supports learning from home, e-learning reduces the mixing of students with each other, thus reducing the spread of the virus. Therefore, the study successfully proved the importance of using numerous and different strategies in order to smooth and improve education through the Internet.

In another, which was conducted by (Basilaia, Kvavadze, 2020), the concept of e-learning is highlighted. It aimed to investigate the great shift from school education to virtual classrooms, known as online learning, particularly during the spread of the Covid-19 epidemic in Georgia. The study was based on certain statistics; the statistics of the first week teaching process, in a private school as well as the experience of moving from what is known as face-to-face education towards e-learning, during the Corona pandemic. The researcher discussed the results of online education by using two platforms; namely, EduPage and Gsuite. Moreover, on the basis of the statistics of the first week online teaching process, the researchers found out that the shift from traditional education to online education was ultimately successful. Moreover, the system as well as the skills acquired by the educational elements; namely, teachers, students and school management, in what can be termed, for the sake of argument, as the post-epidemic period, can be employed in different cases, including the education of people with special needs who usually need extra hours to learn, or even by increasing the group teaching's effectiveness or simply by increasing student independence and acquiring new skills.

In another study conducted by (Bashir, 2019), the main aim was to model learner satisfaction, the interaction provided by e-learning education, and the concept of continuous learning intentions. It was delimited to the Ugandan higher education institutions. Moreover, this study effectively relied on the survey method. It examined the e-learning's effectiveness, with much focus on learner satisfaction and continuous learning intentions. Besides, data was collected by means of using a 28-item questionnaire.

The study was applied to a number of 232 learners. Moreover, the results reflected that the e-learning interaction includes a three-factor structure; namely, the learning content, the learner interface as well as the feedback interaction.

Ahmad's study (Ahmad, 2015) sought to identify the effect of using e-learning contracts on the readiness for self-organized learning among English language students and The study community represents all English language students. An experimental design was used that includes one group of 36 students from the third year of the English Language Division, and the content was presented using electronic learning contracts. The study revealed the effectiveness of e-learning contracts in improving readiness for self-organized learning, which was reflected in students' performance in English language skills, and recommended expanding the use of e-learning contracts in teaching English.

Gumbo, M. Mankato, M. & Helene, 2012, conducted a study aimed at evaluating the impact of training on e-learning for teachers in South Africa, where the study followed the descriptive approach on a sample of (304) teachers of education, science and mathematics. The study concluded with a set of results, the most prominent of which is that teachers benefited greatly, and the importance of continuous training for teachers before and during their service on modern technology and its use in education.

A study (Palitha, Chiara, Ming & Libby, 2007) examined the effectiveness of e-learning by integrating podcasts into the English and Communication course for first-year undergraduate students at Kingston University. And 6 podcasts were created to improve learning methods and skills and help students prepare the semester work that is required of them during the study period. The experience was evaluated through two observation groups, personal interviews of students (6 students) and a questionnaire applied to students (35 students) at the end of the semester. The research described contexts for teaching and learning and how to introduce podcasts as part of blended learning and measure its ability to achieve the desired results. The study found the effectiveness of e-learning through the use of podcasts in activating the learning process and helping students to perform semester work. The students' attitudes towards learning were positive.

### **Commenting on Previous Studies**

After reviewing previous studies, the researcher found that they provided many important results, the most prominent of these results are: It is necessary to involve learners and trainees, whether they are students or trained teachers, using e-learning techniques because it enhances their different skills, and it is assumed that they are directed to

educational websites on the Internet. Also, it is necessary to send the assignments by e-mail and assign them to deliver the assignments by e-mail to develop the skills of using e-learning techniques. Along with training teachers as well as students to use modern e-learning technologies and to persistently and continuously practice them, this study agrees with a number of previous studies concerning the main goal it seeks, that is, the use of e-learning tools from. Besides, this study greatly benefited from the results of previous studies concerning enriching their theoretical framework as well as interpreting their results. Perhaps, what distinguishes the present study from previous studies is that it mainly dealt with the topic and applied it on an important group in society, namely: the category of teachers and their training.

### **Study Methodology**

In seeking to answer its main questions and achieve its objectives, the present study followed the descriptive analytical approach since it is the most suitable approach as per the nature of the present study, which mainly aims to reveal the reality of those training courses which are given to the teachers of social education, using e-learning tools in light of the Corona pandemic from their point of view.

### **Study Population and Sample**

In the present study, the population includes all teachers of social education in the Southern Mazar District - Karak Governorate, for the year (2020/2021). Besides, the sample of the study included a number of (74) male and female teachers, who were chosen randomly. Table No. (1) reflects the division of the study sample.

**Table 1 Describes the characteristics of the study sample**

Variable	Variable class	Number	Percentage
Gender	Male	39	52.70%
	Female	35	47.30%
Total		74	100.00%
Academic qualification	Bachelor	53	71.62%
	Master	18	24.33%
	Doctoral	3	4.05%
Total		74	100.00%
Job experience	Less than 5 years	10	13.51%
	5-10 years	33	44.59%
	More than 11 years	31	41.89%
Total		74	100.00%

## **Study Tool**

In the field of research, there are many tools that can effectively be used to collect data. Moreover, the selection of the study tool mainly depends on the nature of the data that the researcher aims to collect as well as the method of the study he or she uses. It seems that the most appropriate tool for this study is the questionnaire. After reviewing the related previous studies, the researcher designed a questionnaire and selected the scientific research methods to be used for the analysis of the results.

The tool consisted of (19) paragraphs, focused on identify the effectiveness of the training courses provided to social education teachers using e-learning tools in light of the Corona pandemic from their point of view, The paragraphs were concerned with explore the trends and reality of social education teachers towards the use of e-learning tools in training courses in light of the Corona pandemic), and the following scores were given in order (5, 4, 3, 2, 1), respectively, and to understand the indicators of Arithmetic averages of both scales, The following criterion was relied upon: (Less than 2.33: a weak degree of approval, from 2.33-3.66: a medium degree of approval, higher than 3.66: a high degree of approval).

## **Validity of the Study Tool**

In order to verify and test the validity of the present study's tool, the researcher has presented it to a number of arbitrators for the sake of review and editing. That is, the tool was handed over to a number of eight specialized arbitrators which have a long experience in the field of education. This step was mainly taken in order to know their views concerning the questionnaire's consistency, its clarity, and its comprehensiveness. This included the items which belong to the entire scale. Moreover, the questions were edited and re-formulated on the basis of the recommendations of the arbitrators.

## **Stability of the Study Tool**

In order to effectively verify the stability of the study tool's internal consistency, the researcher effectively and rightly used Cronbach's Alpha to calculate coefficient on an exploratory sample similar to the study sample consisting of (15) male as well as female teachers. Moreover, the value of the reliability coefficient of the scale was (.810), which indicates a high stability of the resolution, which is a suitable value for the purposes of the study.



**Presentation and Discussion of the Results**

1. Results which are related to the first question’s answer

What is the effectiveness of the training courses offered for teachers of social education using e-learning tools under pandemic Corona from their point of view?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated, and Table (2) shows the results.

**Table 2 The arithmetic mean and standard deviation of the responses of the sample members**

The effectiveness of the training courses offered for teachers of social education using e-learning tools under pandemic Corona from their point of view

NO.	Paragraph	Mean	SD	Level
1	I use e-learning with distance learning because it contributes to the development of methods of teaching social education.	2.86	0.99	Intermediate
2	I am good at designing activities included in educational programs	2.85	1.10	Intermediate
3	I feel that the use of e-learning through distance learning provides more effective, exciting and motivating scientific content for learning.	3.02	1.21	Intermediate
4	I follow courses on continuous e-learning technology through distance learning.	3.16	1.10	Intermediate
5	I believe that e-learning with distance learning provides learners with positive experiences that enhance dialogue and discussion in virtual rooms and various e-learning tools and techniques.	3.19	1.26	Intermediate
6	I motivate students during their using e-learning by distance learning in preparing various assignments.	3.22	1.15	Intermediate
7	I think that e-learning through distance learning is one of the most important good alternatives for developing education.	3.43	0.99	Intermediate
8	I use e-learning via distance learning permanently and regularly	3.50	0.96	Intermediate
9	I think e-learning is distance learning Contributes to the dissemination of science and knowledge.	3.79	1.02	High
10	I give opportunity to students to get more explanations about the topics that are being taught through e-learning via distance learning	3.53	1.11	Intermediate
11	I use e-learning through distance learning continuously in the educational process	3.60	1.06	Intermediate
12	I allow sufficient time to discuss the results of work on e-learning platforms and tools	3.75	0.97	High
13	Direct the students to the educational websites that they trained on the Internet	3.99	0.89	High
14	I encourage the use of programs and websites related to e-learning.	3.82	1.12	High
15	I record and save lessons when using e-learning tools to help self-review.	3.96	1.10	High
16	I Provide opportunities for communication between learners to solve academic problems. Through the use of e-learning tools	3.74	0.79	High
7	Involve the students in using the e-learning techniques that, I have been trained on, as it enhances their different skills	4.03	1.14	High
18	I perform, through e-learning tools, electronic tests related to the subject of social education.	3.81	0.92	High
19	I evaluate students' work and assignments and review them using e-learning tools	3.78	0.87	High
Total degree		3.53	0.77	Intermediate

The results of the first question show that the arithmetic averages of the answers of the study sample members about the attitudes and reality of teachers towards e-learning in the training courses ranged between the positive and neutral levels, and with an arithmetic mean that ranged between (2.85-4.03), The overall score for the tool was positive. And with a mean of (3.53), where it was the highest for the paragraph "Involve the students in using the e-learning techniques that, I have been trained on, as it enhances their different skills". Then the students directed them to the educational websites that, I trained on the World Wide Web. While the paragraph "I am good at designing the activities included in the education programs" gained the lowest arithmetic mean (2.85), and deviation (1.10).

The current study agrees with (Helene, Mankato, Gumbo, 2012), which found that teachers benefited greatly from e-learning, The training of teachers on the tools and techniques of e-learning is of great importance before and during service on modern technology and its use in education, And a study (Palitha, Chiara, Ming & Libby, 2007), which found the effectiveness of e-learning through the use of podcasts in activating the learning process and helping students to perform semester work, and students' attitudes towards learning were positive. I also agreed with (Ahmad, 2015), a study that resulted in the effectiveness of e-learning contracts in improving readiness for self-organized learning, which was reflected in students' performance in social education, and recommended expanding the use of e-learning contracts in teaching social education.

The results showed that teachers' attitudes towards e-learning was at a positive level, and the researcher attributes the result: to the teachers' awareness of the requirements of teaching social education, using e-learning, and their experience in this field to facilitate the learning and teaching process. Also, the prevalence of technology increases and encourages the use of e-learning, which indicates an agreement, with a (positive) degree, on the importance of e-learning in teaching social education.

## **Recommendations**

It is recommended the educational authorities should pay attention to the following:

1. Holding courses, workshops and training more for teachers and students alike, those develop their attitudes about e-learning educational system, and train them on how to use it.
2. Interest in providing e-learning tools to include all schools, linking all schools to the Internet as well as providing computers in proportion to the number of students in schools.

3. Modifying social education curricula to be compatible with their application in e-learning.
4. Dissolving all obstacles through e-learning, training teachers on e-learning tools, and providing Internet labs in schools in proportion to the number of students and courses.

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