

درجة تطبيق معايير ضمان جودة التعلم الإلكتروني في كلية العلوم التربوية في الجامعة الأردنية

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الملخص

تهدف هذه الدراسة إلى تحديد درجة تطبيق معايير ضمان جودة التعليم الإلكتروني في كلية العلوم التربوية في الجامعة الأردنية. تكون مجتمع الدراسة من (١٣٨) عضو هيئة تدريس في كلية العلوم التربوية في الجامعة الأردنية. و تكونت الاستبانة من (٣) مجالات و (٢٨) فقرة. و أظهرت نتائج أن مستوى واقع تطبيق معايير ضمان جودة التعليم الإلكتروني في كلية العلوم التربوية في الجامعة الأردنية من وجهة نظر أعضاء هيئة التدريس جاء بمستوى متوسطة بمتوسط حسابي (٢,٩٤). و كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في تحديد واقع تطبيق معايير ضمان جودة التعلم الإلكتروني في كلية العلوم التربوية في الجامعة الأردنية من وجهة نظر أعضاء هيئة التدريس والتي يمكن أن تعزى إلى القسم أو الرتبة أو الجنس. بناءً على نتائج هذه الدراسة، تم تقديم العديد من التوصيات مثل تطوير أو تخصيص معايير ضمان جودة للتعلم الإلكتروني.

الكلمات المفتاحية: التعليم الإلكتروني، ضمان الجودة، كلية العلوم التربوية، المعايير

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The Degree of Implementing E-Learning Quality Assurance Standards at the Faculty of Educational Sciences at The University of Jordan

Abstract

The present study aimed at identifying the degree of implementing e-learning quality assurance standards at the Faculty of Educational Sciences at The University of Jordan. The population of the study consisted of (138) faculty members at the Faculty of Educational Sciences at The University of Jordan. The questionnaire consisted of (٣) dimensions and (٢8) statements. It was found that the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view was moderate with an overall mean of (2.94). It was also found that there were no significant differences in identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from faculty members' point of view, which can be attributed to the department, rank, or sex. Based on the results, several recommendations were presented , such as developing or customizing e-learning quality assurance standards.

Keywords: E-Learning, Faculty of Educational Sciences, Quality Assurance, Standards.

Introduction

E-learning is not the result of the current conditions caused by the Corona pandemic, as some believe. E-learning began a long time ago when there was the so-called (Distance Education) system, where the student received courses and study materials by mail and did self-study during the school year and then went and had the exams This idea was developed by time to provide the opportunity for students who are unable to enroll in universities to complete their education.

And with the scientific and technological progress and the emergence of the Internet in the nineties of the last century, the idea of e-learning has been developed and has been accepted by many universities and academics because of the profits generated by it ,and, at the same time, they do not need high spending because of students don't physically go to university campus and not using facilities and the lack of the need for the presence of staff plus other advantages to this type of education. (Qazzadri, 2019, p.120)

Recently, with the Corona pandemic hit the world and its impact on all fields, including education, e-learning has spread and became implemented at all levels, but it was encountered by many obstacles and affected its effectiveness, especially in universities. Many faculty members said that the reason for this, is the lack of clear standards and procedures to ensure the quality of this type of education. (Abu Shkheidem, Awwad, Khaleelah, Al Amad, and Shadeed, 2020)

The well-known quality assurance standards set by the Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) to control the quality of in-person education, in terms of inputs, processes, and outputs, include strategic planning, governance, academic programs, scientific research, financial resources, student services, and community service (Higher Education Accreditation Commission, 2015, 15), and due to their importance, they have been applied to the e-learning higher education system, especially in the large faculties that consist of several programs and large numbers of students. For example, at the Faculty of Educational Sciences, customized standards were set to urge faculty members and other staff members to commit to developing their performance and the quality of the programs offered.

However, among the most prominent faculties that suffered from these obstacles is the Faculty of Educational Sciences at the University of Jordan, as previous studies, including Hamadneh's (2010) study, mentioned the existence of

obstacles facing the implementation of quality assurance standards during in-person education, which negatively affected the quality of e-learning.

to shift into e-learning without any prior preparations and/or setting proper and suitable standards to ensure its quality, which might have affected the quality of content, instructional design, and delivery, which led to educational loss.

On the other hand, all universities in Jordan have approved quality assurance standards that are set to regulate in-person education and are adopted and customized to ensure the quality of e-learning education. This is why, an urgent need to identify whether these standards are actually controlling the quality of e-learning and to identify whether they are suitable for this type of education, especially at the Faculty of Educational Sciences at the University of Jordan, which is the subject of research, as previous studies, such as Hamadneh (2010), indicated that there are obstacles facing the implementation of quality assurance standards during in-person education, which negatively affected the quality of e-learning.

In the light of the above, the two researchers identified the status quo of e-learning quality assurance in the Faculty of Educational Sciences at The University of Jordan.

Study's Questions:

This study aimed at answering the following questions:

Q.1: What is the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan from faculty members' point of view?

Q.2: Are there any significant differences at ($\alpha=0.05$) in the need for standards to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from faculty members' point of view, which can be attributed to the department, rank, or sex?

Study's objectives:

The present study aimed at identifying the degree of implementing e-learning quality assurance standards at the Faculty of Educational Sciences at The University of Jordan based on examining the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view.

Study's Significance:

Hopefully, the present study will enable the following authorities to benefit from its results:

- Faculties of Education in public and private Jordanian universities, faculty members working in them, and researchers in the field of quality assurance and e-learning.
- Theoretical literature and the findings of this study should be used by researchers.

Definitions of terms.:

E-Learning:

It is referred to as an educational system that provides educational or training programs to students or trainees anytime and anywhere using information technology and interactive communications means such as the Internet, television channels, e-mail, computers, teleconferences, etc. in a synchronous or asynchronous manner. (Al Mousa, 2008)

Faculty of Educational Sciences:

It is a humanities faculty affiliated with the University of Jordan in Amman, founded in 1972 upon a royal will. The faculty includes five departments: Curriculum and Teaching Department, Educational Psychology Department, Educational Leadership and Foundations Department, Counseling and Special Education Department, and Library and Information Sciences Department (University of Jordan website, 2021).

For this study, this definition is being adopted.

Quality Assurance:

It is defined as: reviewing products according to certain specifications and standards. This review is not done at the end of each stage, but rather at every step and for each program and for each process, in which the procedures are conformed to the required specifications and certain standards (Majeed and Al-Zyadat, 2008).

Procedurally, it is defined as: monitoring the quality of performance of e-learning programs at the Faculty of Educational Sciences at the University of Jordan in a way that ensures the implementation of the educational process in accordance with the certain specifications and standards.

Standards:

They are terms or phrases that describe or govern the process of designing e-learning courses and their production to ensure their quality. (Qazzadri, 2019, 136)

For this study, this definition is being adopted.

Study's limits:

Human limits: This study sampled 138 faculty members at the Faculty of Educational Sciences at the University of Jordan.

Spatial limits: This study was conducted at the Faculty of Educational Sciences at the University of Jordan.

Temporal limits: This study was conducted during the summer semester of the academic year 2021/2022.

Literature review:

Access to education, in all its stages and forms, has been a challenge in many countries for the past few years, and the concern has been magnified due to the recent pandemic, which has affected the social, economic, and educational aspects.

However, ministries of higher education and educational institutions initiated emergency plans to face the Corona pandemic challenge and to ensure that the loss of education is at its minimum level.

Although this has been an exceptional situation, transferring into e-learning at universities has been promoted to and thought of for years, many universities were able to implement e-learning and online programs, but many still are struggling to come up with the right format and formula for such programs.

E-learning has become widely used in conventional education, continuing education, adult education, and corporate training because of its flexibility, richness, resource-sharing, and cost-effectiveness. United Nations Educational, Scientific and Cultural Organization (UNESCO) statistics show that over 455 million people around the world received education and training through the Internet in 2008. Over 70% of universities in the USA were providing e-learning courses, and more than 6.1 million university students were taking at least one e-learning course during the fall 2010 term, which accounted for over 31% of the total number of university students in the USA. (Zhang and Cheng, 2012, p. 67)

As the importance of e-learning has increased, and because of the benefits of this form of learning, faculties in general and the Faculty of Educational Sciences in particular must develop e-learning programs that can be successful and sustainable. By implementing such program, the Faculty of Educational Sciences could lead the implementation of this form of programs in schools by showcasing how it could be conducted successfully and according to the standards. Therefore, standards to ensure the quality of delivery and assessments must be developed; faculties in universities and Higher Education institutions must work hand in hand with the quality assurance departments or faculties to standardize the e-learning programs.

Furthermore, high academic standards are essential to a university bringing out high-quality research and teaching outcomes, leading to delivery of high-quality graduates. The purpose of maintaining high academic standards can be manifold—not only to meet standards set by the national education standard governing body or professional, statutory, and regulatory bodies (PSBR) but to provide confidence to

convey that the quality of education meets the current and future competencies and needs of the wider society (Gamage, Pradeep Najdanovic-Visak & Gunawardhana, 2020, p.1).

Thair et al. (Thair, Garnett, & King, 2006) defined the quality in the context of higher education as the following combination of organizational activities:

- Improving core activities (teaching, research, and institution services)
- Alignment of activities, budget, and resources with the strategic plan
- Demonstration of leadership and innovation in all activities
- Exploration of the needs of students, other customers, stakeholders, and the market
- Investing in human resource development
- Use of data, information, and knowledge for decision making x Improving outcomes (Misuta and Pribilovab, 2014, p.313)

In Jordan, there are two main institutions that ensure the quality of the Education Faculties: (1) Ministry of Higher Education & Scientific Research in Jordan and the Quality Assurance Center at each university.

Quality assurance is the key to successful and sustainable programs, standards must be developed, shared, trained on, implemented, benchmarked, and evaluated and since there are not any documented standards for e-learning programs, it is worth proposing and developing. Thus, this section will review the Arabic and English studies that addressed this topic:

Al Qudah (2021) aimed at studying, analyzing, and evaluating the quality of e-learning in its dimensions (evaluation of faculty members, Distance evaluation of the educational process, evaluation of infrastructure) and its impact on the degree of satisfaction of university students at Taibah University. It was found that the general attitudes towards the quality of e-learning with its dimensions at Taibah University in the Kingdom of Saudi Arabia were high and with an average of (3.897) where the

means for the dimensions of e-learning quality ranged between (3.561 – 4.172). Moreover, it was also found that the learners' satisfaction degree at Taibah University in the Kingdom of Saudi Arabia was high with an average of (4.128) where the means for the dimensions of the quality of e-learning ranged between (4.070 - 4.187).

Al Sharida (2019) examined identifying the extent Blackboard system is used by the Faculty of Education from the perspective of male and female students at Prince Sattam bin Abdulaziz University in Wadi Al-Dawasir during the first semester of the academic year (2018-19). It was found that the availability of equipment supporting the use of e-learning (blackboard) within the faculty was moderate. It was also found that the faculty members used e-learning (blackboard) in the educational process in the faculty ranged between moderate and low. Furthermore, it was found that there were statistically significant differences between gender and the availability of equipment to support e-learning in favor of males, whereas there were no statistically significant differences between gender, subject and level of study and the use of e-learning (blackboard) in the educational process in the faculty.

Al Mulla (2016) focused on the application of two distance education experiments; Open University of Malaysia (1999 until now), and the Faculties of Educational Sciences for girls in Saudi Arabia, which did not hold up (it lasted for almost two years) based on the Quality Assurance Agency for Higher Education (UK). Data were collected using both qualitative approaches based on the analysis of documents and numbers of relevant studies, and descriptive approach survey. It was found that the most important factors in distance education were the preparation of the infrastructure, administrative and technical experts, Quality and review centers, and the quality of multi-media technology.

Badrakhan (2013) investigated identifying the extent of the application of quality standards and quality assurance at Al-Ahliyya Amman University in Jordan from the

perspectives of faculty members at the university. Moreover, it aimed at investigating the effect of faculty and experience on the perceptions of faculty members. The study sample consisted of (110) faculty members working in the humanities and scientific faculties. It was found that the level of the application of quality standards and quality assurance at Al-Ahliyya Amman University was high with a mean of (3.72). Additionally, it was also found that there were not any statistically significant differences in faculty members' perceptions that might be attributed to either faculty or experience. Based on the results, several recommendations were suggested, such as providing an opportunity for faculty members to participate in and discuss university decisions pertinent to the majors they teach at the university.

Al Harbi (2013) examined proposing a number of appropriate standards for measuring the quality of e-learning in Saudi universities. The study presented the theoretical framework of e-learning, and the most important international standards that are used in e-learning. In the light of that, a number of appropriate criteria for measuring the quality of e-learning were proposed, namely: institutional support, and clarity of university systems in the field of e-learning, and achieve the satisfaction of the beneficiaries, and continuous improvement of learning processes, and identify the skills needed for university students in the light of e-learning, and the use of modern technology and are suitable for learning programs via mail, and evaluation of e-learning programs, and evaluate e-learning programs, and flexibility to improve and modify the content of education provided to students in e-learning.

Al Najdi (2012) aimed at measuring the extent at which Al Quds Open University e-learning quality standards in educational, technical, and administrative fields are matched with international e-learning quality standards in the same fields. It was found that the criteria for quality of content and instructional design, the support of supervisors, learners, and administrative services of QOU e-learning quality standards in educational, technical, and administrative fields already exist. It was also

found that there were no significant differences in the estimated rates of QOU faculty quality standards that can be attributed to gender or academic ranks. However, there were significant differences in the estimated rate that can be attributed to specialization.

Design of the study:

A survey methodology approach was adopted. It was adopted to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan, by referring to the previous studies pertinent to the subject of the study, then collecting data using the study tool and statistically analyzing it to answer the study questions.

Study's population and sample:

The population was represented by (138) faculty members work at the Faculty of Educational Sciences at the University of Jordan. The population of the study was the same as the sample. The study instrument was distributed to the study sample that consisted of (138) individuals, and (130) questionnaires were retrieved and considered as a sample for the study, the distribution of the study's sample is displayed below in table (1)

Table (1): Distribution of the study's respondents in accordance with the respective department, rank, and sex			
Variable	Category	Frequency	Percentage
Department	Educational Psychology	23	17.7%
	Curriculum & Teaching	50	38.5%
	Educational Leadership & Foundations	19	14.6%
	Counselling and Special Education	30	23.1%
	Libraries & Information Sciences	8	6.2%
Total		138	100%
Rank	Professor	60	46.2%
	Associate Professor	38	29.2%
	Assistant Professor	20	15.4%
	Instructor and other ranks	12	9.2%
Total		130	100%
Sex	Female	٣٤	26.2%

Male	٩٦	73.8%
Total	130	100%

Study's variables:

The present study included the following variables:

Moderate variables: Three variables related to faculty members, which are:

- Departments: Educational Psychology, Curriculum & Teaching, Educational Leadership & Foundations, Counselling & Special Education, and Libraries & Information Sciences.
- Rank: Professor, Associate Professor, Assistant Professor and Instructor and other ranks.
- Sex: females and males

Study's instrument:

An initial questionnaire was developed after reviewing the relevant studies. The initial questionnaire consisted of (٣) dimensions and (٢6) statements that aimed at identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan. The dimensions were: (Educational Aspect, Technical Aspect, Quality Assurance Aspect). The final questionnaire was distributed to the study population after it was reviewed and validated by experts.

The five-point Likert scale was used. It consisted of (5) categories: (to a very low degree, to a low degree, to a moderate degree, to a high degree and to a very high degree). The categories represent the following scores, respectively: 1, 2, 3, 4 and 5. In order to describe the results, a response ladder was adopted using the following formula:

$$(\text{Highest limit of scale (5) - Lowest limit of scale (1)}) / 3 = (5-1) / 3 = 1.33$$

$$1.00 - 2.33: \text{low} \quad 2.34 - 3.67: \text{moderate} \quad 3.68 - 5.00: \text{high}$$

Validity of the instrument:

To measure the validity of the questionnaire, the content validity method was used. The initial questionnaire was passed on to 10 experts who have relevant expertise and experience. They were asked to assess the questionnaire and provide their feedback regarding language, relevance, and validity to measure what it was designed for. They were also asked to give suggestions regarding additions, deletions, and adjustments. Based on experts' opinions, some statements were rephrased, and two statements were added to the second and third dimensions.

Reliability of the questionnaire:

To measure the reliability of the questionnaire, Cronbach alpha coefficient was used. Table (2) shows Cronbach alpha coefficient values.

Table (2): Cronbach alpha coefficient values for each dimension		
Dimension	Cronbach Alpha Coefficient	Number of Statements
1. Educational Aspect	0.857	10
2. Technical Aspect	0.804	8
3. Quality Assurance Aspect	0.882	10
Total	0.943	28

Based on the results shown in table (2), Cronbach alpha coefficient values ranged between (0. 804 and 0. 882), with a total of (0.943). This indicates that the questionnaire had an adequate degree of reliability.

Study's Results:

Results related to the study's first question: Q.1 What is the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view?

To answer this question, means and standard deviations for the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view were calculated. These values are captured in table (3) below.

Table (3): The status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view					
Dimension Number	Rank	Dimension	Mean	Std.	Level
2	1	Technical Aspect	2.98	٠,٩١	Moderate
3	2	Quality Assurance Aspect	2.97	٠,٨٦	Moderate
1	3	Educational Aspect	2.88	٠,٨٧	Moderate
Total			2.94	0.84	Moderate

Based on the results shown in table (3), status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view is moderate. The overall mean is (2.94) and the total standard deviation is (0.84). the Technical Aspect dimension ranked first with a mean of (2.98) which is moderate, and with a standard deviation of (٠,٩١). The Quality Assurance Aspect dimension ranked second with a mean of (2.97) which is moderate, and with a standard deviation of (٠,٨٦). and finally, it was found that the Educational Aspect dimension ranked third with a mean of (2.88) which is moderate, and with a standard deviation of (٠,٨٧).

The means and standard deviations for each statement of each dimension of the study were also calculated. The results are presented in table (4) below.

Table (4): Means and standard deviations for each statement of the questionnaire					
Statement No	Rank	Statement	Mean	Std.	Level
Educational Aspect					
١٠	1	The faculty members in the Faculty of Educational Sciences announce the results accurately in accordance with the approved quality standards.	3.56	1.23	Moderate
٧	2	The faculty members of the Faculty of Educational Sciences support students' self-learning in the e-learning process.	3.08	1.48	Moderate
٣	3	The faculty members in the Faculty of Educational Sciences continuously update the contents of the e-learning materials.	2.97	1.20	Moderate
٦	٤	The faculty members in the Faculty of Educational Sciences are keen to provide fair opportunities for all students in the faculty to complete graduation requirements	2.94	1.41	Moderate
٩	5	The faculty members in the Faculty of Educational Sciences use appropriate assessment methods for e-learning.	2.80	1.12	Moderate
١	6	The Faculty of Educational Sciences plans in advance for the e-learning program.	2.75	1.07	Moderate

٥	7	The faculty members in the Faculty of Educational Sciences consider the individual differences between students during e-learning.	2.75	1.08	Moderate
٢	8	The Faculty of Educational Sciences offers e-learning programs that are controlled by specific quality standards.	2.73	1.27	Moderate
٨	9	The faculty members in the Faculty of Educational Sciences facilitate students' access to educational material through e-learning.	2.68	1.10	Moderate
٤	10	The faculty members in the Faculty of Educational Sciences use appropriate teaching strategies during e-learning.	2.53	1.37	Moderate
Total			.88٢	.87٠	Moderate
Technical Aspect					
15	1	The Faculty of Educational Sciences provides a technical support team to follow up on errors during e-learning.	3.38	1.08	Moderate
18	٢	The Faculty of Educational Sciences always facilitates students' access to electronic material inside and outside the university.	3.37	1.22	Moderate
12	3	The Faculty of Educational Sciences provides electronic libraries and books.	3.06	1.28	Moderate
14	٤	The Faculty of Educational Sciences provides an interactive interface (platform) dedicated to e-learning.	2.94	1.08	Moderate
11	5	The Faculty of Educational Sciences improves the faculty members' skills in using e-learning applications.	2.93	1.00	Moderate
17	6	The Faculty of Educational Sciences provides various resources to meet the needs of e-learning system development.	2.85	1.19	Moderate
13	7	The Faculty of Educational Sciences addresses the various difficulties that arise during e-learning.	2.65	1.28	Moderate
16	8	The Faculty of Educational Sciences provides the necessary infrastructure for e-learning.	2.62	1.39	Moderate
Total			2.98	0.91	Moderate
Quality Assurance Aspect					
19	1	The Faculty of Educational Sciences uses e-learning quality assurance standards approved by the Quality Center at the university.	٣,٢٨	1.10	High
23	2	The quality assurance center at the university documents the work conducted at the Faculty of Educational Sciences.	٣,٢٦	1.09	Moderate
21	3	The Quality Assurance Centre at the university provides models for e-learning follow-up.	٣,١٥	1.09	Moderate
26	4	The Faculty of Educational Sciences adopts feedback to correct the e-learning course.	٣,١٥	1.21	Moderate
25	5	The Faculty of Educational Sciences continuously evaluates the outputs of the e-learning system.	٣,٠٥	1.10	Moderate

27	6	The Faculty of Educational Sciences continuously supervises the progress of the e-learning process	٢,٨٦	1.04	Moderate
28	7	The faculty members in the Faculty of Educational Sciences receive continuous feedback from students about e-learning.	٢,٨٥	1.23	Moderate
20	8	The Faculty of Educational Sciences provides an active department to monitor the quality of e-learning.	٢,٧٤	1.26	Moderate
24	9	The Quality Assurance Center at the university evaluates the compatibility of the exams in the Faculty of Educational Sciences with the objectives of e-	٢,٧٠	1.13	Moderate
22	10	The Quality Assurance Center at the university sets a description for e-learning programs.	٢,٦٩	1.11	Moderate
Total			٢,٩٧	0.86	Moderate

Based on the results shown in table (4), the means for the Educational Aspect dimension are within the range of (3.56-2.53). Statement (10) The faculty members in the Faculty of Educational Sciences announce the results accurately in accordance with the approved quality standards ranked first with a mean of (3.56) which is moderate. Statement (4) The faculty members in the Faculty of Educational Sciences use appropriate teaching strategies during e-learning ranked last with a mean of (2.53) which is moderate. The total mean of the Educational Aspect dimension is (2.88) which is moderate.

Based on the results shown in table (4), the means for the Technical Aspect dimension are within the range of (2.62-3.38). Statement (15) the Faculty of Educational Sciences provides a technical support team to follow up on errors during e-learning ranked first with a mean of (3.38) which is moderate. Statement (16) the Faculty of Educational Sciences provides the necessary infrastructure for e-learning ranked last with a mean of (2.62) which is moderate. The total mean of the Educational Aspect dimension is (2.98) which is moderate.

Based on the results shown in table (4), the means for the Quality Assurance Aspect dimension are within the range of (3.28-2.69). Statement (19) the Faculty of Educational Sciences uses e-learning quality assurance standards approved by the Quality Center at The University of Jordan ranked first with a mean of (3.28) which is

moderate. Statement (22) The Quality Assurance Center at the University of Jordan sets a description of e-learning programs ranked last with a mean of (2.69) which is moderate. The total mean of the Quality Assurance Aspect dimension is (2.97) which is moderate.

Results related to the study's second question: Q.2 Are there any significant differences at ($\alpha=0.05$) in the need for standards to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from the faculty members' point of view, which can be attributed to the department, rank, or sex?

To answer this question, the need for each statement in the questionnaire was calculated by taking number (5) as the highest score of the desired and subtracting the score of the status quo from it. Then means and standard deviations for identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan from faculty members' point of view, which can be attributed to the department, rank, or sex were calculated. These values are captured in table (5).

Table (5): Means and standard deviations for each dimension of the questionnaire				
Variable	Category	Frequency	Means	Std.
Department	Educational Psychology	23	3.01	0.91
	Curriculum & Teaching	50	2.98	0.82
	Educational Leadership & Foundations	19	2.55	0.62
	Counselling and Special Education	30	3	0.89
	Libraries & Information Sciences	8	3.24	0.98
Rank	Professor	60	2.90	0.76
	Associate Professor	38	3.05	0.88
	Assistant Professor	20	3.01	1.01
	Instructor and other ranks	12	2.67	0.87
Sex	Female	34	2.94	1.07
	Male	96	2.94	0.75
Total		130	٢,٩٤	٠,٨٤

Based on the results shown in Table (5), there are apparent differences in the means to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from faculty members' point of view, which can be attributed to the department, rank, or sex.

To investigate the significance of these differences, Three-Way ANOVA was conducted. The results are displayed in Table (6) below.

Table (6): The results of the Three -Way ANOVA for each dimension					
Variable	Sum of Squares	Df.	Mean Square	F.	Sig.
Department	3.833	4	0.958	1.345	0.257
Rank	1.404	3	0.468	0.657	0.58
Sex	0.121	1	0.121	0.17	0.681
Error	86.175	121	0.712		
Total	1215.93	130			

Based on the results in table (6), there are no significant differences in identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from the faculty members' point of view, which can be attributed to the department, rank, or sex based on F. values (1.345, 0.657 and 0.17) respectively and Significance values (0.257, 0.58 and 0.681) respectively.

To investigate the differences in the dimensions with respect to the study variables (Department, Rank, Sex), means and standard deviations for dimension were calculated. The results are displayed in Table (7) below.

Variable	Category	Statistical	D1: Educational Aspect	D2: Technical Aspect	D3: Quality Assurance
Department	Educational Psychology	Frequency	٢٣	٢٣	٢٣
		Means	٢,٩٥	٣,٠٢	٣,٠٦
		Std	٠,٩٤	٠,٩٧	٠,٩
	Teaching & Curriculum	Frequency	٥٠	٥٠	٥٠
		Means	٢,٨٩	٣,١١	٢,٩٦
		Std	٠,٨٥	٠,٨٧	٠,٨٥
	& Leadership Educational Foundations	Frequency	١٩	١٩	١٩
		Means	٢,٥٥	٢,٥٣	٢,٥٧
		Std	٠,٦٨	٠,٧٥	٠,٦
	and Special Education Counselling	Frequency	٣٠	٣٠	٣٠
		Means	٢,٩٢	٢,٩٨	٣,٠٨
		Std	٠,٩٣	٠,٩٥	٠,٩١
Information Sciences & Libraries	Frequency	٨	٨	٨	
	Means	٣,٢٤	٣,٠٨	٣,٣٨	
	Std	٠,٩٨	٠,٩٩	١,٠٤	
Rank	Professor	Frequency	٦٠	٦٠	٦٠
		Means	٢,٨٣	٢,٩٣	٢,٩٦
		Std	٠,٨	٠,٨٤	٠,٧٨
	Professor Associate	Frequency	٣٨	٣٨	٣٨
		Means	٣	٣,٠٣	٣,١٢
		Std	٠,٩	٠,٩٤	٠,٨٨
	Professor Assistant	Frequency	٢٠	٢٠	٢٠
		Means	٢,٩	٣,١٥	٣,٠١
		Std	١,٠١	١,٠٦	١,٠٥
Instructor and other ranks	Frequency	١٢	١٢	١٢	
	Means	٢,٧٣	٢,٧٨	٢,٥١	
	Std	٠,٩١	٠,٩٤	٠,٨٣	
Sex	Female	Frequency	٣٤	٣٤	٣٤
		Means	٢,٩	٢,٩	٣,٠٢
		Std	١,٠٨	١,٠٨	١,١١
	Male	Frequency	٩٦	٩٦	٩٦
		Means	٢,٨٧	٣	٢,٩٦
		Std	٠,٧٩	٠,٨٤	٠,٧٦
Total		Frequency	١٣٠	١٣٠	١٣٠
		Means	٢,٨٨	٢,٩٨	٢,٩٧
		Std	٠,٨٧	٠,٩١	٠,٨٦

Based on the results shown in Table (7), there are apparent differences in the means to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at The University of Jordan, from the

faculty members' point of view, which can be attributed to the department, rank, or sex.

To investigate the significance of these differences, Multivariate Analysis of Variance (MANOVA) was conducted. The results are displayed in Table (8) below.

Table (8): The results of the Multivariate Analysis of Variance (MANOVA) for each variable						
Variable	Dimension	Sum of Squares	Df.	Mean Square	F	Sig.
Department						
Hotelling's Trace	D1: Educational Aspect	٣	٤	٠,٧٥	٠,٩٧	٠,٤٣
Value ٠,٨٢٣ :	D2: Technical Aspect	٥,٢٨	٤	١,٣٢	١,٦١	٠,١٨
Sig. 0.023	D3: Quality Assurance	٤,٦٩	٤	١,١٧	١,٦١	٠,١٨
Rank						
Wilks' Lambda	D1: Educational Aspect	٠,٦٧	٣	٠,٢٢	٠,٢٩	٠,٨٣
Value: 0.852	D2: Technical Aspect	١,٤٩	٣	٠,٥	٠,٦١	٠,٦١
Sig. 0.023	D3: Quality Assurance	٣,٢٨	٣	١,٠٩	١,٥١	٠,٢٢
Sex						
Hotelling's Trace	D1: Educational Aspect	٠,٠٣	١	٠,٠٣	٠,٠٤	٠,٨٥
Value: 0.003	D2: Technical Aspect	٠,٥٩	١	٠,٥٩	٠,٧٢	٠,٤
Sig. 0.313	D3: Quality Assurance	٠,٠٤	١	٠,٠٤	٠,٠٥	٠,٨٢
Error	D1: Educational Aspect	٩٤,٠٣	١٢١	٠,٧٨		
	D2: Technical Aspect	٩٩,١٤	١٢١	٠,٨٢		
	D3: Quality Assurance	٨٧,٨٨	١٢١	٠,٧٣		
Total	D1: Educational Aspect	٩٨,٠١	١٢٩			
	D2: Technical Aspect	١٠٦,٠٩	١٢٩			
	D3: Quality Assurance	٩٦,٠٤	١٢٩			

Based on the results in Table (8), there are no significant differences in identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from the faculty members' point of view, which can be attributed to the department, rank, or sex based on F. values.

Result Discussion

Discussion of the results related to the study's first question: Q.1: What is the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan from the faculty members' point of view?

Results showed that the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan from the faculty members' point of view was moderate, this might be due to the fact that The University of Jordan in general and the Faculty of Educational Sciences in particular are still new to e-learning, and perhaps the quality standards were not clear for the faculty members.

The results also showed that the faculty members were more proficient in the Educational Aspect of e-learning than in the other aspects. The following is a discussion of the three aspects (Educational Aspect, Technical Aspect, and Quality Assurance Aspect):

1. Educational Aspect:

All the statements under this dimension were moderate. The Statement (The faculty members in the Faculty of Educational Sciences announce the results accurately in accordance with the approved quality standards) ranked first and was moderate; this indicates the keenness of the faculty members to be transparent and credible in giving students their results, in addition to the fact that the process of announcing students' results is not affected by the developments of e-learning, the results are announced in the same way, whether the learning is in-person or virtual.

Whereas the statement (The faculty members in the Faculty of Educational Sciences use appropriate teaching strategies during e-learning) ranked last and was moderate; this might be due to the fact that faculty members are still new to e-learning and have not been sufficiently trained on the most appropriate teaching strategies for e-learning.

2. Technical Aspect:

All the statements under this dimension were moderate, and this indicates that there is some weakness in this aspect, which could be addressed through training the faculty members on the important technical aspects that could support the smooth

flow of the e- teaching - learning process and enabling them. The statement (The Faculty of Educational Sciences provides a technical support team to follow up on errors during e-learning) came in first and was moderate; this might be due to the keenness of The University of Jordan in general and the Faculty of Educational Sciences in particular to manage the educational process smoothly before and during the Corona pandemic.

Whereas the statement (The Faculty of Educational Sciences provides the necessary infrastructure for e-learning) came last and was moderate; this might be due to the modernity of this type of education and the weak financial and material capabilities of universities in general and governmental universities in particular.

3. Quality Assurance Aspect:

All the statements under this dimension were moderate except the statement (The Faculty of Educational Sciences uses e-learning quality assurance standards approved by the Quality Center at the university) came in first and was high; this indicates that the Faculty of Educational Sciences commitment to implement the quality assurance standards approved by the university, in an effort to make e-learning successful in light of the unprecedented conditions that the educational system has been facing.

Whereas the statement (The Quality Assurance Center at the university sets a description of e-learning programs) came last and was moderate; this might be due to the fact that the Quality Assurance Center derives its QA standards from national, ISO and international standards; which means that the Center doesn't develop its own standards; therefore, there is a need to work on developing e-learning standards and finding integrated policies that regulate it.

The results of the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan from faculty members' point of view was moderate, which indicates the necessity of

having standards that guarantee the quality of this form of learning. The results of this study agreed with the study of *Al Harbi* (2013) on the need to improve e-learning and increase its quality. It also agreed with the study of *Al Sharida* (2019), which found that the employment of faculty members for e-learning in the educational process in the faculty ranges between average and low degree.

The results of this study differed with the study of *Badrakhan* (2013) in which the application of quality standards and quality assurance at Al-Ahliyya Amman University was high, whereas in was moderate at the University of Jordan and with the study of *Al Qudah* (2021) in which one of the most prominent results in this study was the general trend towards the implementation of e-learning quality standards' dimensions at higher education was high and it did not need other standards to control it.

Discussion of the results related to the study's second question: Q.2: Are there any significant differences at ($\alpha=0.05$) in the need for standards to identify the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from faculty members' point of view, which can be attributed to the department, rank, or sex?

Results showed that there are no significant differences in identifying the status quo of implementing e-learning quality assurance standards in the Faculty of Educational Sciences at the University of Jordan, from faculty members' point of view, which can be attributed to the department, rank, or sex, this could be due to the fact that faculty members have the same mindset, perspective on implementing e-learning quality assurance standards and experience of implementing e-learning quality assurance standards regardless of their relevant department, academic rank and sex.

The results of this study agreed with the study of *Badrakhan* (2013) which found

that there were no significant differences in faculty members' perceptions that might be attributed to the moderate variables of the studies, it also agreed with the study of *Al Sharida* (2019) which found that there were no statistically significant differences between gender, subject, level of study, and the use of e-learning (blackboard) in the educational process in the faculty.

The results of this study differed with the study of *Al Mulla* (2016) which found that the most important factors in distance education were the preparation of the infrastructure, administrative and technical experts, Quality and review centers, and the quality of multi-media technology, and differed with the study of *Al Najdi* (2012) which found that there were no significant differences in the estimated rates of QOU faculty quality standards that can be attributed to gender or academic ranks.

Recommendations

In the light of the findings of the study, the followings are recommended:

- Conducting similar studies on other faculties and universities to compare their results with the results of this study.
- Developing the skills of faculty members in the field of e-learning at The University of Jordan and other public and private universities.
- Adopting blended education (in-person and virtual) as permanent strategy even after the end of the Corona pandemic.
- Setting standards to ensure the quality of e-learning and their application at the different faculties and universities.
- Developing or customizing standards for Quality Assurance of e-learning at the Faculty of Educational Sciences at The University of Jordan and other faculties and universities.

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