

RESEARCH ARTICLE

CHALLENGES FACING THE PROCESS OF SUSTAINABLE EDUCATION
IN LIGHT OF CORONA PANDEMIC, FROM THE FACULTY MEMBERS
POINT OF VIEW IN THE JORDANIAN UNIVERSITIESWasim Bassam Mustafa Jubara¹¹ Arab American University

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Abstract

The study aimed to find out the Challenges Facing the Process of Sustainable Education in Light of Corona Pandemic, from the Faculty Members Point of View in the Jordanian Universities in shadow of Corona pandemic within the variables (gender, the department, and years of experience) through answering the study questions. Study population consisted of all the teaching staff members in the University of Jordan, a stratified random sample has been selected by (20) members of the teaching staff, in Faculty of Physical Education and developing a questionnaire based on the theoretical frame and the previous related studies, validity of the study was confirmed, and conducting the relevant statistical processes for it, the study reached the following:

The presence of a number of challenges facing the teaching staff members in faculty of Sport Education in the University of Jordan in shadow of Corona Pandemic.

The absence of no differences with statistically significance at significance level ($\alpha \leq 0.05$) in the challenges facing the teaching staff members in Faculty of Sports Education in the University of Jordan in shadow of Corona Pandemic attribute to the variable gender.

The absence of differences with statistically significance at significance level ($\alpha \leq 0.05$) in the challenges facing the teaching staff members in Faculty of Sports Education in the University of Jordan in shadow of Corona Pandemic attribute to the variable years of experience).

The study recommended the necessity for developing the relevant infrastructure for the teaching techniques in the university to apply the electronic teaching through making available the qualified human capabilities to produce electronic curricula, and presenting the lecturers in an in simultaneous from through the web.

Key Words: Challenges facing the teaching staff members, Faculty of Physical Education, Corona Pandemic.

التحديات التي تواجه عملية استدامة التعليم في ظل جائحة كورونا من وجهة نظر أعضاء هيئة التدريس في الجامعات الأردنية

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المستخلص

هدفت هذه الدراسة التعرف إلى التحديات التي تواجه عملية استدامة التعليم في ظل جائحة كورونا من وجهة نظر أعضاء هيئة التدريس في الجامعات الأردنية ضمن متغيرات (الجنس، والقسم وسنوات الخدمة)، وذلك من خلال الإجابة عن أسئلة الدراسة، تكونت مجتمع الدراسة من جميع أعضاء هيئة التدريس في الجامعة الأردنية، وتم اختيار عينة طبقة عشوائية بواقع (20) عضواً من أعضاء هيئة التدريس في كلية التربية الرياضية وتم تطوير استبانة اعتماداً على الإطار النظري والدراسات السابقة وتم التحقق من صدق أداة الدراسة وإجراء المعالجة الإحصائية المناسبة لها، وقد توصلت الدراسة إلى ما يلي:

وجود عدد من التحديات التي تواجه أعضاء هيئة التدريس في كلية التربية الرياضية في الجامعة الأردنية في ظل جائحة كورونا.

عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في التحديات التي تواجه أعضاء هيئة التدريس في كلية التربية الرياضية في الجامعة الأردنية في ظل جائحة كورونا ضمن متغير الجنس.

وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في التحديات التي تواجه أعضاء هيئة التدريس في كلية التربية الرياضية في الجامعة الأردنية في ظل جائحة كورونا ضمن سنوات الخدمة

وقد أوصت الدراسة ضرورة تطوير البنية التحتية المناسبة لقسم تقنيات التعليم في الجامعات لتطبيق التعليم الإلكتروني من خلال توفير طاقات بشرية مؤهلة لعمل مقررات إلكترونية، وعرض المحاضرات بشكل غير تزامني عن طريق الشبكة العنكبوتية.

الكلمات المفتاحية: تحديات أعضاء هيئة التدريس، كلية التربية الرياضية، جائحة كورونا.

Introduction:

The contemporary world is witnessing progress in the field of using electronic learning and teaching techniques, which poses a number of challenges to the educational system, which requires the creation of many changes and developments in the educational environment and the search for new horizons for the learning and teaching process through the use of technological innovations, and the investment of its capabilities in serving the aspects. The different aspects of the learner's life in the era of globalization; This time, which was called the "era of communications", transforming the world into a vast electronic network, which made the learners attracted to the use of learning and e-learning techniques, while we still depend on the traditional school education from the processes of memorization and indoctrination; Therefore, in the era of the information and technological revolution, education systems must use modern information systems to preserve knowledge by teaching students how to learn, where to find knowledge, and how to invest it in a way that is beneficial and beneficial.

(Covid-19) is spreading rapidly, and the number of people infected with it is increasing, with a marked increase in the number of deaths, and that the world faces many challenges because of it, especially with regard to the provision of supplies. Medical treatment, sterilization, provision of devices, and facing economic challenges, which created a state of shock and anticipation in the countries of the world due to the many dangers that this dangerous epidemic may leave. The Hashemite Kingdom of Jordan faces several dangers due to the Coronavirus pandemic, with the increase in the number of infections, the number of deaths, and the effects that this epidemic has created, especially on the health and economic side, and the high cost of confronting the disease, especially in light of the disruption of many industrial, commercial and service sectors, and perhaps the most prominent impact was The work sector and the increase in unemployment, in light of the disruption of many sectors, which constituted a real crisis in Jordan. On the issue of the labor sector and the increase in unemployment, which was the most affected, to what extent can this center adopt realistic and logical strategic solutions to confront the Coronavirus pandemic and the impact of this pandemic on the labor sector and the increase in unemployment in Jordan, as judging the results needs time that may last for a long time (WHO , 2019).

In our contemporary world, as the explosion of knowledge and population and the scientific and technological revolution, technically advanced countries such as the United States of America, the European Union countries, Japan and Malaysia undertook a comprehensive and radical review of their educational systems, with the aim of a comprehensive change in educational thought and educational practices, until this review produced educational systems appropriate to the nature of excellence. The scientific and technological achievement these countries have achieved in this era, while the developing country has been reviewing its educational systems with the aim

of renewing and developing them, and has drawn up educational plans to bring about the desired change towards the use of distance learning technologies. Despite this importance of this type of education and the initial results that have proven the success of this, however. The optimal use of it is still in its infancy as this education faces some obstacles and challenges, whether technical, represented by not adopting a unified standard for the formulation of content or technical, represented in privacy and the ability to associate, or educational, represented in the lack of participation of educators in the manufacture of this type of education (Al-Washahi and Ammar, 2015) .

As Barakat (2010) pointed out, distance learning aims to activate and invest in the latest technologies of the age to reach effective modern learning that follows developments in technologies and communications and invests them in developing the teaching and learning processes, and developing the skills of using technologies for the teacher and the learner to serve the teaching and learning processes, as well as It increases scientific resources in terms of quantity and quality, develops the productivity and creativity of the teacher and the learner, prepares individuals for interaction and positive interaction with technical and life developments, and inculcates moral values and positive trends to exploit technology in the service of humanity, which helps transform the traditional classroom environment into an effective open environment that helps the learner On the positive interaction with the lessons presented through electronic classroom systems, which allow interaction with the teacher with sound and image by fully displaying the educational content live through the Internet or video conferences or through satellite communication through interactive discussions between students and the teacher and between Students each other and between different schools, which is known as learning and simultaneous interaction "and dims." D. The electronic classroom in providing its services to set a specific time in advance. N broadcasting lessons remotely, so the teacher delivers the lesson directly and at the same time the learners view the explanatory documents for the lesson on their screen and listen to and watch the teacher through the electronic communication media provided by the electronic classroom, which allows the learner to receive his lessons. In any place where the teacher delivers his lectures using the electronic blackboard connected to the computers in the electronic classrooms instead of the traditional blackboard, and the camera in turn transmits what is going on in the electronic classroom to the second party, and if the second party is equipped with a camera, the teacher can watch it and respond to his questions Instantaneous; As school students are allowed to review the educational material and interact with educational content through the Internet, educational channels or software by means of the self-education environment, as it leaves the student the freedom to choose the electronic medium that suits him and at the time that suits him and without requiring the presence of other individuals with him at the same time that he is using The electronic medium, which is known as learning and asynchronous interaction (Al-Halafawi, 2019).

In view of the current reality in universities in Jordan in terms of benefiting from the use of distance learning techniques, we find that there is a difference in terms of equipment and capabilities, there are public universities and private universities, and often there are few computer laboratories, and that there are a number of faculty members who do not know how to use Electronic education technologies in universities, with a number of them using distance learning techniques at the university appropriately through mastering the skills of using distance learning techniques, opening electronic classes, videotaping lessons and uploading them to the university's website, running video conferences and preparing electronic digital libraries. However, there is a challenge. As noted by Robler & Edward (2018), universities are facing a major challenge today, namely, how universities are changing to meet the requirements of the future, including the effective harnessing of modern technologies to occupy a privileged position on the "information highway".

Accordingly, this study comes to identify the challenges facing the process of sustainability of education in light of the Corona pandemic from the viewpoint of faculty members in Jordanian universities within the variables (gender, department and years of service).

The study Problem:

In response to the growing scientific and technological revolution in our contemporary world, and the civilized competition that accompanies it, I emphasized excellence as an urgent necessity, and the existence of a real challenge facing educational institutions in the Arab countries in general, and in Jordan in particular, which is the tremendous technological development and the information revolution, and therefore these institutions must To define its future vision regarding the use of educational process technologies, and for e-learning to be one of the elements of this vision, as traditional education, methods and methods of education prevailing in universities are no longer effective, so a change must be made in the concept of education from the traditional concept to modern education that depends on self-learning. And how the student learns by himself instead of relying on a faculty member and preparing students for new assignments and roles. Therefore, the Ministry of Higher Education in Jordan has adopted e-learning in universities and introduced some e-learning technologies in them; In order to improve the quality of its inputs, processes and outputs, and increase its productivity through continuous development and improvement of its performance, and to achieve an organizational climate that inspires creativity and innovation, and is keen on quality and excellence.

Numerous studies and conferences have also confirmed that the use of electronic education technologies in schools is greatly affected by the trends that faculty members carry towards implementing e-learning systems, as the trend is an acquired position that a person shows through a positive or negative behavior towards a specific

phenomenon or event. And interest in the success of its performance and work to eliminate errors and difficulties facing performance in order to obtain fruitful results according to well-thought-out plans, and among these studies a study (Al-Washay and Ammar, 2015) and a study (Hggins, p, 2012), which justifies conducting this study, whose problem comes In answering the following question:

What are the challenges facing the process of sustainable education in light of the Corona pandemic from the viewpoint of faculty members in Jordanian universities within the variables (gender, department and years of service)?

Purpose of the study:

The study aimed to identify the challenges facing the process of sustainability of education in light of the Corona pandemic from the point of view of faculty members in Jordanian universities within the variables (gender, department and years of service) by answering the study questions.

Study questions:

1. What are the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic?
2. Are there statistically significant differences at the significance level ($\alpha < 0.05$) regarding the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic due to (gender, department, and years of service)?

The importance of studying:

The importance of this study lies in:

- A translation of the concept of education reform adopted by the Ministry of Higher Education, through the processes of change, modernization and development within schools and in line with the challenges of globalization, information and communication technology and sustainable development to bring education to advanced sites.

Developing modern plans to activate the role of e-learning and create the desired balance between the capabilities of universities and the scientific information revolution.

Providing comprehensive and integrated basic information about the possibilities of using e-learning technologies in universities to help decision-makers in the Ministry of Higher Education in Jordan to make decisions related to education and e-learning accurately and effectively.

Procedural definitions:

Distance learning: an educational system to provide educational or training programs

to learners or trainees at any time and anywhere using interactive information and communication technologies such as (Internet, radio, local or satellite channels for television, CD-ROMs, phone, e-mail, computers, conferences about After, virtual laboratories) to provide a multi-source interactive learning / learning environment in a simultaneous or asynchronous manner in the classroom from a distance without committing to a specific location depending on self-learning and interaction between the learner and the teacher (Estetia and Sarhan, 2011)

Challenges:

They are the difficulties faced by faculty members in universities when employing remote learning technology, and it is measured by the extent of the respondents' response to the study tool.

Distance learning: an educational system to provide educational or training programs to learners or trainees at any time and anywhere using interactive information and communication technologies such as (internet, radio, local or satellite channels for television, CDs, phone, remote mail, computers, conferences. Remote, virtual laboratories) to provide a multi-source interactive learning / learning environment in a simultaneous or asynchronous manner in the classroom from a distance without commitment to a specific location depending on self-learning and interaction between the learner and the teacher (Astatiyeh and Sarhan, 2011).

Previous studies:

The researcher reviewed several studies related to the subject of the study, including:

Giovannella (2020) study entitle "Effect induced by the Covid-19 Pandemic on Students' Perception about technologies."

and distance learning '

The study (Giovannella, 2020) titled: "The Impact Driven by the (Covid-19) Pandemic on Students' Perception of Technology and Distance Learning" aimed to present the first research conducted in Italy at the university level to reveal the effects that drove students through completely natural and virtual educational processes as a result of Coronavirus.

The study involved (101) students attending a bachelor's course in pedagogy.

The results showed that although students were missing out on the natural sites, and face-to-face activities, the students switched from natural sites to fully virtual sites that were positively absorbed.

The emitted scenario indicates that the large percentage of the current generation of university students is ready for new educational processes, which are largely based on integrated learning activities, and in addition to submitting historical documentation, the study examines the organization of natural education ecosystems, and proposes to

rethink the organization and functions of ecosystems. To learn.

Nedeak (2020) "The Effectiveness of Distance Learning Using Social Media During The Pandemic Period of Covid-19: A Case Study In Universitas Kristen Indonesia:

The study (Nedeak, 2020) entitled "Effectiveness of Distance Learning Using Social Media during the Pandemic Period (Covid-19): A Case Study in the Indonesian University", examined the reference to the Corona pandemic (Covid-19) which made the learning system forced to change The roots of the face-to-face meetings to distance learning through the Internet, and that many of the university departments do not have the infrastructure for online learning, so they were forced to conduct lectures via the Internet.

The study also aimed to analyze the effectiveness of distance learning using social media during the Corona pandemic (Covid-19).

The study used the survey method, and the questionnaire distributed to (250) students, after which it was analyzed using the theory of (Multi-Attribute Utility), and Indonesian Christian universities support the policy of learning at home by imposing online learning using social media such as Facebook, Instagram and YouTube to provide materials. Lecture and assignments for students.

Effectiveness test results for distance education using social media showed that distance learning using social media effectively only for theoretical courses, while in practical courses and remote field courses using social media, it was felt less effective.

Chanlin (2018) conducted a study aimed at understanding the factors that affect the integration of computer-based e-learning technologies in the classroom. The sample of the study included (47) teachers from primary and secondary school teachers who teach grades one to nine, and whose experience ranged from (1-30 years). A questionnaire was used that contained (28) items that focused on environmental factors, and personal and social factors. The psychological factors that may affect the use of computer technology in classrooms, and the results of the study indicated that the most important factors affecting the use of technology in the classroom and related to the school curriculum were the teaching load, the nature of the material they study, experience in using technology and ability. As for the most important environmental factors affecting the use of computer technology in classrooms, it was attributed to the availability of material facilities and appropriate software, and the availability of time available to use computer laboratories.

Al-Washay and Ammar study (2015), which aimed to investigate the impact of the e-learning strategy on developing study skills and the trend towards e-learning among students of Sultan Qaboos University. Two tools for the study were prepared for the purposes of collecting data, namely the selection of study skills and the measure of trends towards e-learning applied to (35) students of the group. The control group and

(31) students for the experimental group, and after calculating the students' grades and treating them statistically, the results of the study revealed evidence of a statistically significant effect of using the collaborative e-learning strategy in developing study skills and the positive trend towards the use of e-learning among students.

Al-Hefnawi (2015) conducted a study aimed at revealing the impact of a strategic use of e-learning (participatory-self) on developing creative thinking skills for design and interactive digital development among faculty members and their attitudes towards it, and to achieve the goal of the study, a web-based training program was designed that was applied on a random sample of (60) A member of the faculty at Taif University in the Kingdom of Saudi Arabia, and the results indicated that the training program based on participatory e-learning strategies had a great impact on increasing student achievement and developing their creative thinking skills, and the results confirmed the positive impact on the attitudes of faculty members. Towards e-learning.

Al-Mutairi's study (2013), which aimed to investigate the impact of Islamic education teachers' use of e-learning for tenth grade students on achievement and creative thinking in the State of Kuwait. To achieve this goal, the researcher prepared an achievement test on one of the modules of Islamic education for the tenth grade, which is the "Refining Morals" unit, and he adopted the creative thinking test that Torrance developed. The study sample consisted of (50) male students of the tenth grade in the State of Kuwait, the researcher applied them to the two tests, and used the accompanying analysis of variance (ANCOVA) to test the study hypotheses, and the results showed the following: - There are statistically significant differences between the averages of achievement of tenth grade students in the subject of Islamic education. Attributed to the use of e-learning compared to the usual method. - There are statistically significant differences between the means of creative thinking of the tenth grade students.

The limits of the study:

The results of this study will be determined as follows:

Human Limits: The results of this study were limited to a survey of faculty members at the University of Jordan in the College of Physical Education.

Temporal boundaries: The procedures of this study were applied for the year 2020/2021.

Determinants of the study:

The results of this study determine the respondents' sincerity and objectivity in answering the paragraphs of the tool represented in a questionnaire and the procedures used to collect and analyze the data, including the validity and reliability of the study tool.

Study methodology:

The researcher uses the descriptive analytical method in conducting this study.

Study population:

The population of the study consisted of all faculty members at the University of Jordan, and the study sample was chosen by the random stratified randomized method by 20 faculty members in the College of Physical Education for the year 2020/2021.

Study tool:

The researcher used the descriptive and analytical method by means of a questionnaire based on the theoretical literature and previous studies related to the study.

Stability of the study tool:

The researcher used the test-re-test method, as she applied the tool in its final form to a number of faculty members at the university by 25 individuals from outside the study sample and from within the study population. The tool was applied to the sample members again after two weeks of The first application, and the correlation coefficient (Pearson) was calculated between the responses of the sample members both times. The researcher also used the Chronbach Alpha equation to calculate the stability of the internal consistency of the study tool, which reached (0.88).

Statistical treatment:

The researcher entered the study data and processed it statistically by using the statistical analysis program (SPSS), as the arithmetic averages and standard deviations for each paragraph and field will be extracted from the study tool, and the $-c$ test will be used to find the differences of statistical significance for the variable (gender) and the use of mono-analysis of variance to find the statistically significant differences For years of experience variable.

Search results and discuss

The researcher presented the results of the research according to his hypotheses, and discussed the results of each hypothesis as follows:

What are the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic?

To answer this question, the arithmetic means and standard deviations were extracted:

First: The challenges facing the university administration.

To answer this question, the arithmetic means and standard deviations were extracted according to Table (1):

P. No	The Paragraph	Average	S. deviation	Rank	the level
1.	Clarity of the university's mission, vision, and goals for implementing the e-learning system	4.55	0.95	1	High
2.	The university administration provides continuous training processes for students in mastering the uses of the e-learning system	4.01	1.29	4	High
3.	The university administration provides the financial means to finance the requirements of e-learning.	3.92	1.26	5	High
4.	Selecting university administrative leaders who support and motivate the implementation of the e-learning system	4.50	1.05	2	High
5.	Availability of technical and technical assistance to students by university staff.	4.07	1.24	3	High
6.	Cooperation between school administrations in exchanging cooperation and expertise to develop the e-learning system.	3.92	1.13	6	High
7.	Determine the training needs required for each class of students to practice the e-learning system.	3.91	1.12	7	High
8.	Cooperative and coordinating teams and workshops are formed to implement work quality improvement programs in the e-learning hypnotic at the university.	3.89	1.26	8	High
9.	The university provides a system that ensures the documentation and review of all documents, data and documents in which students' study materials are implemented before using them.	3.87	1.20	13	High
10.	Providing the necessary training for the work team responsible for providing the university's e-learning system.	3.86	1.28	14	High
11.	A documented information and records system is available that meets the needs of planning, follow-up and decision-making at the university.	3.88	1.17	11	High
12.	Forming a collective work team to implement projects to improve the quality of the electronic educational product at the university.	3.87	1.16	12	High
13.	The university adopts e-learning policies and strategies that meet the needs of all groups.	3.88	1.10	9	High
14.	The university undertakes preventive and remedial measures to address the expected errors in the electronic programs provided to students before they occur.	3.88	1.28	10	High
15.	Activating the positive organizational culture towards implementing the e-learning system for all students.	3.86	1.13	15	High

It is clear from Table (1) that the challenges facing the university administration were of a high degree. Paragraph (1) came in first place, "Clarity of the mission, vision and goals of the university for the application of the e-learning system" with an arithmetic mean (4.55) and a standard deviation (0.95), and in the last place came paragraph (15)

“Activating the positive organizational culture towards the application of the e-learning system for all Students' with an arithmetic mean (3.86) and a standard deviation (1.13).

Second: Challenges related to faculty members:

To answer this question, the arithmetic means and standard deviations were extracted according to Table (2):

P. No.	The Paragraph	Average	standard deviation	Rank	the level
.16	The university adopts a clear strategy for training and developing the capabilities of faculty members in the field of student education on the e-learning system	3.90	1.24	1	High
.17	The university works to encourage faculty members to exchange experiences with each other to provide academic courses through the e-learning system.	3.73	1.36	8	High
.18	Providing educational content management systems and a continuous synchronous and asynchronous system for students' use	3.72	1.19	9	High
.19	Faculty members possess the technical expertise and technical skills of the e-learning system for students.	3.71	1.20	10	High
.20	Faculty members are recruited and assigned according to the exact specialization within clear professional standards for preparing curricula within the e-learning system.	3.85	1.21	3	High
.21	The Ministry conducts preference among applicants for employment on objective grounds based on competence in the field of specialization and mastery of the requirements of the e-learning system.	3.86	1.31	2	High
.22	The Ministry provides sufficient number of faculty members to implement special programs for students through the e-learning system.	3.83	1.20	4	High
.23	The Ministry examines the competence of faculty members and their specifications in order to achieve its mission and goals in implementing the e-learning system.	3.81	1.25	6	High
.24	Focusing on the quality of operations for the students' e-learning system rather than focusing on their results.	3.82	1.21	5	High
.25	Faculty members participate in developing the students' course contents.	3.79	1.17	7	High
.26	Activating the implementation of videoconferencing sessions between faculty members and students	3.72	1.20	9	High

It is evident from Table (2) that the challenges facing faculty members were of a high degree. Paragraph (16) came in first place, “The University adopts a clear strategy to

train and develop the capabilities of faculty members in the field of teaching students on the e-learning system” with an arithmetic average (3.90) and a standard deviation (1.44), and in the last place came paragraph (19). Teaching staff technical expertise and technical skills for the student e-learning system. With a mean (3.71) and a standard deviation (1.20).

Third: Challenges related to infrastructure:

To answer this question, the arithmetic means and standard deviations were extracted according to Table (3):

Paragraph No.	The Paragraph	Average	standard deviation	Rank	the level
.27	The university applies the electronic system with regard to the preservation, control and distribution of documents, references and records to facilitate students' access to them.	3.89	1.26	3	High
.28	Provide the material and human resources necessary for projects to improve the quality of the university's e-learning system.	3.88	1.10	4	High
.29	Provide the school with the requirements of students' needs by identifying all the resources, including devices, technologies and material resources.	3.92	1.13	1	High
.30	The university is working on computerizing its administrative work and building integrated and comprehensive electronic databases.	3.91	1.12	2	High
.31	The university provides an integrated methodology for building and strengthening the electronic organizational culture that supports digital knowledge in terms of its generation and production for students.	3.87	1.28	4	High
.32	Availability of numbers, spaces, and equipment for classrooms, virtual laboratories and occupations, with students' needs.	3.86	1.17	5	High
.33	The school buildings take into account the students' requirements to easily access the technologies of the e-learning system.	3.80	1.16	8	High
.34	The university has a library equipped with digital knowledge resources that support the learning and teaching processes of students.	3.78	1.20	9	High
.35	The university has places equipped with an electronic learning system to easily practice learning and teaching for students.	3.77	1.28	10	High
.36	The university provides modern and	3.85	1.13	6	High

	varied technical resources related to educational programs for students.				
.37	The university provides comprehensive databases for all its scientific, administrative and financial activities.	3.84	1.21	7	High
.38	Internet service is available continuously at the university.	3.76	1.31	11	
.39	Availability of specialized technicians to continuously solve technical problems related to e-learning.	3.75	1.20	13	
.40	Activating the design of electronic learning environments based on computer simulations for students.	3.74	1.19	14	
.41	Availability of regular maintenance of the university's internal internet.	3.73	1.25	15	
.42	Availability of updated electronic portals for the university for student use.	3.70	1.21	17	
.43	Providing free internet services to students in their homes.	3.71	1.17	16	
.44	Activating virtual laboratory techniques to teach scientific materials to students.	3.76	1.22	11	

It is evident from Table (3) that the challenges towards infrastructure were to a high degree. Paragraph (31) came in the first place, "The university meets the requirements of students' needs by identifying all resources, including devices, technologies and material resources .." with an arithmetic average (3.92) and a standard deviation (1.13), and in the last place came paragraph (42) "Availability of updated electronic portals for the university Constantly for student use." With a mean (3.70) and a standard deviation (1.21).

Are there statistically significant differences at the significance level ($\alpha < 0.05$) about the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic due to (gender, years of service)?

Gender:

To answer this question, the (T) test was used.

Table (4)

T-test results for the difference in the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic, depending on the gender variable

Gender	Average	standard deviation	T	Sig
Male	3.81	0.55	-0.99	0.33
Female	3.89	0.50		

It is evident from Table (4) that the value of the statistic (T) was -0.99 and it is not a function at the level of 0.05 or less, so there are no statistically significant differences at the level of significance ($\alpha < 0.05$) regarding the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan. In light of the Corona pandemic, it is attributed to the variable of sex.

Years of service:

To answer this question, the MSOA analysis was used, and the tables show the associated results.

Table (5)

Results of a single-variance analysis of the difference in the difference in the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic According to years of experience

Constrict	R ²	DF	R	F	Sig
Between Groups	2.00	2	1.00	3.64	0.03
Inside Groups	53.18	17	0.28		
Total	55.18	19			

Table (5) shows that there are statistically significant differences, as the statistic value (P) reached (3.63), which is a function at the level of (0.05) and less at the level (0.05). Therefore, there are differences in the challenges facing faculty members in the College of Physical Education at the university. In light of the Corona pandemic, it is attributed to years of service, and to determine the location of the differences, a comprehensive test for dimensional comparisons was performed, the results of which are evident in Table (6)

Table (6)

Scalable test results for dimensional comparisons

Years of Experience	Less than 5 years	5-6 years	5-10years
Less than 5 years		*0.23	0.21*
5-6 years			-0.02
5-10years			

It is evident from Table (6) that trends differed according to the variable of academic experience, as the challenges facing faculty members in the Faculty of Physical

Education at the University of Jordan in light of the Corona pandemic are attributed to years of experience (less than 5 years, 5-10 years, more than 10 years), in favor of less than 5 years.

Discussion of findings and recommendations:

Discussing the results of the first question, which states: What are the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic?

This question was answered through the analysis, as it is clear from Table (1) that the challenges facing the university administration were of a high degree. Paragraph (1) came in first place, "Clarity of the mission, vision and goals of the university for the application of the e-learning system" with an arithmetic mean (4.55) and a standard deviation (0.95), and in the last place came paragraph (15) "Activating the positive organizational culture towards the application of the e-learning system for all Students' with an arithmetic mean (3.86) and a standard deviation (1.13).

It is evident from Table (2) that the challenges facing the faculty members were of a high degree. Paragraph (16) came in first place, "The University adopts a clear strategy to train and develop the capabilities of faculty members in the field of teaching students on the e-learning system" with an arithmetic average (3.90) and a standard deviation (1.44), and in the last place came paragraph (19). Teaching staff technical expertise and technical skills for the student e-learning system. With a mean (3.71) and a standard deviation (1.20).

It is evident from Table (3) that the challenges towards infrastructure were to a high degree. Paragraph (31) came in the first place, "The university meets the requirements of students' needs by identifying all resources, including devices, technologies and material resources... "with an arithmetic average (3.92) and a standard deviation (1.13), and in the last place came paragraph (42) " Availability of updated electronic portals for the university. Constantly for student use. " With a mean (3.70) and a standard deviation (1.21).

This can be explained by the fact that members 'lack of awareness of the concept of e-learning technologies has made them negative trends towards employing them and not encouraging them to the administration. It was also found that the mission, vision and goals of the private university to implement the e-learning system came in last place, which confirms the extent of the faculty members' lack of understanding of it.

Discussing the results of the second question, which states: Are there statistically significant differences at the level of significance ($\alpha < 0.05$) regarding the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic due to (gender, years of service)?

It is evident from Table (4) that the value of the statistic (T) was -0.99 and it is not a function at the level of 0.05 or less, so there are no statistically significant differences at the level of significance ($\alpha < 0.05$) regarding the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan In light of the Corona pandemic, it is attributed to the variable of sex. It is clear from Table (6) that the trends differed according to the variable of academic experience, as the challenges facing faculty members in the Faculty of Physical Education at the University of Jordan in light of the Corona pandemic are attributed to years of experience (less than 5 years, 5-10 years, more than 10 years), in favor of less than 5 years.

This can be explained by the fact that male and female faculty members should have positive attitudes towards the use of e-learning technologies due to their importance in improving the educational learning environment.

This can be explained by the fact that faculty members with less than (5) years of experience have a greater incentive to learn about e-learning techniques and apply them compared to those with other experiences.

Recommendations:

In light of the results obtained, the researcher recommends the following:

1. Developing the appropriate infrastructure for the Department of Education Technologies in universities to implement e-learning, by providing qualified human resources to make electronic courses, and to present lectures asynchronously via the Internet.
2. Providing appropriate training opportunities for faculty members to use various e-learning applications.
3. Benefiting from the experiences of faculty members in foreign universities with regard to e-learning.
4. Faculty members should benefit from e-learning applications, such as placing electronic courses on the Internet, and preparing electronic examination systems.
5. The necessity of interaction between students and faculty members by communicating with students and obtaining test results for students, and providing references for courses through the electronic portal

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