

Reasons and Problems of Low Academic Achievement in Tests in Light of Distance Education from the Point of View of Students

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Abstract

This study aimed to identify the reasons for the low academic achievement in tests in light of distance education from the point of view of the students at the College of Science and Human Studies in Jubail. To achieve the goal of the study, a questionnaire was prepared to collect data and distribute it to a random sample of (369) female students for the academic year 2020/2021. The results of the study showed that the most common reasons that led to the low test scores in the light of distance education from the female students' point of view were: the difficulty and complexity of the questions for the distance education system (33.4%), followed by the (short time of the test) and (the student's lack of understanding and comprehension and access to information well because communication is only by voice and there is no interactive explanation) with a percentage of 16.9% each, then (lack of time between exams) as a percentage (16.3%), followed by (excessively scrutinizing exams and asking for typical answers just like the book) with a percentage (14.4%). The (difficulty sticking to the time of lectures) and (not giving enough rest periods between lectures) come in last place with a percentage (0.3%) for each reason. The study recommended promoting the concept of distance education among all participants in the educational process (administration - members of the educational staff - female students - parents). And rescheduling the exams by leaving a sufficient period between the courses after surveying the female students' opinions as much as possible. Providing training workshops to enhance the concept of motivation, reduce test anxiety and self-management. And the development of the electronic educational environment to be an attractive and stimulating environment for creativity.

Keywords: *academic achievement, distance education, Jubail, students.*

1. Introduction

Today, the world is experiencing great challenges in all areas of economic, political, social and educational life, and in light of the COVID-19 pandemic, health procedures and conditions have been imposed on life, and the forms of face-to-face communication have been determined, and the means of remote communication have imposed themselves de facto until they become the available means to accomplish tasks and work and the affairs of life.

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One of the most important necessities of life is the continuation of the learning and general education processes for school and higher education or university students, as the distance learning strategy has been used in many countries of the world, including Saudi Arabia. The Saudi Ministry of Education, which adopted the distance learning approach through platforms specially prepared for this purpose as a means to solve the problem of difficulty faced by students for regular attendance.

Despite all the efforts that have been made to continue the learning process and not stop it, and the relative success achieved by these platforms, educational problems have arisen during the application of distance education. Among the most important of these problems is the interaction between the faculty member and the student and between the students themselves, and the interaction of students with the educational content. As well as the problems of evaluating student achievement and electronic tests and the related circumstances. And the difficulty of teaching students thinking skills and not being satisfied with cognitive information and focusing on it only.

2. The study Problem

In light of the obstacles facing educational institutions when exercising their role in a traditional and present manner, and their transformation into distance learning, some educational problems appeared among some university students, such as the difficulty of interaction, and the inaccuracy of student assessment, difficulty in teaching students thinking skills, and low academic achievement in light of distance education. Through the work of the researchers as faculty members who teach female students and the extent of their cognitive achievement, it was noted that there is a decline in the achievement of female students in most of the courses compared to the previous semesters, which called the researchers to search for the causes and problems of low achievement among the students at the College of Science and Human Studies in Jubail. Within the limits of the researchers' knowledge, no study was conducted in the Saudi environment that dealt with the variables of the current study, which supported the need to conduct the current study.

3. Study questions

The study aims to answer the following questions:

1. What are the reasons that led to the low-test scores in the context of distance education from the point of view of the female students of the College of Science and Human Studies in Jubail?
2. What are the problems faced by the female students at the College of Science and Human Studies in Jubail in exams in light of distance education from their point of view?

4. Objectives of the study:

The objectives of the study are as follows:

1. Disclosure of the reasons that led to the low-test scores in the context of distance education from the point of view of the female students at the College of Science and Human Studies in Jubail.
2. To identify the problems faced by the students at the College of Science and Human Studies in Jubail in the tests in light of distance education from their point of view.
3. Reaching a set of appropriate recommendations and proposals to reduce the causes that lead to low student achievement in light of distance education.

5. The importance of the study:

The study discusses the reasons and problems that led to low grades in tests in light of distance education from the point of view of the students at the College of Science and Human Studies in Jubail. The importance of the study is represented in the following points:

1. The importance of this study emerges from the critical importance of the subject, which is the low academic achievement in distance education, which provides suggestions and solutions to this important problem.
2. Within the limits of the researchers' knowledge, no study has been conducted that examines the reasons that led to the low grades in tests in light of distance education from the point of view of female students at the College of Sciences and Human Studies in Jubail.
3. The importance of the current study is evident in diagnosing the reasons for the low grades of female students in exams, which drew the attention of the college administration to this phenomenon in distance education in light of the Corona pandemic, in order to find out the real reasons for this decline.
4. This study can provide information that provides feedback in universities about the reasons that led to low grades in tests in light of distance education and work to address these problems because of their importance in the development of academic departments and their reflection on the performance of the university as a whole.

6. Limitations of the study:

This study was limited to:

- Limitations of the subject: The research was limited to studying the causes and problems that led to low scores on tests in light of distance education from the point of view of female students at the College of Science and Human Studies in Jubail.
- Human Borders: Students at the College of Science and Human Studies in Jubail.
- Spatial limits: The current study was applied in the Faculty of Science and Human Studies in Jubail.
- Time limits: This research was applied during the first semester of the academic year 2020-2021.

7. Study terms:

The current research terms are:

-Academic achievement: It is the student's reaching a certain level of proficiency in study, and this is known through many tests or reports prepared and prepared by faculty members in order to measure the level of students in each educational stage and measure the ability to acquire how much information and skills. It is defined procedurally and measured by the response of the study members to the paragraphs of identifying the reasons that led to the low grades in the tests in light of distance education from the point of view of the students at the College of Science and Human Studies in Jubail used in this study.

- Distance learning: Distance learning is one of the relatively modern methods of learning and its basic concept depends on the presence of the learner in a place different from the source that is the book, the teacher or even the group of students, which is the transfer of an educational program from its location on the campus of an educational institution to

separate places. It is procedurally defined as the educational method followed by the College of Science and Human Studies in Jubail in providing educational content through the Blackboard platform, through which the student can attend and follow lessons, interact, and send assignments through it.

-Achievement tests: they mean tests conducted by educational institutions at the end of the prescribed educational period. Achievement tests are a tool intended to evaluate educational outcomes and determine what students have learned in light of the specific objectives and use them to improve learning methods and quality of planning (Al-Mahamid, 2007). The tests also include questions that reveal the basic skills and knowledge of the subject (Abdul Hadi, 2001).

- Achievement: means the extent to which students comprehend the planned specific experiences through academic courses, and it is measured by the degree that students obtain in the achievement tests prepared for them (Barakat and Harz Allah, 2010:09). Academic achievement is important in the educational process, as it works to achieve learning and eradicate the deposits of underdevelopment. It represents an important aspect of the mental activity of the learner.

-Academic achievement motive: the student's desire and tendency to raise the level of his academic achievement and spend a lot of time in academic achievement. As for the achievement motive, it is the desire and ambition for achievement or achievement. Motivation is important because it helps students to reach the highest possible degree of achievement. As for evaluation, it is a systematic and objective process that includes collecting information about a specific phenomenon through quantitative measurement with the aim of issuing a judgment in light of the goals and objectives and initiating the correction of the defect. that hinders us. (Technician, 2005:92) Evaluation can be achieved through several methods (oral and written tests, performance tests, achievement files, alternative evaluation etc.). Students' achievement is affected by internal and external factors. Internal factors such as intelligence, motivation and externality are related to the environment and the environment shows a large disparity between students' achievement, which leads to the emergence of poor academic achievement.

-Poor academic achievement: Poor academic achievement is a general problem that leads to a general failure in the study, which is a state of delay or deficiency in the normal level because of several reasons that may be (mental, physical, social) also the reasons may be specific to the preparations of the individual. Therefore, achievement becomes a process of transforming an inner cognitive competence into a scientific balance and experiences that help the student in his daily life.

8. Literature Review and previous studies:

Distance learning concept: Distance learning is defined as the process of learning using virtual platform without face-to-face interaction with the instructor. It is based on the delivery of knowledge, skills, and educational materials to the learner through different technical means and methods, where the learner is distant or separated from the teacher. In situations, where there is no physical interaction between students and their teachers, technology is used to fill the gap between both parties, simulating face-to-face contact. Distance learning is simply classroom interactions in which the teacher and the student are separated from one another either by time or distance, or both (Al-Hamami & Ibrahim, 2020).

It is further described as delivering educational material to the student using electronic media in a way that enables him to actively engage with that material, with the instructor, and with his peers, whether synchronously or asynchronously.

(Al-Taher & Attia, 2012). Distance education is the transfer of an educational program from its location on the campus of an educational institution to geographically dispersed places and aims to attract students who cannot, under normal circumstances, continue in a traditional educational program (Ghadeer Rashid Jawad and Shaima Fadel Kanin, 2020)

Types of distance learning: Distance learning can be classified into two types:

Simultaneous education: this type of education entails a dynamic encounter between the teacher and the learner that takes place at the same time in an actual educational setting via a direct electronic meeting. This meeting enables both parties to interact, discuss, ask questions, when necessary, with the aid of virtual board and the interactive wall, and comment on the shared media. These interactions take place through a variety of channels, including chat rooms and virtual courses, as well as the use of other educational technologies.

Asynchronous teaching: It is time-free education because the teacher can place the learning resources along with the teaching plan and assessment on the educational site, and the learner can enter the site at any time and follow the teacher's instructions to complete the learning without having to contact the teacher at the same time. As a result, asynchronous education does not necessitate the presence of all students at the same time (Youssef, 2016).

The importance of distance learning: The practical reality has proven that distance learning has importance and advantages that differ from traditional education, most notably that it provides educational opportunities for all learners. Furthermore, it became a challenge because of the rapid advancement and subsequent explosion of knowledge and technology. It also enhances life skills and focuses on twenty-first century skills. Distance learning is characterized by flexibility, as it enables learning to be done in accordance with suitable educational conditions tailored to meet the needs, conditions, and times of learners and thus, enhances continuity of the learning process. It also introduces the curriculum to learners in innovative and interactive ways. It provides independence for the learner and the organization of curricula topics and assessment methods according to the abilities of the learners. Distance learning is inexpensive compared to traditional education (Shawahin, 2015).

Challenges and difficulties facing distance learning: There are several challenges and difficulties facing distance learning, namely: The necessity of live interaction between the teacher and the learner and the importance of developing self-control for the learner. There is still a weakness in the technical skills of teachers and learners. A digital divide in information and communication technology. Cultural adaptation is necessary so that distance learning considers the needs of students and society (Abu Musa and Al-Sous, 2014).

The UNESCO report for the year (2020), which deals with distance learning, mentions other challenges, including: a lack of practical teacher preparation for this abrupt transformation phase, as a huge majority of teachers lacked the requisite resources to enable online education. Furthermore, some teachers lack the necessary technological knowledge to fully manage the remote learning process and its implementation, as well as to provide acceptable instructional content. And the unwillingness of learners and parents to accept the premise of distant learning, followed by their rejection and lack of acceptance.

Disturbances emerged because of the disparity in educational systems, which mostly impacted learners and parents from low and middle-income homes with inadequate resources. Furthermore, learners in vocational and technical education are unable to learn in virtual classrooms in several disciplines that necessitate practical work, training, and direct assessments.

in the workshops, they need to use the necessary tools, materials, and equipment such as health care, for example, and clear assessment mechanisms, ensuring their integrity and implementation by the learner himself (UNESCO, 2020).

Youssef (2016) points to the negative Ness of losing this type of education to the implicit representation of knowledge. The presence of the learner in front of the teacher makes him receive several messages through facial expressions, body language, description, pointing and gesture that the computer cannot represent in the classroom.

Al-Khafaf (2018) mentions negative aspects related to the harm that may be inflicted on the student through distance learning, including: the student's lack of seriousness with technical means and the weakness of the emotional aspects of the student's personality, and some students may suffer from introversion, and distance learning focuses on the senses of hearing and sight and neglects the rest senses, and this type of education lacks the human relations between the student and the teacher.

Previous studies: Following a survey of the theoretical literature on low academic accomplishment in distant education assessments, the researchers came across some Arab and foreign publications on the subject, including:

Gustavo Henrique Silva de Sousa's study (2020) aimed to reveal the expectations of Brazilian students regarding distance learning and remote classrooms during the COVID-19 pandemic. The descriptive approach was used, and the study tools were applied to a sample of Brazilian students. The results of the study showed that students who had difficulties in using the Internet and technology had educational losses and lower academic achievement.

The study of Samuel, Yusuf and Olumorin (2020) aimed to determine perception of distance learning students on the availability, accessibility, utility, and influence of educational technology for obtaining educational experience in Nigeria. The descriptive approach was used in the study, and the study population were students from the University of Ilorin, Nigeria. The results showed that educational technologies were not sufficiently available to enable students in study centers to acquire educational experiences.

Sutiah et al. (2020) conducted a study which disclosed and evaluated the implementation of distance learning, which was suddenly implemented because of Covid-19 through the learning process, learning facilities and infrastructure, as well as the psychological aspects of students towards distance learning. The study used the descriptive approach and applied the study tool to students at the College of Education and Teacher Training in Indonesia. The study's findings revealed that students prefer face-to-face learning over distance learning. Students faced numerous challenges during distant learning and were concerned about meeting learning objectives. When classroom learning is halted because to the COVID-19 epidemic, distance learning is a viable option. And that distance learning is affected by the level of students' readiness to learn and the preparation of institutional facilities for blended learning. Through research and review of previous research and recent studies, we found that they dealt with the study of the impact of the Corona pandemic and the use of e-learning on achieving the goals of the Corona pandemic.

Khan, J.H.; Iqbal, M.J. (2016). Correlational descriptive study (2016) to explore the relationship between student satisfaction and academic achievement of distance learners. The study was designed for Master of Education (M.Ed) students at Allama Iqbal Open University in Islamabad who were enrolled in the Foundation for Education and Educational Research, Curriculum Development, Education, and Educational Psychology foundation courses. A stratified random sample of 351 pupils from Pakistan's four provinces was chosen. Strachota (2006) developed the Student Satisfaction Survey to assess distance learners' satisfaction. According to the main findings, most students were

usually satisfied with learner-learner interaction, learner content interaction, technology-learner interaction, and teacher-learner interaction. The interaction between learner content and learner-teacher contact were significant indicators of total satisfaction, whereas the interaction between learner-learner and learner-teacher was not. Student achievement and satisfaction were not measured. Student satisfaction and achievement were not significantly correlated. The study advocates boosting interaction between students, teachers, and students, as well as organizing orientation seminars for distant learning programs. Future research can be undertaken to get a definitive conclusion. This study can be redone with other software and settings and a higher degree of randomization.

Khalid, Bashir and Amin (2020) conducted a study aimed at highlighting the relationship between self-directed learning and academic achievement and comparing self-paced online learning and traditional university education. A self-developed survey was used to collect data from online distances and traditional means. All students at the College of Education in one online university and one traditional degree-granting university were the participants of this study. In the College of Education for Spring 2019, there were 1,139 students enrolled online and 1,809 students enrolled in traditional degree-granting universities. 590 pupils (20% of the population) were chosen as a sample from a total of 2,948 students, using a simple random sampling technique. The data were analyzed using the T-test, Pearson's correlation to find out the relationship between the variables. The results showed a significant difference between the self-directed tendencies of traditional online college students. In addition, the correlation between self-directed tendencies and academic success is stronger in online student learning than in traditional college students. The study implies that students' ability to self-regulate the process of teaching and learning can be developed using self-learning as an educational technique.

The study by Bonab (2020) aimed to investigate the role of e-learning on the academic achievement of students at Mohamed Boudiaf University in M'sila. While the study sample consisted of (185) students and (48) professors at the University of M'sila, and the descriptive approach was used for its suitability to the subject of the study. The results showed that there is a positive trend for M'sila University students about the role of the Moodle platform that it enhances their self-education and increases the degree of their educational attainment with It provides an attractive and interactive learning environment, and at the same time makes it easier for them to review lessons and organize their time. As the percentage of approval by a significant yes of the surveyed students ranged between 30.8% and 45.4%. The field study revealed that using the Moodle platform is the best way to increase students' educational attainment compared to traditional methods, although its application at the University of M'Sila is still in its infancy. The results indicated that there is a good percentage of the surveyed students, estimated at 55.7%, who believe that using a platform distracts their thinking and they cannot pay attention while learning through the platform, and this is what prompts them to seek the help of colleagues using the chat feature on the platform to inquire about matters that they do not understand in the scale. The rate of approval was estimated at 46.5%. It also indicated that a large percentage of approximately 83.8% of the questioned students prefer taking well-known traditional exams instead of using a platform, while 22.2% prefer taking electronic exams through the Moodle platform. Regarding student evaluation, he noted that a significant percentage of the questioned professors is estimated at 87.5% that they do not use the platform to take short exams to measure the student's ability to absorb and understand knowledge; and professors also do not use the platform to conduct electronic exams for students with an expressed rate of 75.0%, which it is not permitted to evaluate a student's ability to perform specific skills or accomplish a specific educational task via the Platform.

Al-Arabi (2014) conducted a study that sought to identify the impact of the use of virtual education on the academic achievement of distance education students, and it dealt with

revealing the nature of effectiveness that is achieved using virtual education, using the descriptive approach. The study sample comprise (404) male and female students who were divided into two groups, the first being taught by the virtual classroom method, and the second by the normal method. By calculating the differences between the averages, it became clear from the results that there were statistically significant differences between the achievement of distance education students in the virtual classroom style and the transmissions and books method in favor of the transmissions and books method students. The results showed that there is no correlation between attendance in the teacher's lessons and achievement in the annual test for students.

Sweden's study (2020) aimed to identify the reality of distance education considering the spread of the Coronavirus and its impact on parents among school students in the different educational stages "the basic stage - the preparatory stage - the secondary stage" in Iraq. The descriptive approach was used in the study, with its two types: library, documentary and analytical. The results of the study showed that appropriate educational support must be provided for the learning process through the quality design of the various academic programs for all educational levels and for all elements of the educational process.

9. Method and procedure

Study Approach: The researchers in this study used the qualitative descriptive approach due to its relevance to the nature and objectives of this study, and according to this approach, the reasons and problems that led to low scores in tests under distance education will be known from the point of view of the students at the College of Science and Human Studies in Jubail.

Study population and sample: The study population consisted of (1370) female students at the College of Science and Human Studies in Jubail. The researchers took a simple random sample that included (369) female students, on which the questionnaire was applied.

Study tool: To achieve the aim of the study, the researchers prepared a closed questionnaire that consisted of two open questions:

1. What are the reasons that led to the low-test scores in the context of distance education from the point of view of the female students at the College of Science and Human Studies in Jubail?
2. What are the problems faced by the female students at the College of Science and Human Studies in Jubail in exams considering distance education from their point of view?

The questionnaire went through various stages before reaching its final form. These are the stages:

The first stage involved reviewing the theoretical literature and prior studies about the study to benefit from them while identifying and crafting the questions. The second stage, the questionnaire was presented in its initial form to several faculty members at Imam Abdul Rahman bin Faisal University's College of Sciences and Human Studies in order to ensure the accuracy and validity of the questions, the extent of their clarity, and the appropriateness of its paragraphs to their fields.

Survey study: The research team applied the scale to an exploratory sample consisting of (20) female students from the College of Science and Human Studies in Jubail, who are outside the main study sample. that may appear during the application until it is adjusted and avoided upon the subsequent application of the scale, and then the scale in its final form is ready to be applied to the study sample members.

Stability of the study instrument: To ensure the stability of the study tool, the test-retest method was verified by applying the scale and reapplying it after two weeks on a group from outside the study sample consisting of (20).

10. Study Results and their interpretation:

The first question: What are the reasons that led to the low-test scores in light of distance education from the point of view of the students at the College of Science and Human Studies in Jubail?

To answer this question, the frequencies, and percentages of the respondents' answers to the first question were calculated to determine the reasons that led to the low-test scores under distance education. Table (1) shows these results.

Table (1) The reasons that led to the low scores in tests under distance education from the female students' point of view.

Categories	the reasons	repetitions	Percentages
Reasons related to the courses	The enormity of the curriculum and its containment of a large amount of information / intensity of the course	34	9.2%
	Similarity and repetition of information in some courses	4	1.1%
	Not providing books and courses online	2	0.5%
	Difficulty of the course	19	5.2%
	Not focusing on the important points in the course and identifying the important	4	1.1%
	Intensive and challenging duties/costs	45	12.2%
	Delivery of costs in some subjects during the testing period	2	0.5%
Reasons related to the lectures	The length and abundance of lectures	5	1.4%
	Difficulty keeping time for lectures	1	0.3%
	Lack of time and consecutive lectures	15	4.1%
	Not giving enough breaks between lectures	1	0.3%
Reasons for exams	Too large test particles (too many requirements for one question)	19	5.2%
	Limited time between exams	60	16.3%
	Short test time	62	16.9%
	Misdistribution of grades on questions and placing essay questions in many degrees	20	5.4%
	Develop questions that focus only on higher-order thinking skills	4	1.1%
	The absence of group study with friends, which has a major role in obtaining excellent grades	2	0.5%
	Difficulty and complexity of the questions	123	33.4%
	Ambiguity, lack of clarity or wording of the questions in a wrong way	8	2.2%
	studying late	2	0.5%
	Dispersion of focus between exams and the large number of works	1	0.3%

	required		
	Excessively scrutinizing exams and asking for typical answers just like a book	53	14.4%
	Exam questions outside the curriculum	6	1.6%
	Not taking individual differences into account when preparing questions	3	0.8%
	Changing the way, the questions are put and not knowing the nature of the questions and training the students on them	9	2.5%
	The organization of the exam paper is never good	1	0.3%
	The occurrence of inconvenience in the examination halls and the large number of requirements for the observer	1	0.3%
	The atmosphere in the exam halls is completely unprepared (the entry and exit of some observers during the test, speaking, and there is no social distancing for female students)	2	0.5%
	Fear of coming into contact with people who may be infected with the Corona virus while taking the test	20	5.4%
Reasons for faculty members	Lack of cooperation by faculty members with students	21	5.7%
	Weakness of the explanation provided by some faculty members in distance education	39	10.6%
	Difficulty communicating with faculty members and not responding quickly	14	3.8%
	The inability of the faculty member to deliver information	9	2.5%
	Explanation during the lecture and deviating from the topic	1	0.3%
	The faculty member is unable to complete the course	1	0.3%
	The faculty member's lack of commitment to the lecture time allocated to him and his ignorance of managing it well	1	0.3%
	Weak experience of a faculty member with electronic programs and modern technology	2	0.5%
	Not using electronic strategies during lectures to ensure that the student understands the lecture	2	0.5%
	Lack of teaching experience for some teachers	7	1.9%
	Some faculty members do not take into account the pressures and circumstances in which the student is going through	15	4.1%
	Embarrassing the student by calling her suddenly, and she does not know the answer	1	0.3%
	Misconceptions are not corrected, which has a negative impact on students' understanding of the content	1	0.3%
	The noise of the faculty member	1	0.3%
	There is no interaction between the students and the faculty member	1	0.3%
The recklessness of some faculty members and their failure to record the lectures and submit them to the students after	5	1.4%	

	completing the lecture		
	Exaggerated scrutiny of female students and challenging female students	5	1.4%
Reasons for the conditions of distance education and the lack of consideration for students under it	Lack of motivation to study and participate in distance education as in the classroom	1	0.3%
	The gap between teaching methods (distance) and the annotated lessons and tests (in attendance)	46	12.5%
	Difficulty concentrating and feeling lethargic and lazy in distance learning (a lot of distractions)	34	9.2%
	The student does not understand, comprehend, and access the information well because communication is only via voice and there is no interactive explanation	62	16.9%
	The lack of seriousness of distance education for both the student and the professors	20	5.4%
Technology and internet reasons	Internet disconnection	11	3.0%
	Laptop or mobile phone not charged	1	0.3%
	Prolonged sitting on machines causes headaches, poor concentration, and hurts the eyes	2	0.5%
Reasons For female students	The psychological stress caused by the test environment (anxiety, tension, fear)	31	8.4%
	Family problems	3	0.8%
	Physical problems (tiredness, fatigue)	3	0.8%
	Neglect of students, laziness, and lack of real responsibility towards their education	10	2.7%
	cheat	1	0.3%

It is evident from Table (1) that:

- The most common reasons that led to low scores on tests under distance education from the female students' point of view were (the difficulty and complexity of the questions in relation to the distance education system) with a percentage of (33.4%), followed by (short test time) and (lack of understanding of the student understanding it and accessing the information well because communication is only by voice and there is no interactive explanation) by a percentage (16.9%), then (lack of time available between tests) by a percentage (16.3%), followed by (excessively scrutinizing the correction of tests and asking for model answers) Exactly like the book) by a percentage (14.4%).

- The (difficulty to adhere to the time of lectures), (not giving sufficient breaks between lectures), (failure of the faculty member to adhere to the lecture time allocated to him and his ignorance of managing it well), (dispersion of focus between exams and the large number of required work), (The organization of the test paper is not good at all), (exhaustion in the explanation during the lecture and deviating from the topic), (inability of the faculty member to complete the study material), (embarrassment of the student by calling her suddenly when she does not know the answer), (misconceptions are not corrected This has a negative impact on the students' understanding of the content), (the noise of the faculty member), (there is no interaction between the female students and the faculty member), (the lack of motivation to study and participate in distance education as in the classroom), (exhaustion of Laptop or mobile charging), (cheating) by a percentage (0.3%) for each reason.

These results can be explained in light of the findings of some previous studies - the result that indicated that the most common reasons that led to the low scores on tests under distance education from the female students' point of view were (the difficulty and complexity of the questions in relation to the distance education system)

In light of the logic of this reason, as distance education faced learners with problems of lack of direct communication with teachers, which makes the learning process difficult and thus difficult academic achievement, with their expectations that exams may facilitate somewhat as a result of the pandemic conditions and this expectation contradicts the point of view of course professors who make a double effort in The teaching process and they see the importance of the learner, too, to make a double effort in studying.

- As for the reason that got the second rank, is (the short time of the test) and (the student did not understand, comprehend and access the information well, because communication is only through voice and there is no interactive explanation), it can be explained in the light that the students' feeling of the difficulty of the test as they identified with the first reason leads To the feeling that the time specified for the answer is not enough and this may be a psychological process only, as the time specified for the test is the same as the time set when teaching was in attendance and not remotely, and female students will not complain about the short time of the test. The specified period is the same period that they consider short.

- And also the reason why he got the third rank (the lack of time available between exams), as the exams schedule may arrange the difficult courses in succession and does not leave a sufficient period of time to provide an opportunity for the student to study, which may be the reason for the student's low grades due to her inability to review those courses at night Testing due to insufficient review time.

Finally, the reason that got the fourth rank (excessive scrutiny in correcting exams and asking for model answers just like the book) and this reason is not convincing for the members of the teaching staff, as it is normal for the correction to be done accurately and for the student to provide the model answer, and this is not a reason for low achievement, but rather It may be a reason for every student to get the grades they really deserve

The second question: What are the problems faced by the female students at the College of Science and Human Studies in Jubail in light of distance education from their point of view?

To answer this question, the frequencies, and percentages of the respondents' answers to the second question were calculated to determine the problems you face under distance education. Table (2) shows those results.

Table (2) Problems faced by female students under distance education.

Categories	the problems	repetitions	Percentages
Problems related to the courses	The magnitude and intensity of the course	9	2.4%
	Difficulty of the course	6	1.6%
	Not understanding the required course material	36	9.8%
	The faculty member did not specify important information in the course	3	0.8%
	Difficulty of costs	10	2.7%
	Lots of duties and costs	88	2.4%
	Lack of time allotted to complete costs	28	7.6%
Problems related to lectures	Exceeding the time limit for lectures	6	1.6%
	Compensation for evening lectures	5	1.3%
	The length of the lectures	3	0.8%
	Difficulty concentrating during the lecture	22	6%
	Failure of the faculty member to meet the specified lecture time	2	0.5%

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	The intensity of the number of lectures and the lack of sufficient breaks	10	2.7%
	Not recording lectures and uploading them electronically	4	1.1%
	No interaction during the lecture	8	2.2%
Exam problems	Difficulty of the tests	57	15.5%
	The test questions are not clear	1	0.3%
	Limited time between exams	26	7.1%
	Test time tight	38	10.3%
	The method of correcting the tests and their accuracy	13	3.5%
	Not taking individual differences into account when preparing questions	1	0.3%
	Lack of spacing and any precautions when performing the test	1	0.3%
Problems with faculty members	Some of the new faculty members have no teaching experience	2	0.5%
	The faculty member departed from the topic and sent him an explanation	2	0.5%
	Weakness of the faculty member's explanation of the educational material	32	8.7%
	The faculty member does not use modern technology strategies and means (images, PowerPoint,) to aid understanding of the means	7	1.9%
	Difficulty communicating with the faculty member after completing the lecture	16	4.3%
	Non-cooperation of the faculty member with the students	31	8.4%
	The faculty member's lack of understanding of the problems of internet outage among female students	3	0.8%
	The faculty member's failure to consider the technical, health and social conditions of the students and accept their excuses	28	7.6%
	The faculty member, the subject teacher, does not come to the hall when there is an unclear question	1	0.3%
Problems related to the conditions of distance education and the lack of consideration for students under it	Some students' participation during the lecture was not recorded due to the faculty member not knowing the name	3	0.8%
	The gap between teaching methods (distance) and the annotated lessons and tests (in attendance)	12	3.3%
	Not feeling serious about distance learning	1	0.3%
	Lots of distractions and lack of focus in the lecture	15	4.1%
	Lack of interaction between the faculty member and the students	7	1.9%
	It is not possible to get feedback after the test scores appear	1	0.3%
	In distance education, there is no interaction between students as in the presence education	23	6.3%
	Difficulty receiving information in distance education	11	3%
Internet and technology problems	internet outage	53	14.4%
	Device problems (glitch, out of charge, hanging) and website not opening, sound unclear	40	10.9%
Students' problems	Difficulty communicating with female students in group work and their lack of cooperation	3	0.8%
	Family problems and increased responsibility at home	4	1.1%
	Psychological problems such as stress, tension, anxiety, and isolation	21	5.7%
	Lack of motivation and motivation to continue learning	2	0.5%
	Health problems from joint pain, fatigue, and exhaustion from using the computer for a long period from the time you wake up to the time you go to bed	31	8.4%

	Boredom, boredom, and unwillingness to receive more information and lessons	6	1.6%
	Forgetting information	1	0.3%
	shy to participate	2	0.5%
	Inability to interact with faculty members	2	0.5%
	Difficulty organizing time in distance learning	3	0.8%

It is evident from Table (2) that:

- The most problems that female students faced in the light of distance education were (the abundance of duties and costs) with a percentage (24%), followed by (the difficulty of exams) with a percentage (15.5%), then (interruption of the Internet) with a percentage (14.4%), Followed by (problems with the device (glitch, out of charge, suspension) and not opening the site, sound clarity with a percentage (10.9%).

- In the last place come (unclear test questions), (non-observance of individual differences when preparing questions), (lack of spacing and any precautions when performing the test), (failure of the faculty member, the subject teacher, to the hall when there is an unclear question). , (not feeling the seriousness of distance study), (inability to obtain feedback after the appearance of test scores), (forgetting information) with a percentage (0.3%) for each reason.

-The result can be explained, which indicated the most important problems that faced the student in the light of distance education was (the large number of duties and costs).

- As for the problem that got the second rank is (the difficulty of tests), and this problem got the second rank as a problem, and the first rank as a reason, which confirms its importance for the female students, which makes it necessary to discuss that problem and try to find a solution to it at the level of the members of the educational staff and develop a mechanism to deal with it .

- And the problem that got the third position is (interruption of the Internet), and this problem is due to distance education, which has become a general phenomenon in education that did not exist before, which led to an increase in the load on the Internet significantly, which may often lead to a defect in network and outage.

- Finally, the problem that got the fourth position was (problems in the device represented by: defect, depletion of charge, suspension, not opening the site, lack of clarity of sound) and these are economic problems for all families, as the family may have a number of children in stages Different education, and each of them needs his own laptop, and this may be difficult for some families in terms of not being able to provide a device for everyone in them, which leads to the inevitability of using old devices that are not sufficiently efficient for distance education, and sometimes learners within the same family are forced to Using the same device leads to poor efficiency of the devices.

11. Recommendations

In light of the study results, the study recommended several recommendations, including:

- 1- Strengthening the concept of distance education among all participants in the educational process (administration - members of educational staff - students - parents).
- 2- Study the challenges facing students in virtual classrooms from their point of view.
- 3- Studying the problems of electronic evaluation and providing some innovative solutions to confront those problems.
- 4- Reschedule the exams by leaving a sufficient period between the courses after consulting the female students as much as possible.

- 5- Presenting workshops dealing with some distance learning challenges and trying to find solutions to those challenges.
- 6- Providing training workshops to enhance the concept of motivation, reduce test anxiety and self-management.
- 7- Developing the electronic educational environment to be an attractive environment that stimulates creativity to achieve the objectives of the Kingdom's vision (2030) in education.
- 8- Enhancing the activation of active learning strategies in the curricula, which contributes to the assimilation and retrieval of information more easily and effectively.

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