Suggestibility and its relationship to the attitudes of basic ninth grade students of distance learning in private schools in Amman

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Abstract

This study aims to identify the relationship between the suggestibility and the attitudes of ninth grade students towards distance learning, in the private schools of the Directorate of Special Education of the Capital Governorate. In four available private schools, the study sample consisted of (380) male and female students who completed the ninth grade using distance learning during the Corona crisis, with a percentage of (3.4) from the study population, and after applying the tools and statistical treatment, the study concluded that the suggestibility to libido was at an average rate on the scale as a whole and decreased In some areas, the trend towards distance learning was positive, and the study recommends training educators and teachers to invest in suggestibility to push students to learn and achieve achievement and influence their behaviors. The study also recommended paying attention to this age group and conducting more research and studies on psychological phenomena and the possibilities that can be invested. To support this critical age period.

Key words: Suggestibility, Attitude to Learning, Distance Learning.

Introduction

The world is witnessing an exceptional case of transformation in human communication and interaction, which is an immediate and urgent response to the emerging corona virus (COVID19) pandemic, and as a result, students directed to distance learning, as a result of the home quarantine that came to protect from infection with the transmission of the emerging corona virus, after Official learning hours have stopped in science platforms, due to the spread of the new Corona virus (COVID19), and without prior planning, the world hurried to go to distance learning, as one of the e-learning strategies using modern applications in its various forms to achieve learning goals in exceptional circumstances.

Effective teachers and academics tried to entice students by means of distance learning and through screens, in all ways that create desire within them, and direct them to learn, which indicates the suggestibility as a psychological phenomenon that explains many of the behaviors of individuals who can be directed to the directions and ideas of others without our critical thinking, and in principle we may force ourselves Or we are forced to make a choice according to compelling circumstances, so we are forced to accept it without desire, and to create that

desire, we make others relish the new trend and disrupt critical thinking, which may appear as a hindrance to the growth and advancement of the individual cognitively, in which we may use this phenomenon in a positive way to make new learning for society preferable and to form a strong generation He faces difficulties, invests the characteristic of readiness to learn, accepts love and positivity, develops and develops what he learns, and employs technological tools for the teacher and the learner and what requires a variety of methods to help them transfer knowledge and experience and contribute to the development of the learner's skills and use them in new situations, so that each of them has the necessity to be familiar with and knowledge of teaching methods and the different and used methods. Which is commensurate with the level and nature of the students, the nature of the content of the subject, and the extent of the ability to achieve the objectives Usurious.

Students' attitudes towards distance learning is one of the most important factors of learning in light of the environmental conditions that have paved the way for learning in the e-learning strategy, which is one of the distance learning strategies totally different from what students have known and what they have committed to during previous years of learning.

The students 'tendency towards distance learning is evident in their commitment and motivation in their learning path, as well as in their academic achievement according to the evaluation system that has been prepared, which highlights the students' ability to adapt and succeed in academic tasks and psychological stability coinciding with the current learning conditions that are automatic and present this The type of learning is a certain level, characterized by more seriousness (Ali & Hassoun, 2009).

The class of ninth grade students was determined for both genders (males and females), as they constitute the beginning of a new phase in the higher basic education phase. According to Piaget's theory and its divisions, they are understood in the stage of abstract processes and their related and related concepts and principles that may be evident in their suggestibility to libido and their attitudes towards distance learning. This theory is considered one of the first theories in the field of mental, social and emotional development, and what these fields have to do with suggestibility and tendency towards learning. Distance, positive or negative. (Zaghoul 2019)

The Study Problem

The problem of study emerged from the experience of the two researchers in their academic field, and as mothers who witnessed and lived through the transfer of students to e-learning during the global crisis that the world in general and the Hashemite Kingdom of Jordan, especially in light of the emerging Corona virus crisis, COVID 19, was taken away from the right of students to learn directly with the teacher in the classroom And his interaction with his peers and without any planning or prior warning, the whole world turned to distance learning, to complete the set plans and achieve educational goals within its system and the education policy towards e-learning, which is one of the distance learning strategies using modern applications and smart devices, so distance learning is one of the strategies. Learning that is based on a relationship between each teacher and the learner to carry out the educational process when the distance between both of them is separated, so it is possible for the learner to marry his teaching with his work and adapt the curriculum and the speed of its progress in proportion to his

conditions using various means and methods of communication in the shortest time and the least cost according to what is available and suitable for the learner This is to defend his dream and preserve the cohesion, strength and importance of society in the mind and heart of the learner. This type of Learning is based on the activity of the learner (Al-Dulaimi 2010).

To overcome all the challenges and difficulties faced by students and teachers, such as saving time and effort for those in charge of the learning process, bypassing time and space to complete the educational process and providing the opportunity for the learner to carry out the learning process, whatever his circumstances, and to carry out self-learning and break the learner's barrier of fear and the diversity of information sources such as electronic books and databases which are considered advantages of E-learning. (El-Madawai 2008)

This also required new tasks from teachers and educators that go beyond the limits of learning and provide theoretical or interactive content, but rather create a desire for distance learning and direct students to e-learning.

E-learning is no longer canceling the presence of the teacher, but rather it has become a new role according to the new developments, so the teacher in turn promotes self-learning for learners and guides and guides them. (Abu Aqeel, 2013)

And the creative teacher had an active role in investing the suggestibility of their students in order to take advantage of this feature in knowing how and the best and appropriate way to present the educational material and what it desires, because the suggestibility is a psychological phenomenon that plays a role in many social situations and directs and explains their behavior and we cannot predict it because everyone has a different method and degree He is affected by this trait because this trait may be a variable related to false rumors and beliefs, and it may also depend on the students on the opinions of those around them from their families or from their interactions with others (Abu Rabah, 2006).

Therefore, the study came to answer the following questions:

1 - What is the level of suggestibility among ninth grade students in private schools, the Directorate of Special Education in the capital, Amman?
2 - What is the trend of students for distance learning in the ninth grade of basic education in private schools in the Directorate of Special Education in the capital, Amman?
3 - Is there a correlation relationship and statistically significant differences between the level of suggestibility and the trend of distance learning among ninth grade students in private schools?
4 - Are there statistically significant differences between students 'attitudes to distance learning for ninth grade students in private schools due to the gender variable?
5 - Are there statistically significant differences between the levels of suggestibility among ninth grade students in private schools due to the variable of gender?

Objectives of the Study:

This study seeks to achieve the following objectives:

1 -Identifying the level of the phenomenon of suggestibility among ninth grade students in private schools in the capital, Amman.

2 -Exposing the attitudes of ninth grade students in private schools in the capital Amman towards distance learning.

3 -To reveal the extent of a correlation relationship and statistical differences with suggestibility to lust and the trend towards distance learning among ninth grade basic students in private schools in the capital, Amman.

4 -Identifying the statistical differences between students 'attitudes towards distance learning for ninth grade students in private schools due to the gender variable.

5- Identifying the statistical differences between the suggestibility of ninth grade students in private schools due to the variable of sex.

The importance of Studying

The importance of the study emerges from the scarcity of studies dealing with distance learning and the consequences of the Corona crisis on students, and the use of technology to serve the learner in exceptional circumstances, which prevent the achievement of goals and follow up on the cognitive and academic development within the limits of the researcher's knowledge. The importance of the study is embodied in tracking the level of suggestibility among students under exceptional circumstances and moving from direct learning to the latest technology in learning, which is the employment of technology through distance learning, which forced students to pursue their academic career during the second semester of 2019/2020 until its end and hindered their active interaction with teachers. And peers and corridors of academic edifices, designed for learning and teaching situations, addressing strengths and weaknesses and developing treatment plans that fit the problem of study.

The study may contribute to the work of officials in the educational field to clarify learners' attitudes towards distance learning, which enhances the positive perception of some aspects, and provides the opportunity to make more conscious efforts to address the negative aspects of the distance learning experience.

"And that man has nothing but pursuit, and that his pursuit will be seen." Surah An-Najm A (39)

The importance of the study is evident in the theoretical and practical aspects, as follows:

First: The Theoretical Importance:

- The study examines the level of suggestibility as a psychological phenomenon resulting from the role of educators during the Corona crisis. It is a phenomenon in which research is scarce - within the limits of the researchers 'knowledge - and it affects students' attitudes and behavior.

- Enriching theoretical literature with a theoretical subject and in addition to educational studies that contribute to the content of the Arab library.

Second: The Scientific Importance:
- The study may contribute to clarifying the phenomenon of suggestibility and the tendency to distance learning, which taught students, which may contribute to drawing educational policies that are most successful and effective in basic learning.
- Providing teachers with the necessary information to understand students' status and capabilities, thus contributing to the selection of the most effective learning tools.
- Providing measurement tools that may benefit researchers and provide data on basic educational psychological variables.

Terminology of study
Conceptual and procedural terms:

Suggestibility: It is the willingness to believe, accept, and be convinced of the ideas and attitudes of others without any knowledge effort and without supporting evidence (Abu Riah, 2006).
Procedurally, it is defined by what the measuring instrument intended for the purposes of the research measures.

Distance learning: a modern teaching strategy that includes the transfer of knowledge and skills via multimedia and is used as a result of the distance between the learner and the teacher (Bates, 2005).

Learning orientation: the emotional state that exists behind a person's opinion or belief in relation to a specific topic, in terms of his rejection or acceptance of this topic and the degree of this rejection or acceptance.

Limits and limitations of the study:
1 - Objective boundaries:
The study is determined by its variables, which are the ability to suggestibility, and the students 'attitudes towards distance learning
2 - Human borders:
 Ninth grade students / Directorate of Special Education / Al-Asimah, whose ages range from 14-15 years.
3 - Temporal boundaries:
 The study was implemented during the summer vacation after the second semester of the 2019/2020 academic year.
4 - Spatial boundaries:
 This study was applied to four of the private schools in the Capital Governorate.
Limitations of the study:
 The current study is determined by the tools used and their psychometric properties.

The Second Chapter: The Theoretical Framework and Previous Studies

First: The theoretical framework:

Suggestibility is a psychological phenomenon that plays a role in many social situations in directing and explaining behaviors without critical thinking, and we cannot predict it because each individual has a different way and degree of being affected by this trait because this trait may be a variable related to rumors and false beliefs (Aburiah, 2006).

The cognitive school also referred to the subject of suggestibility and the extent to which it is affected by social contact and its growth, and the individual's attitudes, opinions and ideas within the group (Fessestinger, 1957)

Kotov (Kotov 2004) defined it as the individual's desire for each of his thought, opinion, and beliefs to be compatible with others, but without critical thinking. The ability of suggestibility in which the individual expresses his submission to an idea that unites with him and the individual tends to it, and I found many theories explaining the Suggestibility. More to the suggestibility to make it attracted, because the lack of experience and knowledge, the weakness of the ability, the learner's lack of judgment, his conviction in what is around him without explanation, his sufficiency with simple explanation, and his acceptance of other people's ideas make him desirable (Abu Hatab and Sadiq, 2000).

Recent studies indicate the conditions of suggestibility, as the person is affected by many things as a result of low awareness, low critical sensitivity, lack of positive understanding, lack of good evaluation, and logical analysis within the mental field (Hashish, 2002).

As for the types of suggestibility, which are:
1- Individual suggestibility, in which the learner is affected alone, while the group suggestibility is the learner affected individually but in a group.
2- Behavioral suggestibility versus verbal suggestibility, so the verbal suggestibility is considered a thought confined to the verbal expression, and it falls into a contradiction between his behavior and his speech.
3- Positive suggestibility versus negative suggestibility, either the learner is peaceable and validated, or the learner is negatively leveled, in contradiction to everything said about him.
4- Self- suggestibility versus other- suggestibility. The learner will be self-absorbed if he falls into his incorrect thoughts repeatedly. As for the other- suggestibility, the learner falls into receiving sayings and actions from others (Jaber 1986).

The surrounding experiences show that teachers have the ability to appeal to students by following what they desire and commensurate with their preferences and needs and present educational materials with videos that address their senses in different and varied forms according to the needs of the learners and according to the age stages and the needs of the material and the content. The learner's perception of the situation and its interpretation is what gives and determines the type and degree of being affected by it, using the various ideas and methods that appeal to their students, so the suggestibility was an aspect in this challenge despite

the negative aspects of this psychological phenomenon. Of course, there was a clear relationship in the direction of distance learning and its relationship to students' suggestibility to the learning process.

According to the cognitive theory, the teacher can organize the content of the material and what suits the learner to make him more positive and active, so teachers link the pre-evaluation in the distance learning process with their needs to form positive attitudes for learners and make them continuous and conservative in the distance learning process, thus helping the learner to raise his capabilities for learning, and with that learning Distance has had some negative impact on students' attitudes to learning, such as preventing them from interacting with their teachers and peers directly, the times they spent in distance learning and the pressure that occurred on them in self-learning in search of knowledge on their own and in the absence of places to empty their energies (Al-Khatib, 2000) .

There were many challenges that affected the tendency to learn, such as the teacher's and learner's resistance to applying technology, as they did not take this type of learning seriously, and some teachers did not monitor all of their learners due to their weakness in using information technology and the lack of technical personnel specialized in technology. Information also has a clear effect of weakness in the curriculum. Keeping pace with technological developments, the learner is accustomed to traditional methods of learning and evaluation (El-Far 2002).

A number of learners suffered by increasing duties and assigning them to what is not required of them and the long time that the teacher spends in preparing the distance learning material and not being prepared in advance among the new challenges. (Ghetto 2009).

On the other hand, technology in distance learning played roles that support the learner in developing the use of technology and diversity in self-learning, and increased the interaction between him and the teacher and provided educational materials to him through multimedia (Nabhan 2015).

The beginnings of distance learning were through postal services that contribute to the transfer of study materials in their printed or written forms between those in charge of the learning process, namely the teacher, the learner. When radio broadcasting appeared, distance learning developed and they added to it the use of radio (radio). With the development of electronics, the role of acoustics appeared, and the importance of its use in distance learning emerged through recording what is learned. Then followed by the emergence of television, and then the recorded scenes (video) appeared, the forms of transmission were varied (broadcast), and their audiovisual importance increased, and after that computers, networks and applications based on interaction between the teacher and the learner spread with the emergence of the use of satellites. For the distance learning service (Al-Dulaimi, 2010).

Distance learning went through stages.

In 1856 in Germany, Charles Toussaint taught the French language in Berlin and the first person to think of establishing a distance learning school was (and Gustav Langensdat) and it was called the School of Languages by Correspondence, and in 1874 the United States began

making curricula for learning by correspondence and from here was the beginning of the spread of distance learning Around the world.

The role of the Arab countries was highlighted in presenting a model for distance learning at Al-Quds Open University. In the first twenties of the current century, the first educational radio license appeared. Then in 1950 educational television was broadcast and in 1971 the most important open universities were established in Britain. In the United States of America in the mid-eighties, internet networks were used in distance learning. The use of computer media in distance learning before the university stage was widespread in the workplace and at home as well, and with the progress and prosperity that appeared in the twentieth century in the field of technology and communication, it provided and contributed to the educational and educational aspects (Al-Dulaimi, 2010).

Distance learning using its various axes, including student registration, classroom management and continuous evaluation, helped to keep pace with the developments and challenges faced by individuals in light of a crisis that the individual was exposed to without any prior planning, so Jordan was a race in the direction of distance learning, realizing its importance, so it established educational platforms and electronic systems. In order to maintain its continuity and durability and satisfy the learners' needs for learning, many habits changed in the educational process, and every individual introduced a method and style that he liked to continue learning.

Science is above every circumstance, and with science we face all circumstances.

Second: Previous Studies:

The researcher reviewed a number of studies related to suggestibility to libido, studies related to distance learning, specifically e-learning, and the trend towards learning, and the researcher noticed - within the limits of her knowledge - the lack of research that collected all the variables of her research and the lack of Arab research and studies that focused on research variables individually.

Studies related to suggestibility:

Al Douri (2019), this research aims to detect the counter- suggestibility among a sample of Tikrit University students in the scientific and humanitarian colleges - the third stage exclusively. The research sample reached (300) male and female students from the colleges of Tikrit University. The two researchers built a scale to measure the counter- suggestibility, which is part of the basic requirements of the current research, which consists of five domains: (1- mental suggestibility, 2- emotional suggestibility, 3- appeasement of self-assertion (independence) 4- logical thinking 5 - persuasion) as the scale is in its initial form ((52) Paragraph, the apparent validity of the scale was verified by presenting its decisions to a group of arbitrators, as well as extracting the discrimination coefficient and the correlation coefficient for the scale paragraphs, and thus the scale became in its final form consisting of (48) items. The two researchers applied the scale on the basic research sample consisting of (300) male and female students from Tikrit

University and from the scientific and humanities departments of (150) male and (150) female students, and after collecting the study questionnaires, the data were statistically treated using the T-test and the Pearson correlation coefficient. The two researchers found a high level of counter-suggestibility among university students, and the results indicated statistically significant differences between the average scores of the sample members according to the gender variable and the male benefit. Average scores of the sample members according to the variable of specialization and in favor of the scientific specialization.

Al-Jubouri (2017), the current research aims to identify the level of suggestibility and the level of psychosocial climate (positive-negative) among university students, as well as to identify the significance of differences according to gender (male-female), as well as the correlational relationship between the two variables, and the research tools were applied. On a sample of (160) male and female students, who were randomly selected from four colleges at the University of Baghdad for the 2015-2016 academic year, and the results of the research showed that the research sample of university students had no ability to suggestibility. And they have a positive psychosocial climate. There were also no statistically significant differences between (males and females) in the suggestibility. There are also no statistically significant differences between (males and females) in the positive psychosocial climate. The results of the statistical analysis showed that there is no significant correlation between the suggestibility to prejudice and the psychosocial climate (positive-negative) according to the sample as a whole.(

(2004, Kotov), this study aimed to identify the suggestibility of prejudice in adolescents. It was applied to a sample of (500) male and female adolescents whose ages ranged between (13-17) years in the state of New York in the United States of America, and the results of the research showed, the prevalence of prejudice among adolescents, as well as the presence of statistically significant differences in the suggestibility to prejudice between males and females in favor Females.

Studies related to the trend towards distance learning:

(Awad, Hillis 2015), this study was conducted with the aim of identifying the trend towards distance learning technology and its relationship to some variables among graduate students in Palestinian universities, and the study sample consisted of (91 male and female students studying in postgraduate programs in colleges of education in Palestinian universities (Al Aqsa) In order to achieve the objectives of the study, the researchers used the descriptive and analytical approach, and also used a scale prepared to measure the trend towards distance learning technology, and after analyzing the data, the study yielded the following results:

1 - The attitudes of graduate students in Palestinian universities in the fields of the tool as a whole, came with a relative weight (72.2%), and this indicates that the attitudes of postgraduate students in Palestinian universities towards distance learning technology are positive, at the level of the tool as a whole.

2 . There are no statistically significant differences in the responses of students of studies in Palestinian universities towards learning about distance learning technology, according to the variable of sex, educational level, and general estimate at the level of the tool as a whole.

3. There are statistically significant differences in the responses of studies students in Palestinian universities towards distance learning technology, depending on the university variable and in favor of the Islamic university.

As for the study of Al-Shannaq and Bani Domi (2010), it aimed to know the attitudes of teachers and students towards the use of e-learning in science. The teachers 'sample consisted of (28) teachers who studied computerized physics for the first scientific secondary class, and (118) students distributed into five groups In the third of March, a secondary school for males in Karak governorate, including four experimental groups that learned through the internet, CD-ROM, Internet with CD-ROM, teacher with data projector) and a control group that learned mediated (the usual method). Arithmetic averages, standard deviations, and the accompanying analysis of variance, the T-test, and a cure-test for dimensional comparisons were used. Out of (5.00). Also, a statistically significant negative change occurred in students' attitudes towards e-learning, as the average of students 'scores on the attitudes scale before the experiment was (3.78) higher than the average students' scores on the scale after the experiment (3.33).

(Al-Assaf 2006) The present study aimed to identify the attitudes of first secondary school students towards using the Internet in the educational process, in addition to the difference in students 'attitudes towards using the Internet in the educational process, according to the variables of gender, standard of living, academic branch and previous experiences, in using the Internet, as well as It aimed to identify the difficulties facing the process of linking education to the Internet within schools, in addition to identifying the future of using the Internet in school education.

The sample of the study consisted of 1000 male and female students from the first grade of high school academic, (literary and scientific) in government secondary schools, affiliated to the city of Amman, with its four directorates (first, second, third and fourth) distributed over 31 government secondary schools, who were chosen by the method. Cluster, systematic and randomization. Several descriptive and inferential methods were used to analyze the study data.

Studies Targeting Distance Learning and E-learning:

Al-Saeidy (2016) The research aims to uncover the faculty members 'attitudes towards e-learning and the extent of the differences in trends that differ according to different variables (training programs, years of experience in university work) in addition to revealing the degree of faculty attitudes towards employing e-learning. The questionnaire was used in the research as a research tool and followed the descriptive and analytical approach. The community was composed of faculty members in the first semester of the academic year 1434/1435 AH. The percentage of members from the study population was 197 members. They are chosen by the simple random method. The results concluded that the trend towards employing e-learning was (high). It also indicated that there is an apparent variation in the averages of the members 'attitudes towards employing e-learning, due to the different categories of variable access to training programs in the field of e-learning. To clarify the significance of the differences, it was found that there are differences due to the effect of the variable of training programs, with a value of 6,724 in favor of the third group with the largest average of 4.24. And that there is an apparent variation in the averages of their trends due to the different categories of years of

experience in university work variable; There were no differences in the averages due to the variable of years of experience in university work.

Al-Muzayen (2015), the study aimed to identify the most important obstacles to the application of e-learning in Palestinian universities from the students' point of view, and ways to reduce them in light of some variables, and to achieve this; The researcher used the descriptive analytical method whereby: A questionnaire consisting of (48) paragraphs was used. The sample of the study was applied, which amounted to (281) with a percentage of (10%) of the students of the Humanitarian and Applied Faculties at the Islamic University and the Ummah University in the governorates of Gaza. The study reached the following results: The average degree of total response for all fields is the questionnaire for the study sample was (3.76), while the relative weight of all areas of the questionnaire was (75.24%). The results of the study concluded that the most important obstacles that faced e-learning were the students 'preoccupation in sites that have nothing to do with electronic education, followed by: The large size of the university curriculum makes the university professor tilted To traditional education, then some believe that e-learning eliminates their role in the teaching process, and the small number of devices in proportion to the number of students "(80.60%), followed by: Lack of cooperation between universities in exchanging experiences to develop e-learning" (79.30%), which is a large percentage.

Al-Khawaldeh (2013), the study aimed to find out the effect of using the e-learning method on the achievement of third-grade students in basic social and national education in Jordan and their attitudes towards it. The sample of the study consisted of (90) male and female students, intentionally chosen from four schools, and they were divided into two control groups and consisted of two schools, the first for males and the number of students (25) students and the other for females, and the number of students was (25) students. And an experimental group was from two schools, the first for males and the number of students (20) students and the other for females, and the number of students reached (20) students for the academic year (2008/2009). The students of the experimental group, the first unit of the social and national education textbook for the third grade, were taught by e-learning method. While the control group students were taught the same unit in the usual way. In order to achieve the objectives of the study, the researcher built two study tools, namely:

Achievement test and trend scale. The researcher used the following statistical treatments: arithmetic means, standard deviations, and associated and combined analysis of variance. The results showed the following: There were statistically significant differences in the level of achievement between the control and experimental groups, and these differences were in favor of the members of the experimental group. The results also confirmed an improvement in students 'attitudes towards the e-learning method. The researcher recommended that the experience of using e-learning that was applied to third-grade students in the city of Amman be generalized to other schools in other educational areas in Jordan.

Creson (2005, Creson) conducted a study aimed at investigating the impact of e-learning on the achievement of public high school students in the state of Missouri, USA, by teaching materials using the e-learning method and others using the regular learning method, in addition to knowing the differences between them in research and planning skills. The study sample consisted of two control and experimental groups, and there were (33) students for each group.

The results of the study indicated that the e-learning courses and materials have demonstrated students 'superior performance and academic achievement, in addition to their mastery of research and planning skills.

As for "Duchastel" (1997, Duchastel), he clarifies in his study the conditions for the success of the educational learning process electronically, which are: defining the goals that must be achieved instead of the educational material that must be learned or memorized and accepting various answers, ideas and results instead of a single result for all producing (generating) knowledge instead From communicating knowledge and transferring it, evaluating the task instead of assessing the level of knowledge based on educational groups instead of individual work to deepen dialogue and discussion among students and finally encourage global groups instead of local ones, while Austen (1997, Owston) believes in his study that e-learning facilitates the process. Accessing and searching databases and information, which contributes to saving time that can be directed to acquiring new knowledge.

Chapter Three: Study Methodology and Procedures

Study methodology: The relational approach was employed in order to suit the objectives and nature of the study, using the two study tools that were developed after reviewing the theoretical literature.

Study population: The study population consists of all students in the ninth basic grade in the Directorate of Special Education in the Capital Governorate, who are registered in the second semester of the year 2019/2020, and their number according to the statistics of the Ministry of Education / Department of Special Education Directorate / Al-Asimah (11200), of whom (6118 males and 5082 females.

Study sample: The sample was chosen by the available intentional method, whereby the scales were sent to the students through the application followed by learning and through their teachers, after four different schools were selected from the schools of the Directorate of Special Education to implement the study by taking (380) individuals for the sample, of whom (223) students and (157) students, at a rate of (3.4) % of the population of the study.

The study sample:

Table(1)

Frequencies and percentages according to the variables of the study

	Categories	Categories	Ratio
	Male	223	58.7
Gender	Female	157	41.3
	The total	380	100.0

Study Tools:

After reviewing the theoretical literature and previous studies and consulting specialists, the two tools of the study were developed, namely, the Suggestibility Scale, which is a measure consisting of (17) items in the final form, and the Attitude Scale towards distance learning, with a total of (15) items.

Exploratory application

The scales were presented to a number of arbitrators and their opinions on modifying or canceling the text of the paragraph were taken into account on which (3) of (10) arbitrators agreed, and then the two measures were applied to a sample of (30) students from outside the sample to ensure the validity of the scale.

Correct scales:
Suggestibility scale:

Likert's triple scale was adopted to correct the study tools, by giving each of its paragraphs one score from among its three degrees (always, sometimes, never), which is represented numerically (3, 2, and 1) respectively, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00 - 1.66 a few
From 1.67-2.33 medium
From 2.34-3.00 large

The scale was calculated by using the following equation:
Upper limit of scale (3) - lower limit of scale(1)
        Number of required classes(3)
$0.66 = 1 - 5$
3
And then add the answer (0.66) to the end of each category.

Scale of susceptibility

Validate the scale

Firstly, the arbitrators' validity

The scale was presented to (10) specialized and experienced arbitrators to express their opinions on the scale and its validity in measuring the suggestibility for ninth grade students, and their opinions and observations were taken to come up with the final picture of the scale.

Second: Validity of construction:

To extract the indications of construct validity for the scale, the correlation coefficients of each paragraph and the total score, and between each paragraph and its correlation with the field to which it belongs, and between the domains to each other and the total score, in an exploratory sample from outside the study sample consisted of -(30), and the paragraphs correlation

coefficients ranged from With the tool as a whole between (0.42-0.88), and with the range (0.47-0.85), the following table shows that.

Table (2)

Correlation coefficients between the paragraph, the overall score, and the domain to which it belongs.

No.	Correlation coefficient with domain	Correlation coefficient with the tool	No.	Correlation coefficient with domain	Correlation coefficient with the tool	No.	Correlation coefficient with domain	Correlation coefficient with the tool
1.	**.83	**.80	7.	**.70	**.65	13.	**.63	**.67
2.	**.69	**.61	8.	**.85	**.75	14.	**.85	**.83
3.	**.74	**.82	9.	**.61	**.52	15.	**.73	**.56
4.	**.76	**.62	10.	**.73	**.73	16.	**.81	**.88
5.	**.47	*.42	11.	**.73	**.77	17.	**.78	**.78
6.	**.66	**.67	12.	**.76	**.70			

 *Statistical function at the significance level.(0.05)
 **Statistically significant at the level of significance.(0.01)

It should be noted that all correlation coefficients were of acceptable scores and statistically significant, and therefore none of these paragraphs was omitted.
The field correlation coefficient with the total degree was extracted, and the correlation coefficients between the domains with each other. The following table shows that.

Table (3)
Correlation coefficients between domains and the total degree

	Accepting	Compliant	Submissive	Scale of suggestibility
Accepting explanations	1			
Submission	**.751	1		
Coping	**.764	**.778	1	
Scale of suggestibility	**.881	**.852	**.857	1

 *Statistical function at the significance level.(0.05)
 **Statistically significant at the level of significance.(0.01)

Table (3) shows that all correlation coefficients were of acceptable degrees and statistically significant, indicating an appropriate degree of construct validity.

A trend scale for distance learning

Validate the scale

Firstly, the arbitrators' validity

The scale was presented to (10) specialized and experienced arbitrators to express their opinions on the scale and its validity in measuring the suggestibility for ninth grade students, and their opinions and observations were taken to come up with the final picture of the scale.

Validity of construction

To extract the significance of construct validity for the scale, the paragraph correlation coefficients with the total score of the scale were extracted in an exploratory sample from outside the study sample consisting of -(30). The paragraph correlation coefficients with the total score of the scale ranged between (0.39-0.79), and the following table shows that.

Table (4)

Correlation coefficients between the paragraph and the overall score of the scale

No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficient
1.	**.76	6.	**.57	11.	**.79
2.	**.59	7.	**.66	12.	**.62
3.	**.70	8.	**.51	13.	**.65
4.	**.54	9.	**.70	14.	**.70
5.	**.54	10.	**.67	15.	*.39

*Statistical function at the significance level.(0.05)
**Statistically significant at the level of significance.(0.01)
It should be noted that all correlation coefficients were of acceptable scores and statistically significant, and therefore none of these paragraphs was omitted.

Stability of scales:

Stability of the suggestibility scale

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and re-applying it after two weeks to a group from outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates on both times.

The stability coefficient was also calculated by the method of internal consistency according to the Cronbach Alpha equation, and Table (5) shows the internal consistency coefficient according to the Cronbach Alpha equation, the stability of the return for fields and the total degree, and these values were considered appropriate for the purposes of this study.

Table (5)
Cronbach internal consistency coefficient alpha, repetition constancy of fields and overall score

The field	Stability of Replay	Internal Consistency
Accepting explanations	0.84	0.76
Submission	0.91	0.80
Coping	0.88	0.81
Scale of suggestibility	0.90	0.89

Stability of the trend scale for distance learning

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and re-applying it after two weeks to a group from outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates on both times.(0.86) .

The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, reaching (0.79), and these values were considered appropriate for the purposes of this study.

Research implementation procedures:
- Determining the research problem.
- Searching in theoretical literature, and after reviewing the theoretical literature, paragraphs of the study tools were prepared and their psychometric properties were verified.
- Parallel to the application of standards and the writing of theoretical literature.
    - Collecting metrics for statistical analysis, processing data, and obtaining research results.

- Completing the fourth and fifth semesters

The Fourth Chapter

Study Results and Their Interpretation

This chapter deals with a presentation of the results of the statistical analysis.

The first question: What is the level of suggestibility among ninth grade students in private schools, the Directorate of Special Education in the capital, Amman?

To answer this question, the arithmetic averages and standard deviations of the level of suggestibility of the ninth grade students in the private schools were extracted from the Directorate of Special Education in the capital Amman, and the table below illustrates this.

Table (6)

Arithmetic means and standard deviations of the level of suggestibility among ninth grade students in private schools, Directorate of Special Education in the capital Amman, arranged in descending order according to the arithmetic averages.

Rank	Number	The paragraphs	SMA	Standard Deviation	Level
1.	1.	Accepting explanations	2.08	.257	Intermediate
2.	3.	Coping	1.87	.230	Intermediate
4.	2.	Submission	1.78	.263	Intermediate
		Scale of suggestibility	1.90	.175	Intermediate

Table (6) shows that the arithmetic averages ranged between (1.78-2.08), where the acceptance of interpretations came first with the highest arithmetic average of (2.08), while submission came in the last place with an arithmetic average of (1.78), and as for a whole of the scale of suggestibility (1.90).

The arithmetic means and standard deviations of the estimates of the study sample individuals were calculated on the paragraphs of each field separately, as they were as follows:

First: Accepting interpretations

Table(7)

Arithmetic means and standard deviations for the paragraphs related to accepting interpretations arranged in descending order according to the arithmetic means.

Rank	Number	The paragraphs	SMA	Standard Deviation	Level
1	5	Parents are always right	2.51	.526	High
2	4	Teachers know a lot	2.34	.528	High
3	3	I am satisfied with the opinions of others	1.92	.312	Intermediate
4	1	Truest what others say	1.89	.436	Intermediate
5	2	I trust others	1.75	.541	Intermediate
		Accepting explanations	2.08	.257	Intermediate

Table (7) shows that the arithmetic averages ranged between (1.75-2.51). Paragraph No. (5), which states "Parents is always right," came first, with an arithmetic average of (2.51), while Paragraph No. (2) came Its text, "I trust others," ranked last, with a mean of (1.75). The arithmetic average for accepting the explanations as a whole was (2.08).

Second: Submission

Table (8)

The arithmetic means and standard deviations of the paragraphs related to submission are arranged in descending order according to the arithmetic means.

Rank	Number	The paragraphs	SMA	Standard Deviation	Level
1	11	I do not disagree with the opinions of others	1.97	.564	Intermediate
2	10	Others quickly convince me	1.88	.463	Intermediate
3	9	It is difficult for me to make decisions	1.86	.583	Intermediate
4	6	I quickly change my mind	1.82	.579	Intermediate
5	7	Rely on the opinions of others	1.58	.495	Low
6	8	I give up quickly	1.57	.570	Low
		Submission	1.78	.263	Intermediate

Table (8) shows that the arithmetic averages ranged between (1.57-1.97). Paragraph No. (11) which states "I do not disagree with the opinions of others" came in first place with a mean of (1.97), while Paragraph No. (8) And its text, "I give up my decision quickly," ranked last, with a mean of (1.57). The mean of the subjection as a whole was (1.78).

Third: Keeping up with

Table (9)

The arithmetic means and standard deviations of the compliance-related paragraphs are arranged in descending order according to the arithmetic means.

Rank	Number	The paragraphs	SMA	Standard Deviation	Level
1.	12	I imitate my friends	2.21	.571	Intermediate
2.	15	I tend to imitate the behavior that I like	2.17	.660	Intermediate
3.	16	I agree with what others have to say	1.96	.195	Intermediate
4.	14	I do not disagree with the opinions of others	1.94	.492	Intermediate
5.	17	I do what others tell me to do	1.66	.503	Low
6.	13	I believe others and lie to others	1.28	.506	Low
		Coping	1.87	.230	Intermediate

Table (9) shows that the arithmetic averages ranged between (1.28 - 2.21), where Paragraph No. (12) which states "My Friends' Assets" came in first place with an arithmetic average of (2.21), while Paragraph No. (13) came and read I believe others and lie to others, "ranked last, with my average score of (1.28). The arithmetic average for the overall compliance was.(1.87)

The second question: What is the level of the trend for distance learning among ninth grade students in private schools in the Directorate of Special Education in the capital, Amman?

To answer this question, the arithmetic averages and standard deviations of the level of trend for distance learning among ninth grade students in private schools in the Directorate of Special Education in the capital Amman were extracted, and the table below illustrates that.

Table (10)

The arithmetic means and standard deviations of the level of the trend of distance learning among ninth grade students in the private schools in the Directorate of Special Education in the capital Amman, arranged in descending order according to the arithmetic averages.

Rank	Number	The paragraphs	SMA	Standard Deviation	Direction
1.	13	E-learning reduces wasted time in	.81	.397	Positive

		transportation			
2.	10	I communicate with the teacher in a successful way electronically	.72	.449	Positive
3.	5	E-learning is important in technical development	.69	.462	Positive
4.	7	E-learning added new skills to me	.65	.478	Positive
5.	6	E-learning saves time and effort	.62	.487	Positive
6.	9	I learn freely and discuss during the online classes	.61	.488	Positive
7.	15	E-learning reduces negative student behaviors	.61	.489	Positive
8.	11	E-learning helped me improve my skills	.59	.493	Positive
9.	14	E-learning maintains our physical safety	.59	.493	Positive
10.	2	The quality of the e-learning is very good	.58	.494	Positive
11.	4	E-learning is comfortable	.49	.501	Negative
12.	1	E-learning is fun	.45	.498	Negative
13.	3	Feel the pleasure of using e-learning	.45	.498	Negative
14.	12	E-learning contributed to improving my academic level	.44	.498	Negative
15.	8	The best e-learning	.28	.448	Negative
		A trend scale for distance learning	8.57	4.504	Positive

Table (10) shows that the arithmetic averages ranged between (.28 - .81), where Paragraph No. (13) which states "E-learning reduces time lost in transportation" came first, with an arithmetic average of (.81), while Paragraph No. (8), which reads "the best e-learning," came last, with a mean of (.28). The arithmetic mean of the trend scale for distance learning as a whole was.(8.57)

The third question: Is there a correlation and statistically significant differences between the level of suggestibility and the trend of distance learning among ninth grade students in private schools?

To answer this question, the Pearson correlation coefficient between the levels of suggestibility to the tendency of distance learning was extracted for ninth grade students in private schools, and Table (11) illustrates this.

Table (11)

Pearson correlation coefficient for the relationship between the levels of suggestibility to the trend of distance learning among ninth grade students in private schools.

		A trend scale for distance learning
	Correlation coefficient R.	**.138
Accepting Explanations	Statistical significance	.007
	the number	380

	Correlation coefficient R.	.033
Submission	Statistical significance	.524
	the number	380
	Correlation coefficient R.	**.178
Coping	Statistical significance	.000
	the number	380
	Correlation coefficient R.	**.159
Scale of suggestibility	Statistical significance	.002
	the number	380

*Statistical function at the significance level.(0.05)
**Statistically significant at the level of significance.(0.01)

Table (11) shows that there is a statistically significant positive relationship between the distance learning trend scales on the one hand and the acceptance of interpretations, conformity, and the suggestibility scale on the other hand, while no relationship was shown in submission.

The fourth question: Are there statistically significant differences between students 'attitudes to distance learning for ninth grade students in private schools due to the gender variable?

To answer this question, the arithmetic averages and standard deviations of the students 'attitudes to distance learning for ninth grade students in the private schools were extracted according to the gender variable. To show the statistical differences between the arithmetic means, the" T "test was used.

Table (12)

Arithmetic means, standard deviations, and a "t" test for the effect of gender on students' attitudes to distance learning for ninth grade students in private schools.

		No.	SMA	Standard Deviation	"T" value	Degrees of Freedom	Statistical Significance
Accepting Explanations	MALE	223	2.03	.264	.264	378	.000
	FEMALE	157	2.16	.226	.226		
Submission	MALE	223	1.72	.254	.254	378	.000
	FEMALE	157	1.87	.251	.251		
Coping	MALE	223	1.84	.225	.225	378	.001
	FEMALE	157	1.92	.229	.229		

Scale of suggestibility	MALE	223	1.85	.159	.159	378	.000
	FEMALE	157	1.97	.174	.174		

Table (12) shows that there are statistically significant differences (? = 0.05) due to the effect of gender in all fields and in the overall score, and the differences were in favor of females.

The fifth question: Are there statistically significant differences between the levels of suggestibility among ninth grade students in private schools due to the gender variable?

To answer this question, the arithmetic averages and standard deviations of the level of suggestibility of the ninth grade students in private schools were extracted according to the gender variable, and to clarify the statistical differences between the arithmetic averages, the "T" test was used, and the tables below illustrate this.

Table (13)

Arithmetic means, standard deviations, and a "t" test for the effect of gender on the level of suggestibility for ninth grade students in private schools.

		No.	SMA	Standard Deviation	"T" value	Degrees of Freedom	Statistical Significance
A trend scale for distance learning	Male	223	8.36	4.605	-1.086	378	.278
	Female	157	8.87	4.353			

It is evident from Table (13) that there are no statistically significant differences (? = 0.05) due to the effect of gender.

Chapter Five: Discussion of the results

Discussing the results of the first question, the text of which was: What is the level of suggestibility among ninth grade students in private schools in the Directorate of Special Education in the capital, Amman?

The results showed that the arithmetic averages of the level of suggestibility as a whole are average, and the acceptance of interpretations came in the first place, while submission came in the last place. Students in this age group tend to accept the idea that "parents are always right" and "I trust others" and beliefs of the same kind. While they reject the idea of what refers to a weak self, such as the paragraphs "rely on the opinions of others", "I give up my decision quickly," which are the paragraphs of the subject area that is less pronounced in adolescence and self-affirmation. As for the area of coexistence, the adolescent does not recognize his subordination, so the averages of individuals decrease on the paragraphs "Do what my friends tell me" "Believe others and lie to myself" while the averages of individuals over the rest of the paragraphs were medium, given that educators and teachers did not invest these psychological capabilities in a positive way, and because the language of dialogue We also see it missing among the students' generation and their educators, and because in these age groups they tend to exaggerate the self-display with no experience.

Discussing the results of the second question and the text of the second question is: What is the direction of students to distance learning in the ninth grade of basic education in private schools in the Directorate of Special Education in the capital, Amman?

The arithmetic averages of the responses of individuals indicate that the students' suggestibility in general to distance learning is positive in terms of less wasted time, electronic communication, new skills learned by students, freedom of time and freedom of learning, as well as lower negative behaviors, as well as electronic learning that adds modern skills to students, but they prefer direct interaction, They do not find e-learning enjoyment, and also the large number of duties and the low achievement of all have become obstacles that students did not overcome, which made them prefer the face more.

Discussing the results of the third question, which reads: Is there a correlation relationship and statistically significant differences between the level of suggestibility and the tendency to distance learning among ninth grade students in private schools?

The results show the existence of a statistically significant positive relationship between the trend of distance learning on the one hand and each of accepting interpretations and conforming as areas of suggestibility and subjugation, while there was no relationship in submission, which also indicates the students 'commitment to what the exceptional circumstances of learning impose on them, but they still impose a direction. Their gaze and affirmation of themselves and not submissive, but they may adhere to and cope with that situation, which indicates the possibility of training educators to direct and attract them.

Discussion of the results of the fourth question and its text: Are there statistically significant differences between students ' suggestibility to distance learning for ninth grade students in private schools due to the variable of gender?

The results showed that there are statistically significant differences attributed to the effect of gender in all fields and in the overall degree, and the differences were in favor of females, and it indicates that the results of the study are consistent with other studies, and it also indicates that girls are more committed to learning and its requirements of whatever type because they are usually more committed to home, especially in The period of puberty that changes the habits of a child to a girl who is less directly interacting with the environment and also more committed to the academic aspect, achievement and achievement.

Discussing the results of the fifth question, the text of which was: Are there statistically significant differences between the levels of suggestibility among ninth grade students in private schools due to the variable of gender?

The results show that there are no statistically significant differences due to the effect of gender on suggestibility, and this may be due to the inexperience of teachers and educators in mentally directing students instead of forcing them and obliging them to conduct behavior, and that both sexes go through the same psychological conditions at this age stage and refuse to submit and resist the obligation to impose themselves and their opinion.

Second: Recommendations

The current study recommends the following:

1 .The need to train teachers and educators to invest their skills to support the continuation of distance learning and to overcome obstacles, which increases learning opportunities.
2 .Developing programs to raise the teachers 'skills as influencers and actors in the educational learning process.
3. Investing all psychological variables to support positive and positive thinking to continue achievement and resist frustrations that students feel about the decline in group activities and the

lack of interaction with peers as a continuation of distance learning and the cessation of face learning.

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