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## MEASURING SATISFACTION AND PERFORMANCE IN STUDYING ENGLISH USING E-LEARNING AMONG SECONDARY SCHOOL STUDENTS IN JORDAN

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### Abstract:

The Corona pandemic has created a mandatory path for educational means to move towards e-learning, and this means a clear impact on students and the educational process in terms of efficiency, effectiveness and performance, so this paper aims to identify these effects on students, and to achieve the objectives of the research a methodology was developed to measure the impact on students' performance by measuring and comparing student performance and satisfaction intrinsically in the English language at the secondary level, where the measurement was made through designing a questionnaire. The results showed that there was an increase in the improvement of the achievement performance of students, in addition to satisfaction with e-learning. As the results showed that the performance was more positive through achievement in favor of the year 2019 / 2020, which represents the year in which e-learning was implemented in Jordan.

**Key Words:** Traditional education, E-Learning.

抽象的 :

冠状病毒大流行为教育手段转向电子学习创造了一条强制性途径，这意味着在效率、有效性和绩效方面对学生和教育过程产生明显影响，因此本文旨在确定这些对学生的影响，为实现研究目标，开发了一种方法，通过测量和比较学生在中学英语语言中的表现和满意度来衡量对学生表现的影响，其中测量是通过设计问卷进行的。结果表明，除了对电子学习的满意度外，学生的成就表现也有所提高。结果表明，2019 / 2020 年的表现更加积极，这代表了约旦实施电子学习的年份。

**关键词：**传统教育，电子学习。

### 1. Introduction:

The whole world was affected by the spread of the Corona virus, as the epidemic spread quickly and this has caused the closure of various sectors and the disruption of many facilities, and the education sector was one of the most prominent sectors affected by this epidemic, in light of the spread of the epidemic, it became difficult for students to go to schools

or universities. The solution in most countries of the world was to rely on e-learning, and Jordan is one of the countries where the e-learning system was fully implemented in the year 2020 AD. This instantaneous and rapid curve in the nature of educational means in Jordan and other countries of the world has had an impact on students, as students are now receiving education completely remotely. To determine the impact of this

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transformation on students, this study was conducted.

This study tests whether student performance and satisfaction intrinsically differ across online and traditional education, independent of student characteristics. The study is based on the following hypotheses:

**H1:** There will be no difference in the educational attainment of students between online and face-to-face education.

**H2:** There will be no difference in satisfaction between students towards e-learning and face-to-face education.

## **2. Literature Rearview:**

In this part, the main definitions in the research will be reviewed, as well as a review of previous studies in the same general context. Therefore, this part of the research will include previous studies on the subject of traditional education and e-learning.

### **2.1 Traditional education:**

There are many studies that have been conducted on the concept of traditional education and the studies have shown a diversity of results. Previous studies indicate that the concept of traditional education means face-to-face education, where the student and the teacher are in the same educational room, and the student receives education directly from the teacher without the presence of media between them (Stansfield et al., 2004; Summers et al., 2005; Diaz & Entonado, 2009; Brown & Park, 2016; Rajab, 2018; Paul & Jefferson, 2019), these studies indicated the effectiveness of traditional education in the educational process within the traditional educational methods that do not depend on the computer or the Internet. However, they agreed that face-to-face education can be more effective in light of the existence of

various educational methods that use modern technologies for education to enhance the efficiency of the teacher and enhance the student's ability to learn better.

### **2.2 E-Learning:**

The concept of e-learning is not modern, there are many studies that indicate e-learning from previous decades (Smith & Hardaker, 2000; Seki et al., 2005; Nicholson, 2007; Kong et al., 2014; So et al., 2019),

Previous studies have defined e-learning as education using modern means of communication, and these means are multiple, preceded by the use of computers and then the use of the Internet, and modern applications, and the development of these means is still continuing (Garcia et al., 2018). At the present time, the integrated study and electronic study have appeared using the Internet of Things and artificial intelligence technology (Razzaque et al., 2020, Das, 2021). E-learning was not limited to specific subjects, but was comprehensive for most of the teaching subjects, the subjects that need to be applied are taught through simulation systems for the laboratory environment (Logan et al., 2021). In the latest developments on e-learning, machines have replaced the teacher in the teaching process (So et al., 2019), so that the educational environment includes the student and the means.

Previous studies dealt with many topics, including, the effectiveness of e-learning, e-learning practices, comparisons between e-learning and traditional, the challenges facing e-learning, despite that, these types of research are important and need continuous modern studies to ensure the quality and effectiveness of education

in the future. It requires continuity of studies in this important field

### 3. Methodology

The methodology of this study is based on designing a measurement tool represented by a questionnaire through which the effectiveness of e-learning and its impact on students is measured. The stages of designing the questionnaire included the steps shown in the following figure:

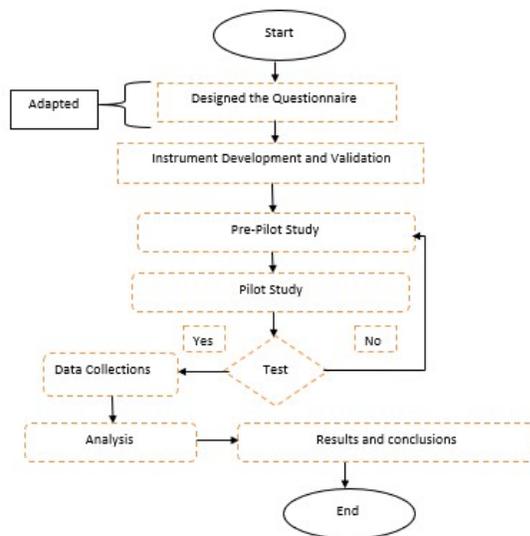


Figure 3.3: Methodology Stages

#### 3.1 Designed the Questionnaire

The questionnaire was designed and included the following main topics:

1. The extent of students' satisfaction with the e-learning process.
2. The extent of the effectiveness of e-learning and its reflection on the achievement performance of students.
3. Variable : Gender, School.

The main themes included four inquiries to measure satisfaction, and four inquiries to measure achievement performance in the English language.

#### 3.2 Instrument Development and Validation

The survey instrument is developed based on the referred literature, whereby the development and design of the questionnaire included the following steps:

- Formulation of questions: Through reviewing the previous literature, direct observation.
- The questions were based on the main concepts of study.
- The scale: Likert scale has been used which includes five points ranging from 1 to 5 to state the respondents' opinion.
- The study sample: - The sample of the study was determined by the students.
- Distribution: The survey instrument was distributed for schools in Karak Governorate.
- Categories of topic: English
- Validity measurement: The validity of the questionnaire was determined by the teachers and academic experts who are familiar with teaching. Based on their views, modifications were made to the design before the questionnaires were distributed.
- Reliability of measuring instrument:- Data reliability was confirmed by preliminary statistical analysis. Previous studies (George & Mallery, 2003; Gliem, & Gliem, 2003) provide the following rules about using Cronbach's  $\alpha$  - coefficient :

- if  $\alpha > 0.9$  Excellent,
- if  $0.8 < \alpha < 0.9$  Good,
- if  $0.7 < \alpha < 0.8$  Acceptable,
- if  $0.6 < \alpha < 0.7$  Questionable,
- if  $0.5 < \alpha < 0.6$  Poor,
- if  $\alpha < 0.6$  Unacceptable.

The reliability of the data collected is evaluated using Cronbach's  $\alpha$ -coefficient with IBM SPSS 25 statistic software.

### 3.3 Data Collections and Analysis

The questionnaire was distributed to students within a random study sample that included 10 schools, and the sample included 324 high school students. The sample included 164 female students and 160 male students. After the questionnaires were collected, they were analyzed.

### 4. Results

After collecting and analyzing the questionnaires, the results showed the following:

- There is no statistically significant difference in satisfaction with e-learning according to the gender variable.
- There is no statistically significant difference in satisfaction with e-learning according to the school variable.
- The study showed that satisfaction with e-learning was statistically significant among the study sample.
- The study showed that the achievement performance of students was better than traditional education, and the statistical differences were clear in favor of e-learning.

### 5. Conclusion

Through what was done in the study, it is clear that e-learning has strengthened its position as an essential element in the contemporary educational environment, as it was a safe haven to ensure the continuity of education and to ensure the quality of education. The study showed that there is satisfaction with the e-learning process among students, and satisfaction was enhanced through high The achievement performance of students is more

than what is expected in the case of using traditional education, and despite these results, there is a need for continuous studies to find out the reality and reasons for this satisfaction and this clear change in performance.

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