THE PSYCHOLOGICAL AND SOCIAL EFFECTS OF DISTANCE EDUCATION FROM THE VIEWPOINTS OF STUDENTS' GUARDIANS

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ABSTRACT

This study aimed to identify the psychological and social effects of distance education from the viewpoints of students' guardians in Jordan. The study sample comprised 1206 guardians, of whom 71% have completed their undergraduate studies or a higher level. Furthermore, 62% of participants aged more than 35 years. Results also indicated that 34% of participants have children studying in primary education, 21.9% have children studying in primary and secondary education, and 13.4% have children studying in all levels of education. The researchers developed the 'psychological and social effects of distance education' scale. After being measured, the scale was electronically sent to the study sample. Findings showed that the psychological and social effects of distance education on guardians were significant. Moreover, students' level of social activity was moderate, they have become less active, and their use of social media sites has increased. In addition, results indicated that the psychological and social impact significantly differs in terms of parents' level of education. Results also showed that the psychological and social effects of distance education on students' guardians do not differ in terms of the number of schoolchildren. Instead, all guardians, with any number of schoolchildren, were negatively affected.

INTRODUCTION

The current experience of transferring to distance education, given that it has been imposed in unusual circumstances, is the greatest educational, academic experience in human history. The world's most countries, in light of these relatively long-lasting circumstances, and irrespective of whether they are prepared or not, have resorted to distance education to ensure the continuity of the educational process. They found it necessary to continue the educational process, despite the fact that students discontinued attending schools. Therefore, it became inevitable to resort to distance learning as an alternative during the pandemic.

Distance learning has many benefits; it allows individuals to connect without spatial constraints, increases the efficacy of human brain while working and learning, saves the student and teacher's effort and time, and obviates the need to meet in the educational institute. Distance learning helps overcome the problem related to both time and place, too. Therefore, the student can benefit from distance learning while at home or in the workplace, and at the appropriate time.

Nevertheless, society minds the disadvantages of this system, given that it struggled to use the system. There are many reasons behind this difficulty, the paramount of which are the unpreparedness to use the system, and the fear of distance learning risks if not dealt with seriously—this is especially true of children and adolescents. The overuse of technology negatively affects physical, mental, emotional and social health, which in turn gives rise to such pathological behaviors as technology addiction and weakness in social skills (American Academy of Pediatricians, 2014).

Department of Statistics conducted a survey in collaboration with the Jordanian Ministry of Information and Communications Technology. This survey was about the use of information technology at home in 2016. The sample consisted of 3340 families. Findings suggested that 80.8 per cent of families make use of the internet at home and, of persons aging 5 years or more, 56 per cent use the internet, suggesting that the majority of Jordan's population use the internet, even prior to the pandemic. Furthermore, UNICEF made a report entitled "Children in a Digital World" in which it shed light on the world's children status in 2017. The report emphasized that children below the age of 18 make up about one-third of internet users in the world. These proportions suggest that a large number of children are internet users. These statistics were released before the coronavirus pandemic and before resorting to the distance learning system.

In traditional education, the teacher and the educational institute make an effort to deliver the required knowledge and skills to students. In distance learning, on the other hand, mainly the student and the family make an effort to acquire knowledge and skills. Furthermore, the educational setting of distance learning is not similar to that of the classroom in terms of academic atmosphere, interaction and obligation. In the classroom setting, the student is surrounded by the teacher and students. He or she can notice the expressions and interaction of students, and so can notice the expressions and interaction of the teacher while teaching. In addition, the role of the school and the teacher in the traditional setting is in compliance with an institutional system that, irrespective of the student's temperament and motivation, is highly restraining in the educational process. This is while distance learning lacks this visible interaction, creating a tense atmosphere for the student. The restraining system here is the family system, regardless of its type and the degree of being obligated to it. Therefore, distance learning takes place in a virtual setting that does not entirely resemble the actual setting for learning. Hence, in order to achieve the best results, it is inevitable to deal with distance learning cautiously and in a welcoming manner, and to adapt to it. Doing so may in turn serve as a buffer against the psychological harm caused from dealing with this type of learning.

Despite all the advanced and state-of-the-art facilities of technology in the education sphere, it is necessary to observe the basic principles of child and family sociological and psychological growth in an integrated manner. One should not impose pressure of learning on children and families at the expense of other basic needs. From our experience of living in society, parents suffer more than children in dealing with education technology, that has been imposed on them due to coronavirus pandemic. Therefore, the teacher plays an important role at school, and so do parents at home in facilitating the distance educational process for the student to learn continuously.

PARTICIPATION OF THE FAMILY IN THE DISTANCE LEARNING SYSTEM

Learning by means of technology has existed for decades. Nonetheless, most studies have focused on the participation of parents in their children's learning in traditional—face-to-face—settings. The study of family participation in distance learning systems is still in its infancy.

Epstein (1987) performed a meta-analysis of the studies investigating the participation of parents, as volunteers, with their children in the traditional learning process. This study relied on analyzing data collected from the United States. The participation of parents was categorized under four headings: First, the basic responsibilities of parents such as satisfying the basic physiological needs of their children (e.g. nutrition, safety, clothes, health and shelter); second, parents are responsible to be present in, and to act on information of, the meetings held at school and with the teacher; third, parents should support their children to carry out homework assignments; (parents' support for performing homework assignments had the greatest direct impact on children's learning. Parents may support their children according to the teacher's advice or without it) and fourth, parents directly supported the traditional education system by volunteering at school and attending the school events—something that distance learning lacks.

The US Department of Education (2010), in order to improve the learning outcome, discussed the problem of family participation in the distance education system. It emphasized that the family should be an important part of the internet-based learning process (Stevens & Borup, 2016). In its discussion, the US Department of Education referred to the results of studies investigating the participation of parents in traditional education settings. According to these findings, there is a significant relationship between student achievement and parents' participation (Dornbusch, Ritter, Leiderman, Roberts, & Faraleigh, 1987; Lareau & Horvat, 1999; Sui-Chu & Willms, 1996; Zellman & Waterman, 1998). Furthermore, Harris and Goodall (2009) suggested that parents' participation is "The worst problem and the best solution" at the same time. Unfortunately, researchers investigating the participation of parents have almost exclusively focused on traditional settings. And there is relatively little knowledge about parents' participation with their children on the internet. In the present research, we will focus on the participation of parents with their children while the latter are learning remotely, in an attempt to add to the clarity of how distance learning affects the psychological and sociological health of parents and children.

Having said that, some researchers (e.g. Chen, 2010; O'Doherty et al., 2018) suspected the quality of internet-based learning and recommended focusing more on participation and attendance. Moreover, some researchers are concerned about the main problems of learning through the internet, such as social isolation, reduced interaction and participation, and delayed or few comments (Khurana, 2016). Furthermore, Radesky et al. (2016) studied the quality of distance education in primary school classes. They voiced their concerns over the risks and dangers of the internet, the addiction to videos, social isolation, and physical health issues. Other researchers suggested that parents play an intervening role in preventing harm and in regulating their children's activities on the internet. Parents, for example, can establish doctrines for using technology, in order to control their children's use of mass media (Nouwen, M., & Zaman, B. 2018). Made this point, all these fears cannot preclude internet-based learning from the rapid expansion and from reaching millions of young learners in an unprecedented speed (Silverstein, M. 2016).

THE STUDY PROBLEM AND QUESTIONS

Technology has become an important and significant part of our lives, and plays a pivotal role in all areas of the modern life. After the urgent conditions of distance learning were imposed on all students in all levels, technology played an even more significant role in our lives. Assuming we are technologically ready for this change, the majority of society is not yet ready psychologically and socially. For this reason, the present study seeks to uncover the impact of distance learning on the mental health and social life of students' guardians. The guardians of students encounter many psychological and social problems resulting from struggling to adapt to this new, unforeseen system. This study will investigate and clarify these problems from the viewpoints of parents, given that, in these circumstances, they play the major role in regulating and controlling the distance education process.

Therefore, this study seeks to identify these psychological and social effects of distance education on students' guardians from the viewpoints of the latter, and through answering the following questions:

First question: To what extent does distance education affect students' guardians psychologically?

Second question: To what degree does distance education affect students' guardians socially?

Third question: What is the degree of students' social activity from the viewpoints of their guardians?

Fourth question: Do the psychological and social effects of distance education differ as a result of the educational level of parents?

Fifth question: Do the psychological and social effects of distance education differ across the number of children?

PURPOSE OF THE STUDY

This study aims to identify the psychological and social effects on students and their parents from the viewpoints of the latter. Then, the study casts light on these effects, in an attempt to develop and improve the distance education system to achieve its desired objectives.

THE STUDY IMPORTANCE

The problem of identifying the psychological and social effects of distance education, and the problem of adaptation of children and parents to this system make up a new topic, given that this major experience has recently existed in the Jordanian society. Therefore, the present study sheds light on how one of the pillars of the educational process—the family—affects distance education and its success in the current urgent circumstances. Doing so gives feedback and good information about the utility of distance education to decision-makers. Furthermore, when making policies and mapping out strategies specific to the psychology and sociology spheres, the results of the present study can be taken into consideration, in order to get rid of different obstacles posed, and various influences exerted, to the educational process at the present time.

THE STUDY BOUNDARIES

This study was limited to students' guardians who reside in the Hashemite Kingdom of Jordan during the academic year 2020-2021.

THE THEORETICAL AND OPERATIONAL TERMS

Distance education: The transfer of education to the learner in the place where he resides or works, rather than goes to the educational institute. On this basis, the learner will be able to pair off learning with working if he wants. He will also be able to determine his studying method and speed of progress in a certain course according to his situations and circumstances (Al-Dulaimi, 2010).

Psychological effects: It is about feeling relaxed, controlling children, fear and jealousy in children, deprivation, boredom, ability to monitor children, satisfaction of children's performance, inability to assume responsibility, sadness, apprehension, struggle and frustration. The operational definition of psychological effects is the score that the participant achieves on this scale.

Sociological effects: It concerns the education setting, the contribution of family to teaching, controlling the administration of students' exams, dealing with children's refusal of distance education, low-level activity of children, lack of place, not going outdoor, getting involved in video games, the increase in sleeping hours, the rise in using social communication means, the increase in quarrels, lack of the equipment required for distance education, and internet-related problems. The operational definition of social effects is the score the participant achieves on this scale.

PREVIOUS STUDIES

Many studies have been recently done to understand the effect of distance education on students and guardians. Some variables of the present study were investigated in those studies, too. Below, we discuss the studies that we found, especially those published recently.

Bokayev and et. al. (2021) performed a study that aimed to examine the benefits and drawbacks associated with distance/online learning in Kazakhstan during the Covid-19 pandemic. The responses of the 31,300 parents surveyed, as well as in-depth interviews with 65 parents, were used to construct several regression models to better understand how parents perceive the educational quality of distance/ online learning in today's circumstances. The regression results showed that the age of the parent and the level of family income are positively correlated with the parents' level of satisfaction with the provided distance/ online learning, while the number of children in a family was negatively related to the parents' satisfaction with the learning process. The study found a statistically significant association between parents' satisfaction with the quality

of education and their assessment of teachers' competencies, and the level of government readiness to switch to the distance/online learning format.

Abuhammad (2020) performed a study that aimed to review the content posted in available local Jordanian Facebook groups to explore the perceptions of parents regarding the challenges of distance learning faced by their children during the coronavirus outbreak in Jordan. The Facebook search engine was used to identify local Facebook groups. The study identified a total of 248 posts and threads, which categorized thematically for further analysis. The selected threads and answers revealed four underlying themes: (1) Personal barriers (2) Technical barriers (3) Logistical barriers and (4) Financial barriers. Overall, parents were not limited to their daily routines during the pandemic. They performed the responsibility of helping school in teaching students. Many parents faced many types of barriers in their endeavors to assist their children with distance learning during the pandemic. According to posts and comments made on Facebook, these barriers were personal, technical, logistical, and financial. To remove these barriers, some modifications are required, including finding ways to develop relationships with other school students and teachers online and implementing support strategies for lower-achieving students.

Churiyah et. al.(2020) carried out an exploratory study in Indonesia that aimed to analyze the implementation of distance learning systems carried out by Indonesian education in the Covid-19 pandemic situation. Literature studies from various reports and scientific articles as well as in-depth interviews were also conducted with samples of students, teachers and parents, both in rural and urban environments in Indonesia which were most affected by the Covid-19 virus. The results of the analysis conclude that Indonesia has prepared virtual infrastructure well, but the factors of teachers and schools still need to understand more about the essence of distance learning. Students have low self-regulated learning so they are less able to regulate their distance learning activities, teachers tend to stutter about technology, and parents lack understanding of the nature of teaching and learning activities carried out at home.

Donga and Simin (2020) conducted an exploratory study to uncover the viewpoints and positions of Chinese parents about their young children's distance learning during the coronavirus pandemic. This study surveyed the viewpoints and positions of 3275 Chinese parents about the internet-based distance learning of young children during COVID-19 pandemic. The majority of parents (92.7%) stated that their children have experienced distance education during the pandemic and many of them (84.6) spend less than half an hour each time. Taken together, parents put forward negative viewpoints about the values and benefits of internet-based learning and prefer traditional learning in settings specific to young children. The participants tended to resist to, and even refuse, internet-based learning for three main reasons: defects in internet-based learning, the inefficiency of children in self-regulation, and lack of time and professional knowledge to support children's internet-based learning. Moreover, the difficulties arising from COVID-19 caused individuals to suffer and, consequently, made them more resistant to internet-based learning at home. Results indicated that internet-based learning during the pandemic was problematic and difficult for families. Chinese parents were neither trained nor ready for internet-based learning. Finally, this paper outlined the implications for policy makers and teachers' education. Furthermore, as a reaction to the current crisis, Rotas (2020) carried out an exploratory study in Philippines that aimed to determine the preferences of parents regarding the learning method of their children after COVID-19—the transformation into distance education in the "new normal situation" era. Using the exploratory method, this study was performed on the internet (e-mail), via phones and through home visits. The study sample included 663 guardians. To collect the required information, the learner enrollment and survey form (LESF) was used. The statistical tools employed to analyze data were frequency distribution and percentage rate. Findings indicated that 583 (87.93%) of parents prefer the traditional method and only 80 (12.07%) of them prefer internet-based learning for their children. The study concluded that the majority of parents prefer the traditional learning method to the internet-based learning method for their children. In general, the conclusion of this survey recommended doing more research to determine the causes of these preferences.

Apriyanti (2020) performed a study that aimed to identify the effectiveness of distance education in Pakistan during COVID-19 pandemic. This study also sought to identify the obstacles coming across in dealing with distance education from the viewpoints of guardians. Data were collected through interviewing guardians via the internet. In this survey, 48 guardians of kindergarten and primary school students participated. And the simple random sampling was used. Findings revealed that there are five actions to be performed in distance

education: releasing work paper from the school, joining a course and finding sources on the internet, fulfilling the task at school, performing free activities without guidance, and performing extracurricular activities with guidance (7 students). Nevertheless, when getting involved in distance education, parents encountered eight obstacles: 8.3 per cent of parents were unable to guide their children when learning remotely, 20 per cent of children were unable to focus on learning, 4.3 per cent of parents pointed out that their children feel bored, 20 per cent argued that their children are not interested in learning, and 14 per cent purported that their children want to watch TV or play games instead of learning. Results also revealed that 6.25 of guardians pointed out that their children want to return to school, 14 per cent argued that their children could not have access to distance education, and 8.3 mentioned that their children do not comprehend the content of the educational course.

Champeaux et al. (2020) performed a study to investigate the impact of closing schools due to COVID-19 on children's life and learning process. It is also likely that there are continuous, significant differences between families in terms of educational outcome. The forms of distance learning adopted by schools were incongruent across countries and school levels. As a result, parents carry the greatest burden of responsibility for their children's learning. However, considering the social and economic characteristics, the results tend to be unpromising. After collecting data in April and May, child fixed-effects models were employed to analyze how the closing of schools affects the emotional health of children and the at-home learning process. Child fixed-effects models also focus on the role played by internet-based academic seasons, on the other interactive methods of children's at-home learning, and on the emotional state. We found that the closing of schools has a more profound, negative impact on boys, kindergarten children (in Italy), secondary school students (in France), and children of low education level parents. Moreover, spending more time watching TV is associated with poor education achievement and negative emotional state. The reverse is true if someone spends time on reading. It seems that the interactive distance education methods, which are more common in Italy compared to France, significantly mitigate the negative impact of closing schools on the learning progress among Italian and French children.

Shahin (2020) carried out a study that aimed to evaluate distance learning in Egypt. The viewpoints of beneficiaries—teachers, students and guardians—were surveyed, in order to measure the efficacy, effectiveness and satisfaction of employing distance education, and to uncover the challenges and difficulties hampering the continuity of distance education. This is especially true as distance education is considered a solution to the crisis and no solution is perfect. Moreover, this kind of education may evolve in the future. The study sample consisted of all high school teachers, students, and students' guardians in Gharbia Governorate (i.e. 178 teachers, 260 students and 260 guardians). To collect data, a gauged, electronic questionnaire was used. Results indicated that 58.84 per cent of guardians benefit from the Ministry's videos that introduce the mechanism and ways of using distance education system. Furthermore, the majority of guardians (61.5%) monitor the performance of their children by means of a distance learning management platform named Edmodo. According to this platform, for distance education to succeed, the most important determinant is that guardians cooperate with their children and monitor them. In addition, the results indicated that 24.25 per cent of parents believe that their children often times need help, and 15.38 per cent of parents opine that their children always need help, suggesting that it is sometimes difficult to comprehend the lesson and follow the teacher. Moreover, findings revealed that 50 per cent of guardians are satisfied with distance education, because this new education system addresses the problem of 'private lessons' and allows the student to take and retake the lesson at any time. This in turn helps the student to learn by means of repetition and reduces the costs of traditional studying.

Smith et al. (2016) conducted a study on parents' role in, and support for, the electronic education of their children who are with special needs. The purpose of the study was to realize the expectations and perceptions of parents regarding distance learning. Data were collected from parents through interviews conducted in a video conference and through interviews carried out on telephone. This was done to identify parents' expectations and perceptions on, and their role in the process of, distance education in which this group of students is involved. The study sample consisted of 19 guardians whose children entirely receive electronic education from different primary classes. Results indicated that, from the kindergarten level through the end of secondary education, the parent—or an adult person—in the student's family assumes additional responsibility for the child's participation in education. In particular, parents play the role of a teacher. Here,

a greater need exits to improve the communication between parents and teachers in relation to children's learning, besides other obligations. In addition, parents discussed many obstacles encountering them to participate in the fully-internet-based learning of their children.

METHOD

Given the nature and variables of the problem, the qualitative method was used.

Participants

The study population comprises students' parents who reside in the Hashemite Kingdom of Jordan. The study sample included 1206 guardians who filled in the study scale electronically. Table (1) indicates the features and characteristics of the study sample:

Table 1. Demographic data of the respondents

Variables		Frequency	Percent
Education level of student's Guardian	Less than Secondary	133	11.0
	Secondary	216	17.9
	Bachelor	648	53.7
	Postgraduate studies	209	17.3
	Total	1206	100.0
Age	20 - 30 years old	193.0	16.0
	31 - 35 years old	265.0	22.0
	Over than 35 years old	748.0	62.0
	Total	1206	100
Education level of the children	Primary	410	34.0
	Middle	142	11.8
	Secondary	100	8.3
	Primary and Middle	264	21.9
	Primary and secondary	49	4.1
	Middle and secondary	79	6.6
	Primary, middle and secondary	162	13.4
	Total	1206	100.0
Number of children who joined the school	None	22	1.8
	1 to 3	922	76.5
	4 to 6	237	19.7
	Over than 6	25	2.1
	Total	1206	100.0

Sample characteristics include four major items in this study; education level of student's guardian, age, education level of the children and number of children who joined to school. The frequency and percentage for each variable is listed according to the survey categories in the table (1).

From table (1), it can be observed that 53.7 % of the student's parents have an education level of bachelor. While 17.9 %, have an education level of secondary. Whereas 17.3% have an education level of postgraduate studies. But 11 % of the student's parents have an education level of less than secondary.

It can be seen from Table (1) that most of the respondents (62%) are over than 35 years old. Whereas 22% of the respondents are 31 – 35 years old. While 16% of the respondents are 20- 30 years old.

Clearly, most of the respondents (34%) have children in primary stage. However, around 22% of the respondents have children in both primary and middle stages. While approximately 12% of the respondents have children in middle stage. In addition, it can be seen that 13.4% of the respondents have children in primary, middle and secondary stages. Whereas 6.6% of the respondents have children in both middle and secondary stages. However, 4.1% of the respondents have children in both primary and secondary stages.

It can be concluded from table (1) that 76.5% of the respondents have 1 – 3 children who joined the school. While 19.7% of them have 4 – 6 children who joined the school. Whereas 2.1% of them have over than 6 children who joined the school.

The Study Tool and the Statistical Methods Used

The two researchers of this study drew up a questionnaire to measure the psychological and social effects. The questionnaire was presented to a number of experts and, after receiving their feedback, the final form of the questionnaire was prepared.

Data analysis is a technique used to statistically reduce raw data in order to make presentation, interpretations and conclusions on the findings of the study. In this study, descriptive and inferential statistical analysis were employed. The frequency distribution, central tendencies, percentages, mean and standard deviation were calculated. The researcher calculated the frequency distribution of perception, percentages, measures of central tendency such as the mean and standard deviation. Notably, third Likert scale was used in grading the responses of the respondents as it can be seen in Table (2). The following section contains the characteristics of the respondents, the internal consistency procedure of reliability analysis, convergent validity analysis and structural model. Finally, results of the statistical analysis were presented.

Table 2. Third Likert scale

Weight	Scale	Level	Mean
1	Disagree	Low	1 - 1.66
2	Sometimes	medium	1.67 - 2.33
3	Agree	High	2.34 - 3.00

Study Tool Validity

Questionnaire validity: This focuses on verifying that the tool will measure what it is intended to measure. The researcher verified the study tool validity through:

Validity and Internal Consistency of the Tool

The validity of internal consistency refers to the extent of consistency of each item of the questionnaire in the area in which the item belongs. The researcher calculated the internal consistency of the questionnaire by calculating the correlation coefficients between each item of the domains of the questionnaire and the total degree of the domain itself, as illustrated in the following tables. The below table shows that all terms of the questionnaire contribute to the questionnaire's overall reliability, as can be seen in Table (3), when examining all correlation coefficients between terms of the questionnaire and the total area, as well as the total degrees eliminated against the degree of term at the level of 0.05 and 0.01.

Table 3. Validity and internal consistency of the tool

Item	Corrected Item-Total Correlation	Item	Corrected Item-Total Correlation
The psychological dimension		*The social dimension*	
1	-0.482**	1	0.494
2	0.586**	2	0.396**
3	0.623**	3	0.589**
4	0.516**	4	0.606**
5	0.647**	5	0.312**
6	0.688**	6	0.625**
7	0.731**	7	0.658**
8	-0.442**	8	0.483**
9	0.662**	9	0.650**
10	0.662**	10	0.621**
11	0.575**	11	0.324**
12	0.578**	12	0.492**
13	0.689**	13	-0.245**
Cronbach's Alpha = 0.812		*Cronbach's Alpha = 0.807*	

** means that the relationship is significant at level of 0.05 and 0.01, respectively.

Furthermore, it is clear from the results shown in Table (3) that the values of validity for all items of the psychological dimension and social dimension were (0.812 and 0.807), respectively which means that the tool has a high degree of validity and reliability. Thus, the researcher verified the validity and reliability of the study tool, establishing it is fully reliable, ensuring veracity and relevance in analyzing the results and answering the questions of the study.

FINDINGS

The First Question: "What is The Degree of Psychological Impact of Distance Education on Students' Families?"

To identify the degree of psychological impact of distance education on students' Parents, frequencies, percentages, means and standard deviations have been calculated and the degree was determined according to the third likert scale as it can be shown in table (1). The results are shown in the following tables.

Table 4. Means and standard deviations of the items of the degree of psychological impact of distance education on students' families.

No	Items	Mean	Std. Deviation	Degree	Rank
4	I am afraid that my children will not benefit from distance education	2.67	0.63	High	1
20	I feel my children worried about their future	2.63	0.68	High	2
1	I feel comfortable with the dimension education system	2.62	0.64	High	3
11	Distance education has created a state of anxiety that affected my life	2.60	0.68	High	4
23	Parents are suffering from the lack of commitment of their children	2.55	0.69	High	5
17	I notice the sadness in the eyes of my children because of distance education	2.50	0.73	High	6
7	My life has become boring	2.45	0.75	High	7
10	I am satisfied with their cognitive achievement	2.42	0.73	High	8
8	My inability to follow my children frustrated me	2.40	0.76	High	9
6	Watching my children has kept me from enjoying my life	2.39	0.76	High	10
3	I can't set my kids to stick to the school deadline	2.31	0.78	Moderate	11
12	I feel powerless to take responsibility for helping them	2.26	0.75	Moderate	12
5	I feel that my children are jealous of each other and refuse to attend class	1.93	0.85	Moderate	13
	Overall mean	**2.44**	**0.73**	**High**	-

Table (4) summarizes the descriptive analysis of the participants' responses on the psychological impact of distance education on students' families (13 items). Table (5) revealed that the degree of psychological impact of distance education on students' families is high with an average of 2.44 and standard deviation of 0.73.

The Second Question: "What is The Degree of The Social Impact of Distance Education on Students' Families?"

To identify the degree of social impact of distance education on students' families, frequencies, percentages, means and standard deviations have been calculated and the degree was determined according to the third Likert scale as it can be shown in table (1). The results are shown in the following tables.

Table 5. Means and standard deviations of the items of the social impact of distance education on students' families.

No	Items	Mean	Std. Deviation	Degree	Rank
25	I believe that the lack of necessary devices for distance education reduces the benefit from it	2.63	0.66	High	1
14	My children have become less active than before	2.63	0.67	High	1
21	Their use of social media increased at the expense of the study	2.58	0.71	High	2
18	My kids got busy with video games more	2.55	0.72	High	3
15	My children are leaving the house a little while	2.54	0.74	High	4
16	The lack of a place for everyone created chaos	2.48	0.74	High	5
13	My children reject the idea of distance education	2.45	0.74	High	6
22	Quarrels increased within the family	2.44	0.76	High	7
2	I think that the home environment is not suitable for distance education	2.41	0.74	High	8
19	Their sleeping hours have increased	2.28	0.85	medium	9
24	The children believe that distance education has given them the opportunity to enjoy their spare time	2.21	0.87	medium	10
9	Sometimes I help during the exams to help them answer questions	2.02	0.81	medium	11
26	A suitable internet is available for participation in distance education	2.00	0.86	medium	12
	Overall mean	2.40	0.76	High	-

Table (5) summarizes the descriptive analysis of the participants' responses on the social impact of distance education on students' families (13 items). Table (5) revealed that the degree of social impact of distance education on students' families is high with an average of 2.40 and standard deviation of 0.76.

The Third Question: "What is The Students' Level of Social Activity from the Students' Parents' Point of View?"

To identify the students 'level of social activity from the students' parents 'point of view, frequencies, percentages, means and standard deviations have been calculated and the degree was determined according to the third Likert scale as it can be shown in table (1). the results are shown in the following tables.

Table 6. Means and standard deviations of the items of the students 'level of social activity.

No	Items	Mean	Std. Deviation	Degree	Rank
14	My children have become less active than before	2.63	0.67	High	1
21	Their use of social media increased at the expense of the study	2.58	0.71	High	2
15	My children are leaving the house a little while	2.54	0.74	High	3
19	Their sleeping hours have increased	2.28	0.85	medium	4
24	The children believe that distance education has given them the opportunity to enjoy their spare time	2.21	0.87	medium	5
	Overall mean	**2.32**	**0.79**	**medium**	-

Table (6) summarizes the descriptive analysis of the students 'level of social activity (5 items). Table (6) revealed that the students' level of social activity is medium with an average of 2.32 and standard deviation of 0.79.

The Fourth Question: "Does the Psychological and Social Impact of Distance Education Differ According to the Educational Level of the Students' Families?"

Table 7. Results of ANOVA test according to the educational level of the students' families

Variables	Source	Sum of Squares	df	Mean Square	F	Sig.
Psychological impact	Between Groups	5.25	3.00	1.75	11.02	0.00**
	Within Groups	190.77	1202.00	0.16		
	Total	196.02	1205.00			
Social impact	Between Groups	5.68	3.00	1.89	11.07	0.00**
	Within Groups	205.47	1202.00	0.17		
	Total	211.15	1205.00			

**Significant at 0.01.

Table (7) indicates that the p-value of the psychological impact and social impact were 0.00, which is, less than the significant level of 0.01. Therefore, there are significant differences in the psychological impact and social impact due to the educational level of the students' families. Subsequently, the psychological and social impact of distance education differ according to the educational level of the students' families.

Table 8. Results of post hoc test (LSD) for multi comparison according to the educational level of the students' families

Variables	Education level	N	Mean	Std. Deviation	Less than Secondary	Postgraduate studies
Psychological impact	Less than Secondary	133	2.14	0.51		
	Secondary	216	2.36	0.36	0.22*	0.15*
	Bachelor	648	2.30	0.38	0.16*	0.09*
	Postgraduate studies	209	2.21	0.40		
Social impact	Less than Secondary	133	2.22	0.60		
	Secondary	216	2.47	0.36	0.25*	0.09*
	Bachelor	648	2.42	0.39	0.20*	
	Postgraduate studies	209	2.38	0.41	0.16*	

As it can be observed from table (8), results of post hoc test (LSD) reveals that there is a significant difference in, the responses on the psychological impact between the respondents who has an education level of secondary and who has an education level of less than secondary. These differences are in favor of those who has an education level of secondary. Moreover, there is a significant difference in the responses on the psychological impact between the respondents who has an education level of bachelor and who has an education level of postgraduate studies. These differences are in favor of those who has an education level of bachelor.

Table (8) also indicates that there is a significant difference in the responses on the social impact between the respondents who has an education level of secondary and who has an education level of less than secondary. These differences are in favor of those who has an education level of secondary. Moreover, there is a significant difference in the responses on the social impact between the respondents who has an education level of postgraduate studies and who has an education level of less than secondary. These differences are in favor of those who has an education level of postgraduate studies.

The Fifth Question: "Does the Psychological and Social Impact of Distance Education Differ According to the Number of Children?"

Table 9. Results of ANOVA test according to the number of children

Variables	Source	Sum of Squares	df	Mean Square	F	Sig.
Psychological impact	Between Groups	0.99	3.00	0.33	2.02	0.11
	Within Groups	195.04	1202.00	0.16		
	Total	196.02	1205.00			
Social impact	Between Groups	0.28	3.00	0.09	0.54	0.65
	Within Groups	210.86	1202.00	0.18		
	Total	211.15	1205.00			

Table (9) indicates that the p-values of the psychological impact and social impact were 0.11 and 0.65, respectively which are larger than the significant level of 0.05. Therefore, there are no significant differences in the psychological impact and social impact due to the number of children. Subsequently, the psychological and social impact of distance education differ according to the number of children.

DISCUSSION AND CONCLUSION

Results indicated that the psychological and social states were affected negatively high. This finding is attributed to some factors in distance learning procedure, such as the fear that students do not benefit from distance education, and worrying about children's professional and educational future. This finding is consistent with the study done by Ming and Wong (2020). Another factor is that parents feel frustrated that their children are not obligated and that they cannot monitor them as required. This result is in agreement with the study performed by Apriyanti (2020).

Students' parents argued that they find their children suffering and feeling upset due to staying at home and learning from there. They also pointed out that monitoring their children has caused them to dislike life and to find this monitoring boring, though they feel comfortable with distance education and are relatively satisfied with their cognitive achievement. Of the reasons why parents are comfortable with distance education is that they can save time and effort that would otherwise be made to monitor their children at school. Furthermore, parents can reduce the costs of attending school. The results are in agreement with the study of Bokayev (2021.

The psychological effects of distance learning on students' parents were significant. This may be attributed to the fear that this system leads to failure, since it is the first time that this system is being applied in Jordan's schools. This potential fear can cause apprehension and tension. Moreover, we are not psychologically ready for this system.). This may also be attributed to parents' lack of understanding of the nature of teaching and learning activities carried out at home.   Churiayah (2020)

Regarding the effect of distance education on the social life of students and their parents, results indicated that the scores of the scale were negatively high. According to the results, the necessary equipment is lacking, children's level of activity is low, their use of social media has increased at the expense of studying, and, compared to the past, they are busier playing video games. Furthermore, more fear exists due to lack of an appropriate place for all members of the family. This is especially true in families having more than one student involved in distance education. (Abuhammad (2020).

Children's low activity is because they do not go outdoors to amuse themselves. Moreover, children's disbelief in the benefit of distance learning may be the cause of increased quarrels with the siblings, and may have disabled guardians to regulate their children and oblige them to study remotely.

Parents scored moderate on some items of the scale. These items include the increase in sleeping hours of children, and children's belief that distance education has provided them with an opportunity to enjoy much free time. Most importantly, while children are taking exams, parents help them out. As a result, students may rely on their parents in learning, rather than they themselves make an effort, thereby disbelieving more in distance education. In her study in Egypt, Shahin (2020) also suggested this finding. She found that guardians argue that their children often times need their help. In our opinion, the fact that children and guardians feel they do not benefit from distance education is because children do not assume responsibility for learning, and neither children nor parents take it seriously. Moreover, children and guardians are not prepared for this new study system. This result is consistent with the study by Donga and Caob (2020), which was performed in China. This study also found that there are negative beliefs about the benefits of distance education, and that children are not obligated to follow their lessons on the internet. Instead, they prefer the traditional method—a result also reached by Rota's (2020) in Philippine.

The results of the present study also revealed that there are differences in the psychological and social effects. These differences are attributed to the education level of students' guardians. Regarding the psychological effects, it was revealed that guardians having completed their secondary education are more affected, which may be attributed to their fear and apprehension about the future of their children. This finding is in agreement with the study done by Chapeaux et al. (2020), that was performed in France and Italy. Their study indicated that guardians with low education level experienced a more significant negative impact.

Moreover, the results indicated that persons holding a bachelor's degree, compared to those having a higher degree, are more affected. This may be attributed to the fact that persons having a bachelor's degree believe that distance education is necessary for their children to pursue their studies and achieve a scientific degree. We opine that individuals holding high-level certificates are more likely to have children with older students, who can assume personal responsibility for their studies. This in turn reduces the psychological and social pressure on parents.

With respect to the social effects, individuals having completed their secondary education were more affected than those having high-level certificates. This is because the former group of people feel they are unable to communicate and fulfil their social responsibilities, due to the restrictions placed on them that were more than they expected.

Furthermore, findings showed that the psychological and social effects of distance education on parents do not differ in terms of the number of children. This is a really strange finding; this factor was expected to be among important factors that increase the psychological and social effects, given that having more children imposes greater responsibilities. Nevertheless, all guardians, with any number of student children, were perhaps affected because they gave in to this major factor, that exerts stress on families having one or more children. However, Bokayev (2021) found that the number of children in a family was negatively related to parents' satisfaction.

The present study, which was performed in Jordan, showed that the psychological and social effects of distance education on guardians were negatively high. This finding is attributed to the negative beliefs and apprehension about this new system, and to the inability to deal with it appropriately. This in turn is because families are not ready to transfer to distance education system with such a rapid pace. Furthermore, resorting to distance education occurred at a time when precautionary measures were taken and when people decided to stay at home, thereby causing both psychological and social sufferings. As mentioned before, the results of the present study resemble most of the results of the studies performed in different countries and settings across the world. Therefore, it is recommended that training courses be offered for parents so they learn how to use distance education from home, in order to make the most out of this system and to reduce the psychological pressure. Abuhammad, (2020), Churiyah,(2020)

We expected that families having more than one student would experience a more significant psychological and social effect. However, results indicated that the psychological and social effects of distance education on parents did not differ in terms of the number of children. Therefore, the negative impact is seemingly exerted on all families, irrespective of the number of their student children. The potential reason behind this is that all guardians are unable to deal with, and feel afraid of, this new system. They also feel apprehension about the educational future of their children, given that this system was unforeseen and they were not prepared for it before.

SUGGESTIONS

Decision makers are needed to do the following: Conduct workshops for families on using and applying the skills for distance learning including how to contact with teachers through the internet, provide parents with feedback from teachers, encourage parents to reinforce their children while being committed to distance learning, and organize parents-students activities to enhance communication and social interaction while spending time together.

RECOMMENDATIONS

Among the most important recommendations of this study is to conduct more studies about the Psychological and social effects of distance learning using larger samples of families from different societies, different cultures, different economic levels and/or using samples of students of different levels of education. The results of these studies will help to predict the factors that might increase the interest in distance learning.

Other studies on the Psychological and social effects of distance learning can be conducted on teachers to find out the difficulties that they face throughout the process of distance teaching.

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