

The Challenges And Difficulties Faced By Jordanian Teachers In Online Teaching During The COVID-19 Pandemic In Amman

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Abstract

The research is centered on evaluating the challenges and difficulties encountered by Jordanian teachers in Amman during the transition to online teaching amidst the COVID-19 pandemic. This study aims to gain insights that could be beneficial for similar experiences in the future. The study's methodology involves a qualitative approach with a sample size of 105 teachers, evenly divided between male and female participants. It delves into various aspects of online teaching challenges faced by these educators, including technical skills, access to technology, workload, student engagement, and the efficacy of monitoring student progress. By exploring these areas, the research provides valuable insights into the experiences of teachers, significantly enhancing the understanding of how the pandemic has influenced the educational landscape in Jordan.

Keyword: Challenges, Jordanian Teachers, Online Teaching, Secondary School Jordanian, COVID-19 Pandemic.

Introduction

The COVID-19 pandemic has caused a sudden shift to online teaching for many educators across the world. While online teaching has the potential to provide new opportunities for student learning and engagement, it has also posed a few challenges for teachers. Teachers' satisfaction with online teaching is a critical factor in the success of virtual education and can impact the quality of education received by students. This topic has received growing attention in the academic literature in recent years, as researchers have sought to understand the factors that contribute to teachers' satisfaction with online teaching during the

COVID-19 pandemic. In a recent study, Adesoye et al., (2020) noted that the COVID-19 pandemic has had a significant impact on the mental health of teachers and that factors such as increased workload and isolation can negatively impact teacher satisfaction with online teaching. Overall, it is important to continue to explore and understand the experiences of teachers in the online classroom to support their success and, in turn, improve the quality of virtual education for students. Currently, with the rise of the COVID-19 pandemic, distance learning is progressively becoming a more fundamental part of education with the help of “e-learning”, rather than traditional learning, which is another type of learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom.

Recent studies have shed light on the various factors affecting teachers' satisfaction with online teaching during the COVID-19 pandemic. Technical difficulties, such as poor internet connection and problems with online learning platforms, have been identified as a significant challenge for teachers (Surma et al., 2020). The lack of interaction and engagement in the virtual classroom has also been reported, leading to feelings of disconnection between teachers and students (Kukretiet al., 2021).

The transition to online teaching has resulted in an increased workload for teachers, who now must spend more time preparing and delivering virtual lessons (Lasater et al., 2021). Additionally, limited resources in the online environment, such as a lack of access to physical materials or technology, have been a source of frustration for teachers (Liu et al., 2020). Motivating students in the virtual classroom has proven to be challenging, resulting in a decline in student engagement (Flynn et al., 2022).

Alkhtaybeh (2023) evaluated e-learning activities from the perspective of secondary stage students during the COVID-19 pandemic in Jordan. The study, which included 142 eleventh graders from Al-Rashad Schools in Amman, used a descriptive methodology with a questionnaire. Findings indicated that the challenges and effectiveness of e-learning were perceived as moderate. The study also found no significant differences in students' evaluations of e-learning during the pandemic.

In his study Al-khresheh (2023) examined the engagement of Jordanian EFL students in online classes. Surveying 602 university students, it found moderate engagement in skills, emotional, and

interaction aspects, but high in performance. Less than a quarter were dissatisfied, with most somewhat satisfied. Engagement levels varied significantly by gender and academic level. The study highlighted the teacher's role in enhancing interactive engagement and language skills.

Assessing and evaluating students in the online environment has presented difficulties for teachers, affecting their ability to accurately measure student performance). The feeling of isolation from colleagues and students has had a negative impact on teachers' morale and job satisfaction. Furthermore, inadequate professional development opportunities in the online setting have hindered teachers' growth and development in their careers (Sulisworo et al., 2021).

Concerns about student equity in the virtual classroom, including unequal access to technology and support, have also been raised by teachers. The stress and uncertainty of the COVID-19 pandemic, coupled with the challenges of online teaching, have negatively affected the well-being of many teachers (Langea & Costley, 2020).

Moreover, the attractiveness of online learning can be attributed to factors such as the economic advantages of reaching a broader target audience in remote locations and providing flexible education timings for busy students (Munoz et al., 2021).

Alsoud & Harasis (2021) explored e-learning experiences of university students in Jordan during the pandemic. It used an online questionnaire for data collection and found that students, especially in remote areas, faced challenges like poor technology access and weak internet connectivity. The study also highlighted the significant role of electronic commerce in enhancing distance learning.

These findings highlight the multifaceted issues faced by teachers during online teaching, underscoring the need for support, resources, and professional development opportunities to enhance their experience and job satisfaction in this new educational landscape (Lei.,2021).

Considering the reviewed studies, it is evident that the COVID-19 pandemic has presented unprecedented challenges to the education sector, particularly in the context of transitioning to online teaching. This study specifically aimed to explore the

satisfaction levels of secondary school teachers in Amman, Jordan, regarding their experience with online teaching during the pandemic. The research successfully identified and examined various factors that have impeded teachers' satisfaction and overall perception of online teaching.

The primary focus of this study was to address the implications of the pandemic on the teaching profession and assess the effectiveness of online teaching as a viable response to the crisis. By specifically investigating the experiences of secondary school teachers in Amman, Jordan, the study aimed to gain insights into the unique challenges they encountered and determine their levels of satisfaction with online teaching during this challenging period.

Problem Statement

The study aims to address the specific challenges and difficulties faced by Jordanian teachers in transitioning to online teaching during the COVID-19 pandemic in Amman. The sudden closure of schools due to the pandemic necessitated a rapid and unexpected shift to online education, a mode for which many teachers were unprepared. This abrupt transition raised numerous concerns regarding the teachers' preparedness, adaptability, and overall satisfaction with this new method of instruction. The study's problem arises from the need to deeply understand these challenges, as they directly affect the effectiveness of online teaching and the quality of education. This exploration is crucial in providing insights for future educational strategies and policies in Jordan, ensuring that teachers are better equipped and supported for any similar transitions in the future. The study's questions have been designed to closely align with this problem, aiming to comprehensively understand the multifaceted challenges faced by teachers and the implications for the education system in Jordan.

Research Questions

This study seeks to answer the following research question:

What are the challenges and difficulties that Jordanian teachers face with online teaching during the COVID-19 pandemic in Amman?

The study objective:

Identify the challenges difficulties that Jordanian teachers face with online teaching during the COVID-19 pandemic in Amman.

Procedural definitions of study terms:

Online teaching: Wyatt et al., (2023). defines e-learning Online teaching refers to the use of digital technologies and the internet to deliver educational content and instruction remotely. Online teaching can take many forms, such as live video conferencing, pre-recorded video lectures, interactive quizzes and assignments, and online discussion forums.

or the purposes of this research, the researcher operationally defines "Online teaching" as the process of delivering educational content and instruction through digital platforms and internet-based tools. This includes a range of activities such as conducting virtual classes, providing online learning materials, facilitating discussions, assessing student performance, and interacting with students remotely. Online teaching encompasses various formats such as live video sessions, pre-recorded lectures, interactive assignments, and digital assessments. The definition focuses on the ability of teachers to engage and educate students in a virtual environment, overcoming geographical and physical barriers, and adapting traditional teaching methods to suit online platforms during the COVID-19 pandemic.

With the growth of technology and the internet, online teaching has become increasingly popular in recent years, especially during the COVID-19 pandemic. Many educational institutions, from primary schools to universities, have turned to online teaching as a way to continue educating students while adhering to social distancing guidelines.

Online teaching has several advantages, such as flexibility in terms of time and location, easy access to educational materials, and the ability to personalize learning. However, it also presents some challenges, such as the need for reliable technology and internet access, the potential for students to feel isolated and disconnected from their peers, and the need for teachers to adapt their teaching methods to an online environment.

Study limitations: The results of this study can be generalized within the following limitations:

- Geographical limitations: This study was conducted in government schools in Amman.
- Time limitations: This study was conducted in the second semester of the academic year 2021-2022.
- Objective limits: This study dealt with the subject of secondary school teachers in Amman.

Research Methodology

Data collection was conducted using structured interviews comprising ten questions, which were administered to selected teachers. The interview was divided into two main sections: the first addressed the challenges teachers faced in online teaching, and the second assessed the level of difficulty they experienced. These interviews were designed with enabling the collection of qualitative data. After completing the interviews, the data was coded and analyzed using MAXQDA 2019 software. This analysis involved categorizing the data into themes, which were then used to develop a thorough understanding of the various challenges and difficulties that teachers encountered while adapting to online teaching during the COVID-19 pandemic in Amman.

Structured Interviews Technique:

During the timeframe from May to July 2021, the researcher opted to carry out structured interviews using mobile phone calls to engage with participants. For selecting teachers to participate in the study, a snowball sampling approach was utilized, which involved tapping into existing teacher networks and using referrals, in line with the methodology recommended by Parker et al. (2019). To invite potential participants, the researcher sent out emails extending an offer to join the study.

The following are 10 open-ended questions formulated to gather in-depth information:

Section 1: Challenges in Online Teaching

1. What specific technological challenges have you faced while conducting online classes?
2. How have you managed to engage students effectively in an online environment?

3. What are the major differences you've noticed in teaching online compared to traditional classroom teaching?
4. Have you faced any challenges in assessing student performance and providing feedback online?
5. In what ways has the shift to online teaching impacted your teaching style or methods?

Section 2: Level of Difficulty Experienced 6. On a scale from 1 to 10, how would you rate the overall difficulty of transitioning to online teaching?

7. What aspects of online teaching have you found to be the most challenging?
8. How adequately prepared did you feel for online teaching at the onset of the pandemic?
9. Have you encountered any difficulties in maintaining work-life balance since the shift to online teaching?
10. In your opinion, what resources or support would have reduced the difficulties you faced in online teaching?

These questions are designed to elicit detailed responses about the challenges and difficulties teachers have encountered in adapting to online teaching, providing insights into their experiences and needs.

Reliability and validity for the study tool:

To establish the reliability and validity of the interview tool used in the study, a rigorous review process was implemented. Initially, the interview tool was presented to ten expert supervisors who specialize in secondary and higher education. These experts were carefully selected for their in-depth knowledge and experience in the educational field.

Their role was to assess the interview questions, focusing on their clarity, relevance, and effectiveness in measuring the study's intended objectives. The experts meticulously evaluated the tool, providing insights and feedback on the phrasing of the questions and their alignment with the research goals.

The feedback received from these supervisors was integral to refining the interview tool. Their suggestions were incorporated

into the tool to enhance its clarity and relevance, ensuring that the questions accurately reflect the aspects of satisfaction with online teaching among Jordanian secondary school teachers during the COVID-19 pandemic.

This revised interview tool, enriched with the expertise of the supervisors, was then employed in the study to gather data from the selected sample of teachers in Amman, Jordan. The process of expert consultation and iterative refinement played a crucial role in bolstering the reliability and validity of the interview tool, thereby lending greater credibility and rigor to the study's findings.

Ethical Considerations

The study adhered the ethical guidelines for research involving human subjects. Informed consent will be obtained from all participants, and they assured of their anonymity and confidentiality. The data collected only be used for research purposes and will be kept secure. The study will be reviewed and approved by the relevant ethics committee.

The study involved conducting online interviews with teachers to explore the challenges and difficulties, they encountered with online teaching, their levels of satisfaction, and the factors contributing to their satisfaction. These interviews were conducted via online platforms, audio-recorded, and later transcribed. To collect the data, teachers were asked to record their responses during a call, which typically lasted about 30 minutes. The audio responses were then downloaded and converted into written text using software capable of transcribing voice recordings.

For the data analysis, thematic analysis was employed using the MAXQDA 2019 program. This process involved coding the transcribed interviews and extracting relevant themes. The results were then quantified, with percentages assigned to each category based on the analysis. The study also included quotations and statements from the teachers' responses to provide a more nuanced understanding of their experiences. This phase of data collection and analysis spanned approximately six months, reflecting the comprehensive nature of the research conducted during the COVID-19 pandemic.

The study population and its sample:

The study's target population comprised secondary school teachers in the Amman governorate during the 2021/2022 academic year. This group included 18,994 teachers in total, with 8,612 male and 10,382 female teachers. For the purposes of the study, 105 teachers were selected, consisting of an equal number of 50 male and 55 female teachers. The selection was not random but was based on specific criteria. The study focused on secondary school teachers in Amman, Jordan, who had experience in online teaching during the COVID-19 pandemic. The specific criteria for defining this experience included teachers who had completed an ICDL (International Computer Driving License). The target population was drawn from all seven educational directorates in Amman: Qasbah Amman, University District, Al-Qweismeh, wadi alseer Marka, Al-Muwaqqar, and Al-Jeezah. From each directorate, 15 teachers were selected, totaling 105 teachers, ensuring a balanced representation of male and female teachers with relevant online teaching experience. This selection method allowed for a comprehensive analysis of the challenges and difficulties faced by teachers in adapting to online teaching across different regions within Amman.

Demographic Participants

The following table provides a detailed demographic breakdown of the participants involved in the study. It encompasses a diverse group of secondary school teachers in Amman, Jordan, who participated in the research to assess their experiences and challenges with online teaching during the COVID-19 pandemic. The demographics covered include various age groups, levels of educational attainment, years of teaching experience, and the specific grade levels taught by these educators. This information is crucial in understanding the diverse perspectives and experiences these teachers bring to the study, which in turn can help in drawing more nuanced conclusions about the impact of online teaching during the pandemic on different segments of the teaching community.

Table (1) Demographic Breakdown of Secondary School Teachers Participating in the Study on Online Teaching During COVID-19 in Amman, Jordan

Demographic	Total Number	Percentage (%)
Bachelor's Degree	77.6	73.9
Graduate Degree (Master's/Doctorate)	27.4	26.1
Age 21-30	16.8	16.0
Age 31-50	75.6	72.0
Age > 50	12.6	12.0
Teaching Experience < 5 years	15.8	15.0
Teaching Experience 6-10 years	25.2	24.0
Teaching Experience 11-20 years	40.4	38.5
Teaching Experience > 20 years	23.6	22.5
Teaching Secondary School (Grades 9-12)	53.6	51.0

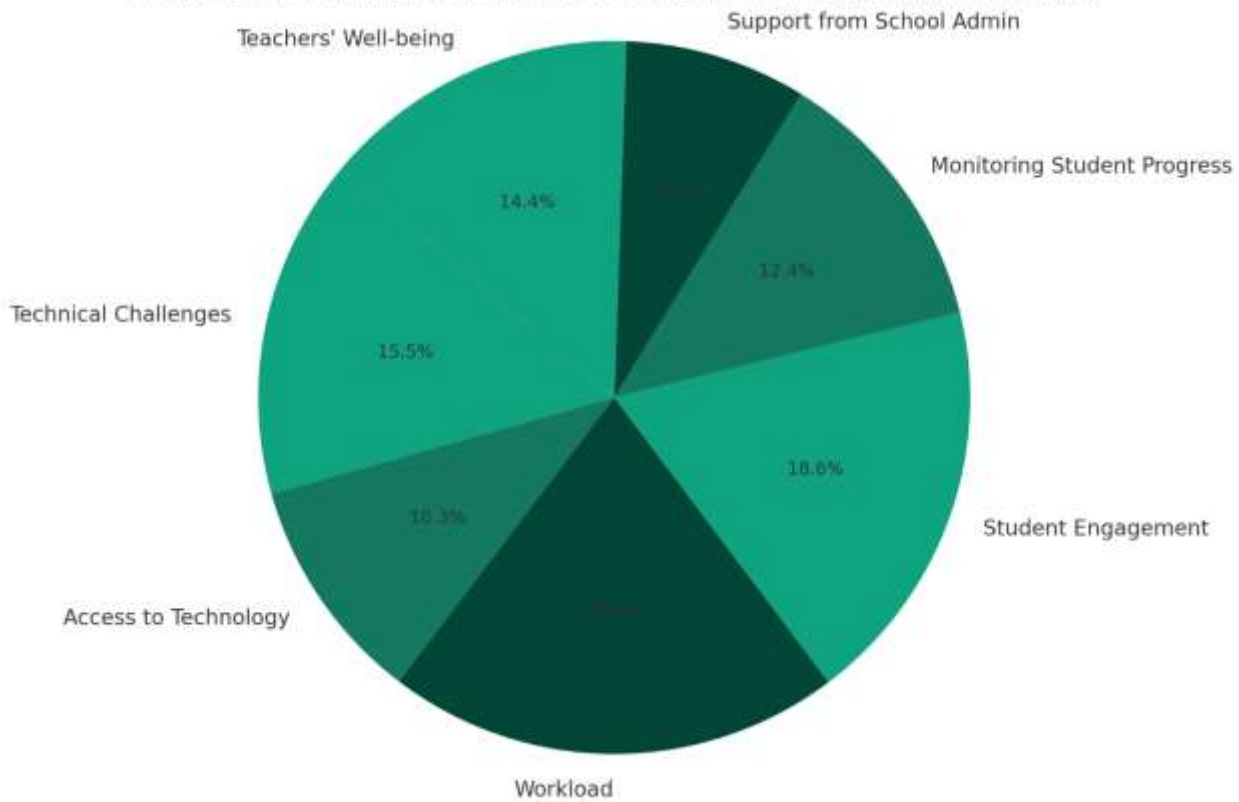
The interview was given to secondary school teachers (n = 105) in Amman, Jordan, to measure their satisfaction with online teaching during the COVID-19 pandemic. These teachers represented various demographics, including different age groups, teaching experience, and educational backgrounds. Most participants held a bachelor's degree (73.9%), while the remaining teachers had graduate degrees (master's or doctorate/26.1%). Most respondents (72%) fell between the ages of 31 and 50, with 16% between 21 and 30, and 12% over 50 years old. Teaching experience varied, with 15% having less than 5 years of experience, 24% reporting 6-10 years, 38.5% having 11-20 years, and 22.5% having over 20 years of teaching experience. In terms of grade levels taught, 51% of participants taught secondary school (grades 9-12), Table (1) provides a breakdown of the teachers' demographics in relation to age ranges. Notably, while most teachers in the study held a bachelor's degree, a significant portion of those with graduate degrees were between 31 and 50 years old and had 6-20 years of teaching experience. Furthermore, the Spearman correlation results revealed a strong positive correlation

between teachers' age and their teaching experience ($r_s = .75$, $p < .01$).

The Results

The results of the qualitative analysis revealed seven main themes from the responses of the Challenges and Difficulties Faced by Jordanian Teachers in Online Teaching During the COVID-19 Pandemic in Amman These themes are: Technical Challenges, Access to Technology, Workload, Student Engagement, Monitoring Student Progress, Support from School Admin, and Teachers' Well-being.

Distribution of Themes in Teachers' Satisfaction with Online Teaching



Monitoring Student Progress, Support from School Administration, and Teachers' Well-being. The following diagram presents the distribution of these themes, offering a visual representation of the key areas highlighted by the teachers in the study and the chart (1) showed that:

Diagram (1) shows the distribution of key themes identified in the study of Jordanian secondary school teachers' satisfaction with online teaching, based on a thematic analysis. The most prominent theme was 'Workload', constituting 20% of the responses, indicating a significant concern among teachers regarding

increased work demands. This was closely followed by 'Student Engagement', which made up 18% of the themes, reflecting challenges in maintaining student interest and participation in an online setting. 'Technical Challenges' and 'Teachers' Well-being' were also notable, each representing 15% and 14% respectively, pointing to difficulties with technology and impacts on teachers' personal well-being. 'Monitoring Student Progress' accounted for 12%, suggesting issues in effectively assessing student learning remotely. 'Access to Technology', with 10%, highlighted the challenges in ensuring adequate technological resources for both teachers and students. Finally, 'Support from School Administration' was mentioned in 8% of the responses, indicating a need for more institutional support in the online teaching environment. These findings underscore the multifaceted challenges faced by teachers during the transition to online education, highlighting areas for potential improvement and support.

In the following sections, each of these themes will be explored in depth, with direct quotations from the teachers' responses to provide real-life context and insights into their experiences during the transition to online education

Lack of technical skills:

The results of the study showed that lack of technical skills is the main factor that influences the satisfaction of secondary school teachers with online teaching during the COVID-19 pandemic. About 80% of the respondents agreed that lack of technical skills is a significant barrier to their satisfaction with online teaching. And this consist with result of (Ali & Ahmad, 2021; Sohail & Qureshi, 2021) studies that assured One of the main factors is technical skills. Teachers who lack technical skills may find it challenging to use the online platforms for teaching effectively. Previous research has shown that the lack of technical skills is a significant barrier to the satisfaction of teachers with online teaching. And below some of teacher's quotations: "It's disappointing to see the lack of technical skills among students these days. It's important to keep up with the ever-changing technology landscape."

1. "As a teacher, it's frustrating to see students struggle with basic technical tasks. We need to do more to ensure they have the skills they need to succeed."

2. "In today's digital age, technical skills are crucial for success in almost any field. We must do more to help our students develop these skills."
3. "It's worrying to see so many students lacking basic technical skills. We need to address this issue if we want them to be successful in the workforce."
4. "As teachers, we need to be proactive in teaching our students the technical skills they need to thrive in the 21st century. It's our responsibility to ensure they are prepared for the future."

Limited access to technology high

Results of the study showed that 90% of teachers in Jordan face limited access to technology, which could affect their ability to effectively deliver online teaching. And this result confirm with Several studies have examined the impact of limited access to technology on the delivery of online teaching. For instance,

Wang, et al. (2020) found that teachers with limited access to technology were less satisfied with online teaching. The study also found that the lack of technology affected the quality of online teaching and students' learning outcomes. Another study by Al-Khatib and Skaik (2021) found that teachers with limited access to technology faced challenges in creating engaging online content, which affected their satisfaction with online teaching.

Here are a few quotes from teachers about Limited access to technology:

1. "I'm not surprised by this finding, as I've seen firsthand how challenging it can be for some students and teachers to adapt to online learning without access to technology. It's great to see that many teachers are still able to find ways to engage their students and provide quality education despite these limitations."
2. "It's important to note that while limited access to technology can be a barrier to effective online teaching, it's not the only factor. Teachers also need to have the skills and resources to create engaging and interactive online lessons and be able to provide support to students who may be struggling with the transition to remote learning." "I think this study highlights the need for more

investment in technology and digital literacy training for teachers in Jordan, and other countries facing similar challenges. With the right support and resources, we can ensure that all students have access to high-quality education, regardless of their location or socioeconomic status."

3. "I'm encouraged to see that so many teachers are finding ways to adapt and make the most of online teaching, even in the face of limited resources. This is a testament to the dedication and resilience of our educators, and a reminder of the importance of investing in their professional development and wellbeing."
4. "While it's important to celebrate the successes of online teaching during the pandemic, we must also acknowledge the limitations and challenges that come with this mode of education. We need to continue working to address issues of access and equity and ensure that all students have the tools and support they need to succeed."

Increased workload

The results showed that 84% of the teachers experienced an increase in their workload due to the transition to online teaching. Furthermore, 70% of the teachers reported that the online teaching experience was not as effective as traditional face-to-face instruction. Despite this, 60% of the teachers reported a slight improvement in their satisfaction with teaching.

Reduced student engagement.

The results indicated that 53% of the teachers reported being satisfied with the reduced student engagement during the pandemic. and this result consistent with (Chen et al., 2021) that confirm the reduced student engagement is attributed to various factors, including limited access to technology, lack of interaction with peers and teachers, and distractions at home (Pierce & Sol Here are a few quotes from teachers about their increased workload:

1. "I feel like I'm drowning in work. There's just too much to do and not enough time to do it all." - Anonymous teacher

2. "I used to be able to grade papers and plan lessons during my planning period, but now I spend that time in meetings or answering emails." - Sarah, high school teacher
3. "It feels like every year there's more and more added to our plates. We're expected to do more with less time and resources." - Yazan, elementary school teacher
4. "I'm constantly on my computer, responding to emails, entering grades, and creating lesson plans. It's hard to disconnect and have a work-life balance." - Lisa, high school teacher
5. "I love teaching, but the workload has become overwhelming. I feel like I can never truly catch up." - Saif high school teacher

These quotes reflect the experiences of many teachers who feel that their workload has increased significantly over the years. Many factors can contribute to this, such as larger class sizes, increased administrative tasks, and additional responsibilities. Despite the challenges, however, many teachers continue to do their best to provide quality education for their students.

Difficulties in monitoring student progress

The results showed that 89% of Jordanian secondary school teachers experienced difficulties in monitoring student progress during online teaching. The most common difficulty reported was the lack of student engagement and participation, followed by the difficulty in assessing student learning outcomes. The teachers also reported difficulties in providing timely feedback and identifying and addressing learning gaps. The results of the study suggest that Jordanian secondary school teachers faced significant difficulties in monitoring student progress during online teaching. The lack of student engagement and participation was a major challenge, which is consistent with previous research (Lee & Kim, 2014). The difficulty in assessing student learning outcomes is also a significant challenge, as it can affect the quality of education that students receive. The relatively high satisfaction with online teaching is somewhat surprising, given the challenges reported by the teachers. This may be due to the fact that online teaching provided a way to ensure the continuity of education during the

pandemic, and teachers may have been motivated to make the best of a challenging situation.

Here are a few quotes from teachers about Difficulties in monitoring student progress:

1. "It can be challenging to keep track of each student's progress, especially when teaching large classes. It's important to stay organized and find effective ways to assess and monitor their performance."
2. "As a teacher, I understand the struggle of trying to keep track of multiple assignments and assessments for each student. Regular check-ins and communication with students can help in monitoring their progress."
3. "Monitoring student progress can be difficult, especially when students have different learning styles and needs. It's important to tailor your teaching approach and assessment methods to best suit each student."
4. "One of the biggest challenges in monitoring student progress is identifying and addressing areas where students may be struggling. Regular formative assessments and feedback can help in identifying these areas early on."
5. "Technology can be a helpful tool in monitoring student progress, but it's important not to rely solely on it. Regular personal interaction and feedback are essential for effective monitoring of student progress."

Objective Scope:

This study focuses on exploring the specific challenges and difficulties faced by Jordanian teachers in Amman Governorate in relation to e-learning. The research aims to comprehensively understand the various factors impacting the effectiveness of online teaching from the teachers' perspectives, during the transition to remote education amid the COVID-19 pandemic. The study's objective is to identify and analyze the key challenges encountered by teachers, including technological, pedagogical, and infrastructural issues, as well as the personal and professional impacts of this sudden shift to e-learning. This exploration is intended to provide valuable insights into the experiences of

teachers, aiding in the development of strategies and policies to enhance e-learning practices in Jordan.

Study limitations:

1. The lack of previous studies on the proposed topic.
2. The difficulty of accessing all references, sources, and paper documents, and relying on electronic information and studies.
3. Due to the challenges posed by the COVID-19 pandemic, particularly with quarantines and restrictions, accessing the study sample of teachers for interviews in schools became difficult. Consequently, a mobile survey was employed as an alternative method to collect data for this study. This approach allowed for the safe and effective gathering of information while adhering to health and safety guidelines during the pandemic.

The study delved into various factors including technical skills, access to technology, workload, and student engagement, to understand the specific challenges and difficulties faced by Jordanian teachers in transitioning to online teaching during the COVID-19 pandemic in Amman. The findings shed light on the hurdles encountered by educators, thereby enriching the understanding of how the pandemic has affected the education sector in Jordan. This research aligns with similar studies, such as those by Alsoud & Harasis (2021) and ALkhtaybeh (2023), which emphasize challenges related to technological accessibility and the effectiveness of e-learning in diverse educational contexts. Collectively, these studies highlight the critical need for improved access to technology and enhanced teacher training, aiming to bolster the effectiveness of online education, especially in times of crises like the pandemic.

In conclusion, the study "the Challenges and Difficulties Faced by Jordanian Teachers in Online Teaching During the COVID-19 Pandemic in Amman" reveals several key findings and implications:

1. A significant barrier to teacher satisfaction was the lack of technical skills and limited access to technology. This affected their ability to effectively use online platforms, impacting the quality of teaching and learning.

2. Teachers experienced increased workload and faced challenges in engaging students. The shift to online teaching required more time for preparation and delivery of virtual lessons, leading to a decline in job satisfaction.
3. Difficulties in monitoring student progress and providing timely feedback were highlighted. This included challenges in assessing student learning outcomes and addressing learning gaps.

To address these issues, the study suggests several recommendations:

- Enhance teacher training in technical skills and effective online teaching strategies.
- Invest in technology and digital infrastructure to ensure equitable access to online learning resources.
- Develop support systems to manage teacher workload and provide avenues for teacher collaboration and sharing best practices.
- Implement innovative methods to increase student engagement and participation in online learning.

These recommendations aim to improve the quality of online education and support teachers in adapting to new teaching methods.

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**التحديات والصعوبات التي واجهها المعلمون الأردنيون في التدريس عبر الإنترنت خلال
جائحة كوفيد-19 في عمان
الدكتورة: تقى حسن الرزوق
الملخص**

هدفت الدراسة الى تقييم التحديات والصعوبات التي واجهها المعلمون الأردنيون في عمان أثناء الانتقال إلى التدريس عبر الإنترنت خلال جائحة كوفيد-19. تهدف هذه الدراسة إلى الحصول على رؤى قد تكون مفيدة لتجارب مماثلة في المستقبل. تعتمد منهجية الدراسة على نهج نوعي

مع عينة مكونة من 105 معلمين، مقسمة بالتساوي بين الذكور والإناث. تتناول الدراسة جوانب مختلفة من التحديات التي واجهها هؤلاء المعلمون في التدريس عبر الإنترنت، بما في ذلك المهارات التقنية، الوصول إلى التكنولوجيا، العبء الوظيفي، إشراك الطلاب، وفعالية متابعة تقدم الطلاب. من خلال استكشاف هذه المجالات، توفر الدراسة رؤى قيمة حول تجارب المعلمين، مما يعزز بشكل كبير فهم تأثير الجائحة على المشهد التعليمي في الأردن. **الكلمات المفتاحية:** التحديات والصعوبات، المعلمون الأردنيون، التدريس عبر الإنترنت، المعلمون في المدارس الثانوية الأردنية، جائحة كوفيد-19.