



Los problemas académicos a los que se enfrentan los estudiantes universitarios desde sus puntos de vista bajo la pandemia

Academic Problems Facing University Students under the Corona pandemic from Their Viewpoints

Mohammad Omar Al-Momani.
Al-Balqa Applied University, Jordan.
m.o.e.m@bau.edu.jo

Insaf George Alrabadi.
Al-Balqa Applied University.
insaf.rabadi@bau.edu.jo

Maaly Mefleh Al-Mzary.
Al-Balqa Applied University, Jordan.
maaly-al-mzary@bau.edu.jo

Hanaa Mustafa Danaa.
Al-Balqa Applied University, Jordan.
danaa_hanaa@bau.edu.jo

Smah Suleiman Al-Jarah.
Al-Balqa Applied University, Jordan.
s.jarah@bau.edu.jo

RESUMEN.

El estudio tuvo como objetivo identificar los problemas académicos que se enfrentan los estudiantes universitarios durante la pandemia desde sus puntos de vista y su relación con algunas variables, ya que la muestra del estudio comprendía (4000) estudiantes masculinos y femeninos de universidades jordanas. El estudio concluyó que los problemas académicos de los estudiantes durante la pandemia fueron promedio en todos los campos de estudio. El estudio mostró la ausencia de diferencias estadísticamente significativas en los problemas académicos de los estudiantes atribuidos a las variables género (masculino, femenino), especialización (científica, humanitaria) y nivel académico (diploma, licenciatura).

PALABRAS CLAVE.

Problemas Académicos, Pandemia, Estudiantes Universitarios.

ABSTRACT.

The study aimed to identify the academic problems facing university students during the Corona pandemic from their viewpoints and its relationship to some variables, as the study sample comprised (4000) male and female students from Jordanian universities. The study concluded that the students' academic problems during the Corona pandemic were average in all fields of study. The study showed the absence of statistically significant differences in the students' academic problems attributed to gender (male, female), specialization (scientific, humanitarian) and academic level (diploma, bachelor) variables.



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**KEY WORDS.**

Academic Problems, Corona Pandemic, University Students.

1. Introduction.

University education institutions are among the most important elements of human development, and university education represents the top of the educational pyramid. Youth are the focus of our attention, so every nation aspires to comprehensive development and plans for a prosperous future for its children. It is necessary to develop plans and programs and provide all the necessary capabilities. This can be done through the establishment of government institutions and organizations, and doubling the state's interest in them. Development is closely linked to youth (Al-Khasawneh & Obeidallah, 2015; Alkhawaja & Abd Halim, 2019; Cadloff, 2020; Haider & Al-Salman, 2020; Olaimat et al., 2020; Upoalkpajor, 2020).

The university stage is one of the important stages in an individual's life. Most students, during the traditional age at university, go through a stage of development in terms of independence and personal identity. This is an important matter in terms of participation within a group. Thus, this individual is part of a social group. This stage reflects the personal interactions with the ever-expanding average of social contact in various circumstances that increase and speed up the development of the individual (Erdem, 2016; Al-Khasawneh & Obeidallah, 2015).

The main objective of university education is to develop the personalities the individuals and refine their behavior to go hand in hand with the educational objectives. They are to refine their mental abilities and improve their sound thinking skills to address the various problems they face in daily life (Collins, 2001, Valerius, King & Grham).

In this regard, many researchers support (Al-Damiati, 2020; International Association of Universities, 2020; Bensaïd & Brahimi, 2021; Cao & Fang & Hou & Han & Xu & Dong, and others, 2020). This fact indicates that universities are no longer just academic centers for purely scientific research, in which students feel a separation from public life in society. However, they have become cultural organizations for young people. There is a vital interaction between various intellectual trends. University life is a kind of cultural and intellectual interaction at the highest level. Efforts should be directed towards preparing students to assume responsibility and helping them face their problems. This represents the strategic role of the university that distinguishes it from other educational institutions (Ebner & Schön & Braun & Ebner & Grigoriadis & Haas & Leitner & Taraghi, 2020; Giridharan, 2020; Murphy, 2020; Nuere & Miguel, 2020; Bao, 2020; Thatcher & Zhang & Todoroski & Chau & Wang & Liang, 2020).

Accordingly, developing skills, in the intellectual, imaginative, and creative abilities of its students, enhances emotional and social development to gain experience in university life. This can serve as a way to transfer knowledge, values, and standards that are among the most important duties of universities. (Yang & Chen & Chen, 2021; Alghamdi, 2021). Therefore, it is necessary to cooperate with all parties involved in the educational process inside and outside these institutions, including management, faculty members, curricula, students, and their families. It is to improve the level of their academic achievement, develop



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their skills, and increase their understanding of working life (Al-Damiati, 2020; Mohmmmed & Khidhir & Nazeer & Vijayan, 2020).

The problems of university students, as confirmed by (Al-Damiati, 2020), take many different forms. Some of which are related to the students, their families, academic educational realities, and environments. Some are related to the cultural or social status of students.

University students have many academic problems related to the educational process, which the university must take into consideration. It is the university administration's and professors' responsibility to provide advice and guidance to male and female students to find the best solutions to these problems. Integrated and comprehensive development of young people, by pushing them into productive fields, represents the most important role of the university (Hammadi, 1990). Governing the quality of university education is not education in itself, but rather its ability to confront these problems at the individual and social level. This requires the university to be a system capable of changing the structure of educational processes, securing the needs of individuals and society, and developing their abilities and skills (Al-Roqi, 2016; Al-Enezi, 2016; Al-Shahrani, 2016; Al-Anqari, 2017; offender, 2017; Othman, 2017; Al-Faydi and Bani Younes, 2017; Al-Rahimi, 2018; Al-Salem & Al-Ghamdi, 2019).

Developing higher education students' intellectual, imaginative, and creative abilities is carried out through the concerted efforts of all parties related to the educational process inside and outside these institutions. These parties include management, faculty members, curricula, students, and their families, to improve the level of their academic achievement, performance, skills, and understanding of working life. These students are to be more compatible with the labor market in any country in the world (Othman, 2017; Al-Anqari, 2017; Al-Anzi, 2016).

(Al-Kandari's, 2019) study dealt with the problems that students suffer from. It is one of the important topics in psychology studies. It introduced students to their problems by enabling the former to realize and solve the latter on their own, by stimulating students' potential and capabilities to their limits.

The world was affected by the emerging coronavirus (COVID 19) in(2020). It is an epidemic that spread across large geographical domains and covered the whole world (United Nations, 2020; Cavanagh et al,2020; Bouchey&Gratz & Kurland, 2021; Hart &Xu& Hill & Alonso,2021). This pandemic has had direct and indirect impacts on multiple aspects of life. The Coronavirus knew no borders and severely affected the lives of all people, from all social and economic backgrounds (ESCWA, 2020; Motz, Quick &Wernert& Miles, 2021; Mervosh & Swales, 2020).

And the most important thing affected by this pandemic is the educational system. The educational system cannot be immune to the surrounding societal conditions (Bouchey& Gratz & Kurland, 2021; Cottrell, 2021; Erarslan & Şeker, 2021; Zhang and others, 2019; Means & Neisler, 2021; Al-Salman & Haider, 2021; Zimmerman et al, 2020). the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) described the situation as having never before experienced such a level of turmoil in the field of education. The current educational disruption is unparalleled and, if prolonged, could threaten the right to education (UNESCO, 2020)



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Most countries in the world have closed schools and universities to curb this global pandemic that affects more than 300 million students at various levels of education (UNESCO, 2020).

The Hashemite Kingdom of Jordan is an exception in terms of the preventive and precautionary measures recommended by the competent health authorities. These precautionary measures were to protect the health of male and female students and academic and administrative cadres in university education and ensure their safety. Studies have been temporarily suspended in all regions and governorates of the Kingdom. Universities have been directed to complete education requirements for all male and female students in a way that does not conflict with educational goals (Jordanian Ministry of Higher Education and Scientific Research, 2020).

By browsing the studies that dealt with academic problems, the researchers found a set of these studies, including the study (Al-Ghamdi, 2021). This study aimed to identify the problems facing students in Saudi universities during the Corona pandemic. The descriptive approach was used, and the questionnaire was applied to (1360) students. The results showed high to average levels of agreement regarding students' perceptions of the academic problems of the coronavirus pandemic on their lives. The study results showed that social aspects affected Saudi students more than educational ones. There are no statistically significant gender differences.

Yang et al, (2021) conducted a study to identify the problems facing students in Chinese universities during the Corona pandemic. The descriptive approach was used. The study results showed that academic workload and fears of infection had negative effects on the health of university students through perceived stress. Besides, there were no differences in the level of these problems between the genders.

Al-Sayed (2021) conducted a study to identify the problems facing students in Egyptian universities. It showed that there was a sudden shift from face-to-face learning to distance learning via the Internet due to the Corona pandemic. The descriptive approach was used and the questionnaire was applied to (376) male and female students. The results indicated that there were no statistically significant differences in the students' scores. Additionally, the rapid and unplanned transition to online distance learning in the time of the pandemic has not resulted in a poor learning experience as might be expected.

Al-Najim (2020) conducted a study to identify the problems that male and female students faced in the College of Education at King Faisal University in Saudi Arabia. This study followed gender, specialization, and academic level variables.

The study sample comprised (329) male and female students. Indicative results in some problems were in favor of the students and others in favor of the female students. The results of the study also showed the existence of statistically significant differences due to specialization and academic level.

The study by (Solomon and Abu Raziq, 2020) aimed to identify the problems facing students at the Teachers' College in light of some variables. The social axis came first, then the academic axis, and then the economic axis. The results also showed that there were no differences in the problems due to the student's academic level variable.





The study by (Sulaiman and Al-Smadi, 2019) aimed to reveal the nature of the academic problems among students at Teachers College in the Kingdom of Saudi Arabia. The differences are like the problems in terms of specialization and academic level. The sample size of the study was (400) students, and a list of (43) academic problems was applied. The results indicated that there were statistically significant differences, like academic problems, due to the academic level. Also, the study results indicated the absence of a significant difference due to the variable of specialization.

Al-Khazaleh (2019) conducted a study to identify the academic problems facing the students at the College of Science and Arts at Najran University in light of some variables. The study instrument was prepared. It comprised (42) items that were distributed over seven domains. Academic level was found to be the cause of statistically significant differences. There were no differences attributed to specialization (scientific and literary) and no differences due to gender (male, female).

The study by (Al-Muhaisi, 2018) aimed to identify the academic problems of young students in Sudanese universities and their relationship to some psychological and educational variables. The study comprised a sample of (100) male and female students selected by a phased random method from the original study population of (525) male and female ones. In Sudanese universities in the state of Khartoum, to achieve the objectives of the research, the study used three measures. The study concluded that there was a percentage of young students in Sudanese universities who suffered from study problems at different levels (simple and average).

Study Questions.

Universities are considered among the institutions that influence the preparation of university students and the advancement of societies. They affect their behavior and direct them in the right direction, which achieves positive and successful interaction with the society in which they live. Also, any development of society or updating of some of its values and concepts cannot be effective if the young university students do not represent and contribute to them. Therefore, the university should work on solving the problems facing students. It is to create the appropriate atmosphere, opportunities, events, activities, and programs that help them develop balance in all their scientific, physical, mental, emotional, patriotic, and social aspects. Besides, it provides students with skills and experiences that make them good citizens in society (Al-Ghamdi, 2021; Al-Sayed, 2021; Yang et al., 2021).

The current study is characterized as being one of the first studies dealing with the academic problems facing Jordanian university students. There have been no previous studies that focused on the academic issues confronting university students enrolled in distance learning in the aftermath of the Corona pandemic. Therefore, it is necessary to identify these problems and work to analyze them scientifically. In this study, academic problems will be specifically addressed in light of the Corona pandemic. There was an increasing number of virus infections, a continuation of the state's decisions to suspend work for students in universities, and a continuation of the distance education process. They contributed to the increase in the emergence of these problems.



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Accordingly, the problems of the study appear by trying to identify the most important academic problems facing university students in light of the Corona pandemic. Hence, the study seeks to answer the following questions:

- 1- What are the academic problems of university students in light of the Coronavirus pandemic from their point of view?
- 2- Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their viewpoints, attributed to the gender variable (male, female)?
- 3- Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their viewpoints, attributed to the specialization (scientific, human) variable?
- 4- Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their viewpoints, attributed to the academic level (diploma, bachelor's) variable?

Study Significance.

The importance of the current study is illustrated by the following:

- The study deals with one of the important topics, which is the subject of university education.
- The study determines the most important academic problems facing students during the study period and the Corona pandemic. Besides, the study determines the extent of the diversity of those problems in light of the study variables.
- Directing the attention of those in charge of university education to the nature of the existing problems and their associated causes and the educational environment of the university system would be a good start.

Study Objectives.

The study aims to achieve the following:

- 1- Recognizing the academic problems facing university students in light of the Corona pandemic from their point of view.
- 2- Knowing whether there are statistically significant differences in the academic problems of university students in light of the Corona pandemic from their viewpoints. They are attributed to the study variables, gender (male, female), specialization (scientific, humanitarian), and the student's academic level (diploma, bachelor's).

Study Limitations.

- The objective limit revolves around identifying the academic problems facing university students in light of the Corona pandemic from their viewpoints and its relationship to some variables.
- Human Limit: The study was applied to students at different Jordanian universities.
- Time limit: The study was implemented in the second semester of the academic year (2020-2021 AD).



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- Spatial Limit: The study was applied in Jordanian universities.

Study Terms and Procedural Definitions:

1- The Academic Problem.

Academic problems are difficulties related to the academic aspect of the students' lives, affecting their achievements and academic careers. These challenges are associated with the student, the university professor, academic courses, and academic advising (Al-Roqi, 2016).

2- The New Pandemic Coronavirus (COVID 19).

It is an epidemic spreading across large geographical domains, covering multiple continents and the entire world (United Nations, 2020).

3- The New Corona Virus.

It is a virus that causes the infectious disease COVID-19, having been discovered from a strain of coronavirus that started its outbreak in the Chinese Wuhan city in December 2019. It turned into a pandemic, affecting many countries in the world (WHO, 2020).

2. Methods and Field Procedures.

Study Approach.

The study used the descriptive approach because it is one of the most appropriate curricula for the nature and objectives of the current study. Also, it does not stop at the limit of description but goes beyond it to the stage of interpreting and analyzing information and extracting meaningful results (Al-Roqi, 2016). These results are useful in identifying the academic problems of university students in the educational literature and monitoring the causes underlying these problems.

The Study Sample.

The study sample included over 4,000 male and female students from various Jordanian universities.

Table 1.

The distribution of the study sample according to its variables

percentage	the number	the level	variable
47%	1876	Male	gender
53%	2124	feminine	
100%	4000	Total	
43%	1734	scientific	Specialization
57%	2266	Humanitarian	
100%	4000	Total	
37%	1493	diploma	Academic level
63%	2507	Bachelor's	
100%	4000	Total	





Study Instrument.

The scale of academic problems for university students was built and developed in light of the Corona pandemic by reviewing previous relevant studies. These studies exemplified (Bismala's & Manurung's, 2021), (Al-Muhaisi's, 2018), (Al-Ghamdi's, 2021), (Al-Sayed's, 2021), (Khazaleh's, 2019).

The researcher prepared the questionnaire in its initial form of (45) items. The items covered three domains, the student- problem, the infrastructure and teachers' problems, and the problems of the academic course. Each domain got (15) items.

Validity of the Study Instrument.

The validity of the study instrument was verified as follows:

First: Apparent honesty (the sincerity of the referees): The apparent validity of the study instrument was verified by presenting it to a group of (14) experts and specialists in the fields of measurement, evaluation, curricula, teaching, and psychology. Teaching in the various Jordanian universities. The referees made some observations regarding the amendment, deletion, merging, or addition of some items. All referees' suggestions were taken into consideration. Therefore, the instrument became in its final form of (30) items, equally distributed over the three previously mentioned study domains.

Second: The validity of the internal consistency of the study instrument (construction validity): The validity of the formative construction of the instrument was confirmed by applying the instrument to an exploratory sample. The exploratory sample comprised (100) male and female students from outside the study sample but from the same community. Each domain and total score of the instrument uses (Statistical Packages for Social Sciences) (SPSS 21). Tables (2) and (3) explain this:

Table 2

Correlation coefficients between each Item and the total score for the domain to which it belongs

The third area: problems related to academic courses		The second area: problems related to infrastructure and teachers in universities		The first area: problems related to the student	
correlation coefficient	Item number	correlation coefficient	Item number	correlation coefficient	Item number
.517(**)	1	.549(**)	1	.487(*)	1
.623(**)	2	.613(**)	2	.672 (**)	2
.467(*)	3	.554(**)	3	.491(**)	3
.635(**)	4	.588(*)	4	.502(**)	4
.549(**)	5	.531(**)	5	.588(**)	5
.498(**)	6	.604(**)	6	.490(**)	6
.499(**)	7	.501(*)	7	.486(**)	7
.590(**)	8	.533(**)	8	.479(**)	8
.639(**)	9	.638(*)	9	.661(**)	9
.583(**)	10	.592(*)	10	.529(**)	10

(**) The correlation coefficient is statistically significant at ($\alpha = 0.01$), (*) the correlation coefficient is statistically significant at ($\alpha = 0.05$)





Table (2) results showed that the values of the correlation coefficients between the expressions and the total score for the domain (the domain as a whole) ranged from (0.467) to (0.732). Also, the statistical significance ranged from (0.01) to (0.05), indicating the presence of good consistency between these items and the field to which they belong.

Table 3

Correlation coefficients between each domain and the total score of the instrument

correlation coefficient	the field
.687(**)	First field: Student related issues
.692(**)	Second field: Problems related to infrastructure and teachers in universities
.669(**)	Third field: Course-related problems

** The correlation coefficient is statistically significant at ($\alpha = 0.01$)

Table (3) results showed that the values of the correlation coefficients between each field of the instrument and the total degree of the instrument ranged from (0.669) to (0.692). These values have statistical significance (0.01), indicating consistency among the fields of study for application.

Instrument Reliability.

To verify the study instrument reliability, the researcher applied to an exploratory sample comprising (100) male and female students from outside the study sample, but from the same community. The researcher followed the reliability coefficient and used the Cronbach Alpha coefficient. Table (4) shows the values of the reliability coefficients.

Table 4

Percentages of the reliability coefficients for the study instrument domains

reliability coefficient	number of The items	fields
0.81	10	first field
0.82	10	second field
0.84	10	third field
0.82	30	The instrument as a whole

Table (4) results showed that the values of the reliability coefficients for the instrument domains and the total score for the instrument ranged from (0.81) to (0.84). These values are considered suitable for considering the study instrument as stable and ready to be





applied on the ground. As a result, the data obtained through the use of the study instrument are honest and reliable, and their validity can be trusted and adopted.

Determining the criteria for interpreting the results from the application of the questionnaire:

The researcher determined the criterion for judging the arithmetic averages of the responses of the study sample respondents to the items of the instrument. This criterion means that if the respondents' responses reach specific levels, they will pass the assessment category for this range. The process of determining this degree is considered one of the basic matters in building educational standards. This can be done by transferring verbal answers to numeric ones. The answer "I agree" is graded on a three-point scale. The "neutral answer" is given two degrees. "I do not agree" answer is given one degree. The Triple- Likert scale was used to evaluate the arithmetic averages of the study. Also, they will be dealt with to interpret the data as in table (5):

Table 5

Data interpretation scale to comment on the results

low	average	High
1- Less than 1.67	1.67 - less than 2.34	2.34 - 3.00

3. Results and Discussion.

The results were presented and discussed in light of the study questions, which are:

The first question, which states: "What are the academic problems of university students in light of The Corona pandemic from their point of view?"

To answer this question, the arithmetic means and standards deviations were extracted for each field of study and the scale as a whole. See tables (6), (7), (8), and (9).

Table (6)

Arithmetic averages and standard deviations of academic problems among university students in light of The Corona pandemic from their viewpoints were arranged in descending order according to their arithmetic averages

Degree of appreciation	standard deviation	SMA	the field	Rank
average	0.61	2.30	Problems related to infrastructure and teachers in universities	1
average	0.56	2.28	Student related issues	2
average	0.58	2.24	Course-related problems	3
average	0.58	2.27	The overall score for the domains as a whole	





Table (6) showed that the arithmetic averages of the fields of study ranged from (2.21) to (2.32), with an average degree for all fields of study. The arithmetic mean of the fields of study as a whole was (2.27). The standard deviation of the fields as a whole was (0.58). The field related to the problems of infrastructure and teachers in universities ranked first with a mean of (2.32) and a standard deviation of (0.67). The second place was for the field related to the student with a mean of (2.29) and a standard deviation of (0.61). The last place was for the domain related to the academic courses, with an arithmetic mean of (2.21) and a standard deviation of (0.62).

First: The first area: problems related to infrastructure and teachers in universities
Table 7

Arithmetic averages and standard deviations of the responses of the study sample respondents to the first area: problems related to infrastructure and teachers in universities, arranged in descending order according to their arithmetic averages.

Class	standard deviation	average Arithmeti c	The item	Rank
High	0.55	2.58	The university did not provide the necessary training to achieve the requirements of quality e-learning	1
High	0.71	2.50	The level of attendance is low by students via the Internet compared to face-to-face teaching	2
High	0.69	2.42	The teacher was late and absent from lectures, due to technical and technical problems in the e-learning system	3
High	0.59	2.36	The university's infrastructure of servers, servers, and applications faces great pressure	4
average	0.52	2.32	Communication networks do not have equal coverage in all regions and at all times	5
average	0.57	2.28	The lack of illustrations and educational equipment available by the university in light of distance learning	6
average	0.52	2.22	The absence of private communication with the teacher outside the lecture time, due to the absence of office hours in distance learning	7
average	0.61	2.17	The capabilities of the technological faculty members are different	8
average	0.72	2.11	The library lacks an electronic archive to search for references	9
average	0.65	2.07	The teacher still teaches life and gives lectures online	10
average	0.61	2.30	The area of problems related to infrastructure and teachers in universities as a whole	

Table (7) results showed that the level of academic problems among university students during the Corona pandemic got an average degree in the field as a whole. It got an





arithmetic mean of (2.30) and a standard deviation of (0.61). (4) items got a high degree, while (6) The items got an average degree, and the arithmetic averages of the items of the field ranged from (2.07) to (2.58).

The item “the university did not provide the necessary training to achieve the requirements of quality e-learning” ranked first. It got a mean of (2.58), a standard deviation of (0.55), and a high degree. It was followed in second place by the item “The level of attendance is low by students via the Internet, compared to face-to-face teaching.” It got an arithmetic mean of (2.50), a standard deviation of (0.71), and a high degree. My arithmetic is (2.11) and a standard deviation is (0.72), with an average degree. The item" The teacher still teaches directly and gives lectures via the Internet, with a mean of (2.07) and a standard deviation of (0.65), and an average degree. These results are consistent with the results of the study of (Al-Ghamdi, 2021), (Ibrahim, 2015), (Issa&saleh,2019)

This result can be explained by the fact that the technical efficiency in universities is still weak and below the required level. It is due to the occurrence of the pandemic without prior warning, which did not provide the opportunity for universities to create their conditions correctly. Also, the prior weakness and the failure of universities did not provide the requirements of e-learning. The presence of technological weakness among students has greatly contributed to the immobility of these problems. This can be due to the students' lack of e-learning skills, whether in universities or at the school stage before joining their universities. The great weakness of the faculty members in the level of technical skills they possess explains the absence of continuous training for them by universities. In addition, many teachers are considered elderly, which contributes to the existence of these problems due to their inability to accept and learn modern technical skills; This has become clear in light of this crisis.

Second: The second field: problems related to the student.

Table 8

Arithmetic averages and standard deviations of the responses of the study sample respondents on the second field: Student-related problems arranged in descending order according to their arithmetic averages

Class	standard deviation	Arithmetic Mean	The item	Rank
High	0.56	2.48	Limited internet in the area in which I live	1
High	0.63	2.45	I bear additional financial burdens to bear the requirements of the study, such as charging Internet cards and purchasing modern equipment.	2
High	0.51	2.42	My lack of technological instruments (laptops, smartphones) affected my viewing, listening, and communication on the university's website	3
High	0.58	2.41	I feel annoyed and uncomfortable with the many types of research and reports that are requested of me in distance learning	4
High	0.51	2.35	I have poor study skills (file transfer pdf, and	5



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			download on the website) required in distance learning	
average	0.60	2.30	I suffer from feelings of isolation caused by the lack of face-to-face interaction since the beginning of distance learning	6
average	0.53	2.23	Fear of the difficulty of the test questions, being of one type, which is multiple choice	7
average	0.54	2.15	I am concerned about the lack of clear and public standards for how to correct the required duties in light of distance learning	8
average	0.63	2.07	Difficulty in understanding from some teachers of what is explained to some concepts and terms, especially mathematical ones	9
average	0.51	2.01	My distraction is greater in distance learning than face-to-face learning	10
average	0.56	2.28	The problem area related to the student as a whole	

Table (8) results indicated that the level of academic problems of university students during the Corona pandemic was average across the domain as a whole. It got an arithmetic mean of (2.28) and a standard deviation of (0.56). (5) The items got a high degree, (5) items also got an average degree, and the arithmetic averages of the items in the field ranged from (2.01) to (2.48).

The item "the limitation of the Internet in the region in which I reside" ranked first. It got a mean of (2.48), a standard deviation of (0.56), and a high degree. It was followed in second place by the item "I bear additional financial burdens to bear the requirements of the study, such as charging Internet cards and purchasing modern devices." It got an arithmetic mean of (2.45), a standard deviation of (0.63), and a high degree. Item "Difficulties in understanding from some teachers of what is explained to some concepts and terms, particularly mathematical ones," came before the last. It got an arithmetic mean of (2.07), a standard deviation of (0.63), and an average degree. The item "My distraction is greater in distance learning than in face-to-face learning" ranked last with an arithmetic mean of (2.01), a standard deviation of (0.51), and an average degree.

This result is consistent with the results of the studies by (Al-Sayed, 202; Al-Khaza'a, 2019; Al-Muhaisi, 2018).

This result can be explained by the fact that students, in light of this pandemic that came without warning, were exposed to many pressures. They were from an academic point of view, in terms of the amount of research work required or the difficulty of the method of assessment. They could be financial in terms of bearing additional financial burdens. Besides, in light of distance learning, these academic, financial, and psychological pressures have increased. E-learning needs great requirements in terms of the availability of modern equipment to continue the learning process, which was not present for many students. Also, there was a weakness in communication networks that prevented many students from continuing their education with teachers well.





Third: The third dimension: problems related to academic courses

Table 9

Arithmetic averages and standard deviations of the responses of the study sample respondents to the third domain: Problems related to academic courses are arranged in descending order according to their arithmetic averages

Class	standard deviation	average Arithmetic	The item	Rank
High	0.66	2.39	Difficulty understanding the topics of some courses because they require face-to-face learning, especially practical ones	1
High	0.58	2.38	Contrasting some academic courses at the same time, in the distance learning system	2
High	0.63	2.35	Assigning specialization courses to non-specialists, and their inability to achieve e-learning requirements	3
average	0.61	2.33	Non-objectivity of evaluation procedures for academic subjects.	4
average	0.51	2.28	Teacher's inconsistency in the subject that is registered during the semester	5
average	0.52	2.24	I am having difficulty obtaining the study material through the university's website	6
average	0.67	2.21	Focusing on one book that is scheduled as a primary source of the material, in distance learning.	7
average	0.58	2.14	Increasing the number of subjects taught in distance learning	8
average	0.50	2.11	Absence of enriching educational activities (such as field visits) in teaching courses, through distance learning.	9
average	0.55	2.06	Not all courses are offered as it was in face-to-face learning	10
average	0.58	2.24	The problem area related to the courses as a whole	

Table (9) results indicated the level of academic problems among university students during the Corona pandemic related to academic courses got an average score in the domain as a whole. They got an arithmetic mean of (2.24) and a standard deviation of (0.58). (3) The items got a high degree, but (7) items got an average degree, and the arithmetic averages of the items of the field ranged between (2.06-2.39).

The item "the difficulty of understanding the topics of some courses because they require face-to-face learning, especially the practical ones" was in the first place. It got an arithmetic mean of (2.39), a standard deviation of (0.66), and a high degree. It was followed in second place by the item which states: At the same time, in the distance learning system, some courses conflict with a mean of (2.38) and a standard deviation of (0.58) and at a high degree. The item "the absence of enriching educational activities (such as field visits) in the Teaching courses, through distance learning" got a mean of (2.11) and a standard deviation





of (0.50). It got an average degree. The item "Not all courses are offered as it was in face-to-face learning" got an arithmetic mean of (2.06), a standard deviation of (0.55), and an average degree.

This result is in agreement with the results of the study of (Al-Khazaleh, 2019), (Al-Ghamdi, 2021), (Al-Sayed, 2021).

This result can be explained by the increase of topics prescribed in distance learning and the difficulty of understanding the topics of some courses because they need face-to-face learning. Courses require a practical application and the absence of enriching activities. These activities exemplify field visits in distance learning which was imposed due to the imposition of complete and partial ban to counter the spread of the coronavirus epidemic. There is one textbook for the study subject. We do not forget here the discrepancy in the times of lectures, especially since with the pandemic there have been evening lectures, and all of this increased the problems faced by the students, which affected their academic achievement and their cumulative averages. The results related to the second question, which states: Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their viewpoints attributed to the gender variable (male, female)?

To answer this question, the arithmetic averages and standard deviations of the academic problems of university students under The Corona pandemic were extracted from their viewpoints. They are attributed to the gender variable (male, female). To show the statistical differences between the arithmetic averages, a "T-Test" was used, and Table (10) illustrates this.

Table 10

Arithmetic means, standard deviations, and "T-Test" for independent samples to indicate differences between responses

Personnel of the study sample about the academic problems facing students during the Corona pandemic, which are attributed to the gender variable (male, female)

indication stats	Value s "NS"	deviation normativ e	average Arithmeti c	the num ber	gender	fields
.583	.594	.563	2.312	1876	Male	First field: Problems related to infrastructure and teachers in universities
		.648	2.297	2124	feminine	
.510	.582	.527	2.293	1876	Male	Second field: Student related issues
		.561	2.301	2124	feminine	
.537	.553	.634	2.331	1876	Male	Third field: Course-related problems
		.624	2.315	2124	feminine	
.522	.597	.548	2.312	1876	Male	Academic problems as a whole
		.562	2.304	2124	feminine	

Table (10) results showed that there were no statistically significant differences at the level of significance (0.05) among the sample respondents' average responses attributed to the gender variable. The "T" value for the instrument as a whole was (.597). The significance





level was (0.522). The “T” value is greater than the significance level (0.05). This result is consistent with the result of the study (Flouh, 2019). This indicates that there is a great agreement between male and female students in identifying the academic problems imposed on them by the Corona pandemic. These problems may result from the transition to the distance learning system, which in turn affected their academic achievement. Also, male and female students lived under the same conditions regarding their studies during the pandemic.

The results related to the third question, which states: Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their point of view, which are attributed to the variable of specialization (scientific, humanitarian)?

To answer this question, the arithmetic averages and standard deviations of the academic problems of university students during the Corona pandemic were extracted from their viewpoints. They are attributed to the variable of specialization (scientific, humanitarian). To show the statistical differences between the arithmetic averages, a “T-Test” was used as in table (11).

Table 11

Arithmetic means, standard deviations, and “T-Test” for independent samples to indicate differences between responses

The personnel of the study sample on the academic problems facing students during the Corona pandemic, which are attributed to the variable of specialization (scientific, humanitarian)

indication stats	Value s "NS"	deviation normativ e	average Arithmeti c	the num ber	Specializ ation	fields
.533	.502	.624	2.267	1734	scientific	First field: Problems related to infrastructure and teachers in universities
		.607	2.278	2266	Humanita rian	
.520	.537	.528	2.312	1734	scientific	Second field: Student related issues
		.513	2.335	2266	Humanita rian	
.518	.591	.598	2.267	1734	scientific	Third field: Course-related problems
		.613	2.301	2266	Humanita rian	
.552	.534	.586	2.282	1734	scientific	Academic problems as a whole
		.553	2.304	2266	Humanita rian	

Table (11) showed the absence of statistically significant differences at the level of significance (0.05) among the sample respondents’ sample members to the academic problems during the Corona pandemic. They are attributed to the variable of specialization (scientific, humanitarian). The “T” value for the instrument as a whole was (.534) and at a level of significance (0.552), which is greater than the level of significance (0.05). This result





is consistent with the results of the studies by (Al-Roqi 2016; Flouh, 2019) regarding universities and majors.

The results related to the fourth question, which states: Are there statistically significant differences in the academic problems of university students in light of the Corona pandemic from their point of view, which are attributed to the student's academic level variable (diploma, bachelor's)?

To answer this question, the arithmetic averages and standard deviations of the academic problems of university students under The Corona pandemic were extracted from their point of view. They are attributed to the student's academic level variable (diploma, bachelor's). A "T-Test" was used to show the statistical differences between the arithmetic averages

Table 12

Arithmetic means, standard deviations, and "T-Test" for independent samples to indicate differences between responses

The personnel of the study sample reveals the academic problems facing students during the Corona pandemic, which are attributed to the student's academic level variable (diploma, bachelor's)

indication stats	Value s "NS"	deviation normativ e	average Arithmeti c	the num ber	Academi c level	fields
.503	.550	.582	2.334	1493	diploma	First field: Problems related to infrastructure and teachers in universities
		.549	2.310	2507	Bachelor' s	
.597	.516	.536	2.254	1493	diploma	Second field: Student related issues
		.519	2.259	2507	Bachelor' s	
.564	.524	.573	2.312	1493	diploma	Third field: Course-related problems
		.594	2.309	2507	Bachelor' s	
.534	.534	.552	2.300	1493	diploma	Academic problems as a whole
		.507	2.292	2507	Bachelor' s	

Table (12) showed the absence of statistically significant differences at the level of significance (0.05) among the sample respondents' average responses to the academic problems during the Corona pandemic. These results are attributed to the student's academic level variable (diploma, bachelor's). The "T" value for the instrument as a whole was (0.534) and at a level of significance (0.534). The "T" value is greater than the level of significance (0.05). This may be due to the similarity of environmental, economic, and academic conditions among students at their different levels of study. Diploma and bachelor students have similar education in terms of the academic courses they receive. Therefore, the students face the same problems, and the teachers who teach them are the same, whether at the intermediate education level (diploma) or the first university level (bachelor).





4. Conclusions.

The results of the study showed that students, in light of the Corona pandemic, and from their viewpoints, suffer from various academic problems. These problems exemplify a lot of research requests, distractions, financial burdens, difficulties in assessment, a feeling of isolation, and weak communication networks. Besides, there are problems in the university's electronic infrastructure, and a failure to provide the necessary training for students and faculty members.

The researchers believe that the emergence of these academic problems among students is because the distance education experience is new to our universities, students, and society as a whole. It came as an alternative and urgent solution. No one was sufficiently prepared for this experience. Besides, there were no logistical arrangements by the students' families, such as providing home internet, mobile computers, or modern mobile phones for everyone to deal with the new situation. Thus, to get out of the anxiety and terror left by the pandemic, the researchers recommend taking advantage of the results of this study by directing the attention of officials in higher education institutions to these problems. There should be work on solving problems in various universities, so we can follow e-learning in the right way. Besides, students do not fall into confusion and an inability to continue their studies correctly.

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