

The Extent of the Effect of Distance Learning on the Acquisition of Basic Learning Skills Among First-Grade Students from Jordanian Schools' Teachers' Perspective During the COVID-19 Pandemic

Abeer N. Deranieh, Department of Educational Studies, Arab Open University – Jordan Branch, Email: a_deranieh@aou.edu.jo

This study aimed to identify the extent of the effect of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic. The descriptive analytical approach was used to suit the purposes of the study, and the study sample was chosen randomly from (356) male and female teachers in public and private schools affiliated to Qasabat Amman District in Jordan, and the results of the study showed that the effect of distance learning on the acquisition of basic learning skills (reading, writing, and numeracy) among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic was of an average level, and that distance learning had a negative impact on students' acquisition of basic learning skills (reading, writing, and numeracy), and the results showed statistically significant differences at a significance level of (0.05) in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic. These differences are attributed to the school type variable, and in favor of private schools, and the study recommended the necessity of holding training courses for teachers on distance learning to be able to interact with educational content and deliver it to students during crises which that call for the practice of distance learning.

Key words: *Distance Learning, Reading, Writing, Numeracy, First Grade, COVID-19 Pandemic*



Introduction

The means of communication have spread and the circle of technology has expanded in the current era, as distances between people have been brought closer, taming difficulties related to different languages, and breaking barriers between the convergence of ideas and goals, as all technology has become a necessity of the current era represented in (the Internet, social media, and mobile devices) to the point it became indispensable within the lives of teachers and students, taking advantage of this generation's children's attachment to everything related to the Internet and their computers.

The processes of learning and education have occupied a wide range of peoples' interest, due to the manifestations of civilization and advancement that they reflect. (Chan & Elliott, 2004) have pointed to learning as a process that occurs when the student receives information from the teacher or textbooks as a source for the information, where the student is the active and effective member who has the responsibility of acquiring information and experiences, and the teacher's role is limited to guiding, directing and leading the teaching-learning process.

In light of the diversity of teaching methods and modern strategies, and the spread of computers, phones and smart mobile devices in the educational-learning process, distance learning played an important and effective role. Al-Dahshan (2015) indicated that this type of education can take place anywhere and anytime, and is distinguished by the ease of use, as mobile devices can be carried in the pocket, and moved as the user moves, and here it facilitates the process of distance learning. Al-Dahshan defined distance learning as “the use of that learning that can take place through the use of mobile devices, information technology devices, mobile communications, laptops, tablets, iPads and personal digital assistants in the process of teaching and learning anytime anywhere.”

There is no doubt that the educational-learning process has developed in stages. Many forms and types of education have appeared. (Behera, 2013)

The students' first years in schools are one of the most influential stages for them, and it is the ideal stage to instill beautiful qualities in them, and this does not mean undermining the importance of other school stages, but the first stage is one of the stages in which the child is characterized by the high ability to receive and acquire information and skills. Therefore, it is necessary to pay attention to this stage, which is the primary or elementary stage, and work to provide the aspects that help to fulfill the role entrusted to it to the fullest, which calls for facing the challenges and the rapid scientific development that face the educational process, which requires working to find modern educational strategies to keep pace with changes, and urgent circumstances (Naser, 2014).

Under different circumstances, the distance learning process can be activated and students can be stopped from attending schools, as part of precautionary measures, to achieve physical and social distancing, to prevent the spread of some epidemics and diseases, especially as it happened during the COVID-19 pandemic that swept the world early in the year (2020), as the emerging corona virus crisis in Jordan is considered greater and deeper than any crisis or disaster (that was an act of nature or man) during at least the past century and a half, and with limited economic resources and its harsh social effects, the Jordanian government has taken several measures to control the virus and contribute to protecting the Jordanian society. One of the most important of these was protecting students' health and ensuring the continuity of the educational process without harming the health system, so distance learning was the best option available to the Ministry of Education through the introduction of (Darsak) platform, which is a “free Jordanian platform for distance learning that provides students from the first grade to the twelfth grade educational lessons via organized and scheduled video clips according to the Jordanian education curriculum, presented by an elite group of male and female teachers to make it easier for students to continue their learning and follow up on their study materials ”(Ministry of Education, 2020). The COVID-19 pandemic has prompted the Jordanian government to expand the practice of distance learning, until it has become an essential part of the educational process system, and an opportunity to develop it, and to use it properly during and after the Corona crisis (Hadadeen, 2020).

Main goal of the study

The Corona virus crisis in Jordan is greater and deeper than any crisis or disaster (that was an act of nature or man) during at least the past century and a half, and this pandemic has been classified as a global epidemic according to the World Health Organization (2020), contained in (The Jordanian Economic and Social council report, 2020). Hence, all aspects of life were disrupted, including schools, to preserve the health of students and community members. During this pandemic, and through the activation of distance learning platforms, students lacked some basic skills, especially first-grade students, and the fact that this pandemic was the first of its kind in Jordan's history, teachers faced severe difficulties due to a gap in the correct application of the distance learning system. Due to the urgent situation that necessitated teachers to practice this type of education, and in light of the limited coverage of the Ministry of Education for the needs of primary school teachers in a proper manner, and also the fact that some students do not own computers or mobile phones, or have poor internet coverage, and the insufficient awareness of the importance of this stage, especially first-grade students due to the importance of this stage, which led to the students' inability to solve the required homework. In addition to the lack of positive interaction of some students with the distance learning process. This study came to investigate the extent of the impact of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers.

Questions of the study

The study seeks to answer the following questions:

1. Is there an impact of distance learning on the acquisition of the reading skill among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?
2. Is there an impact of distance learning on the acquisition of the writing skill among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?
3. Is there an impact of distance learning on the acquisition of the numeracy skill among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?
4. Are there statistically significant differences at a significance level of ($\alpha \leq 0.05$) in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic attributed to the school type variable?

Aims of the study

This study aims to:

- Identifying the impact of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers.
- Identifying the significance of the differences in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic (Covid-19) attributed to the school type variable.

Significance of the study

The importance of the study is reflected in the following two aspects:

Theoretical significance

1. The current research is a new contribution in the field of studies that focus on the crises faced by primary-grade teachers in Jordanian schools, especially during the COVID-19 pandemic.
2. The importance of this study comes through focusing on distance education and its importance for the educational process for primary school teachers, especially during the COVID-19 pandemic.
3. This study contributes to an increase in Arabic studies, which reflect the impact of distance learning on the acquisition of basic learning skills among first-grade students.

Applied significance

1. Determine the variables that play an important role in the effectiveness of distance learning that may interest administrators, workers and decision-makers in the Ministry of Education, and in educational institutions.
2. This study helps in finding solutions that contribute to reducing the obstacles facing first-grade students in acquiring basic learning skills during the COVID-19 pandemic.

Study limitations

- **Spatial limitations:** This study was limited to public and private schools in the capital, Amman.
- **Temporal limitations:** This study was applied in the first semester of the academic year 2020/2021.
- **Human limitations:** This study is restricted to first-grade teachers in public and private schools.
- **Subjective limitations:** The subject of the study is limited to the responses of the first-grade teachers to the sections of the study's questionnaire.

Conceptual and procedural definitions of the study terms:

1. **Distance learning:** is the transfer of learning to the learner at their place of residence instead of the learner moving to the educational institution itself, and for the curriculum and the speed of progress in the taught courses to be adapted in accordance with the learner's own conditions and circumstances (Al-Dulaimi, 2018).

Al-Dahshan (2015) defines distance learning as an educational system based on the idea of delivering the educational material to the learner through various technical means or methods of communications, and the learner is far away and separate from the teacher or the person in charge of the educational process, and this type of learning takes place when the natural distance between the learner and the teacher or the person in charge of the educational process separates during the learning process.

It is procedurally defined - for the purposes of this study - as the technical and educational means and methods that first-grade teachers use during the COVID-19 pandemic to communicate with the student and provide them with basic learning skills, and its score will be verified through the responses of the study sample individuals about the study scale used.

2. **Basic learning skills:**

Skill is defined as the ability to do a job in a manner determined by an advanced scale for this purpose, on the basis of understanding, speed, and accuracy (Saadeh, 2003).

Learning skills are defined procedurally in this study: They are the basic skills that students of the first grade receive, which are reading: which measure the extent of students' ability to distinguish letters in reading, and the extent to which students acquire the skill of pronouncing letters, word analysis, and the distinction between forms of Nounation. Identifying it through the responses of the study sample individuals to the sections of the questionnaire, and writing: which is the extent of students' ability to form words as a result of combining letters and words, and to deal with the method of writing correctly, and it will be identified through the response of the study sample individuals to the sections of the questionnaire, and numeracy, which measures the extent of students' ability to complete mathematical operations, which are represented in the operations of addition and subtraction, and practice appropriate thinking methods to know the basic facts of addition, and also the acquisition of this skill will be identified through the responses of the study sample individuals to the sections of the questionnaire.

Literature review

Khattab's study (2011) entitled the degree of the use of English language teachers in Jordanian higher primary level schools for E-learning and its relationship to the achievement of their students. The study aimed to reveal the degree of English language teachers' use of e-learning for the Jordanian higher primary grades for and its relationship to the achievement of their students. The study sample was chosen by the stratified method consisting of (185) teachers, and the descriptive approach was used to suit it for the purposes of the study, and the study concluded that the degree of use of E-learning in the Jordanian higher primary level schools was intermediate, and the results showed a statistically significant relationship at the significance level (0.05) between the use of English language teachers for e-learning in the Jordanian higher primary level schools and the achievement of their students.

The study of Tarawneh and Bani Domi (2013) entitled the effect of the e-learning method on mathematics in developing creative thinking among eighth-grade students in the Southern Mazar District. The study aimed to identify the effect of the e-learning method in mathematics on the development of creative thinking among eighth-grade students in Jordan, and the study sample consisted of (47) students who were distributed into two experimental groups one studied the unit of figures and volumes, using the e-learning method, and a control group that studied the same subject in the usual way. The Torrance Test of Creative Thinking was used as a study tool. The results of the study showed that there were statistically significant differences in the mean scores of the eighth-grade students on the Creative Thinking Test due to the teaching method and in favor of the experimental group that studied the e-learning method.

Nasr's study (2014) entitled the effectiveness of using differentiated education strategy in developing the reading and writing skills of second-grade primary students in the Arabic language course. The study aimed to identify the effect of the effectiveness of differentiated education strategies in developing some skills of reading and writing in the Arabic language

among students of the second grade of primary school in the schools of the International Relief Agency in Rafah. The study used the semi-experimental approach, and the study sample consisted of (70) individual students of the second grade In Rafah Primary Joint School for Refugees, the results of the study showed statistically significant differences at the level of (0.05) between the mean scores of the experimental group students (those studying with differentiated education) and the average scores of the control group students (those studying with regular education) in favor of the experimental group.

Al-Saeed's study (2009) entitled The Effectiveness of Using "Mathematics Paths" Program for E-Learning in Academic Achievement for Sixth Grade Primary Students in Riyadh - An experimental study. The study aimed at identifying the effect of using the Mathematics Paths program for e-learning on the academic achievement of sixth grade pupils in the primary region in Riyadh - an experimental study, and the semi-experimental approach was used, and the study sample consisted of (40) students from the sixth grade of primary school in the two schools of Al-Fursan Al-Ahlia and Ahed Al-Ahlia schools, and the results showed that there were no differences between the experimental and control groups in the post-performance of a mathematics test, which led to the ineffectiveness of using the Mathematics Pathways program for e-learning in improving students 'performance in general in mathematics.

The study by Reimers and Schleicher (2020) titled "A framework to guide and education response to the COVID-19 pandemic of 2020", which made clear that the necessary social isolation to maintain the health system will disrupt school education for a period of time in most countries around the world, in the absence of a studied and effective strategy to protect learning opportunities during this period, as the epidemic will cause huge losses in learning for students, and the study suggested that leaders of education systems and institutions prepare plans to continue education through alternative means during the necessary social distancing period, and provide a framework for the areas that must be covered by these plans. The study also identified the challenges facing the various educational systems in their reliance on online education as an alternative method.

Kim's study (2020) titled "Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood -Education Practicum". The study referred to the definition of online learning and showed that it is an educational process that takes place via the Internet as a form of distance education. Distance education has become ubiquitous as a result of the COVID-19 pandemic during the year 2020. Due to these circumstances, online teaching and learning have played an indispensable role in early childhood education programs, although discussions continue over whether it is beneficial for young children or not. Intensive exposure to Information and Communication Technology (ICT). This descriptive study demonstrated how the pre-service teacher education course in early childhood education has been redesigned to provide student teachers with online learning and teaching opportunities. The study presented reports on experiences from a training course that

was conducted in the spring semester of 2020, in the United States of America. It describes three stages of student teachers' online experiences - preparation, implementation, and reflection. The completed tasks are reported in each stage. These online teaching experiences provided pre-service teachers' with opportunities to interact with children, as well as encourage thinking about how best to promote young children's development and learning using online communication tools.

Ciampa study (2012) titled "I Can Read: The effects of an online reading program on first-grade students' engagement and the use of comprehension strategy." This experimental study explores the effect of electronic story books (e-books) on stimulating reading and listening comprehension of six first-graders (7 years old) from Ontario, Canada. The researcher measured the participants' perceived enjoyment of the online e-book reading experience using standardized auditory comprehension tests, motivation questionnaires, behavioral checklists, and home e-book reading records. The researchers used a point-rating form to assess participants' oral responses to a set of literal comprehension questions, deduction, and evaluation included in each e-book read during the program sessions. The results of this study indicate that all participants increased their comprehension scores from pre-test to post-test after using the online e-book reading program, and enjoyed the experience of reading the e-book, and frequently reading electronic books online at home for free.

Study methodology

This study follows the descriptive and analytical approach for its suitability for the purposes of the study that are related to the extent of the impact of distance learning on the acquisition of basic learning skills for first-grade students from the point of view of Jordanian school teachers.

Study population

The study population consists of teachers of the second primary grade in the schools of the Amman Governorate, who taught the first grade and finished the school year (2019/2020), and they went through the distance learning experience during the COVID-19 pandemic, and the study population is considered relatively large.

Study sample

The members of the study sample were selected from the teachers of the second-grade primary in public and private schools in Qasabat Amman District, in a random manner, which was determined after reviewing the official statements of the Ministry of Education and private education regarding the number of teachers in the schools. The study sample was withdrawn based on the sample selection table used by (Sekeran & Bougie, 2016), which numbered (384) respondents. (384) questionnaires were distributed to the respondents

electronically (Online), and after retrieving the questionnaires, (28) questionnaires were excluded, due to their incomplete responses, so the final study sample was (356) respondents, which represents (92.7%) of the main sample, and the following is the demographic distribution of the study sample:

Table 1: the demographic distribution of the study sample according to demographic characteristics

| Variable | Category | Frequency | Percentage |
|-------------|--------------------|------------|--------------|
| Gender | Male | 95 | 26.7 |
| | Female | 261 | 73.3 |
| | Total | 356 | 100.0 |
| Age | Less than 30 years | 71 | 19.9 |
| | 30-40 years | 158 | 44.4 |
| | More than 40 years | 127 | 35.7 |
| | Total | 356 | 100.0 |
| Experience | Less than 5 years | 78 | 21.9 |
| | 5-10 years | 106 | 29.8 |
| | More than 10 years | 172 | 48.3 |
| | Total | 356 | 100.0 |
| School type | Public | 208 | 58.4 |
| | Private | 148 | 41.6 |
| | Total | 356 | 100.0 |

Study tool

The measure of the extent of the impact of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers, was built by the researcher with reference to some previous studies, which was built to suit teachers of the first grade, as the scale consists of three dimensions, It is represented in (acquiring the skill of: reading, writing and numeracy) among first-grade students from the perspective of Jordanian school teachers during the COIVD-19 pandemic.

The five-point Likert scale was used to answer the sections of the study tool as follows: a very high degree (5), a high degree (4), a medium degree (3), a low degree (2), a very low degree (1), and a correction key was assigned to judge the extent of the impact of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers, as the correction key was dealt with according to the following equation:

Highest value - the minimum value of answer alternatives divided by the number of levels, i.e.:

$$\frac{(5 - 1)}{3} = \frac{4}{3} = 1.33, \text{ and this value is equal to the length of the class.}$$

Thus, the low level is $1.00 + 1.33 = 2.33$; the average level is $2.34 + 1.33 = 3.67$;
and the high level is $5.00 - 3.68$

Study tool validity

The scale was presented to five arbitrators who are specialized in the fields of pedagogy, educational administration, and learning and teaching technology, in order to verify the validity of the content, the legibility of the sections, and the suitability of the language to the scale, and then the appropriate amendments were proposed, and the standard (80%) was adopted. To clarify the validity of the section, and based on the opinions of the arbitrators, some sections were amended in terms of wording to increase their clarity, and some of them were deleted due to their similarity and proximity to their meaning with other sections, and as a result the scale consisted of (30) sections distributed in three main dimensions, and the researcher considered the opinions of the arbitrators and their amendments an indication of the validity of the content of the study tool.

Study tool reliability

To calculate the reliability of the study tool, the researcher used the Test-Retest method, as she applied the study tool to (30) male and female teachers from outside the study sample with a time difference of (14) days between the two times the study tool was applied. The researcher used Pearson's Correlation to calculate the reliability and the values of the reliability coefficient for the sub-indicators and the overall score were as in Table (2).

Table 2: Reliability coefficients for major dimensions using the retest method

| Study variables | Reliability coefficients |
|---|--------------------------|
| The Impact of Distance Learning on the Acquisition of Reading Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.843 |
| The Impact of Distance Learning on the Acquisition of Writing Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.810 |
| The Impact of Distance Learning on the Acquisition of Numeracy Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.825 |
| Study tool as whole | 0.901 |

As the value of the reliability coefficient of the study tool as whole was (0.901), this value is considered acceptable for the purposes of this study.

To identify the consistency of each section of the scale with the dimension to which the section belongs to, the calculation of correlation coefficients between each section of the scale was used by using (Cronbach's Alpha) and Table (3) shows the results of the test.

Table 3: Reliability coefficients for the study tool sections using the Cronbach's alpha test

| Study variables | Cronbach alpha's Reliability coefficients |
|---|---|
| The Impact of Distance Learning on the Acquisition of Reading Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.955 |
| The Impact of Distance Learning on the Acquisition of Writing Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.963 |
| The Impact of Distance Learning on the Acquisition of Numeracy Skills among First Grade Students from the Perspective of Jordanian School teachers during the COVID-19 Pandemic | 0.977 |
| Study tool as whole | 0.982 |

It is clear from Table (3) that the values of the Cronbach alpha coefficient for the sub-dimensions of the scale ranged between (0.955 - 0.977), and the value of the reliability coefficient using Cronbach's Alpha for the overall score of the scale was (0.982).

Study procedures: the researcher followed the following procedures:

1. Building the study scale sections in light of relevant previous studies, and some study tools used and applied in some previous studies like: (Khattab, 2011; Kim, 2020; Ciampa, 2012) were made use of.
2. Review the scale of the study by presenting it to a group of qualified and experienced arbitrators, to identify the validity of the content of the scale.
3. Applying the scale to an exploratory sample of (30) teachers from the second primary grade teachers in the schools of Qasabat Amman district, verifying the validity of the internal construction of the scale using the Pearson Correlation coefficient, in addition to identifying indicators of reliability using the Cronbach's Alpha test.
4. Obtaining official approval, and contacting the Ministry of Education and Special Education to collect the necessary study data required by second-grade teachers.
5. Collecting data and entering it into the computer in order to be processed statistically using Statistical Package for the Social Sciences (SPSS).

Study variables: The study will include the following variables:

- **Taxonomic variables:** school type (public/private).
- **Dependent variable:** basic learning skills (reading, writing, and numeracy) for first-grade students in Amman schools during the COVID-19 pandemic.

Statistical treatment

The following statistical methods were used to answer the study questions. The SPSS statistical packages program was used to process the data:

1. Frequencies and percentages of describing the study sample individuals according to their demographic characteristics.
2. Use of the Pearson Correlation Coefficient Test and the Cronbach's alpha test to verify the reliability of the study instrument.
3. The use of arithmetic means and standard deviations for the measures of the extent to which basic learning skills are acquired by first-grade students during the COVID-19 pandemic.
4. The use of One Sample T-test to verify the effect of distance learning on the acquisition of basic learning skills among first-grade students.
5. The use of an independent sample T-test, to measure the significance of differences in the extent of acquiring basic learning skills among first-grade students during the COVID-19 pandemic, due to the school type variable.

Study results:

This part of the study includes answering the study questions, whereby the arithmetic means and standard deviations were extracted, and the One Sample T-test was used to identify the responses of the study sample individuals about "the extent of the impact of distance learning on the acquisition of basic learning skills among first-grade students from the perspective of Jordanian school teachers ", and what follows are the answers to the following study questions:

Results related to the first question: Is there an impact of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?

To answer the first question, the arithmetic means and standard deviations were extracted, and the One Sample T-test was used, to identify the effect of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (4) clarifies that:

Table 4: Arithmetic means and standard deviations of the responses of the study sample individuals about the sections of “The effect of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic” arranged in descending order

| Number | Section | Arithmetic mean | Standard deviation | Order | Level |
|--------------------------------|---|-----------------|--------------------|-------|--------------|
| 10 | During distance learning, the teacher monitors students' correct pronunciation of letters. | 2.75 | 1.20 | 1 | intermediate |
| 9 | During distance learning, the teacher listens to reading samples from students. | 2.65 | 1.19 | 2 | intermediate |
| 1 | Distance learning affected students' acquisition of the skill to distinguish between letters in reading. | 2.50 | 1.15 | 3 | intermediate |
| 7 | Distance learning encouraged students to acquire the skill to distinguish between the lengthening of the vowels | 2.45 | 1.07 | 4 | intermediate |
| 2 | Distance learning worked to provide students with the skill of pronouncing letters in their three diacritics: Kasrah, Fathah and Dammah. | 2.40 | 0.99 | 5 | intermediate |
| 6 | Distance learning helped students acquire the skill of distinguishing between the forms of nunation (Kasrah, Fathah and Dammah) in reading. | 2.37 | 1.02 | 6 | intermediate |
| 8 | Distance learning helped students acquire the skill of distinguishing between reading between “AL Shamsye” and “AL Qamarye” | 2.34 | 1.00 | 7 | intermediate |
| 5 | Distance learning has led students to acquire the skill of constructing a word of several letters or a sentence of several words. | 2.32 | 0.94 | 8 | Low |
| 4 | Distance learning pushed students to acquire the skill of word-to-letter and sentence-to-word analysis. | 2.29 | 0.97 | 9 | Low |
| 3 | Distance learning helped students acquire the skill of reading a word, sentence or syntax with understanding. | 2.17 | 0.95 | 10 | Low |
| General arithmetic mean | | 2.43 | 0.89 | | intermediate |

It is evident from Table (4) that the arithmetic means of (the effect of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian

school teachers during the COVID-19 pandemic) ranged between (2.17 and 2.75), where the domain obtained a total arithmetic mean of (2.43), which is of the intermediate level, and section No. (10) has the highest arithmetic mean of (2.75), and a standard deviation of (1.20), which is of the intermediate level, and the section states (During distance learning, the teacher monitors students' correct pronunciation of letters).

And in second place came section No. (9) with an arithmetic mean of (2.65) and a standard deviation of (1.19), which is of the intermediate level. Where the section stated that (During distance learning, the teacher listens to reading samples from students). This result may be attributed to the great importance of pronouncing letters correctly, which is what teachers focus on, noting that the Arabic language has many letters that can be similar in pronunciation when pronouncing them incorrectly. These letters have their own places of articulation, and pronouncing them correctly will give the true and understandable meaning of the word, as for pronouncing them incorrectly, this will give them other meanings, and also teachers listening to reading samples from students will give the real result of correct education, but distance learning had an effect on acquiring these skills at an intermediate level, and this may be due to the lack of interaction, lack of time, and circumstances that are not suitable for some students, such as internet blackouts, or power cuts, which can separate the student from lessons for long hours, as well as because the teacher does not see students, and their tendencies towards evading the lesson, because the educational process is considered boring for them, and difficult at times, as well as the absence of supervision from parents inside the home to follow their children, and deal with them firmly and decisively, and also to sympathize with them has a negative impact on their acquisition of reading skills.

And in the last place came section No. (3) with an arithmetic mean of (2.17) and a standard deviation of (0.95), which is of the low level. Where the section stated that (Distance learning helped students acquire the skill of reading a word, sentence or syntax with understanding). This result may be attributed to the students' lack of focus on the skill of reading the word, as it is very difficult for them, and also this may be due to the lack of auxiliary and augmenting methods that can be provided to students during the distance education period. Likewise, this result can be attributed to the absence of parents (working) away from their children, which distracts students and keeps them away from the classes, and allows them to practice some activities in light of the absence of supervision, also, the absence of some methods such as brainstorming, forming groups, and direct interaction with the teacher, has a significant impact on students' acquisition of reading skills, which can be practiced inside the classroom, and it is noticed that distance education has negatively affected students' acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic. The results of this study are in agreement with the results of the Khattab study (2011), which concluded that the degree of e-learning use in Jordanian upper primary schools was intermediate, and it also agreed with the results of the study by

Reimers and Schleicher (2020). Which indicated that the epidemic will cause huge learning losses for students.

The One Sample T-test was used to identify the nature of the effect of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (5) illustrates this:

Table 5: One Sample T-test to identify the nature of the effect of distance learning on the acquisition of reading skill among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic

| Arithmetic mean | Standard deviation | T-calculated | T-tabulated | Degrees of freedom | Statistical significance |
|-----------------|--------------------|--------------|-------------|--------------------|--------------------------|
| 2.43 | 0.89 | -12.210 | 1.96 | 355 | 0.00* |

***Statistically significant at significance level (0.05), the value of T = 3.00, degrees of freedom = sample - 1, indicating the level of confidence in the work.**

It is evident from Table No. (5) that the arithmetic mean of the effect of distance learning on the acquisition of reading skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic reached (2.43), with a standard deviation of (0.89) and the calculated values of (T) reached (-12.210), which is a value higher than its tabular value (± 1.96), and the results show that there are statistically significant differences at the level of (0.05) between the arithmetic mean of the scale (2.43) and the default arithmetic mean (3.00). Accordingly, it is clear that distance learning It has negatively affected the acquisition of reading skill among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic.

Results related to the second question: Is there an effect of distance learning on the acquisition of writing skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?

To answer the second question, the arithmetic means and standard deviations were extracted, and the One Sample T-test was used to find out the effect of distance learning on the acquisition of writing skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (6) clarifies that:

Table 6: Arithmetic means and standard deviations of the responses of the study sample individuals about the sections of “The effect of distance learning on the acquisition of writing skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic” arranged in descending order

| No | Section | Arithmetic mean | Standard deviation | Order | Level |
|----|--|-----------------|--------------------|-------|--------------|
| 1 | The effect of distance learning on students' acquisition of the skill of writing letters in their various forms correctly | 2.47 | 1.08 | 1 | intermediate |
| 2 | Distance learning provides students with the skill of writing letters in their different shapes and forms from the word correctly | 2.39 | 0.96 | 2 | intermediate |
| 5 | Distance learning provides students with the skill of writing words that contain long vowels. | 2.35 | 1.01 | 3 | intermediate |
| 3 | Distance learning helps students acquire the skill of correctly copying a sentence consisting of several words | 2.34 | 0.95 | 4 | intermediate |
| 6 | Distance learning affects students' acquisition of the skill of writing words that contain nunation in its three types (Fathah, Dammah and Kasrah). | 2.29 | 1.01 | 5 | Low |
| 7 | Distance learning works on providing students with the skill of writing “AL Shamsye” and “AL Qamarye” | 2.28 | 0.99 | 6 | Low |
| 9 | Distance learning helps students acquire the skill of writing more than one word from several letters. | 2.25 | 1.02 | 7 | Low |
| 8 | Distance learning takes into account students' acquisition of the skill of writing correctly on the line. | 2.24 | 0.98 | 8 | Low |
| 10 | The effect of distance learning on students' acquisition of the skill (beauty of calligraphy) through competition among students. | 2.22 | 1.12 | 9 | Low |
| 4 | Distance learning strengthens students' acquisition of the skill of writing a sentence consisting of several words after looking at it and then covering it (dictation). | 2.18 | 0.93 | 10 | Low |
| | General arithmetic mean | 2.30 | 0.87 | | Low |

It is clear from Table (6) that the arithmetic means for (the effect of distance learning on the acquisition of writing skills among first-grade students from the perspective of Jordanian school teacher during the COVID-19 pandemic) ranged between (2.18 and 2.47), where the domain obtained a total arithmetic of (2.30), which is from the low level.

Section No. (1) has the highest arithmetic mean of (2.47), and a standard deviation of (1.08), which is of the intermediate level. Where the section stated that (The effect of distance learning on students' acquisition of the skill of writing letters in their various forms correctly). In second place, section No. (2) came with an arithmetic mean of (2.39) and a standard deviation of (0.96), which is of the intermediate level. Where the section stated that (Distance learning provides students with the skill of writing letters in their different shapes and forms from the word correctly).

This result may be attributed to the fact that writing sometimes requires certain methods of holding the pen, writing letters in a certain direction, beginning the letters from one place and ending in another place, and also because the letters have a specific way of writing, such as if the letter is above the line or below the line, or if it is half above the line, and the other half is below the line, which the teacher could not explain to students through educational platforms (distance learning), and this may be due to the lack of practice techniques between schools and students, and this could be in public schools, but rather in private schools so that was possible, but to an intermediate level.

And in the last place came section No. (4) with an arithmetic mean of (2.18) and a standard deviation of (0.93), which is of the low level. Where the section stated that (Distance learning strengthens students' acquisition of the skill of writing a sentence consisting of several words after looking at it and then covering it (dictation)). And this may be due to the teachers' lack of experience with regard to distance education, and the use of some techniques and methods that can help teachers communicate the correct ways to practice the skill of writing, especially with regard to the sentence consisting of several words, as the matter is related to writing the letter, and the word. So, how can a student write a sentence consisting of several words, when they cannot write the letter or word correctly?

This is shown by the study (Kim, 2020), which provided reports on experiences from a training course that took place in the spring of 2020 in the United States of America, which describes three stages of student teacher experiences online - preparation, implementation and reflection, which provided teachers with the ability to interact with children, as well as encourage thinking on how to best promote young children's development and learning using online communication tools.

The One Sample T-test was used to identify the nature of the effect of distance learning on the acquisition of writing skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (7) illustrates this:

Table 7: One Sample T-test to identify the nature of the effect of distance learning on the acquisition of writing skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic

| Arithmetic mean | Standard deviation | T-calculated | T-tabulated | Degrees of freedom | Statistical significance |
|-----------------|--------------------|--------------|-------------|--------------------|--------------------------|
| 2.30 | 0.87 | -15.074 | 1.96 | 355 | 0.00* |

*Statistically significant at significance level (0.05), the value of $T = 3.00$, degrees of freedom = sample - 1, indicating the level of confidence in the work.

It is evident from Table No. (7) that the arithmetic mean of the effect of distance learning on the acquisition of writing skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic reached (2.30), with a standard deviation (0.87) and the calculated values of (T) reached (-15.074), which is a value higher than its tabular value (± 1.96), and the results show that there are statistically significant differences at the level of (0.05) between the arithmetic mean of the scale (2.30) and the default arithmetic mean (3.00). Accordingly, it is clear that distance learning has negatively affected the acquisition of writing skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic.

Results related to the third question: Is there an effect of distance learning on the acquisition of numeracy skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic?

To answer the third question, the arithmetic means and standard deviations were extracted, and the One Sample T-test was used to find out the effect of distance learning on the acquisition of numeracy skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (8) clarifies that:

Table 8: Arithmetic means and standard deviations of the responses of the study sample individuals about the sections of “The effect of distance learning on the acquisition of numeracy skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic” arranged in descending order

| Number | Section | Arithmetic mean | Standard deviation | Order | Level |
|--------|---|-----------------|--------------------|-------|--------------|
| 6 | The effect of distance learning on the skill of recognizing money up to ten. | 2.59 | 1.09 | 1 | intermediate |
| 1 | The effect of distance learning on students' acquisition of the skill of counting in ascending and descending order. | 2.54 | 1.11 | 2 | intermediate |
| 2 | The effect of distance learning on certain mathematical techniques such as teaching in groups (such as the practice of calculating tens on students' hands - the use of hands in addition). | 2.48 | 1.10 | 3 | intermediate |
| 5 | The effect of distance education on the skill of arranging numbers up to (99). | 2.48 | 1.12 | 3 | intermediate |
| 4 | The effect of distance learning on the skill of comparing numbers up to (99). | 2.47 | 1.12 | 5 | intermediate |
| 8 | The effect of distance learning on subtracting two-digit numbers without regrouping. | 2.47 | 1.12 | 5 | intermediate |
| 3 | The effect of distance learning on appropriate ways of thinking to learn basic addition facts. | 2.40 | 1.11 | 7 | intermediate |
| 10 | The effect of distance learning on the skill of solving verbal problems on one-step subtraction or addition. | 2.40 | 1.13 | 7 | intermediate |
| 9 | The effect of distance learning on the skill of estimating the length of a familiar object or a specific drawing. | 2.35 | 1.09 | 9 | intermediate |
| 7 | The effect of distance learning on the skill of reading some graded measuring tools such as the centimeter ruler. | 2.33 | 1.04 | 10 | Low |
| | General arithmetic mean | 2.45 | 1.00 | | intermediate |

It is clear from Table (8) that the arithmetic means of (the effect of distance learning on the acquisition of numeracy skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic) ranged between (2.33 and 2.59), where the domain obtained a total arithmetic average (2.45), which is of the intermediate level. Section No. (6) has the highest arithmetic mean of (2.59), and a standard deviation of (1.09), which is of the intermediate level. The section states (the effect of distance learning on the skill of recognizing money up to ten), and in the second place came section No. (1) with an arithmetic mean of (2.54) and a standard deviation of (1.11), which is of the intermediate level. Where the section states “the effect of distance learning on students ’acquisition of the skill of counting in ascending and descending order”.

This result may be attributed to the teachers' limited level of experience with regard to distance learning and its techniques in relation to numeracy. Education focused on materials related to students ’preferences, money is a well-known subject for students, and they have the desire to obtain it, and the student may want to learn about the value of money through its colors, but the goal of that is in the interest of the student, raising his educational level with regard to the subject of numeracy, and identifying numbers and values, and linking that to large and small numbers, and perhaps the possibility of arranging numbers from small to large through banknotes.

And in the last place came section No. (7) with an arithmetic mean of (2.33) and a standard deviation of (1.04), which is of the low level, as the paragraph stated (The effect of distance learning on the skill of reading some graded measuring tools such as the centimeter ruler).

This result may be attributed to the need of this material for long explanation and face to face education, through which some techniques can be practiced, such as for the child to bring a meter or ruler and practice some activities related to measurement, and play through education, which leads to a deep understanding for students with regard to numeracy, for example, teachers measure students 'heights, or give students a meter to measure the classroom or measure the book, pen ... etc., this enhances students' skills in numeracy through reinforcements and tools that were absent during distance learning. The subject of math needs face to face education, and in the usual and recognized methods as they are effective and successful methods because it deals with many issues, examples and direct practical applications, from which students benefit effectively, and this is in agreement with the results of the study (Al-Saeed, 2009) which showed ineffectiveness using the Mathematics Paths program for e-learning to improve students ’general performance in mathematics.

The One Sample T-test was used to identify the nature of the effect of distance learning on the acquisition of numeracy skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic, and Table (7) illustrates this:

Table 9: One Sample T-test to identify the nature of the effect of distance learning on the acquisition of numeracy skills for first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic

| Arithmetic mean | Standard deviation | T-calculated | T-tabulated | Degrees of freedom | Statistical significance |
|-----------------|--------------------|--------------|-------------|--------------------|--------------------------|
| 2.45 | 1.00 | -10.300 | 1.96 | 355 | 0.00* |

*Statistically significant at significance level (0.05), the value of $T = 3.00$, degrees of freedom = sample - 1, indicating the level of confidence in the work.

It is clear from Table No. (9) that the arithmetic mean of the effect of distance learning on the acquisition of numeracy skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic reached (2.45), with a standard deviation of (1.00) and the values of (T) calculated (-10.300), which is a value higher than its tabular value (± 1.96), and the results show that there are statistically significant differences at the level of (0.05) between the arithmetic mean of the scale (2.45) and the default arithmetic mean (3.00). Accordingly, it is clear that distance learning has negatively affected the acquisition of numeracy skills among first-grade students from the point of view of Jordanian school teachers during the COVID-19 pandemic.

Results related to the fourth question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic due to the school type variable?

To identify the significance of the differences in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic due to the school type variable, the Independent Sample T-test was used and the results are shown in the following table (10):

Table 10: Independent Sample T-test to identify the differences in the impact of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic due to the school type variable

| Variance source | School type | Number | Arithmetic mean | Standard deviation | Degrees of freedom | (T) value | Statistical significance |
|--|-------------|--------|-----------------|--------------------|--------------------|-----------|--------------------------|
| The effect of distance learning on acquiring the skill of reading | Public | 208 | 2.12 | 0.75 | 355 | -8.448 | *0.00 |
| | Private | 148 | 2.86 | 0.89 | | | |
| The effect of distance learning on acquiring the skill of writing | Public | 208 | 2.08 | 0.80 | 355 | -5.859 | *0.00 |
| | Private | 148 | 2.61 | 0.88 | | | |
| The effect of distance learning on acquiring the skill of numeracy | Public | 208 | 2.23 | 0.97 | 355 | -5.087 | *0.00 |
| | Private | 148 | 2.76 | 0.97 | | | |
| Total | Public | 208 | 2.15 | 0.78 | 355 | -6.883 | *0.00 |
| | Private | 148 | 2.74 | 0.84 | | | |

* Statistically significant at significance level (0.05) or less

The results shown in Table (10) show that there are statistically significant differences at the level of significance (0.05) in the effect of distance learning on the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic for the school type variable, where the value of the statistic (t) was (-8.448, -5.859, -5.087, -6.883) for the effect of distance learning on the acquisition of reading, writing, arithmetic, and skills as a whole, which are significant values at the level of significance (0.05) or less and by looking at the values of the arithmetic means, it was found that the source of the differences was in favor of private schools, that is, that distance learning affected the acquisition of reading, writing and arithmetic skills among first-grade basic students from the perspective of Jordanian private school teachers during the COVID-19 pandemic and at a higher rate from the teachers' perspective of Jordanian public schools, and the reason for this may be attributed to the nature of the educational platforms used by private schools, and the increased interest in private schools regarding the acquisition of basic skills by students of the first-grade. This result can also be attributed to the constant and direct communication of teachers with students of private schools., and allowing them to do so,

while communication of public school teachers with students was not authorized, and it is difficult to obtain phone numbers for teachers at public schools and communicate with them, due to the large numbers of students in classes at public schools.

This has prompted private schools to pay extra attention, and notify parents to care towards their children, and that schools take upon themselves to establish basic principles among students in the first educational year, so basic skills must be established and provided for first grade students to acquire, because the skills of reading, writing and numeracy are adopted in a sequential manner and must be established in students at this stage of study (first grade), but when the student passes this stage and does not acquire these skills, this leads to general weakness in reading, writing and numeracy, which affects their educational attainment in advanced grades.

This result may also be attributed to the fact that private schools may use better methods and teaching methods than those used by public schools, as the researcher believed that private education took upon itself to purchase educational platforms, which were characterized by direct transmission, and non-interruption, and allows students to interact with the teacher, as if education was face to face, all these matters affected the acquisition of basic skills among first-grade students from the perspective of Jordanian school teachers during the COVID-19 pandemic. The results of this study are consistent with the results of the study of Tarawneh and Bani Domi (2013), and the results of the study of Nasr (2014).

Recommendations:

- Arabic language teachers should pay attention as much as possible during distance learning to pay attention to some basic learning skills related to the Arabic language, especially by writing and reading sentences consisting of several words, as the word is the basis, and the sentence structure depends on it.
- The great interest during distance learning in relation to dictation, as this skill is a future basic skill for the Arabic language, and it is acquired through practice.
- Paying attention to the skill of sentence structure with understanding during distance learning, as it is of great importance in the process of expression, communicating ideas, in addition to understanding the meanings of words.
- Working on acquiring the skills of reading some measuring tools and focusing on them, such as the centimeter ruler, as it is one of the most important basic skills on which mathematical information is based on, and a deep understanding of what comes next.
- Holding training courses for teachers on distance learning to be able to interact with educational content and deliver it to students during crises that call for the practice of distance learning.



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- Working on communication between teachers and parents to identify the weaknesses that students suffer from, in relation to reading, writing, and numeracy skills, and to enhance them during the distance learning process.
 - Working on interaction between the teacher and students, and also opening the way for interaction between students themselves, in order to identify their abilities in reading, writing and numeracy skills.

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