Cypriot Journal of Educational Sciences

Volume 17, Issue 4 , (2022) 1244-1257

www.cjes.eu

Obstacles of teaching distance universities courses in light of E-learning quality standards

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Suggested Citation:

Alnasraween, M. S. & Shahadab, F. H. (2022). Obstacles of teaching distance universities courses in light of E-learning quality standards. *Cypriot Journal of Educational Science*. *17*(4), 1244-1257. https://doi.org/10.18844/cjes.v17i4.7145

Received from January 20, 2022; revised from March 20, 2022; accepted from April 25, 2022.

Abstract

The current study aimed to identify the obstacles of teaching courses during distance learning in light of e-learning quality standards. A survey consisting of 21 items was gathered from 146 faculty staff members during the first semester of the academic year (2021–2022). To achieve the objectives of this study, a questionnaire was used after verifying its psychometric properties. The results of the study revealed a moderate level of obstacles to teaching courses in distance education. Moreover, the study findings showed that the most prominent obstacles that face teaching distance courses are **that** online-tests are not fair in evaluating students, and the absence of direct communication with students affects negatively their understanding of the educational material. The research recommends that distance teaching should be addressed by providing adequate training for faculty members and using computer software such as presentations and interactive applications to eliminate boredom and increase students' interaction.

Keywords: Obstacles, Distance Education, universities, e-learning, quality standards

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The Introduction

Since the beginning of the twentieth century, the world has witnessed tremendous technological and technical developments in all sectors, most notably the educational one, which led to the emergence of many educational concepts such as; lifelong learning, distance education, and e-learning. Therefore, the development of education in accordance with these changes has become a necessary requirement and calls on educational institutions to reconsider the system approaches and educational elements.

A COVID-19 pandemic swept the world at the end of 2019, causing the spread of the disease and the emergence of thousands of deaths and millions of injuries. Numerous countries around the world decided to lock down to prevent the spread of the virus, as state institutions and the private sector have been disrupted, as well as all educational institutions (Fis, 2021).

Distance education is a form of modern education where the learner receives the curriculum, information, and studies from a place that does not represent the recognized educational class. Educational programs are provided from the educational institution to the learner through several means, which greatly help students emerge from an educational revolution (Almanthari et al., 2020).

Talidong &Toquero(2021) indicated that distance education is the use of different tools, techniques, and means of learning that differ in their form, style, and tools from face-to-face education, with different in performance and technology. The need for distance education appeared due to the need to cope with current situations. Distance education was the way to do so.

E-learning is one means of supporting, stimulating, and revitalizing the educational process by becoming a platform for skills development, creativity, and interaction. It is a broad term that encompasses all electronic educational techniques, as it relies on computers, associated storage media, and various types of internet networks to provide current instructional, publishing, and entertainment methods(Inan, 2021).

Stukalo & Simakhova (2020) stated that e-learning has contributed to creating new patterns in education, which led to the consolidation of self-educational concepts among individuals, and this requires the learner to follow what he learned first-hand according to his energy and ability to learn quickly, where previous experiences and skills play an important role in making this happen.

With the development of science and technology, e-learning made a qualitative leap, kept pace with this development, and showed an aspect that facilitated many of the consequences that we experienced in the past. Talidong & Toquero (2002) explain that e-learning has allowed information seekers the opportunity to delve into an endless world where the Internet and the means of technology provide a huge amount of information and scientific content.

The quality of e-learning is not limited to the process of communicating information electronically to students only, but it requires interaction between the elements of the educational process in a professional e-learning environment, where it can be defined as "the joint production process between the e-learning environment, the learner, and the educational institution, which will ensure that the outputs of the educational process are not affected by the institution's production processes." In other words, the quality of e-learning is not only the process of graduating a student capable of dealing with modern technology, but also providing him with knowledge of how to deal, benefit, and interact with it (De Boer, 2021).

Frydenberg (2002) ; Al-Hamidi (2010); Semra(2021) indicated that the quality standards in e-learning are: -

Institutional commitment, which includes financial commitment, physical planning, arts and other policies, technical support,

- Technology: technological infrastructure is necessary to deliver the e-learning program with high quality, as it enables the existence of technological opportunities for simultaneous interaction between the teacher and the student, as well as the availability of the safety factor and the preservation of data and communications.
- Student services so that the student service departments provide regular financial assistance and advice, and this aspect is one of the important and distinctive aspects of the E-Learning centre.
- Teaching design and course development, where the teaching design for the Internet depends on synchronous models organized to speak, which makes the need for management elements with multiple skills, the ability to reach the solution in one minute, and control linear and non-linear learning, which contributes to the study and development of e-learning applications.
- Teaching and faculty member services: the quality of teaching is defined by giving students advanced information about course requirements, equipment and techniques, technical training and support throughout the course, and an observer following up on courses between students, teachers, and each other. The availability of the electronic library and research opportunities, the accurate assessment of the student's skills and knowledge level, and the comprehensiveness of the courses for students who are able to participate in classroom education and others.
- The delivery of the program must be compatible with the expectations of the learners in order to feel satisfied, such as a clear means of communication.
- The requirements of regularity and legitimacy: rapid changes in the environment around copyright and intellectual property rights mean balancing the needs and setting creative programs against the needs to protect against unintended errors.

The evaluation programs: the comprehensive evaluation of the e-learning program, where through these programs there are differences in views on evaluation standards across networks (Stukalo & Simakhova, 2020).

E-learning faces a number of obstacles and challenges, including the lack of infrastructure and the material capabilities necessary to start work in the field of e-learning, the difficulty of persuasion and abandoning the idea of traditional education and the transition to e-learning, the reluctance of some faculty members to adopt this method of education, the weakness of the means to encourage e-learning and expand the circle of electronic culture, spreading it and deepening its culture, and the lack of expertise and competencies in the field of e-learning management. The problems of communication and networks and their impact on distance education, the cost of devices, technology, and other means of distance education, weak community awareness about e-learning, the urgent need to enable learners and faculty members and train them on how to teach at a distance, the confidentiality of communication between the two sides of education, the lack of curricula commensurate with the method of distance education, and the absence of a way to prevent cheating (Kannadhasan et al., 2020; Alnasraween et al., 2020).

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The lack of infrastructure and the material capabilities necessary to start work in the field of e-learning, the difficulty of persuasion and abandoning the idea of traditional education and the transition to e-learning, the reluctance of some faculty members to adopt this method of education, and the weakness of the means to encourage e-learning and expand the circle of electronic culture by spreading it and deepening its culture. The problems of communication and networks and their impact on distance education, the cost of devices, technology and other means of distance education (Alnasraween et al., 2020; Kandhasan, et al., 2020).

Al-Mareed (2020) added that among the obstacles of e-learning teaching are the inability of some students to provide the necessary electronic devices for e-learning, such as computers, smart devices, and internet services, the lack of faculty members and experts who are able to complete the e-learning process correctly, the inability to deal with electronic devices if they are available, and not knowing how to maintain and operate them. Besides, relying on the traditional methods of teaching. Also, many faculty members do not believe in the importance of e-learning. They are skeptical about the efficiency of e-learning and its ability to raise a conscious and educated generation.

Among the obstacles to teaching courses through distance education are the economic cost and the preparation of the computerized educational material; the training needs of students and faculty members; and how to use platforms that serve the educational process in particular. In addition to security and confidentiality, in some cases, the means through which communication on the internet may be breached, besides the difficulty of providing the technological infrastructure of equipment, devices, and appropriate lines of communication on both sides so that each of them can communicate with the other, and the negative social perspective towards this method of education, besides the lack of qualified human cadres that are able to design and produce educational materials (Korkmaz & Tomaran, 2020).

Almomani et al. (2020) indicated that among the obstacles of teaching courses during distance education that face a faculty member are the loss of complete control over the classroom, as in the traditional way, which makes it difficult for the teacher to fully familiarize himself with his students and all their psychological and educational aspects. Besides, the lack of complete knowledge of how to deal with modern technological methods, the absence of awareness of the role of technology, the lack of skills and expertise necessary for distance education, and the lack of appropriate methods to present the usual curricula in a good way are also obstacles.

While the obstacles of teaching courses during distance education that the learner faces appear in a lack of a complete sense of seriousness and commitment, they also appear in a lack of usual communication between student and teacher. In addition, the absence of the required skills can make the process of teaching more efficient. Moreover, the ease of exposure to side distractions, the difficulty in providing an appropriate learning environment, poor motivation and encouragement, time management (Almanthari et al., 2020; Hodges et al., 2020),

1.2 Previous Studies

Izhar & Na (2021) conducted a study to investigate the challenges faced by teachers in initiating online class sessions. The study sample consisted of one hundred ninety-two public secondary school teachers. An open-ended question was used. Teachers were asked what the challenges are that they face in preparing, planning, and designing the online lessons. Eight themes emerged from this research, namely, time, environment, technological access, interest, knowledge, technological skills, course design, and communication self-efficacy.

Ozudogr (2021) conducted a study aimed at investigating the problems faced by pre-service teachers in the distance education process, which has been implemented during the COVID-19 pandemic. The researcher used interviews to collect data. The study sample consisted of 241 pre-service teachers and technical The study results showed that the pre-service teachers mainly faced problems such as the lack of time spared for live courses regarding "implementation", failure to establish communication with friends regarding "student", absence of internet regarding "impossibility", sound problems regarding "technical" and lack of communication regarding "instructor".

Zalat et al.(2021) carried out a study to estimate the university medical staff perceptions, evaluate their experiences, recognize their barriers, and challenges to e-learning during the pandemic. The study sample consisted of 346 faculty staff members in Egypt. According to the study results, 86.7% of staff members agreed that the technological skills of providing online courses increase the educational value of the faculty's experience. The rate of participant agreement on perceived usefulness, perceived ease of use, and acceptance of e-learning was 77.1%, 76.5%, and 80.9%, respectively. The highest obstacles to e-learning were insufficient or unstable internet connectivity 40% , inadequate computer labs 36% and technical problems (32%). Finally, the study results indicated that younger age, teaching experience of less than 10 years, and being a male are the most important indicators affecting e-learning acceptance.

Riyami et al. (2020) identified the challenges facing the application of electronic assessment in primary schools in the State of Oman in light of the Corona pandemic. The results showed that the most important challenges facing the application of electronic evaluation are those related to the technical aspects, then those related to the financial aspect, then those related to students, and finally those related to teachers.

The Nyangarika & Bundala (2020) study aimed to explore the challenges facing management systems to improve quality in distance learning programs in Tanzania. The study used qualitative and quantitative methods using primary and secondary data, where interviews, questionnaires, and observations were used, and the most prominent results showed that leadership challenges were many, but the main problems were in determining how the resident teacher could involve the center's coordinators in the decision-making.

Alhendawi & Zohra (2020) revealed the obstacles to achieving quality in distance education during the COVID-19 pandemic. The study sample consisted of 3019 faculty members in different Arab countries. The results indicated that the faculty members and their students faced a number of subjective obstacles in addition to educational, technical, financial, and organizational obstacles.

ALenizi (2020) carried out a study to identify the reality of distance education and e-courses in light of the global challenges of the new Corona pandemic (COVID-19) on Northern Border University. The research was applied to a sample of 197 faculty members, 352 students, and 98 parents of students at the Northern Border University. The descriptive method was used in the research. The research results show the positive opinion of the three questionnaire samples through the arability of the items of the questionnaire as a whole, to a large degree, according to the viewpoint of the research sample. One of

the most important recommendations of the research is to train faculty members to produce electronic courses in professional ways to achieve targeted learning outcomes.

Wolfgang et al. (2020) study sought to evaluate students' experiences and adapt to distance learning in light of the Corona pandemic, on a sample consisting of 157 student at three universities . The results showed that the students believe the professors are strongly committed to adapting to distance education and are working to facilitate the students' transition to the new learning environment. The findings also revealed that students are under stress as a result of the new situation, owing to the heavy burden they bear as a result of the lack of coordination between subjects in the required tasks; students thought the infrastructure was adequate, but preferred presentations with audio, as well as direct sessions for task discussion and clarification.

Sahu (2020) carried out a study to investigate the impact of the closure of universities due to the Corona virus on the education and mental health of students and faculty members. The study sample consisted of 220 students and faculty members. Universities have taken extensive measures to protect all students and staff from highly contagious diseases. The study's findings revealed that universities must enact laws to slow the spread of the virus, that students and staff must receive regular updates via email, that the health and safety of students and staff must be a top priority, and that faculty must pay close attention to technology in order to provide students with rich and effective learning experiences.

Favale et al.(2020) carried out a study that aimed to analyse the impact of lockdown implementation on campus traffic and e-learning during the COVID-19 pandemic. Distance-learning platforms are used; distance teaching adoption and traffic congestion have undesirable effects. The study used the descriptive survey method, and a questionnaire was used that was applied to a sample of 3,400 male and female students. The most prominent results of the study indicated proving the ability of the Internet to deal with the sudden need and that the platforms for remote work, e-learning, and online cooperation are viable solutions to deal with the policy of social distancing during the Corona pandemic and the ease of controlling campus traffic when adopting e-learning.

Yalia (2020) carried out a study to explore how the Corona pandemic affected the reshaping of education in Indonesia. The study results demonstrated that there is a high speed of the Corona pandemic impact on the education system as the traditional method of education declined to spread instead of learning through the internet. Moreover, the results pointed out the importance of using various strategies to smooth and improve education through the internet.

Drissi & Yong (2020) aimed to find out the response plan to the outbreak of the emerging corona disease and to implement distance education in Moroccan universities. Various documents consisting of daily newspaper news articles, reports, and notices from the universities' websites were examined. The study indicated that the worrying thing is that the coronavirus pandemic challenges universities to continue to overcome the difficulties facing both students and instructors. New teaching strategies were based on increased student autonomy, additional assignments for professors to keep their work momentum going from home, and free access to a few paid e-learning platforms.

In light of the previous studies' presentations that were used in building theoretical literature, formulating the study methodology, developing the study instrument, discussing the results that were reached and comparing the results of previous studies in terms of the degree of agreement and difference, The current study is characterized by addressing the issue of obstacles to teaching courses in distance education at Jordanian universities in light of e-education quality standards.

1.3 Research problem

The global crisis (COVID-19) imposed a distance education policy in record time, which has become the ideal solution under the circumstances of the global crisis. As a result of this global crisis, various educational institutions in the Hashemite Kingdom of Jordan have resorted to adopting a distance education policy to maintain the continuity of student learning and education. The matter was surprising for students and faculty members, as many of them do not have the preparation and capabilities, for the most part, to deal with the study of teaching courses remotely because it was and still is difficult because of the lack of the necessary equipment to move to distance education, and it is not easy to accept the lack of readiness of the infrastructure. Proceeding from the importance of e-learning, Jordanian universities have begun to teach a number of courses in distance education, and through the experience of the researchers in university teaching and through a survey of the opinions of many colleagues, it was found that the success of any educational system depends largely on its commitment to related quality standards. E-learning in general and the teaching of e-courses in various Jordanian universities face a number of difficulties and obstacles that limit their application, whether related to a faculty member or technology, as there is a lack of support and cooperation provided.

Hence, the problem of this study is determined by identifying the obstacles to teaching courses in distance education in Jordanian universities in the light of e-learning quality standards; This is done by answering the following questions:

Q1: What are the obstacles of teaching courses during distance education in Jordanian universities in light of e-learning quality standards?

Q2: Are there statistically significant differences between the means of teaching courses during distance education at Jordanian universities in light of the e-learning quality attributed to academic rank, years of experience, and gender?

3. Study Methodology

This study adopted the descriptive analytical approach for the analysis of the obtained data for its suitability to the purposes of the current study, where data was collected using an electronic questionnaire.

3.1 The study participants

The total number of participants in this study was 146 faculty staff members at Amman Arab University for the academic year (2021/2022). Table 1 displays the participants' numbers according to their demographic data.

Table1. Study participants according to their demographic data

Gender	N	Percentage
Male	81	55%
female	65	45%
Total	146	100%
Faculty	N	Percentage
Humanities	101	69%
Scientific	45	31%
Total	146	100%
Academic Rank	N	Percentage

Assistant prof	79	54%
Associated prof	50	34%
Prof	17	12%
Total	146	100%
Experience	N	Percentage
Less than 5	62	42%
5 to 10 years	46	32%
More than 10 years	38	26%
Total	146	100%

3.1 Study instrument (obstacles to distance course teaching)

A questioner was developed to explore the obstacles to distance teaching courses by referring to the theoretical literature and previous studies such as Yalia (2020), Korkmaz & Toraman (2020). The questioner consisted of 25 items in its initial copy. The items are displayed in table 2.

3.2 The instrument content validity:

The content validity of the questioner was verified by presenting it to referees of educational experts. The amendments were made in light of the observations they made, also (5) items were deleted, so that the questionnaire in its final form consisted of (21) items . The questioner was built using google form, and then it was sent to the faculty members using the WhatsApp.

3.3 The instrument reliability

The reliability was verified by extracting the internal consistency in terms of the Cronbach's alpha equation; as it was applied to a pilot sample that consisted of (25) faculty' staff members. The value reached (0.84) which is considered acceptable for the study purposes.

3.4 **Data Analysis Procedures**

To answer the study question the following test were conducted using SPSS v.23.

- Arithmetic means and standard deviation.
- Four-way analysis of variance
- Scheffe test

4. Results and Discussion

4.1 Results of first study question which state: What are the obstacles of teaching courses during distance education in Jordanian universities in light of e-learning quality standards?

To answer this question, the arithmetic means and standard deviations were extracted, as shown in table 2.

Table 2. Arithmetic means, standard deviations, and ranks of the obstacles to teaching educational courses in distance education in Jordanian universities

N0#	item	Mean	Standard deviation	level
14	Electronic exams are not fair in evaluating students	3.95	1.08	High
10	The absence of direct communication with students negatively affects their understanding of the educational material.	3.69	1.01	High
5	I do not trust the student to adhere to his lessons and follow them without restrictions or supervision from a school.	3.51	1.23	Moderate
17	Sometimes external factors hinder distance education, such as power outages.	3.45	1.35	Moderate
21	Some curricula do not fit the way they are taught with distance education.	3.44	1.25	Moderate
12	Lack of motivation and encouragement for students during distance education	3.28	1.12	Moderate
18	The lack of specialists to train faculty members on the optimal use of distance education	3.21	1.25	Moderate
3	The best of traditional teaching	3.19	1.09	Moderate
9	Many students do not have distance-learning tools such as smartphones, laptops, and internet access.	3.02	1.10	Moderate
11	The distance education experience is a recent experience and I did not get enough training for it.	2.95	1.08	Moderate
8	There is a weak level of digital skills among students.	2.93	1.00	Moderate
19	The difficulty of designing educational content online.	2.82	1.17	Moderate
16	The university does not provide technical and technical support to address any emergency glitch during the learning process.	2.78	1.17	Moderate
2	I do not get enough training to teach electronic courses.	2.72	1.24	Moderate
6	I am having difficulty communicating properly and properly with my students.	2.62	1.20	Moderate
13	Time management is not done well during distance learning	2.62	1.06	Moderate
15	I cannot track the attendance and absence of students during distance education	2.61	1.32	Moderate
20	Do not use distance education teaching strategies	2.61	.99	Moderate
7	I cannot control the classroom through e-learning.	2.49	1.49	Moderate
1	I have poor technical skills	2.19	.93	Low
4	Do not use the Internet efficiently	1.99	1.07	Low
	total	2.96	0.77	Moderate

Based on table 2, it is noted that the obstacles of teaching educational courses were moderate, as the arithmetic mean reached 2.96 with a standard deviation 0.77. In the first rank came item (14), which stipulated that "Electronic tests are not fair in evaluating students" with an arithmetic mean of 3.95 and a standard deviation (1.08. In the second rank came item (10), which stated, "The absence of direct

communication with students negatively affects their understanding of the educational material." The arithmetic mean was 3.69, with a high level and a standard deviation of 1.01. In the last rank came item 4, which stipulated "I do not use the Internet efficiently" with an arithmetic mean of 1.99 and a standard deviation of 1.07, with a moderate rank.

The results of this question agreed relatively with the Alhendawi & Zohra (2020) study results, which indicated that the faculties' staff members and their students faced a set of subjective obstacles in addition to educational, technical, financial, and organizational obstacles.

This result disagrees with Zalat et al.(2021) results, which indicated that the highest obstacles to e-learning were insufficient or unstable internet connectivity (40%), inadequate computer labs (36%), lack of computers or laptops (32%), and technical problems (32%). Finally, the study results indicated that younger age, teaching experience of less than 10 years, and being a male are the most important indicators affecting e-learning acceptance.

4.2 The results of the second question, which states: Are there statistically significant differences in the obstacles means to teaching courses during distance education in Jordanian universities in light of e-learning quality attributed to (Academic rank, years of service and gender)?

To answer this question, the means, standard deviations, and standard error of the obstacles teaching courses during distance education in Jordanian universities in light of the e-learning quality attributed to (academic rank, years of experience, and gender) were extracted as shown in table 2 .

Table 3. The arithmetic means and standard deviations to the perceived obstacles of teaching courses during distance education by faculty staff members.

Gender	Mean	Std. Deviation	Std. Error
Male	3.0159	0.73886	0.08210
female	2.8813	0.79944	0.09916
Faculty	**Mean**	**Std. Deviation**	**Std. Error**
Humanities	3.2646	0.75490	0.07512
Scientific	2.8185	0.70788	0.10552
Total	2.9560	0.76667	0.06345
Academic Rank	**Mean**	**Std. Deviation**	**Std. Error**
Assistant prof	2.6705	0.70152	0.07893
Associated prof	3.0672	0.79057	0.11180
Prof	3.1127	0.79022	0.19166
Total	2.9560	0.76667	0.06345
Experience	**Mean**	**Std. Deviation**	**Std. Error**
Less than 5	2.7757	0.76070	0.09661
5 to 10 years	3.0013	0.69700	0.10277
More than 10 years	3.1615	0.80596	0.13074
Total	2.9560	0.76667	0.06345

Table (3) results displayed that there are apparent differences between the arithmetic means of the obstacles of teaching educational courses during distance education according to the variables of the study.

Table 4. The four-way analysis of variance to examine the significance of the differences between the means of the obstacles to teaching distance educational courses

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Faculty	2.619	1	2.619	5.174	0.024
gender	0.009	1	0.009	0.018	0.893
Academic Rank	6.570	2	3.285	6.490	0.002
experience	3.239	2	1.619	3.200	0.044
Error	70.350	139	0.506		
Total	1360.941	146			
Corrected Total	85.229	145			

It is noticed from the results of table 4 that there are no statistically significant differences between the arithmetic means of obstacles to teaching distance educational courses according to the gender variable as the "P value" reached (0.018), which is not statistically significant at (α=0.05). While the differences were statistically significant between the arithmetic means according to the variables: faculty experience, and academic rank, by returning to the previous arithmetic means in table 3, the differences between the arithmetic means are attributed to humanities faculties.

Finally, the Scheffe test was extracted to determine the significance of the differences between the arithmetic means according to the categories of the variables (academic rank and year of experience), as the tables (5, 6) display.

First: the academic rank

Table 5. Scheffe test results to examine the significance of the differences between the arithmetic means of the academic rank categories

(I) Academic Rank	(J) Academic Rank	Mean Difference (I-J)	Sig.
Assistant prof	Associated prof	0.0455	0.972
	prof	-0.4422*	0.003
Associated prof	Assistant prof	0.0455-	0.972
	prof	-0.3968-	0.143

Based on the results of table 5, the differences between the arithmetic means are attributed to those faculty staff members with academic rank (assistant professor) when compared with those with academic rank (professor and associate professor). This result may be attributed to the fact that the level of obstacles facing faculty members with the academic rank (Professor) is greater than the others, since the faculty members in this category are the oldest and have general weaknesses in using technology. This result is in line with the ALenizi (2020) study, which indicated the need for training

faculty staff members to produce electronic courses in professional ways to achieve targeted learning outcomes. In addition, these findings are in line with what was pointed out by Riyami et al. (2020), which showed that the technical and technical aspects, followed by those related to the financial aspect, are among the most prominent challenges.

Second: Year of Experience

Table 6. Scheffe test results to examine the significance of the differences between arithmetic means the year of experience categories

(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.
Less than 5 years	5 –to 10 years	-0.2255	0.309
	More than 10 years	-0.3858*	0.023
5-10 years	Less than 5 years	0.2255	0.309
	More than 10 years	0.1602	0.591

Based on table 6, it can be noted that the differences between the arithmetic means are attributed to faculty staff members with the experience category ten years and above when compared with those with the experience category less than 5 years.

This finding may be attributed to the fact that those faculty members with experience (ten years and above) have modest experience in dealing with technology and educational platforms and are more inclined to traditional education.

This result is in line with the results of Sahu (2020), which indicated that faculty members must pay close attention to technology to make students' learning experiences rich and effective. Also, these results agreed with the results of the Alhendawi & Zohra (2020) study, which sought to reveal the obstacles to achieving quality in distance education during the COVID-19 pandemic and indicated that the faculty members and their students faced a number of subjective obstacles in addition to educational, technical, financial, and organizational obstacles.

5. Conclusion

Technological developments in light of the Corona pandemic paved the way for the transition to distance education via the Internet and the provision of the necessary scientific material to students. The universities used various applications, programs, and educational platforms, which posed a challenge to a large part of the faculty staff who were not ready for this qualitative shift. This study aimed to investigate these obstacles of teaching distance courses at Jordanian universities in light of the e-learning quality standards during the COVID-19 pandemic. The new approach in teaching does not restrict the learner to a specific time or place through the use of the internet; it also facilitates the education process. Many educational institutions have adopted this method to achieve the greatest possible facilitation in providing educational materials to the student. The results of this research revealed a moderate level of obstacles that face faculty staff members during distance education in Jordanian universities. In addition, the study results showed that the faculty staff members agreed with the item which states "Electronic exams are not fair in evaluating students" and the item which states "The absence of direct communication with students negatively affects their understanding of the educational material". This study highlights the obstacles and factors affecting teaching distance courses for higher education, among these the great need of preparing faculty members of the old age group to

use technology and deal with educational platforms, diversifying the teaching strategies used and preparing electronic tests. The current results may lead to a strategic development and implementation of technology as a forward step.

5.1 Recommendations

In light of the results that had been reached, the researchers recommend the following:

- Providing adequate distance-teaching training for faculties members whom experience is (ten years and above) because the obstacles they had are greater than other faculties members.
- Training faculties' staff members to use computer software such as presentations and interactive applications in a way that eliminates boredom and increases students' interaction during the lectures.

Acknowledgement

We would like to thank all the faculty staff members whom helped a lot in conducting this study.

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