

Factors affecting perceptions of learning among Jordanian university students during emergency distance learning

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 **Abdelnasir Sanad Alakayleh**

Faculty of Educational Sciences, Islamic University of Minnesota, USA.

Email: Abd_275@yahoo.com

ABSTRACT

This quantitative and correlational study aimed to explore factors affecting the perception of learning among Jordanian university students during Emergency Distance Learning (EDL) situations. We conducted the electronic survey on a voluntary sample of 765 male and female students from various public and private universities in Jordan, accredited by the Ministry of Higher Education, across various levels and geographical distributions for both genders. We applied the study questionnaire to numerous factors associated with perceived learning. We conducted an analysis of the data, extracted the values of various correlation indicators, compared the means, and analyzed linear regression using v 26 SPSS software. Our findings revealed that economics students had a more positive perception of learning compared to education and science students. They also demonstrated a preference for deep learning, avoiding superficial learning factors, and expressed great appreciation for their teachers' empathy and the opportunities to participate in classroom activities. Science students received the lowest ratings for perceived learning as well as almost all other factors. However, the most crucial suggestion is to advance in assessing scholastic competencies, understudies' abilities, student-student and teacher-student relationships, and curriculum materials that foster exceptional learning.

Keywords: COVID-19 pandemic, Deep learning, Emergency distance learning EDL, Factors, Higher education, Learning perception.

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Highlights of this paper

- The current study aimed to explore factors affecting the perception of learning among Jordanian university students during the period of Emergency Distance Learning.
- All participants in the current study were student volunteers.

1. BACKGROUND

Higher education teachers around the world have found themselves confronting one of the greatest challenges in their history: closing their offices as a preventive measure against COVID-19 (Hodges, Moore, Lockee, Trust, & Bond, 2020; UNESCO International Institute for Higher Education in Latin America and the Caribbean, 2020). Colleges have moved the teaching and learning process to Emergency Distance Learning (EDL) which is encouraged by Information and Communication Technology (ICT) through e-learning (Abbasi, Ayoob, Malik, & Memon, 2020; Hodges et al., 2020; Pardo & Cobo, 2020). In a study conducted by Quiamco, Shandy, Shaina, and Toquero (2022) it was found that pre-service teachers' recognition of their instructional experiences can be enhanced by utilizing Zoom technology to increase their engagement. (cognitive, enthusiastic, and behavioral) amid inaccessible Emergency lessons. Expressive measurements were utilized for quantitative information; it was uncovered that Zoom Innovation is a compelling device, whereas understudies take an interest in inaccessible classes in crisis circumstances. Be that as it may, pre-service instructors lean toward face-to-face classes or maybe online classes utilizing video conferencing instruments like Zoom. Subjective investigation uncovered the taking-after rewards for Zoom, which were divided into three categories: collaborative interaction among understudies, online adaptability and versatility, and unwavering execution quality. However, there are a few obstacles to using Zoom, such as the status of the association, the complexity of the features, and conflicts with online safety. Based on the findings, this research serves as a foundation for educational programs designed for both instructors and pre-service teachers. Scholars and architects work together to develop the best online learning platforms. Sultana and Palaroan (2012) paper investigates the impact of the COVID-19 pandemic on students' perceptions of online learning. To judge students' recognition of the move to online learning, this ponder utilized a cross-sectional survey-based plan to gauge understudy recognitions of online learning some time recently, amid, and after the move to further instruction. The results showed that students at Sino-Foreign Colleges are more aware of scholastic acumen; social media plays a crucial role in providing educational resources, facilitating communication with teachers and classmates, and fostering collaboration among students.

Awad, Santos, and Assadi (2022) conducted a paper that explored instructors' perceptions of online instruction in the context of the crisis of inaccessible education. Lessons from an instructor-instructor college in Israel made up the test, which identified relationships concerning specific socioeconomics and categories. Noteworthy contrasts in recognitions agreeing with particular socioeconomics, categories, and articulations were found. The researcher recommends a more comprehensive regulatory support for understudies and teachers, which includes: 1) self-learning; 2) evaluation and arrangement of specialized and educational preparation; 3) a strong innovative framework; 4) a proficient learning community; and 5) peer mentoring programs that consider diverse qualities and incorporate experienced online educators as valuable resources.

According to Nazempour, Darabi, and Nelson (2022) COVID-19-wide has upheld higher education by admitting Emergency Distance Learning (EDL) as a substitute for conventional face-to-face (F2F) classes. Instruction preceptors, staff, and students have raised numerous concerns about the acceptability of this unexpected shift to online literacy. This suggests a need to quantitatively assess the effects of this change on the academic performance of undergraduate students enrolled in the Monetary Designing course. A new rank rate degree is proposed and employed to compare the scholarly prosecution of around 500 understudies who went to the course amid the four semesters, counting the transitional perturbed semester by the wide, two successional online semesters, and the conventional face-to-face classroom. Our disquisition emphasizes the preponderance of the contrasts between particular subgroups of the understudies. In specific, scholastically normal to great understudies with total GPAs more prominent than 2.90 have been negatively affected by the move to online learning, though the results for understudies with total GPAs less than 2.90 aren't exceptionally conclusive. Bal (2022) conducted a study to gain a deeper understanding of the challenges faced by understudies at the Staff of Instruction during the 2020–2021 Emergency Remote Teaching (ERT) period, particularly in relation to academic and related courses, and their perspectives on independent learning. 455 students from a state college in Turkey's Dark Ocean region participated in the inquiry. The Morals Committee countersign (Number E-45428382-050.99-109541) was initially tasked with gathering information from the state council. The critic created an online meeting frame for the purpose of collecting information.

Subjective information was anatomized by subjugating it to semantic substance examination and substance disquisition. The information was anatomized according to control, validity, transferability, and verifiability/confirmability criteria for legality and unwavering quality, whereas the judges anatomized it. The judges categorize the positive aspects of individual instruction under the headings of the courses, the instructor's contact information, and asset accessibility. Instruction and medication communication, mechanical deficiencies, and individual situations categorize the negative aspects of remote education.

Examines are in this way to look at students' acknowledgments of their university's status and its course of action in advancing back to online literacy, the quality of the online guidelines, the inclinations and downsides of

online classrooms, the scholars' mechanical self-efficacy, and their preferred mode of literacy when the broad diminishes, as conducted by [Raktham \(2022\)](#). The results show that scholars' satisfaction with the university's preparation and support was at a moderate level, while the assessment of online guidelines' quality and students' creative self-efficacy was at a higher level. Regarding the primary benefits and drawbacks of online instruction, the final specification exceeded previous expectations. After the conclusion of the far-reaching study, the students' preferred mode of learning was face-to-face classrooms, followed by blended learning, and finally, fully online classrooms. [Savvidou and Alexander \(2022\)](#) study revealed that the COVID-19 pandemic requires teachers to design and instruct classes that foster cooperative learning and improve opportunities for student interaction. Their composition reports delve into the experiences and perceptions of college students who utilize breakout rooms (BRs), a technical feature of colorful virtual classrooms, as part of their online classes. In the spring of 2021, the English-tongue courses at a college in Cyprus captivated the understudies. It appears that during this period, five crucial zones influenced the students' experiences and recognition of breakout rooms: (1) emotional/affective, (2) moral/ethical, (3) social, (4) instructional, and (5) inventive. Opinions, attitudes towards online learning, a sense of connection with their peers, the needs of the group and the speaker's proximity, and issues related to development are all considered fundamental factors in their use of breakout rooms.

[Baytak \(2022\)](#) carried out a quantitative study involving 581 understudies in Turkey, analyzing data from an online study using the Kruskal-Wallis and Mann-Whitney U tests. The results show that a few prosperity understudies see online learning as not sensible for their regions; in fact, they show disdain toward the reality that a few are in favor of online instruction with a few centers, and there's no vital differentiation between the acumen of female and male understudies. The students' acknowledgment contrasts were found to be really basic assets: classes, watching lessons live, having development inconveniences, and utilizing unmistakable contraptions to get to online instruction. These disclosures asserted that the unexpected shift to online instruction created a unique opportunity for economically disadvantaged students. In the midst of the COVID-19 far-reaching study, [Cancino and Towle \(2022\)](#) examined how Chilean higher education English as a Foreign Language (EFL) students perceived factors related to their online literacy and their computer tone-efficacy. Exposures illustrated that individualizes held in common positive views toward completely online lingo literacy factors but had negative views toward online intrigued, also revealed introductory associations between computer tone efficacy and acknowledgments toward completely online lingo literacy factors. The acknowledgments that learners held toward completely online courses show that they were innocent by coitus and capability position, showing misprision toward the reality that sexual preface did impact computer tone-efficacy. [Jurisevic, Lavrih, Lisic, Podlogar, and Zerak \(2021\)](#) investigated scholars' feelings of exigency that prevented tutoring during the COVID-19 epidemic. In particular, they were interested in how styles for adapting to an emergency situation, learning procedures, and provocation relate to this experience. The researchers found it intriguing to consider the inclusion of up to 337 councils. The results almost show that understudies used more adaptable conforming strategies (like positive retrospection, protestation, and direct organizing) and fewer unhealthy ones (like blaming others and making things worse). The above-mentioned exposures significantly enhance our understanding of the challenges faced by scholars in accessing tutoring and literacy services during the pandemic. Other than that, the exposures seem to allow academic staff to focus on the most important factors when assisting students in adapting to the epidemic. According to routine admonishing commitments, a case study is considered to outline advisors' acknowledgments of the complexity and challenges characteristic of their commitments in the midst of the far-reaching research conducted by [Moosa \(2021\)](#). This case consider draws on a subjective examine arrange based on semi-structured in-depth interviews endeavored with nine advisors in 2020, the revelations appear that admonishing in the midst of the far reaching has risen over the typical value-based dispersal of information to join tending to important common and resource challenges, social value goals, emergency more distant learning, nonconcurrent admonishing challenges and data-informed admonishing, and an institution's admonishing transport illustrate should to move forward advisors' capacities to perform their commitments, while a organize of cascaded obligations that joins more unmistakable consideration of instructors in admonishing appear contribute to a shared commitment between speakers and central, workforce and peer advisors. A more nuanced understanding of advisors' commitments to understudy learning and the common educator association's ability to progress, maintain, and ensure understudy success in a post-pandemic era may result from the insights gathered.

[Stewart and Lowenthal \(2021\)](#) conducted exploratory expressive research to examine the online learning experiences of exchange students during the COVID-19 pandemic in the Republic of Korea. The study involved 140 exchange students who responded to a survey about their experiences and opinions of online courses. The quantitative aspect of this study reveals a generally indecisive experience regarding the quality of "Guideline and Learning Shapes," "Course Structure," and "Understudy Support," indicating a disdain for the reality that understudies have experienced both positive and negative outcomes. Subjective data provides information on the needed but misplaced perspectives on exchange students' ERT experiences: workforce communication, interaction with other understudies, and feedback on their work.

2. METHODOLOGY

2.1. Research Design

The current study employs a quantitative approach, utilizing a non-experimental and correlational design, to investigate and assess the relationship between Jordanian science, financial matters, and the values of students

in educational institutions. Additionally, it aims to identify additional factors that influence these understandings.

2.2. Study Sample and Data

The study included 765 male and female college students enrolled in science, financial matters, and instruction programs from nearby colleges, as well as those studying remotely from diverse geographical and social affiliations and locations. The number of understudies in science, financial matters, and instruction programs comes to 267 (35%), 244 (32%), and 254 (33%) individually, and the number of guys comes to 311, speaking to 41%, whereas the number of females comes to 454, bookkeeping for 59%. 68.3% of members have been 18–24 for a while. Finally, 69.7% of the members were understudies in their first or second year of their programs, while 30.3% were in their third year or later. Information was collected from three districts in Jordan: the north, center, and south. Web-based surveys were distributed at the college where the student was examined. The information collection handle took into account the ethics of the investigation. We intentionally disseminated the study survey in secret. College understudies agreed to take an interest in marking a pre-sent assent frame. This considers and demonstrates that a test of information was taken in early 2022, the third year of the COVID-19 outbreak.

2.3. Instrument

An online survey containing questions related to socio-demographic variables was conducted using Likert-type scales. The add-up survey comprised of 76 items, 61 of which were closed-ended. All scales that were part of the survey were managed at the same time, and reaction alternatives were Likert-type from 1 to 5 focuses.

I took the ten variables specified in the ponder (Villarroel & González, 2023) which are (utilization of advanced assets, seen learning, key learning, self-regulation of learning, feeling of control, shallow learning, profound learning, compassion, interaction in the classroom), and understudy engagement. These measures are as follows:

IPAA Self-Regulation Inventory of Learning Processes (Rosário et al., 2007). To create appropriate learning strategies necessary to achieve academic goals. Perceived Learning Scale (PLS). It refers to the information, aptitudes, and states of mind that understudies have created through their interest in a subject.

Approaches to Learning Survey (ALS). Concerns surface in profound and vital approaches to learning. Profound learning relates to students' hones of basic investigation of information, integration of earlier information, long-term comprehension and maintenance, and utilization of cognitive abilities for investigation and synthesis.

Student engagement scale. To degree positive and palatable disposition characterized by action, devotion, and retention in scholastic errands in higher education.

The sense of office scale. To evaluate students' capacity to make choices and their sense of control over their actions.

Empathy. This is related to the instructor's concern.

Classroom Engagement. A set of things inquiring about almost the space and openings instructors give for understudies to take part and associated with online classrooms.

Using advanced assets. Outlined to discover out how frequently understudies utilize distinctive advanced assets in their learning handle, such as video addresses, computerized books, databases, etc., websites, and applications. Table 1 displays the variables included in this study, their respective items, and the reliability of the scales as measured by Cronbach's alpha. It appears that the scale's solidity is appropriate for all variables, with a normal of $\alpha = .81$, in spite of the fact that it was less solid in the case of the components "class interaction" ($\alpha = .69$) and "use of advanced assets ($\alpha = .61$)". The variable "student participation" achieved the "highest degree of unwavering quality ($\alpha = .91$).

Table 1. Reliability analysis of the factors.

Variable	Items	Alfa
Perceived learning	15	0.869
Empathy	4	0.921
Classroom interaction	6	0.796
Self-regulation of learning	10	0.889
Positive agency	4	0.758
Student engagement	12	0.816
Surface learning	5	0.852
Deep learning	8	0.630
Strategic learning	7	0.879
Use of digital resources	5	0.714

3. PROCEDURE

The study was disseminated online to the target population of 765 male and female understudies. Data was collected after understudies responded to it centered on programs in science, money-related things, and

instruction. The current study utilized the Statistical Package for the Social Sciences (SPSS) (version 26). Scramble plot analysis revealed no effective non-linear associations or values, and the examination of various coordinate backslide models revealed no idiosyncrasies that could compromise the unflinching quality of the analysis's results.

Table 1 displays the values of reliable quality indicators for all components, while Table 2 illustrates the relationships between the factors for data analysis. To understand the relationships between students from all programs involved, we conducted a comparison of each component, as presented in the subsequent tables. A coordinate backslide examination was conducted to determine the level and degree of occasion of the diverse independent components that were included in the positive ceaseless backslide models on the independent variable.

Function symbols in Table 2 represent the factors as follows: (PL = perceived learning; EM = empathy; CI = classroom interaction; SR = self-regulation of learning; PA = positive agency; SE = student engagement; SL = surface learning; DL = deep learning; ST = strategic learning; DR = use of digital resources).

Table 2. Correlations between factors.

F*F	PL	EM	CI	CR	PA	SE	SL	DL	ST	DR
PL	1									
EM	0.542**	1								
CI	0.558**	0.447**	1							
SR	0.636**	0.158**	0.305**	1						
PA	0.512**	0.310**	0.262**	0.382**	1					
SE	0.764**	0.503**	0.477**	0.675**	0.417**	1				
SL	-0.480**	-0.383**	-0.301**	-0.305**	-0.298**	-0.513**	1			
DL	0.633**	0.410**	0.326**	0.538**	0.266**	0.573**	-0.375**	1		
ST	0.604**	0.210**	0.290**	0.614**	0.343**	0.594**	-0.249**	0.418**	1	
DR	0.376**	0.230**	0.151**	0.448**	0.296**	0.393**	-0.212**	0.441**	0.352**	1

Note: **p<0.01.

4. FINDINGS

As shown in Table 2, the correlation relationship for the factors ranged between positive and negative, with varying values. The highest was positive between the factors (SE and PL) { $r = 0.764$ }, while the highest was negative between the factors (SL and SE) { $r = -0.513$ }. Also, the positive correlations at the level of their indicator values were acceptable and significant. Between (SR and PL), (SE and CR), (DL and PL), and (ST and CR) { $r = 0.613, 0.675, 0.633, 0.614$ }, respectively. This suggests that the students who used the participation variable have a clear potential for perceived learning. Next, we see the impact of self-regulation of learning on perceived learning.

Since superficial learning negatively correlated with student participation, students who used the variable or surface learning approach were more engaged. Students who scored lower were more satisfied with their learning process and more committed to their studies. They also used surface learning less. Teachers' empathy for their students ($r = 0.503$) and opportunities for classroom interaction and participation ($r = 0.477$) significantly correlated with student engagement. We found a significant relationship ($r = 0.447$) between teacher-dependent factors like empathy and opportunities for classroom interaction.

Table 3. Means and homogeneous subsets for perceived learning.

Area	N	F1	F2	F3
Science	267	20.568		
Education	254		28.183	
Economics	244			31.007

Table 4. Means and homogeneous subsets for deep learning.

Area	N	F1	F2
Education	254	26.639	
Economics	244	32.409	
Science	267		47.321

Table 5. Means and homogeneous subsets for surface learning.

Area	N	F1	F2
Education	257	21.264	
Science	267	23.548	23.231
Economics	244		29.723

The nearness of measurably noteworthy contrasts between understudies in the areas of science, financial matters, and instruction for the variables came after comparing the different variables and at that point conducting the related measurable investigations, as it is clear from perusing Table 3 that, at a noteworthiness level of $p < .001$, with the special case of "positive efficacy," "self-regulation.," "to learn, and "vital learning.". Table 3 reveals the presence of the observed learning variable in three well-differentiated groups. As a result, students in the financial matters category have demonstrated a higher level of learning throughout the study. Instruction and science students provided them with individual attention. Regarding the distinct zones of information included in the survey about the main learning method, there was no statistically significant difference ($p < .001$) between the students. Tables 4 and 5 reveal significant differences between the students in the deep learning and surface learning methods.

Table 6. Means and homogeneous subsets for use of digital resources.

Area	N	F1	F2
Science	267	2.6579	
Economics	244		3.0749
Education	254		3.4338

Tables 3 and 5 reveal that understudies in the field of cash-related things employ the perceptual learning and surface learning approaches more frequently than their counterparts in science and instruction. Science understudies demonstrated a greater use of the self-learning approach compared to others, while understudies in the field of cash-related things employed the notable learning approach more frequently. The standard of instruction is lower than that of their peers in the other two areas. Unexpectedly, we found that understudies in the field of instruction had the highest rate of utilizing unmistakable computerized assets in their learning arrangements (see Table 6).

Table 7. Means and homogeneous subsets for student engagement.

Area	N	F1	F2
Science	267	33.451	
Economics	244	34.612	34.612
Education	354		37.688

Regarding the understudy commitment variable, it is noteworthy that instruction understudies, compared to those in other areas, demonstrated a greater commitment to their studies. This was evident from the data presented in Table 7, and these differences were particularly pronounced among science understudies. Finally, it's important to note that, just like with the main learning approach, there aren't any statistically significant differences ($p < .001$) between students in the different areas of information that were looked at when it comes to self-regulation and positive adequacy.

Table 8. Means and homogeneous subsets for empathy.

Area	N	F1	F2	F3
Science	278	29.112		
Economics	336		34.612	
Education	315			41.242

Table 9. Means and homogeneous subsets for classroom interaction.

Area	N	F1	F2
Science	278	25.997	
Economics	336	28.776	
Education	315		37.434

When comparing students from different fields, we found that the education area's students rated the professors' empathy towards them more favorably (see Table 8), along with the opportunities for interaction and participation in the classroom setting. Remotely (see Table 9). While the lowest scores were observed among science students.

Table 10. Regression models for the variable "perceived learning".

Model	Factors	R ²	B _a	SE	B _{etab}	T
1	Student engagement	0.352	0.297(**)	0.041	0.349	9.971
2	Student engagement + Classroom interaction	0.476	0.072(*)	0.028	0.071	2.439
3	Student engagement + Classroom interaction + Empathy	0.538	0.100(**)	0.024	0.110	3.760
4	Classroom interaction + Empathy + Strategic learning	0.563	0.183(**)	0.021	0.170	5.867
5	Classroom interaction + Empathy + Strategic learning + Deep learning	0.602	0.287(**)	0.039	0.277	9.468

Note: ^a: Non-standardized regression coefficient.
^b: Standardized regression coefficient.
 *: $p < 0.05$; **: $p < 0.001$.

To describe and explain the strength of the impact of the different independent factors in the current think about on the dependent variable "perceived learning," it was necessary to do a coordinated backslide examination for the whole think about test and for the different programs that they have put in place for science, education, and money issues (see Table 10). It was found, through examination of the comes around of the consider, that budgetary things understudies, taken after by instruction understudies, are the ones who allow more critical and positive importance and appreciation to the estimations of intrigued and lesson interaction figure in virtual classes through the Web, in development to their acknowledgments of the thought and affectability calculate that understudies felt from teaches in the midst of the broad, while on the other hand, science understudies. They were on the side of the lower scores.

With reference to the energetic intriguedness of understudies in the classroom, the more understudies have predominant and higher discernments of learning, the more critical their energetic intriguedness will be to a higher degree, and their reliance on shallow learning will be to a lesser degree. Past scholars, including Villarrol and González (2023) have communicated that self-organization and its quality, in relation to technique and significant

learning instructional programs, have a close association with energetic learning. These conclusions align with the work of Panadero et al. (2021).

What are the factors that influence learning decisions and their impact on students? The method of energetic understudy bolster was the most broadly utilized, and this comes around the May shift with a few considerations on this subject. The article by Méndez (2016) outlines the topic in detail. Villarroel and González (2023) and Carolan, Davies, Crookes, McGhee, and Roxburgh (2020) have considered the need for a thoughtful and positive relationship and interface between understudies and teachers, which enhances interaction and trade.

Since the most imperative figure that clarifies students' perceived learning is related to bolster and status to consider, classroom interaction and the teacher's sensitivity and commitment are the two most basic and attention-grabbing components. The backslide examination that analyzed the considered data showed that classroom interaction, significant learning, learning strategy, and teachers' sensitivity clarified a rate (2.59%) of students' perceived learning. It appears that the learning openings and sympathy that educators allow to understudies are what may determine the values of students' learning.

Virtual instruction is here to stay—not reasonable in crisis circumstances, but in standard life. Partitioned learning has great focus in terms of scope and reach and is an especially profitable gadget for higher instruction. In the wake of the broad, a point of reference for its utilization has been set, and examination is required to tap into its veritable potential. There is a need to energize and explore instructional competencies, the competencies of understudies themselves, student-student and teacher-student relationships intelligently, and curriculum content that promotes exceptional learning.

5. CONCLUSION

It is evident that the results of the current study highlight the importance of active participation and the empathy of teachers towards their students. These factors not only improve students' presentation towards advancing their learning, but also take into account the differences in individual capacities, motivation, and the commitment to learning, whether common or imperative. Meanwhile, the shallow learning figure serves as a subtle guide for students to advance their learning or achieve significant progress during the pandemic.

6. RECOMMENDATIONS

Conducting empowerment considers factors that take into account the person components of understudies and teachers and the components of the teacher plan of the virtual classroom and the educator institution, in addition to evaluating the progression of expel instruction and looking for factors that allow the enhancement of a partitioned learning process.

As for educators, they must have correct data on the influence of components on understudies and their acknowledgments of learning, such as significant learning and energetic curiosity. The coordination of insightful and educator data with non-academic skills essential to enhancing the teacher's personality, such as visual, mental, and social communication abilities and empathy, should facilitate the planning of programs for in-service educators. These skills serve as a bridge between students and their teachers, advancing the learners' acquisition of knowledge in a remarkable manner.

When it comes to the energetic curiosity of students in the classroom, it is important to note that the more understudies have a deeper understanding of learning, the more vital their energetic curiosity will be, and their reliance on superficial learning will decrease. This is what was communicated by past considers such as Villarroel and González (2023) and that self-organization and its quality, in extension to technique and significant learning instructive modules, are closely associated with being energetically intrigued. These conclusions are consistent with those of Panadero et al. (2021).

As for the questions to consider, which are the components related to acknowledgments of learning and their influence on understudies? The method of actively engaging understudies was the most widely used, and its outcomes may vary depending on certain considerations related to this topic. The subject matter is extensively discussed in Méndez (2016). Villarroel and González (2023) and Carolan et al. (2020) have illustrated the necessity for a thoughtful and positive relationship and interface between understudies and teachers, which promotes interaction and conversation during teaching.

The two most fundamental and attention-grabbing factors that clarify students' perceived learning are classroom interaction and the teacher's obligation to show kindness. The backslide examination, which analyzed the considered data, revealed that classroom interaction, significant learning, the learning method, and the kindness of teachers clarified a rate of 2.59% of students' perceived learning. This illustrates that the learning openings and sensitivity that teachers allow to understudies are what may determine the values of students' learning.

Virtual instruction is here to stay—not reasonable in crisis circumstances, but in commonplace life. Evacuate learning has an exceptional central focus in terms of scope and reach, and it is an uncommonly profitable instrument for higher education. Due to its extensive reach, we have established a benchmark for its application, and we need to conduct further research to fully realize its potential. We must make progress in examining scholastic competencies, the competencies of understudies themselves, student-student and teacher-student relationships shrewdly, and curriculum content that fosters outstanding learning.

7. LIMITATIONS

The current study exclusively focused on Jordanian university students during the third year of the Corona pandemic in 2022. There is a need to expand future studies to include all educational levels.

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