

## The Impact Of The Secondary School Students' Integration in Distance Learning With Its Various Platforms On Their Achievement From Their Point Of View In Na'our District Directorate.

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### ABSTRACT, 2020

The study aimed to identify the impact of the integration of secondary school students in distance learning with its various platforms on their achievement from their point of view in Na'our District Directorate. To achieve the goal of the study, the descriptive approach was used by constructing a questionnaire, the validity and reliability of the study were verified, and the study sample consisted of 918 male and female students from the first and second secondary students. The study concluded the following results: there is a statistically significant effect of the level of integration of secondary school students through distance learning on the total score in academic achievement, and integration accounts for (59.2%) of achievement. As for the domains level, the results showed that there was a statistically significant effect of the dimensions related to the student and the ones related to the teacher in academic achievement and the absence of the effect of the technical - related dimension. The results also showed that the extent of secondary stage students' integration in distance learning with its various platforms in Na'our District Directorate was very high, the student field occupied "the first place, and in the second place came technical – aspect related dimension.", in the third and last place came the aspects related to teacher dimension", the results also showed that there are statistically significant differences regarding the extent of the integration of secondary students taught through distance learning at the total score as well as fields according to variables (gender, class, educational platform). The differences were in favor of females, the second secondary class, Noorspace platform. In the light of the results, a number of recommendations were presented, the most important of which are: the necessity of encouraging secondary stage students, especially the second secondary students to follow educational platforms to improve achievement, to understand academic subjects, and to be less dependent on costly private lessons. Another recommendation is teacher training on the optimal use of synchronous and asynchronous distance learning.

**Key words:** integration, secondary stage, distance learning, educational platforms.

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### I. Introduction

The current era is witnessing a major challenge and a fundamental change in the education system as a result of the spread of Corona Virus, which transferred education overnight from regular education linked to the school and the teacher and the real classroom, to distance learning within virtual classes. The use of distance learning, (synchronous or asynchronous) has become the only alternative to education in the current period.

(Amer, 2018) also mentioned that distance learning is one of the most prominent modern trends in education, which has gained an increasing importance as it relies on the help of the teacher represented in overcoming the obstacles in front of the learner. Also, it is not seen as merely supplemental or compensatory for many aspects of formal education. It is also considered one of the most prominent manifestations of educational development and renewal. The optimum use of means of communication is implemented to convey information that has developed similarly as a result of technological development, and distance education means diversity in the methods of teaching as well as its means.

Before electronic platforms are used for distance learning, initially they were used to introduce news and information about school and the surrounding environment. Electronic platforms constitute a fertile ground to display any educational content and contribute to additional and interactive dimension to teach concepts, values, and phenomena in social studies (Al-Jarf, 2008).

The challenge that the world has faced today and the rapid changes that occurred in all areas of life due to the spread of Corona Virus, suddenly engaged all parts of the educational process in distance learning with its various platforms to ensure the continuity of the educational process. At first, everyone initially experienced the shock of transportation from the actual rooms to the virtual rooms and from face to face learning with a teacher and a board and a desk to screen, platform and programs.

In March 2020, the First International Teacher Academy also initiated an electronic platform for distance learning in the name of Jordan Virtual School, where this initiative came from the role of the Academy to serve the educational process and the active role to find alternative and accessible solutions and to ensure the continuity of the educational process, as it began to provide exams for all second semester subjects from the first basic grade to the second secondary class. It also started lessons to the second secondary school students.

### **The Statement of the Problem and its Questions:**

As a result of the rapid and sudden change that took place in the whole world and the direct impact on all fields, including the field of education, without any prior preparation of infrastructure for the technical potentials of teachers and students. Needless to say, not all teachers received training on distance learning programs and students used to learn at school with their teachers receive direct education. Then everything changes without preparation and gradation, but through direct transmission to virtual classes and educational platforms, and their communication with their teachers became through technology.

All these reasons have generated concern about the actual challenges and obstacles that students face in general, and secondary stage students in particular, as it is a crucial stage in the life of any student to determine the future. Distance learning is still a new experience, and platforms don't work well. It is necessary to obtain students' feedback to ensure their learning and improve it.

### **Study Questions:**

The study seeks to answer the following questions:

1. Is there a statistically significant effect at the level ( $\alpha \leq 0.05$ ) for secondary stage students' integration extent in distance learning in academic achievement?
2. To what extent secondary stage students are integrated in distance learning with its various platforms in Na'our District Directorate ?
3. Are there statistically significant differences at the level of ( $\alpha \leq 0.05$ ) regarding the extent of secondary stage students' integration during distance learning with their different platforms attributed to the variables (gender, class, educational platform)?

### **The Importance of Study:**

1. The importance of this study lies in that it is one of the first studies that dealt with distance learning in light of the spread of Corona virus, and it is summarized as follows:
2. It gives feedback to all those interested in the field of learning and teaching taking into account the developments of the status quo and the educational mechanism has achieved by distance learning with its various platforms.
3. Contribution to educational programs and platforms design mechanism and improvement the education provided to for secondary stage students.
4. Knowledge the training programs that teachers must be able to do in order to be involved in distance learning process.

### **Procedural Definitions:**

- **Integration:** is the delicate behavior in the field of personal awareness on the cognitive and emotional aspects due to its importance in the social behavior of individuals and the possibility of developing this concept and developing it because of its impact on individuals, their self awareness, their capabilities to have access to a successful working life. What is meant here is secondary stage students' behaviour, their awareness, and perceptions with regard to distance learning.

- **Distance learning:** It is learning that occurs when there is a distance between the teacher and the learner. Platforms and educational materials are prepared in advance and the learners are separate from their teachers in time, place or both. It is either a synchronous or asynchronous teaching. Here, we mean learning that takes place through educational platforms (Darsak, Noorspace, Microsoft teams, Jordan Virtual School, and others).

**Study limitations:** The Study limitations are as follows:

**Objective limitations:** This study was restricted to the topic of the integration of high school students during the study with distance learning with its various platforms.

**Time limitations:** This study was confined to the second semester of the academic year 2019/2020.

**Place limitations:** This study was restricted to the secondary schools in Na'our District Directorate

### **Previous Studies:**

A study conducted by (Al-Enzi, Al-Karasneh and Tawalbeh, 2017) aimed to identify the role of school electronic platforms in enhancing the values of citizenship for secondary school students in Saudi schools, where the semi-experimental approach was used. The sample consisted of (484) secondary female students from

two schools for girls in Al-Qasseem directorate of Education. They were distributed to experimental groups where a proposed model for electronic platforms was applied to develop the values of citizenship and a control group that did not go through the proposed model .a pre and post measure of awareness of citizenship values was applied to members of both groups and the results showed an active role for electronic platforms in developing the values of citizenship .They recommended activating it because of its positive role in developing citizenship among female students.

As for Al-Zahrani (2019) study, which aimed to identify the female students 'attitudes and their scientific achievement in adopting the method of synchronous and asynchronous education. This study was applied to (49) female students in the preparatory year at the University of Hail . The results indicated that there are no statistically significant differences in scientific achievement in favor of the synchronous and asynchronous education group .In addition, there are statistically significant differences regarding the attitudes of female students in favor of the synchronous and asynchronous education group and accordingly the researcher introduced several recommendations such as conducting studies to find out the role of the learning system in education and how a faculty member integrate technology in public education and e-learning. The results indicated the importance of training for students and faculty members to implement technology.

**Methodology:** The study adopted the descriptive approach to its suitability to achieve its goal.

**Study Population:** The study population consisted of all secondary stage students in public secondary schools in Na'our Directorate of Education, who were (3061) male and female students. (1344) male and (1717) female students, of whom (1579) are in the first secondary school and (1482) in the second of secondary class, according to the department of statistics and Planning in Na'our Directorate of Education.

**Study Sample:** A stratified random sample was chosen at a rate of (0.30) from the study population. Its size reached (918) male and female students. The questionnaire was distributed to them electronically, then subjected to statistical analysis. Table (1) shows the characteristics of the study sample:

**Table 1: Study Sample Characteristics**

Variable	Variable types	Number	Percentage
Class	1 <sup>st</sup> Secondary	512	55.77%
	2 <sup>nd</sup> Secondary	406	44.23%
	Total	918	100.00%
Gender	Male	519	56.54%
	Female	399	43.46%
	Total	918	100.00%
Platform	Noospace	213	23.20%
	Darsak	201	21.90%
	Microsoft team	167	18.19%
	Jordan virtual school	149	16.23%
	Others	188	20.48%
	Total	918	100.00%

Data in table 1 shows that first secondary students account for (55.8%) of the study population while second secondary students account for (44.2%) . The Male percentage is (56.5) of the study population while the females constitutes (43.5). Noospace attendants are (23.2%). Darsak platform (21.9%) . Others (20.5%) . Microsoft team (18.2%). Jordan virtual school.

**Study Instrument**

A questionnaire was constructed to achieve the goals of the study, based on theoretical literature and previous studies that dealt with technology of education and distance teaching as (Amer, 2018) and (Slameto, 2014) and (Yilmaz, 2017). It consisted of the following sections:

1. The first section: consists of the following personal information: (gender, class, educational platform)
2. Items that measure the extent of the integration of secondary stage students into distance education platforms, and they were distributed in the following areas
  - a. Technical field: It was represented in items (1-5).

- b. Teacher related field: It is represented by items (1-10).
- c. Student related field which was in items(1-10).

The Likert five-point scale was used to scale and to estimate the response weight (always, often, sometimes, rarely, very rarely), and the weight of scores were distributed according to the following order: 5 always, 4 often, 3 sometimes, 2 rarely, 1 very rarely. Arithmetic means were used as a criterion to judge the extent of the integration where the average which was less than 2.33 indicates a low integration, the average between (2.33-less than 3.67) indicates an average integration and the arithmetic mean 3.67 or more indicates a high level of integration

**Validity of the Study Instrument:**

The validity of the instrument was verified by using the arbitrators' validity, the questionnaire was presented to (6) arbitrators specialized in technology of education in Jordanian universities to know their views and proposals on the appropriateness of the items of the scale and the integrity of its linguistic formulation and its measurement of what it was constructed to measure. The (80%) agreement or more was adopted to delete, keep, or amend the item, and notes were taken into consideration.

**The Reliability of the Study Instrument:**

The reliability of the study instrument was verified by using the reliability of internal consistency by applying the Cronbach's alpha reliability equation, after applying the tool to an exploratory sample from the study population and outside its sample. Table (2) shows the values of the coefficients of reliability and the total score and fields:

**Table 2: Reliability Coefficients of the Study Instrument**

Domain	Cronbach's Alpha
Student	0.85
Teacher	0.93
Technical	0.92
Total	0.95

Data in Table (2) shows that the total reliability reached (0.95) and for the fields it was between (0.85-0.92), and this indicates the reliability of the instrument and its stability.

**Study Procedures:**

1. Going to the relevant authorities in the Ministry of Education to obtain an official letter directed to Na'our Directorate of Education to facilitate the task of the researcher conducting the study
2. Referring to Na'our Directorate of Education to obtain an official letter to facilitate the researcher's study.
3. Showcase the questionnaire as an electronic attachment and send it to the relevant schools and on the website of Na'our Directorate of Education.

**Statistical Treatment:**

To answer the study questions, the statistical treatments were performed using the Social Sciences Statistical Package (SPSS), as follows:

1. To answer the first question, the Pearson correlation coefficient and Multiple Regression Analysis were extracted to test the suitability of the study model and the effect of the independent variable on the dependent variable.
2. Variance Inflation Factor and Tolerance to ensure that there is no high correlation of Multicollinearity.
3. Skewness test to ensure that the data follow normal distributions.
4. Scheffe' Test for post comparisons to reveal the difference direction according to the educational platform variable.
5. To check the reliability of the study instrument, Cronbach's coefficient was used.
6. To answer the second question, "arithmetic means and standard deviations were extracted
7. To answer the third question, Multiple Anova was performed.
8. To describe the characteristics of the study sample, iterations and percentages were extracted

**II. Study Results and Discussion:**

To test the validity of the first hypothesis, which reads:

"Is there a statistically significant effect at the level ( $\alpha \leq 0.05$ ) for the level of integration of secondary stage students in distance learning on their academic achievement?"

Before starting to apply the regression analysis to test the effect of the integration of secondary stage students in distance learning on their academic achievement, the researcher conducted some tests in order to ensure the compatibility of data with the regression analysis assumptions, as it was confirmed that there was no high correlation between the independent variables (Multicollinearity) using the Variance Inflation Factory and the Tolerance test for each of the study variables, taking into account that the VIF did not exceed the value (10) and the Tolerance value is greater than 0.05 It was also ensured that the data followed the normal distribution by calculating Skewness and the data followed Normal Distribution if Skewness approaches ( 0 ). Table 3 shows the test results

**Table 3: Variance inflation factory VIF test, tolerance and skewness coefficients**

Independent variables	VIF	Tolerance	Skewness
Student- related aspects	1.635	0.612	0.312
Technical- related aspects	1.684	0.594	0.242
teacher- related aspects	1.756	0.570	0.137

It is noted that the values of the variance inflation coefficient (VIF) test for all variables is less than 10 and ranges between (1.635 - 1.756), and that the values of Tolerance test ranges between (0.570 - 0.612), which is greater than (0.05) and this is an indication of no high correlation between the independent variables (Multi collinearity). The data has been verified by following the normal distribution by calculating the Skewness coefficient, where the values were close to the value (0), and the validity of the model is also verified . Table No. (4) shows the results

**Table 4: Results of the Analysis Of variance to ensure the validity of the model**

Dependent variable	Source	R <sup>2</sup>	Sum of squares	Mean of squares	Calculated F value	Level of F significance
Achievement	Regression			24.664	121.851	0.00**
		0.592	73.992			
	Error		51.007	.202		

\*\* Statistically significant at the level of significance ( $\alpha \geq 0.01$ ).

Table (4) shows the reliability of the model for prediction, in terms of the calculated(F) value of and the level of accompanying significance at the level of significance( $\alpha \geq 0.01$ ), as the level of integration of secondary students in distance learning as a whole accounts for (59.2%) of the variance in the total independent variable (Academic Achievement). This result indicates the effect of integration of secondary students in distance learning on their academic achievement. Accordingly, a multiple regression analysis test was conducted to test the effect of the dimensions of the independent variable (integration in distance learning) in academic achievement and the table(5) Explains the results .

**Table 5: Results of multiple regression analysis to test the effect of the dimensions of the independent variable the level of integration in distance learning in academic achievement**

Independent dimension	B	Standard error	Beta	Calculate T value	Level of T significance
Technical- related aspects	0.089	0.077	0.060	1.165	0.245
Student- related aspects	0.330	0.067	0.259	4.952	0.000*
teacher- related aspects	0.575	0.049	0.626	11.739	0.000*

It is clear from the statistical results mentioned in Table (5), and from the follow-up of (Beta) coefficients, and test (t) that the following sub-variables related to (the student-related aspects, the teacher-related aspects) have an effect on academic achievement, in terms of Beta coefficients for these variables as shown in the table and in terms of the high calculated values of (T) from its tabular value at the level of significance

( $\alpha \geq 0.05$ ), while there was no statistically significant effect of the sub-variable (aspects related to the technical domain) in academic achievement.

To determine the importance of each independent variable separately in contributing to the mathematical model, which represents the impact of the integration of students in distance learning with its dimensions (aspects related to the technical side, aspects related to the student, aspects related to the teacher) in academic achievement, Stepwise Multiple Regression was performed .as shown in Table (6).

**Table 6: Results of "Stepwise Multiple Regression" analysis to predict academic achievement through the dimension of students' integration into distance learning**

The order of independent elements entrance into prediction equation	Value of R <sup>2</sup>	Calculate T value	Level of T significance
teacher- related aspects	0.552	12.155	0.000*
Student- related aspects	0.590	4.827	0.000*

\* Statistically significant at the level ( $\alpha \geq 0.05$ )

Out of the regression equation: aspects related to the technical field.

It is clear from Table (6), which shows the order of entry of the independent variables in the regression equation. "aspects related to the teacher" has come the first rank and accounts for (55.2%) of the variance in the dependent variable, followed by "the aspects related to the student" constitutes with a dimension "Teacher-related aspects" (59.0%) of the variance in the dependent variable, and came out from the variable regression equation "aspects related to the technical aspect".

The researcher believes that high academic achievement requires a professionally competent teacher who possesses information and is able to convey it to the student in clearly, and it will be better acquired if the teacher is able to use teaching strategies.

Also, the acquisition of concepts and the ability to implement them and thus achievement improvement requires educational aids, so the teacher's use of educational methods improves academic achievement, as the student's improvement requires individual differences to be taken into account by the teacher. The explanation of the result is based on the fact that teachers use effective assessment tools to measure the student's ability to absorb the material and thus the achievement, this result may be also interpreted in terms of high motivation to learn and a motivation to improve achievement.

The result may also be interpreted based on the student's ability to use of distance learning tools, and non-anxiety about the inability to obtain an immediate answer from a teacher, as they may use other means such as Internet to obtain answers. The appropriateness of time to explain the material may improve the achievement because there is free time exploited by learning. Students may use other means to communicate with the teacher after attending the lessons on the platform. Distance learning may satisfy the cognitive motivation in a way that parallels traditional learning, and this result is consistent with the results of the Salamito study (Salamito, 2014) that education using online platforms has a positive effect on student achievement.

### Presentation and Discussion of the Results

**The first question, which reads: "What is the extent of the integration of secondary stage students in distance learning with its different platforms in Na'our directorate of education?"**

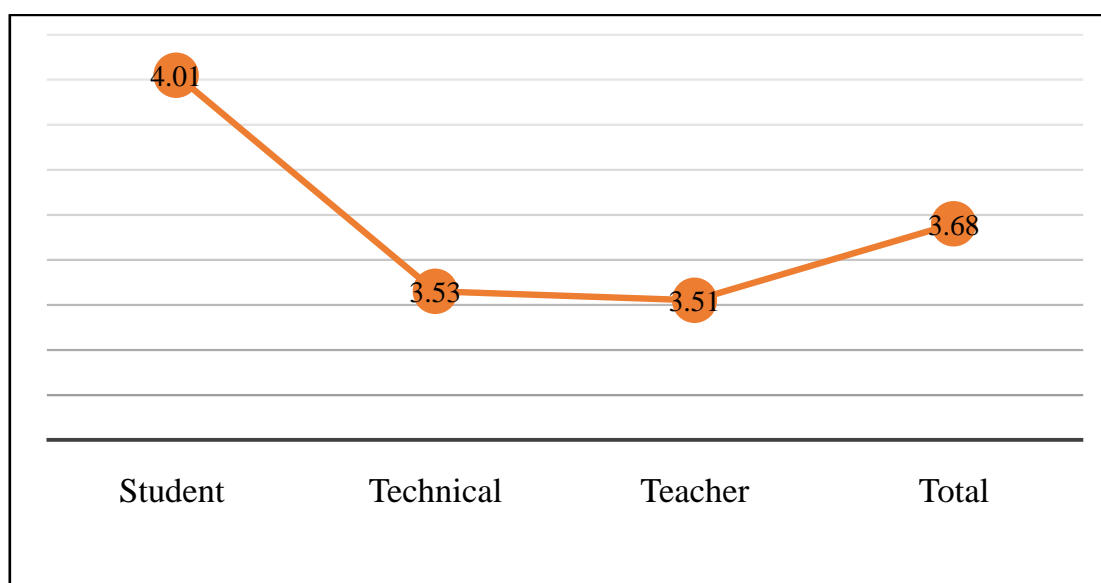
To answer this question, the mean and standard deviations were extracted for the responses of the individuals in the study sample, and Table (7) shows the results

**Table 7: Arithmetic means, Standard Deviations, Rank, and level of integration of secondary Stage taught by distance learning with its Different platforms in Na'our District Directorate**

Domains	Arithmetic mean	Standard Deviation	Rank	Level
Student- related aspects	4.01	0.50	1	High
Technical- related aspects	3.53	0.57	2	Average

Teacher- related aspects	3.51	0.61	3	Average
Total	3.68	0.72	-	High

It is clear from Table (7) that the total arithmetic means of the extent of integration of high school students during distance learning with its various platforms in Na'our Directorate of Education is high and reached (3.68) , a standard deviation is(0.72) and at the level of fields, the level of the extent of integration ranged between high and medium . The field of the student comes at "first rank with an arithmetic mean (4.01) and a standard deviation (0.50) and with a high degree, came second" the aspects related to the technical aspect "with an average arithmetic (3.53) and a standard deviation (0.57) with an average degree, and in the third and last rank is the teacher - related aspects "with an arithmetic mean (3.51) and a standard deviation (0.61), and with an intermediate degree as well. Figure (1) shows the distribution of the arithmetic mean



**Figure 1: The variance in the extent of secondary stage students' integration during distance learning according to the fields.**

The researcher interprets this result based on the interest of the Ministry of Education and students in the secondary stage, especially the second secondary, being one of the crucial stages in determining the future of students. The result also indicates the seriousness of the Ministry of Education and its keenness on the student's interest by emphasizing the continuity of education during the corona pandemic, which is one of The most serious crises the world has faced in the modern era, and the use of distance learning indicates the advanced technological level of the use of education technology in Jordan, as distance education has proven that it is one of the best alternatives to maintain the continuity of teaching during crises, as the researcher may explain this result based On the attractiveness of distance teaching that enabled students to integrate fully, and this result shows that students are able to interact technically with educational platforms and have access to them.

The students' positive attitude towards these platforms stems from the competence of teachers and their ability to communicate information to students and attract their attention and stimulate their motivation to learn through these platforms using teaching strategies in an easy, clear and comprehensible language which takes into account the students' mental potentials, as distance learning in itself is an educational strategy that provides information to the student in a situation in which he is in a state of psychological stability and physical comfort .The teachers 'observance of the students' economic and technical conditions, and dealing with their problems arising during the use of the platforms has increased the students' integration .The tasks are not immediate and there is sufficient time for the student to send to them to the teacher at any time It allows the student to communicate with the teacher and discuss at any time.

The educational platforms enable the teacher to freely provide the content he desires and that is appropriate for the learner at home without the intervention of the supervisor or administration, the freedom that educational platforms provide for the student can explain its high integration in them and this result agreed with the study of Al-Enazi, Al-Karsana and Talabah, ( 2017) whose results showed that there is an active role for electronic platforms in developing the values of citizenship, and Slameto study (2014), which revealed that the

electronic platforms have a positive impact on student s' achievement but differed with the results of (Yilmaz, 2017) study that showed that the exam held remotely are not reliable

**Presenting and discussing the results of the third question, which states: "Are there statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in secondary school students' assessments of their level of integration during the distance learning with its different platforms that are attributed to the variables (gender, class, educational platform)?"**

To answer this question, arithmetic means and standard deviations were extracted from secondary students' assessments of their level of integration during distance learning according to variables such as (gender, class, educational platform) . Table No. (8) shows the results .

**Table (8): Mathematical means and standard deviations for Secondary stage Students for Their Level of integration during distance Learning according to Study Variables.**

Domain	Variables	Variable Types	Arithmetic Mean	Standard Deviation
Student –related aspects	Gender	Male	3.86	0.67
		Female	4.20	0.89
	Class	1 <sup>st</sup> Secondary	3.88	0.91
		2 <sup>nd</sup> Secondary	4.18	0.97
	Platform	Noospace	4.28	0.32
		Darsak	3.63	0.44
		Microsoft team	3.66	0.45
		Jordan virtual school	3.59	0.43
		Others	3.56	0.44
Technical –related aspects	Gender	male	3.40	0.61
		female	3.69	0.55
	Class	1 <sup>st</sup> Secondary	3.42	0.63
		2 <sup>nd</sup> Secondary	3.68	0.78
	Platform	Noospace	4.36	0.28
		Darsak	3.52	0.34
		Microsoft team	3.50	0.36
		Jordan virtual school	3.51	0.34
		Others	3.50	0.36
Teacher –related aspects	Gender	Male	3.44	0.97
		Female	3.60	0.46
	Class	1 <sup>st</sup> Secondary	3.33	0.88
		2 <sup>nd</sup> Secondary	3.75	1.03
	Platform	Noospace	4.40	0.29



Domain	Variables	Variable Types	Arithmetic Mean	Standard Deviation
		Darsak	3.47	0.46
		Microsoft team	3.44	0.51
		Jordan Virtual School	3.49	0.51
		Others	3.48	0.53
Total	Gender	Male	3.63	0.99
		Female	3.74	0.61
	Class	1 <sup>st</sup> Secondary	3.59	0.51
		2 <sup>nd</sup> Secondary	3.79	0.80
	Platform	Noorspace	4.35	0.22
		Darsak	3.54	0.33
		Microsoft team	3.53	0.35
		Jordan virtual school	3.53	0.33
		Others	3.51	0.36

The data in Table (8) indicates the presence of apparent differences in the assessment of secondary students for the extent of their integration during distance learning according to the study variables, and to reveal whether these differences were significant and statistically significant, triple variance analysis (Multiple Anova) is applied as table (9) shows .

**Table 9: Results of Multiple Anova to detect the differences regarding the extent of the integration of secondary stage students during distance learning according to the study variables**

Domain	Source of variance	Sum of squares	d. f	Mean of squares	F value	Significance level
Student	Gender	5.244	1	5.244	*44.221	0.000*
	Class	3.156	1	3.156	*26.614	0.000*
	Educational platform	12.512	4	3.128	*26.377	0.000*
	Error	108.030	911	0.119		
technical	Total	15086.620	918			
	Gender	0.483	1	0.483	*6.707	0.000*
	Class	11.471	1	11.471	*159.334	0.000*
	Educational platform	27.203	4	6.801	*94.468	0.000*
	Error	65.583	911	0.072		
Teacher	Total	15136.002	918			
	Gender	521.0	1	521.0	*07.4	0.000*
	Class	11.970	1	11.970	*93.442	0.000*
	Educational platform	37.723	4	9.431	*73.620	0.000*
	Error	116.699	911	0.128		

Domain	Source of variance	Sum of squares	d. f	Mean of squares	F value	Significance level
Total	Total	15328.755	918			
	Gender	1.341	1	1.341	*24.074	0.000*
	Class	8.262	1	8.262	*148.325	0.000*
	Educational platform	24.382	4	6.095	*109.431	0.000*
	Error	50.744	911	0.056		
	Total	15134.170	918			

The data presented in Table (9) indicates that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in secondary students' assessments of their level of integration during distance learning according to the variables (gender, class, educational platform) at the overall level as well as at the level of each field, and to reveal in favor of whom are differences in accordance with the gender variable, class. With reference to the arithmetic means in Table (8) it is shown that the differences according to the gender variable were in favor of females while the differences according to the academic class were in favor of second secondary students. To detect in favor of whom the differences according to the variable of the educational platform, Scheffe test was used for the post comparisons as Table (10) shows.

**Table 10: Scheffe test results for post comparisons to detect differences according to the educational platform variable**

Domain	Arithmetic mean	Educational platform	Noorspace	Darsak	Microsoft team	Jordan virtual school	others
Student domain	4.28	Noorspace	-	0.65*	0.62*	0.69*	0.72*
	3.63	Darsak		-	-0.03	0.04	0.07
	3.66	Microsoft team			-	0.07	0.1
	3.59	Jordan virtual school				-	0.03
	3.56	others					-
technical domain	4.36	Noorspace	-	0.84*	0.86*	0.85*	0.86*
	3.52	Darsak		-	0.02	0.01	0.02
	3.50	Microsoft team			-	-0.01	0.01
	3.51	Jordan virtual school				-	0.01
	3.50	others					-
teacher domain	4.40	Noorspace	-	0.93*	0.96*	0.91*	0.92*
	3.47	Darsak		-	0.03	-0.02	-0.01
	3.44	Microsoft team			-	-0.05	-0.04
	3.49	Jordan virtual school				-	0.01
	3.48	others					-
Total	4.35	Noorspace	-	0.81*	0.82*	0.82*	0.84*
	3.54	Darsak		-	0.01	0.01	0.03
	3.53	Microsoft team			-	0	0.02
	3.53	Jordan virtual school				-	0.02
	3.51	others					-

The data in Table (10) indicate that there are statistically significant differences at the level of each field and the total field between the assessment of students who use Noorspace platform and the rest of the other platforms in favor of the Noorspace platform.

The researcher believes that females' more integration in distance learning platforms is due to the motivation of learning among females, greater understanding, more interested than males and more concerned about their future, as the result may explain that females are at home most of the time so they have more follow-up to their lessons while males spend more time outside home, they have more freedom to leave the house at any time.

The reason that differences are in favor of the second secondary are due to the importance of the school stage as it determines their future and academic fate, their anxiety about the future and the importance of the school stage constitutes an additional pressure that motivates them to follow up what the educational platforms offer, as well as their inability to attend private lessons during curfew. The competence of teachers on the Noorspace platform has is an attraction, and the absence of technical breakdowns on this platform has increased its follow-up and use. Students' interest in solving the homework that teachers send may explain the students' integration

### III. Recommendations

In light of the results, the following recommendations can be presented:

1. Encouraging students to pursue distance learning, which is presented in educational platforms, as it is the best alternative that maintains the continuity of the educational process during crises.
2. The necessity to train students and teachers to use distance learning technologies such as educational platforms and deal with problems that occur during the lesson on e-learning platforms.
3. The need to expand the use of educational technology, and to provide free internet packages to students to enable students who are unable to follow what is presented on educational platforms.
4. Conducting more studies on the effectiveness of the various educational platforms in the educational process, and the extent to which students benefit and integrate in them in education directorates, and other academic stages, to take advantage of the results of the current study and generalize it.

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