

The impact of using distance education technology in developing the academic achievement of mathematics for eighth- grade learners in light of the Corona crisis – Field study on the secondary eighth graders in Damascus city –

Drwish Hasan Drwish

Ali Osman Engin

Faculty of Education || Ataturk University || Turkey

Abstract: The current study aimed to reveal the impact of the use of distance learning technology in developing the academic achievement of secondary stage learners in light of the Corona crisis in public schools. As well as to identify the significance of the differences in the impact of the use of distance education technology in developing the academic achievement of secondary stage learners in light of the Corona crisis. The study was applied in the first semester of (2021), and the descriptive survey method was used. The study community consisted of secondary school students in public schools of Damascus Education. The study consisted of (167) male and female students. The number of male sample members (89), and the number of females (78) were chosen by simple random method. The study concluded the following results:

The arithmetic averages ranged between (3.40- 4.72), where came in paragraph (1) which states "distance learning enriches my education" comes in the first place, with an arithmetic average of (4.72). While paragraph (19) which its text "helped to eliminate many student problems" came in the last rank, with an average of (3.40). While the results of the main question about the effect of using distance education technology in developing the academic achievement of secondary stage learners in Damascus Education schools in light of the Corona crisis showed that there is a positive impact of using distance education in light of the Corona crisis. That positive impact was in a medium degree. Where the average arithmetic of perceptions of the sample members (4.03), and standard deviation (0.42), and a medium degree for the field as a whole. In light of the results, the researcher made the following recommendations: Conduct more studies and research on different samples and stages. Provide adequate support to the Ministry of Education in order to maintain its continuity and its ability to manage distance education. Support national projects that develop the idea of distance education, and enhance cooperation with the Syrian Ministry of Education.

Keywords: distance education, secondary graders, Corona crisis, academic achievement.

أثر استخدام تقنية التعليم عن بعد في تنمية التحصيل الدراسي
لمادة الرياضيات لمتعلمي الصف الثامن الإعدادي في ظل أزمة كورونا
– دراسة ميدانية على متعلمي الصف الثامن الإعدادي في مدينة دمشق –

درويش حسن درويش
علي عثمان أينكين

المستخلص: هدفت الدراسة الحالية إلى الكشف عن أثر استخدام تقنية التعليم عن بعد في تنمية التحصيل الدراسي لدى متعلمي المرحلة الإعدادية في ظل أزمة كورونا في المدارس الحكومية، والتعرف إلى دلالة الفروق في أثر استخدام تقنية التعليم عن بعد في تنمية التحصيل الدراسي لدى متعلمي المرحلة الإعدادية في ظل أزمة كورونا، تم تطبيق الدراسة في الفصل الأول 2021، وقد تم استخدام المنهج الوصفي المسحي، تكون مجتمع الدراسة من طلبة المرحلة الإعدادية في المدارس الحكومية في تربية دمشق، تكونت الدراسة من (167) طالب وطالبة. وبلغ عدد أفراد العينة من الذكور (89)، كما بلغ عدد الإناث (78) تم اختيارهم بالطريقة العشوائية البسيطة، وخلصت الدراسة إلى النتائج الآتية: أن المتوسطات الحسابية قد تراوحت ما بين (3.40-4.72)، حيث جاءت العبارة (1) والتي تنص على " يعمل التعليم عن بعد في إثراء التعليم لدي" في المرتبة الأولى وبمتوسط حسابي بلغ (4.72). بينما جاءت العبارة (19) ونصها " ساعد في القضاء على العديد من المشكلات الطلابية " بالمرتبة الأخيرة وبمتوسط حسابي بلغ (3.40). بينما أظهرت نتائج السؤال الرئيسي عن مدى أثر استخدام تقنية التعليم عن بعد في تنمية التحصيل الدراسي لدى متعلمي المرحلة الإعدادية في مدارس تربية دمشق في ظل أزمة كورونا، أن هناك أثراً إيجابياً لاستخدام التعليم عن بعد في ضوء أزمة كورونا، وبدرجة متوسطة. حيث بلغ المتوسط الحسابي للتصورات أفراد العينة (4.03)، وانحراف معيار (0.42)، وبدرجة متوسطة للمجال ككل. وفي ضوء النتائج قدم الباحث التوصيات الآتية: إجراء المزيد من الدراسات والأبحاث على عينات ومراحل مختلفة. تقديم الدعم الكافي لوزارة التربية والتعليم حتى تحافظ على استمراريتها وقدرتها على إدارة التعليم عن بعد. دعم لمشاريع الوطنية التي تنمي فكرة التعليم عن بعد، وتعزيز التعاون بينها وبين وزارة التعليم السورية.

الكلمات المفتاحية: التعليم عن بعد، طلبة المرحلة الإعدادية، أزمة كورونا، التحصيل الدراسي.

Introduction.

Increased interest in the innovations of educational technology in all educational systems in the world to become part of the education systems in them, due to its latent strength that contributes to improving the teaching and learning processes. This interest stemmed from the tremendous developments taking place in the field of information and communication technology on the one hand, and the urgent need to update the skills of working human crews on the other hand. (Al-Omari, 2003). Consequently, the world is experiencing a knowledge, scientific and technological revolution in various fields. It was not limited to one field without the other, but rather included all sectors, especially the education sector. It is the main pillar upon which the culture, development and advancement of peoples are built. The use of modern technology has become a feature of this era; therefore, Educational institutions hastened to develop their educational systems to keep pace with this change and rapid successive development in technologies and the accompanying reflections on the educational process that is affected by any change in society and affects it.

This successive rapid development of technology makes those interested in the educational process in constant need to search for new educational methods that suit the features of development and help the learner to learn, including e-learning and distance education. (Amasha, 2011)

The Coronavirus crisis has cast a shadow over the education sector, as it prompted schools, universities and educational institutions to close their doors to reduce the chances of its spread. This aroused great concern among those associated with this sector, especially students who are ready to sit for

exams they consider fateful, such as the baccalaureate, Cambridge, and others, in light of a crisis that may be prolonged.

All this prompted educational institutions to switch to electronic learning (E-Learning), as an alternative that has long been talked about and controversy over the necessity of integrating it into the educational process, especially after the educational process was directly affected by industry automation and the development of "artificial intelligence" and "internet of things" technology. As well as the information technology revolution that invaded most forms of human life and became an integral part of it. The generation called "X", which is characterized by its attachment to smartphone devices and the use of various applications, showed that the industry needs technologically skilled crews, and the integration of technology into the educational process has become a global trend. The provision of educational material through mobile devices for generation "X" has become a stimulating factor for learning instead of settling for traditional learning, as it develops appropriate knowledge and skills that qualify it to meet the needs of the labor market.

The use of the Internet in the educational process is not new today, but dates back to the years before 2000. Most universities today use the so-called "learning management systems". In light of the "Corona crisis" that the world is experiencing, the majority of educational institutions have turned to e-learning as a more appropriate alternative to ensure the continuity of the educational process. The use of online video chat applications such as Zoom, Google, Meeting, WebXMate and others has increased significantly.

Statement of the Problem:

The emergence of e-learning and distance education is a real response by educational institutions to the wave of technological progress that has permeated the whole world. Technology plays an important role in college life; as it combines, it helps them to teach more effectively and provokes a love of discovery and experimentation. Therefore, we find that most students are interested in technology and in all its forms and tools (Al-Yousifi, 2015). In view of the current situation and the spread of the Corona virus in the countries of the world, which Syria was not exempt from this crisis, and in view of the presence of the spread of the virus in Syria, it was decided to suspend public schools in Syria. In order to keep the education process going, the Syrian Ministry of Education has implemented a system of distance education in order to maintain and sustain learning, which is a suitable learning for this period, as students learn remotely at any time they want, and learning is available to everyone. The main study problem lies in answering the following question:

What is the impact of using distance education technology in developing academic achievement in light of the Corona crisis in Syria?

Research Aims.

The current study aimed to:

1. The effect of using distance education technology in developing the academic achievement of mathematics for eighth-grade learners in light of the Corona crisis.
2. Provide important recommendations that benefit the educational process and work to develop it in light of the results that the study will reach.

The Importance of the Study:

The researcher believes that the importance of the research derives from the reality imposed on Syria in particular and the world in general, and in particular the education process. Where the researcher believes that the importance of distance education was a major reason for the continuation of the education process in light of the Corona crisis.

The importance of the current study is as follows:

- The importance of the study lies in the impact of the use of distance education technology in developing the academic achievement of mathematics in light of the Corona crisis.
- The importance of the current research lies in providing feedback that the directorates of education benefit from, in addition to helping and motivating learners to apply self-education on an ongoing basis.
- This study may open the way for researchers to conduct similar studies dealing with different samples and stages in the Syrian Arab Republic.
- The current research may be useful in providing an achievement test and a measure of the trend towards distance education in developing academic achievement that can be used in other research and studies.

The limitations of the Study

The study is limited to the following parameters:

- Objective limits: The study was limited to revealing the impact of distance education technology on developing academic achievement in light of the Corona crisis.
- Spatial limits: All public schools affiliated to the Directorate of Education in Damascus.
- Sample limits: study sample consisted of eighth-grade secondary learners in government schools affiliated to the Directorate of Education in Damascus.
- Time limits: The study was conducted in the first semester of the 2021 academic year.

Terminology of the Study:

Distance education is a system implemented by an educational institution that works to deliver educational or training material to the learner anywhere, and at any time, through multiple communication media (Al-Musa 5, 1, 2005).

It is procedurally defined as a type of education, in which the learner is isolated from his teacher and at any time he wants and uses technological media and comprehensive television channels for all educational curricula and school stages for the continuity of the study process in light of the Corona crisis.

Corona crisis: It is the crisis that resulted from the outbreak of the Corona virus in the whole world, which causes ailments ranging from the common cold to more severe diseases. The common symptoms of infection include respiratory symptoms, fever, cough, shortness of breath and breathing difficulties, which affected all educational, economic and health sectors in most countries of the world (WHO, 2020).

Academic achievement: the information that the learner has acquired and the skills that he has developed during school subjects learning. This achievement is measured by the degree that the student obtains in one of the achievement tests, or by the degree set by the teacher, or both. (good. 1973. P7)

Academic achievement is defined procedurally in this research as: the knowledge and skills acquired by the eighth secondary students in the Damascus Education Directorate when studying a mathematics course using distance education, and this is measured by the degree obtained by the student in the post application of the achievement test prepared for the purpose of this study.

Eighth grade students: They are eighth grade male and female students who are officially enrolled in public schools in the Syrian Arab Republic.

Theoretical Framework.

Distance Education:

In light of the rapid changes in the field of technology and the varying conditions of the market, the education system faces a challenge in terms of providing increased educational opportunities without increasing budgets, and many educational institutions overcome this challenge by developing distance education programs. In principle we say that distance education is when there is a physical distance separating the teacher and the learner, and technology is used in order to fill the gap between each of the two parties in a way that simulates the face-to-face communication. Distance learning is one of the most modern educational methods, as the educational program is provided to individuals separated from their study place by certain circumstances, and today distance education depends on modern technology such as computers, tablets and smart phones (Klopp, 1993).

The distance education system through information networks depends on the concept of the general approach, which includes a set of educational curricula in a system called the open access model, so that this system allows setting the curricula in an electronic form by which the learner can access them and choose and compare between them. This kind of education today is based on the principle of direct communication via satellite to communication devices, receivers and the Internet, through which distance learning programs have recently flourished significantly. Distance education is based on the following matters:

- Self-education: the learner gets what he/she wants from the information, and learns in the appropriate way.
- Freedom of choice: especially in front of the various alternatives offered by distance education so that the teacher and learner alike have the freedom to complete the educational process and achieve its ultimate goal.
- Diversity of methods: Modern technology in designing networks and virtual sites allows the teacher to use many methods of presentation (Soham, 2005).

Corona Virus:

Corona viruses are a large family of viruses that cause ailments ranging from the common cold to more severe diseases, such as Middle East respiratory syndrome, and severe acute respiratory syndrome (SARS), and the emerging Corona virus represents a new strain that has not been previously identified in humans.

Common symptoms of infection include respiratory symptoms, fever, cough, shortness of breath and breathing difficulties. In more severe cases, infection may cause pneumonia, severe acute respiratory syndrome, kidney failure, and even death (WHO, 2020).

Literature Review:

Ahmed's study (2002) aimed to identify teachers' attitudes towards in-service training using the distance education method, previous experiences in this field, and the extent to which the difficulties that might face training could be overcome. The study highlighted several results, the most important of which is the success of remote teacher training experiences during the service and that their attitudes are positive towards distance education through their acquisition of basic skills and knowledge acquisition, and that teachers in the states are more interested in this type of training than urban residents.

A study conducted by (Rumi et al., 2020) aimed to identify the attitudes of students in the tenth grade towards e-learning and the impact of the economic and social level and the ability to use the computer. The study sample consisted of two groups of (60) students. (30) Students from the tenth grade and (30) students who had dropped out of Education and who were receiving training to develop basic

reading and writing skills. The results concluded that there were no differences according to demographic variables on the attitudes towards the use of e-learning. They also indicated that the attitudes of dropouts from e-learning were, compared to students, the opposite of what the study assumed, and there was a relationship between the ability to use the computer and e-learning and the positive attitudes towards it.

The study of Hijlan (2011) aimed to reveal the attitudes of mathematics teachers towards the use of distance education in teaching mathematics. The study sample consisted of (88) male and female teachers, and they were chosen randomly, and the researcher used a questionnaire as a research tool after presenting it to arbitrators to reveal the purpose of this study. The study highlighted several results, the most important of which is that teachers' attitudes towards the use of distance education in teaching mathematics ranged between (3074- 4059) compared to The general arithmetic mean of (4042).

Al-Humairi's study (2014) aimed to identify the trends of the educational community by type, and the study applied a measure of the educational community's tendency towards the application of e-learning, where the study sample consisted of (412) faculty members, (936) teachers and (8052) university students and (3628) of high school students. The study concluded with many results, the most important of which is that the attitudes of the entire educational community towards the application of e-learning are positive and high, and there are no statistically significant differences in students' attitudes due to the gender variable.

Al-Mohamadi study (2018) aimed to identify the degree to which the student at King Abdulaziz University in Jeddah benefit from using the e-learning system, and the challenges facing the student at King Abdulaziz University in Jeddah. Improving the experience of King Abdulaziz University in using the e-learning system (EMES). The use of the e-learning system from the student's point of view. To achieve the objectives of the study, the descriptive approach was followed, and the sample on which the study was applied consisted of (570) students and (115) members of the teaching staff. The study reached the following results: The general average of the degree to which the student benefited from using the e-learning system (EMES) reached a medium degree of (3.86), the general average of the degree of challenges faced by the student from using the e-learning system was (1.05), with a degree of potential handicap.

Anderson's study (2000) focused on a survey of computer systems for distance learning and distributed computer networks. The study compared network-based and non-network-based systems and reached some of the main concerns in the past projects, and the study suggests ways through which they can be developed in the future.

Warner's study (1999) indicated that distance learning played a fundamental role in Australian education in the twentieth century, especially after the distance in the distance made access and obtaining traditional facilities difficult for many. Now, however, distance learning has become a necessary form for many people, whose work and lifestyle dictate how they can access education and training. The National

Training Corporation of Australia has developed a national policy on flexible delivery. It has focused on workplace learning. Flexible delivery has been defined as the uses of delivery methods embedded in distance education and technology facilitations. The development of this policy was based on a number of unchecked assumptions that assumed that vocational education and client training would have sufficient access to training programs offered through flexible delivery, including live delivery.

Al-Ghamdi's study (2012) also aimed to evaluate the effectiveness of the distance learning system in Saudi public universities and the students' attitudes towards it, and to identify the obstacles that limit its effectiveness and students' attitudes towards it. The study population consisted of (531) male and female students from King Abdulaziz University in Jeddah and (9) deans of distance education deanships. The researcher used the questionnaire as a tool for the study. The results of the study indicated a shortcoming in the methods of registration, admission, the system of electronic courses and the two tests. The study also revealed the presence of high attitudes among students towards distance education.

Commenting on Previous Studies:

The current study was characterized by addressing the subject of the study, which is the perceptions of secondary school students in Syrian government schools for the use of distance education in light of the Corona crisis. This is through using the descriptive survey method as a method for the study, and the questionnaire as a tool for collecting data from the study sample members.

In light of the presentation of previous studies, the researcher benefited from these efforts in several areas, including: the guidance of Arab and foreign sources that dealt with the subject of the study, the formulation of the study's methodology, the identification of the main and sub-variables of the study, and the possibility of establishing the relationship between them, and contributing to building some pillars of the theoretical literature of the study. The previous studies were also benefited from in discussing the results of the current study and comparing the results of the previous studies with the results of the current study, in terms of the extent of agreement and difference, and benefiting from previous studies in developing the study tool.

What distinguishes this study is that it is one of the first and rare studies according to the limitations of the researcher's knowledge, which focused on clarifying the perceptions of middle school students in government schools in Syria to use distance education in light of the Corona crisis and its developments in the Syrian Arab Republic.

Study Methodology.

The researcher used the descriptive survey method for its suitability for the purposes and objectives of the study.

The Study Community and its Sample:

The study population consisted of secondary school learners in public schools in the governorate of Damascus, and the study sample consisted of (167) male and female students. The number of male sample members was (89) with a percentage of (53.2%), and the number of female members was (78) with a percentage of (46.8%). They were selected by simple random method.

Table (1) Frequencies and Percentages by Study Gender Variable

| Percentage | Frequency | Categories | |
|------------|-----------|------------|--------|
| 53.2 | 89 | Male | gender |
| 46.8 | 78 | Female | |
| 100.0 | 167 | Total | |

Study Tool:

To achieve the objectives of the study, the researcher developed and prepared a questionnaire to reveal the impact of the use of distance education technology in developing the academic achievement of secondary stage learners in light of the Corona crisis by referring to theoretical literature and previous studies on the subject like Al-Hamiri (2014) and Al-Mohamadi study (2019), and the questionnaire consisted of (19).

Authenticity of the Tool:

The validity of the study tool was confirmed by presenting it to a group of (5) arbitrators with expertise and competence, and their suggestions related to deleting or amending some paragraphs or adding new paragraphs were taken and the questionnaire was sent electronically to them.

The validity of the construction of the tool: This was done through the following:

Calculate the Corrected Item-Total Correlation coefficients for the correlation of each item of the tool as a whole, as well as the Corrected Item-Total Correlat coefficients for the correlation of each item with the performance as a whole, so that two main conditions for these coefficients are satisfied; they are:

The corrected correlation coefficient is not less than (0.30), and the presence of statistical significance for these coefficients.

Table (2) The corrected correlation coefficient values for each of the tool paragraphs as a whole.

| number | Paragraph | The corrected correlation coefficients for each paragraph link |
|--------|---|--|
| | | The whole tool |
| 1 | Distance learning enriches my education | 0.69 |
| 2 | Distance learning increases my motivation and enthusiasm | 0.68 |
| 3 | Help me in discussions and dialog about educational matters. | 0.73 |
| 4 | Help eliminate many student problems | 0.65 |
| 5 | Help Me Present Duties Without Trouble | 0.71 |
| 6 | Creating a kind of creativity for me | 0.69 |
| 7 | Distance Learning Helped Me Take Responsibility | 0.76 |
| 8 | Lowering distance education to my levels of anxiety and stress | 0.58 |
| 9 | Distance education facilitates better absorption of school material | 0.60 |
| 10 | Makes learning easier. | 0.85 |
| 11 | Referencing multiple sources of information helps me with | 0.62 |
| 12 | Distance learning gives me proper psychological comfort | 0.79 |
| 13 | Distance education provides flexibility in working with the axes of the learning process. | 0.77 |
| 14 | take into account the individual differences between me and the students | 0.69 |
| 15 | Distance learning helps solve the problems I face | 0.68 |
| 16 | Limit Distance Learning to Teaching | 0.58 |
| 17 | I can teach remotely to correct mistakes right away | 0.63 |
| 18 | I have the capacity for scientific thinking | 0.61 |
| 19 | I have the capacity for scientific thinking | 0.77 |

The above table shows that the two conditions for the corrected correlation coefficients are available.

Stability of the Tool

The stability coefficient is calculated with internal consistency based on the Cronbach-Alpha equation, and Table (3) shows the internal consistency coefficient of the Cronbach-Alpha equation, and the return consistency of the fields and tool as a whole. These values were considered appropriate for the purposes of this study.

Table (3) Cronbach's internal consistency coefficient alpha, field reliability and overall score.

| Range | Stability of instrument | Internal consistency |
|------------|-------------------------|----------------------|
| As a whole | 0.88 | 0.87 |

Statistical Processors

The researcher calculated the averages and standard deviations of the study sample answers for each study question.

Results and Discussion.

What impact has the use of distance learning technology had on the development of educational attainment for learners in the 8th grade under the coronavirus crisis?

To answer the question, he calculated the averages and standard deviations of the impact of using distance-learning technology in Syria:

Table (4) Arithmetic averages and standard deviations of the perceptions of middle school students for use in distance education in Syria are in descending order according to arithmetic averages.

| Number | Paragraphs | means | Standard deviation | level | grade |
|--------|--|-------|--------------------|-------|---------|
| 1 | Distance learning enriches my education | 4.72 | 0.48 | 1 | large |
| 11 | Referencing multiple sources of information can help me with | 4.61 | 0.50 | 2 | large |
| 9 | Distance education facilitates better absorption of school material | 4.53 | 0.60 | 3 | large |
| 15 | Distance learning helps solve the problems I face | 4.49 | 0.48 | 4 | large |
| 2 | Distance learning increases my motivation and enthusiasm | 4.47 | 0.39 | 5 | large |
| 17 | Distance learning enables me to correct mistakes right away | 4.38 | 0.52 | 6 | large |
| 12 | Distance learning gives me proper psychological comfort | 4.23 | 0.55 | 7 | large |
| 18 | It develops my capacity for scientific thought | 4.20 | 0.50 | 8 | large |
| 10 | Makes learning easier | 4.09 | 0.82 | 9 | average |
| 7 | Distance learning helped me take responsibility | 4.01 | 0.66 | 10 | average |
| 8 | Reducing distance learning to my levels of anxiety and stress | 3.96 | 0.66 | 11 | average |
| 16 | Distance learning shortened time for me to teach | 3.78 | 0.43 | 12 | average |
| 13 | Distance learning provides flexibility in working with process axes | 3.62 | 0.39 | 13 | average |
| 6 | Creating a kind of creativity for me | 3.59 | 0.99 | 14 | average |
| 19 | It develops my capacity for scientific thought | 3.55 | 1.02 | 15 | average |
| 14 | It takes into account the individual differences between me and the students | 3.53 | 0.22 | 16 | average |
| 5 | It helped me to present my duties effortlessly | 3.49 | 0.88 | 17 | average |
| 3 | It has helped me in discussions and dialogue about educational matters | 3.47 | 1.02 | 18 | average |
| 4 | It has helped eliminate many student problems | 3.40 | 1.9 | 19 | average |
| | Range as a whole | 4.04 | 0.42 | | |

Table (4) shows that the arithmetic averages ranged from (3.40- 4.72), with paragraph (1), which stipulates that distance education shall enrich my education in the first place, to (4.72) an average calculation. Paragraph (19), which read, "Help eliminate many student problems", came in last. The average was (3.40). The mathematical average of the students' perceptions of the use of distance education in light of the new coronavirus crisis in the Damascus Education Schools was reached to a large extent. The arithmetic mean perceptions were for the individuals in the sample (4.04), a standard deviation (0.42) and, to an average extent, for the whole range.

This is due to the significant impact of distance education in increasing the knowledge and information of students and expanding their knowledge and the ability of distance education to make education more interesting and student-friendly than traditional education and the role of distance education in shortening students' time and effort. Distance education provides quick mechanisms for accessing information through modern technological media in an easy and accessible manner and for the ability of distance education to organize subjects of the curriculum and methods of evaluation according to students' abilities and circumstances, and the students' freedom of choice. It helps individuals to become completely self-reliant by selecting sources from which they can draw their own information without third-party influence. The flexibility offered by distance education is that the learner has choices according to his or her desire to be educated, which is suitable for all students at different levels of education and the feedback it provides between teachers and students. This will enhance the effectiveness of the teaching and learning process. It will also allow time for students to think and reflect before answering or giving an opinion, and will help arouse the interest and desire of learners, providing an educational environment full of diverse knowledge and experiences so that each learner will take what inspires his or her interest. Distance learning leads to the development of higher thinking capabilities through creative scientific thinking in access to problem solving and the organization of ideas and the granting of privacy in the educational process, where individuals differ in their absorptive capacities. Education is carried out in isolation and gives the opportunity to try and make mistakes without any embarrassment. Distance education helps to overcome the shame and hesitation of students. Communication tools allow every learner the opportunity to express his or her opinion at any time and without embarrassment. This type of education gives the learner a full opportunity for discussion and dialogue... This is consistent with Al-Mohamadi (2018), whose findings indicate positive trends among secondary students towards the use of the electronic education system, and is consistent with the Al-Hameeri study (2014). The results of which indicated that the trends of the whole educational community towards the application of electronic education are positive and high, and is consistent with the Hejlan study (2011), which aimed to reveal the trends of mathematics teachers towards the use of distance education in teaching mathematics. Where the researcher sees, through the results that he reached through his research, that distance education is a technology that has many positive aspects that help the

learner and the teacher alike to deviate from the traditional methods, and not be satisfied with a limited place in terms of the classroom. In addition, distance education technology allows learners to have the skill of searching the Internet, and finding many sources that help them promote the ideas they own. Where the results of this study were identical to the results of previous studies included in the current research. Thus, the technology of distance education in light of the Corona crisis had a significant and effective role in the continuity of education in mathematics at all educational levels in general, and the preparatory stage in particular.. Where distance education technology was a major reason for the openness of learners to the outside world. And make learners change their view of electronic tools in terms of their use only for playing. On the contrary, the goal of this technology was to reach knowledge, ideas, experiences and different sources from all parts of the world. In addition to expanding the learners' view of electronic tools as educational tools and a means to increase their experiences, knowledge and experiences. There is nothing in this world that hinders the education process.

Conclusion:

In the end, we find that distance education technology has an effective role in developing the knowledge and experiences of learners. Therefore, it is preferable that there be additional lessons that expand the learners' knowledge of this technique. Regardless of the current reality that forces us to use this technology. Where there is this technology in the university stages of what is called open education. However, it is preferable to generalize this technique to the early school stages. Because it has an important role in educating learners and enhancing their skills. As we conclude from the above, this technology had an effective and important role in order to continue the educational process in light of the Corona crisis.

Recommendations

1. Conduct more studies and research on different samples and stages.
2. Provide adequate support to the Ministry of Education to maintain continuity and ability to management distant education.
3. Support national projects that develop the idea of distance education and strengthen cooperation between them and the Syrian Ministry of Education.
4. Develop the distance learning system on a continuous basis, keep up with modern technological developments and learn from the experiences of other countries.

References.

- Ahmad, Al-Mu'tasim. (2002). The trend of Sudan's basic education teachers towards in-service training using a distance learning method- field study in Khartoum State, World Africa University, African Research and Studies Center, Sudan.

- Al Bawi, Majida. (2019) The impact of the use of the Google Classroom Platform on the students' attainment in the subject of Image Processing by Computer Department and their tendencies towards e-learning, International Journal of Research in Educational Sciences, Volume (2), No. 2, p. 123-170.
- Al Klopp, Bashir. (1993). Technology in the Education Process, Al-Shorouk Publishing and Distribution House, Oman.
- AlGhamdi, Aladdin (2003). Evaluating the effectiveness of the distance learning system in Saudi Government Universities and the tendencies of students towards it, Doctoral thesis, Faculty of Education, Umm Al Qura University, Saudi Arabia.
- Al-Hujaili. Samar (2019). The effectiveness of the enhanced reality in the achievement and development of motivation in the Computer and Information Technology course for secondary-school female students, Arabic Journal of Quality Education, issue 9.
- Al-Mohamadi, Ghadeer. (2019). Evaluation of the Use of the Electronic Education System (EMS) in the Program on Distance Education at King Abdulaziz University from the Student Point of View, Journal of the Faculty of Basic Education for Educational and Human Sciences, University of Babylon, No. 39.
- Amsha, Muhammad. (2011). Impact of a training program on smart web 2.0 e-learning techniques on their use in designing and broadcasting e-lessons for faculty members in light of their training needs, Education Technology studies and research, Arab Association for Educational Technology, No. 12.
- Anderson, M.; Jackson, D. (2000). Computer Systems for Distributed and Distance Learning. Journal of Computer Assisted Learning; vol. 16, no.3, pp 213-228
- Good. C. V. (1973). Dictionary of Education. New York Me Grow HillBook Company Inc
- Humairi.Abd El-Qader (2014) Trends in the Education Community in the Tabuk Region towards the Application of E-Learning, Journal of Psychological Educational Sciences, Vol. (15), No. (2), p.166-199
- Omri, Aladdin. (2003). Online Distance Learning, Knowledge Magazine. Issue (91), p. 66-77
- Romi, S, Hansenson, G.& Hensenson, A. (2002) E-Learning A comparison between Expected and Observed Attitudes of Normative and dropout Adolescents, 39(1): 48-53.
- Soham, Buddy. (2005). Policies and strategies to employ information technology in education towards a national strategy to employ information technology in higher education: Field study at the Universities of the East of Algeria, unpublished master's thesis, Faculty of Humanities and Social Sciences, University of Mentouri, Algeria.
- Warner, D. (1999). Distance Learning; the disposition of students and the perceptions of colleges and employers to self- directed Learning and new learning technologies. Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications, Seattle, Washington, USA; June 19-24, pp. 1157
- WHO, (2020) Coronavirus 19- Covid, retrieved at 08\09\2020, available at: <http://www.emro.who.int/ar/pdf/health-topics/corona-virus/about-covid-19.pdf>