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The Impact of Distance Education in Enhancing Educational Values Among Secondary School Students in State of Kuwait

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Abstract

This study aimed to investigate the nature of the impact of distance education on promoting educational values among secondary school students. The researcher prepared and used a scale of educational values, which are: citizenship, responsibility, and knowledge and scientists, where (N = 778) students from secondary schools in the Hawalli educational district in the State of Kuwait participated. The main results of this study were as follows: The value of responsibility and its items obtained the highest arithmetic means compared to other values, and there were no statistically significant differences in educational values attributed to the variables of gender and nationalities of students. There was only a statistically significant effect of educational levels of the study sample in distance education, while there was no effect of the interaction of the three educational values in distance education. Finally, the variable of students' educational level is considered one of the variables that have predictive and influential power to contribute to anticipating the future of distance education and its impact on promoting educational values among the total study sample.

Keywords: *Educational Values, Citizenship, Responsibility, Science, Scholars, Hawalli.*

Literature Review

Our world today witnesses progress and technological and scientific revolution amid attempts by societies to develop their public services and reduce their spending (Bo-Amer, 2021). Such rapid and complex transformations have led to the inflation and increase of scientific and technological knowledge within a short period (Albkait, 2021), resulting in the emergence of distance education as a new educational system, where students can pursue and complete their educational tasks from anywhere in the world. "This method is considered a major scientific revolution in the field of education, where the student is geographically and physically isolated from the center of learning to translate learning into an interactive style" (Alanezy & Alsaedy, 2021).

Distance education has become a curriculum and a pathway adopted by many educational institutions worldwide, allowing students to enroll in various educational institutions under challenging circumstances to achieve their dreams, making it indispensable (Aldefiry, 2021; Al-Hamad et al., 2020).

The current global health conditions, characterized by the spread of the novel coronavirus (COVID-19) and its various evolutionary mutations, along with volcanic eruptions,

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earthquakes, floods, heavy rains, and strong torrents, have forced many countries to implement remote education systems. and software to ensure the safety and health of students. The education sector is one of the sectors most affected by the repercussions of these circumstances (Mohammad, 2021).

These circumstances have directly and indirectly changed the lives of people worldwide. Many countries have changed their patterns of daily work and related activities, such as education and work, sometimes with travel bans and the application of various quarantine methods.

(Cicha et al., 2021)

There has been significant interest from researchers in preparing studies and research in various educational fields in light of the spread of epidemics, viruses, and natural disasters, leading to school closures, where more than a billion students were found unable to attend their schools due to the mentioned circumstances (Boonroungrut et al., 2021).

Based on the foregoing, the researcher, through his work in the educational field, has sensed and observed that distance education has deprived or weakened many educational values in students because they have lost the daily interactive school programs and activities before the implementation of distance education. Therefore, a set of educational values was almost absent during the implementation of distance education, and perhaps they will be somewhat activated when considered in the future when designing and preparing school curricula based on distance education strategies and its educational philosophy.

Educational values can be defined as "a set of principles and concepts agreed upon in society that determine what is right and wrong and are directly reflected in individuals' behavior in various situations they encounter" (Alshareef, 2021, p.1123). Among these values is citizenship, which is "the highest principles and ideals that influence the student's character, making him committed to his homeland and aware of his social, economic, and political responsibilities" (Alkaltham, 2021, p. 52). Also, the value of responsibility, which is "the standards that define the nature of an individual's response and his sense that everything he does in terms of cognitive and behavioral processes is part of him, and he must bear the responsibility for that" (Alrawy, 2012, p. 574).

Finally, the value of knowledge and scientists can be defined as "the judgments and standards that determine our choice and benefit from the theories, experiences, and skills related to a specific subject. As for the value of scientists, it is defined as the principles and standards that help us choose the ethics, instructions, and achievements of scientists that benefit us" (Marwan, 2018).

There is no doubt that educational values play a significant role in any educational system worldwide and are a major source of effective leadership and its educational and educational outputs. Therefore, they are a fundamental system that must be available in various educational bodies and institutions. The most important positive benefits when implementing educational values in schools include directing the learner's behavior, energies, and motivations according to ethical and societal standards (Alfadly, 2021), and "preparing learners to face the requirements and challenges of the era of technological and cognitive development" (Altammar, 2021, p. 5), as well as nurturing a righteous learner who is loyal and attached to his country, bears social responsibility, and respects knowledge and scientists for their sacrifices and achievements in various fields and levels that have contributed to the advancement and development of nations. Many previous study results have confirmed the importance and role

of implementing school programs and activities in reinforcing and enhancing positive attitudes and educational values among learners (e.g. Alkatib, 2021; Dryden & Bethany, 2017; Riadi et al., 2021).

Such programs and school activities will be almost absent during the implementation of distance education, with negative implications for activating educational values. Therefore, we need to formulate a specific strategy for distance education that takes into account the promotion of educational values during its implementation. This strategy should be based on educational insights and philosophy derived from the results and recommendations of previous studies that have anticipated the future of distance education, considering a range of demographic, educational, psychological, and social variables.

The anticipation of the future involves our ability to "look at the future with a new vision, aiming to envision the future reality based on the present reality and comprehension through past experiences, where studying the future involves studying multiple options" (Mabrouk & Alsayed, 2014, p. 284). Some studies have indicated that anticipating the future of distance education in abnormal circumstances is an educational necessity to encompass all its psychological, material, and social ramifications to avoid them in the future (Commodari & Rosa, 2021).

Therefore, it is crucial to understand our perception and vision of the future of distance education post the COVID-19 pandemic, the spread of infectious diseases, and the occurrence of natural disasters in strengthening the distance education system considering various variables that may affect the degree and level of such education and its impact on reinforcing educational values.

There is no doubt that replacing the traditional regular education system with distance education has both negative and positive repercussions. For example, a study conducted in Slovenia indicated that activating distance education during the COVID-19 pandemic led to increased use of various distance education-related applications such as email, Moodle, e-textbook, and SMS (Mateja et al., 2021). However, other study results have shown that the requirements of distance education have increased financial, psychological, and social burdens on families, as parents prepare to monitor their children while receiving various remote lessons (Lase et al., 2020).

Generally, some of the drawbacks of distance education can be identified, such as the lack of direct interaction between teachers and students, reducing their integration into this educational system (Rafalah & Atah, 2021), the absence of clear assessment strategies when using distance education (Lake, Olson, 2020), and finally, "the lack of sufficient guarantees to prevent students from cheating" (Biomy, 2021, p. 1338).

As for the most important positives of distance education, it "fills the significant gap in teaching staff" (Alhamady, 2020, p. 6), "supports students in accepting modern technology and its rapidly evolving techniques" (Aldefiry, 2021, p. 32), and can be used from anywhere in the world without restriction to a specific geographic frame, while reinforcing many educational values (Yayci & Kendirci, 2021).

The researcher in their current study chose specific variables because, within the scope of their knowledge, they did not find any previous studies or research databases that addressed the variables of the current study collectively in a single study, let alone the role of fundamental values as ethical and social criteria. These values direct students in various fields and life situations towards the right path. Previous study results have been varied and contradictory in studying the differences in some variables of the current study attributed to gender, such as

studying each of (Abdulatif, 2013; Alfadalah, 2019; Alhayek, & Alsoutary, 2013; Alkaresha, & Alhajery, 2020; Almashan, 2016; Alsaedy, 2019; Althoubaity, & Housain, 2016; Nader, & Ali, 2020; Safar, 2020, Taleb, & Solaiman, 2019).

This study aims to fill the analytical, spatial, and forecasting gaps perceived by the researcher. Through this study, the researcher aims to address these research gaps and enrich the educational literature with the current study's results and its multiple dimensions. Therefore, this study emerged to determine the relationship between distance education and educational values among secondary school students in Kuwait. It examines the current situation and the surrounding circumstances of the current study sample, with the possibility of forecasting the future of distance education and its role in enhancing educational values in light of the current study's variables. It's worth noting that Kuwait still implements distance education system until today, especially when diseases spread among students, or heavy rains flood the streets, leading to their closure and preventing students from attending their schools.

Research Questions

The current study seeks to answer the main question:

"What is the impact of distance education on enhancing educational values among secondary school students in Kuwait"?

From this main question, the following sub-questions arise:

RQ1- What is the status of educational values that have been enhanced among male and female students during distance education?

RQ2- Are there statistically significant differences in the mean scores of students on the educational values scale attributed to gender?

RQ3- Are there statistically significant differences in the mean scores of students on the educational values scale attributed to the nationalities of the students?

RQ4- Is there a statistically significant effect of each of the following: students' gender (male, female), their nationalities (citizen, resident), and their academic levels (10th grade, 11th grade, 12th grade) and their interaction together in influencing the effectiveness of distance education in promoting educational values among the sample of both genders?

RQ5- Do students' gender, nationalities, and academic levels contribute to the influence and prediction (future forecasting) in distance education and its effectiveness in promoting educational values among the sample of both genders?

RH1- The most valued value to be enhanced during distance education is the value of responsibility.

RH2- There are statistically significant differences in the mean scores of students based on their gender (male, female) on the educational values scale.

RH3- There are statistically significant differences in the mean scores of students based on their nationalities (citizen, non-citizen) on the educational values scale.

RH4- There is a statistically significant effect of both students' gender (male, female), their nationalities (citizen, non-citizen), and their academic levels (10th grade, 11th grade, 12th grade) and their interaction together in influencing the effectiveness of distance education in promoting educational values among the sample of both genders.

RH5- Both students' gender, nationalities, and academic levels contribute to the influence

and prediction in distance education and its effectiveness in promoting educational values among the sample of both genders.

Methodology

The descriptive approach was utilized, focusing on studying the reality or phenomenon as it exists in reality. It emphasizes accurately describing and expressing it qualitatively and quantitatively. This approach is characterized by its ease of comprehension and assimilation through obtaining data about the procedures or multiple steps involved in a research study, along with the various methods used to collect that data (Dwidar, 1999).

Participant

First: Pilot Sample

The researcher, as a first step, applied his study tools to a sample of students consisting of (N=63) male and female students from the secondary stage in the Hawalli educational district in Kuwait. Their ages ranged from 16 to 18 years, with an average age (Mean Age) of 17 years (M=17), and a standard deviation (SD) of 0.87. The aim of this application was to ensure the psychometric properties of the tools used in terms of validity, reliability, appropriate duration of application, and the integrity of the formulation of the scale's items and statements.

Second: Basic Sample

After ensuring the validity and reliability of the values scale, it was applied to the final study sample, represented by secondary school students, where the total number of students (N) was 779, comprising 394 male students and 384 female students, from both the scientific and literary branches in secondary schools. The number of male students was ten more than the number of female students. They were selected randomly, with ages ranging from 16 to 18 years, and an average age (Mean Age) of 17.4 years (M=17.4), with a standard deviation (SD) of 0.88.

Tools

The tool used in this study, the Educational Values Scale, was developed by the current researcher and consists of 12 items. Each item has two choices (No=1, Yes=2), and the highest score a respondent can achieve on this scale is 24 points, indicating a high level of educational values reflected in their cognitive, emotional, and behavioral aspects, while the lowest score a respondent can achieve is 12 points, indicating a lack of educational values.

The mentioned scale comprises three fundamental dimensions or components of values: citizenship value, responsibility value, and values of science and scientists. Each dimension measures one value, and each value includes four items related to the same value.

The researcher initially applied this scale to a pilot sample of students, comprising 63 male and female students from secondary schools in the Hawalli educational district, to confirm the psychometric properties of the scale in terms of validity and reliability. Regarding the scale's reliability, the statistical method of Cronbach's Alpha was used, and its value was estimated to be (α=0.80), which is an acceptable and statistically satisfactory degree of reliability for the scale.

As for the validity of the scale, the Split Half method was used, where the correlation coefficient between the halves of the selection was (r =.71), and the stability coefficient value according

to the Spearman Brown equation was (0.81), almost the same value according to the Gottman Coefficient equation, reaching (0.80), which are statistically significant and acceptable values for reliability.

The validity of the mentioned scale was also confirmed statistically using another method, which is the internal consistency validity method, by calculating the correlation coefficient of each item with the total score of the scale itself, where the correlation values ranged between (0.74 - 0.43), which are statistically significant values at the required significance level (P = 0.01), indicating that the scale enjoys a satisfactory and statistically significant degree of validity.

Based on the above and the reviewed reliability and validity values, we can confirm that the Educational Values Scale possesses statistically significant values and psychometric properties suitable for application to the intended study sample to achieve the purposes of the current study.

Results

Result of Hypothesis 1: Hypothesis 1 of the research indicated that the most valued trait to be enhanced during distance education is responsibility. To confirm and verify this hypothesis, the frequencies, percentages, and arithmetic means of the items of the Educational Values Scale were calculated and analyzed, and their arrangement according to table 1.

Table (1): Values of Frequencies, Percentages, and Means with its Ranks for Items of Scale of Educational Values.

Dims	Item num	Values items	Yes		No		M	Rank
			Freq	%	Freq	%		
Citizen values	1	Do you listen to the national anthem while studying (online)?	306	39.3	472	60.6	.39	10
	2	Are you participating in national school competitions and activities this year?	103	13.2	675	86.6	.13	11
	3	Has distance education negatively affected your practice of national school activities?	373	47.9	405	52	.52	7
	4	Do you lack national values while away from your school this year?	439	56.4	339	43.5	.44	8
The total value of the arithmetic average of citizenship value					1.48			
Taking responsibility value	5	Do you rely on yourself to prepare school assignments and tests (online)?	667	85.6	111	14.2	.86	3
	6	Do you depend on yourself to wake up and prepare for (online) classes?	680	87.3	98	12.6	.87	2
	7	Do you ensure that school assignments are submitted on time (online)?	729	93.6	49	6.3	.94	1
	8	Are you sometimes late in attending classes (online)?	262	33.6	516	66.2	.66	5
The total arithmetic average value of the liability value					3.33			
Science and scientists value	9	Have you lost the value of science and scientists during distance education?	341	43.8	437	56.1	.56	6
	10	Are you careful to implement the teacher's instructions during distance education?	674	86.5	104	13.4	.87	2
	11	Does the teacher allocate time to introduce science and scientists during distance education?	310	39.8	468	60.1	.40	9
	12	Do you pay attention to scientific research when doing schoolwork during distance education?	577	74.1	201	25.8	.74	4
The total value of the arithmetic average of the value of science					2.56			

and scientists

Source: All Study Tables, Numbers, and Values Included in the Article Were Obtained by Applying the Study Scale to the Students on September 24, 2023. Then the Students' Grades Were Entered into a Statistical Program Known as Spss. After That, the Grades Were Analyzed, and Those Numbers and Values Were Obtained as Follows: It is Apparent in All Tables of the Current Study.

Table 1 illustrates a range of diverse values according to their various items, with the aim of reaching a realistic answer about the reality of educational values that have been enhanced among male and female students during the application of distance education.

In general, it is noticeable that items related to the value of responsibility achieved the highest arithmetic means, ranked from (1) to (3), and the eighth item of the same value which ranked .(5)

The seventh item, which is: "The student is keen to submit school assignments on time (online)", obtained the highest arithmetic mean, valued at (M = .94), with (729) students choosing "yes" for this item, making it the highest recurring value among the scale items.

In second place came the sixth item: "The student relies on himself to wake up and prepare for online classes", with a recurrence value of (680) students agreeing with it.

In third place is the fifth item: "Do you rely on yourself to prepare assignments and tests (online)", with (667) students answering "yes" to this item. The fact that items with numbers (5, 6, 7) obtained the highest arithmetic means with agreement from a large number of male and female students is a significant indicator that distance education largely depends on the value of responsibility. Without this value or if its levels are low, students cannot succeed or achieve high grades in school tests. The total score for responsibility obtained the highest arithmetic mean, valued at (M = 3.33), followed by the value of science and scientists (M = 2.65), and finally, the value of citizenship (M = 1.48). This undoubtedly reflects the desire of the current study sample to acquire dimensions and aspects of responsibility because it is the main gateway to academic success and excellence.

It is noticeable that the rest of the items distributed among the other values received lower rankings. This is a serious indicator and reflects the lack of future vision and strategy for distance education, as it only focused on the scientific content through cognitive stuffing based on classical education. Since students have been deprived of school activities and programs that include many attitudes, behaviors, and educational values, they must be compensated for this deprivation and loss through a series of activities and programs that encourage and push them to acquire other educational values such as citizenship and science and scientists.

There must be a balanced integration between the theoretical and practical aspects of the curriculum to complete the construction of the learner's personality according to the integrated educational perspective towards instilling a set of positive standards, attitudes, and educational values in the minds of students. Here, there must be a serious and explicit consideration of the extent to which students are not concerned with acquiring values related to the current study and focusing only on the value of responsibility.

The reality of educational values that have been enhanced among students during distance education is a painful reality and does not clearly reflect many aspects of the initial future strategy for developing education in Kuwait.

Result of the Second Hypothesis

The second hypothesis of the study indicated that there are statistically significant differences in the mean scores of students based on their gender (males, females) in the educational values scale. To verify and confirm the credibility and validity of this hypothesis, an independent samples t-test was used to determine the extent of differences between the mean scores of both genders from the current study sample on the educational values scale. In Table (2), we will present the results of the differences in t-test values between the mean scores of both genders on the educational values scale.

Table (2): T-Test Result to Indicate the Differences between the Average Grades of the Two Genders of Students in the Scale of Educational Values.

Scale	Females N=384		Males N=394		t	Sig	P-value
	M	SD	M	SD			
Education Values	7.2	2.4	7.4	2.1	1.2	0.21	0.05

N= 778, *P ≤ 0.05.

Table (2) indicates the result of the t-test value for independent samples to determine the significance of differences between the mean scores of both genders in the educational values scale. The calculated value (t = 1.2) suggests that there are no statistically significant differences between the mean scores of both genders in the mentioned scale. This is because the statistical significance value (Sig = .21) is greater than the significance level value (P = .05). Additionally, the mean scores of both genders are close to each other (M = 7.4, 7.2), indicating a lack of clear statistical differences between genders on the educational values scale.

This result aligns with findings from studies by Alfadalah (2019) and Alshagry (2020) but contradicts results from studies by Abdulatif (2013), Alhayek & Alsoutary (2013), and Amer (2012), which found significant differences attributed to students' gender in educational values.

It's worth mentioning that due to the rapidly evolving changes in the circumstances surrounding schools in Kuwait and the Ministry of Education's efforts to close many schools and shift to remote learning to ensure students' safety (Safar, 2020), most of the human and material conditions surrounding students have become relatively similar. This means that all students, regardless of their gender and age, are now receiving education remotely, with a lack of educational motivations and incentives to acquire attitudes, behaviors, and educational values such as citizenship, responsibility, and respect for knowledge and scholars. Therefore, the focus on acquiring values other than responsibility has become weak, except for the value of responsibility, which is obligatory for students to acquire because it is associated with their success during remote learning.

One of the studies' results indicated that for an individual to succeed in life, they must take responsibility, be honest with themselves, have their own aspirations and expectations, and not expect others to help them in times when they can help themselves (Alrawy, 2021). Accepting responsibility is one of the traits of a sound personality, and it can be seen from another perspective as the ability to respond (Sarah & Steve, 2013). Therefore, the dimensions of responsibility have become mandatory for students if they want to succeed academically. They are not optional values; rather, they have standard significance and importance related to societal or religious ethics. They have become mandatory values that must be acquired for academic success.

Using the same logic and approach but from another reverse perspective, students felt that other values such as citizenship and respect for knowledge and scholars were not necessary for them to acquire in order to pass their exams successfully. Thus, both genders of students showed the same inclination and interest in the value of responsibility, with little concern for acquiring the rest of the educational values. If students, regardless of their gender and academic levels according to the current study sample, had a general educational culture about the importance and implications of citizenship and the value of knowledge and scholars on their cognitive, creative, personal, emotional, and social skills, they would now be more beneficial and advantageous in their academic achievement under the remote learning system (Alkaltham, 2021). These values can be activated and transformed into positive motivations towards accelerating academic achievement and academic excellence.

Test of the Third Hypothesis

The third hypothesis of the study indicated that there are statistically significant differences in the average scores of students based on their nationalities (citizen, non-citizen) in the educational values scale. To verify and confirm this hypothesis, the researcher used a t-test analysis to demonstrate and interpret the differences in the educational values scale attributed to students' nationalities of citizens and residents, as shown in the results of the t-test in table 3.

Table (3): The Result of Choosing (T-test) to Indicate the Differences between the Average Scores of Students According to Their Nationalities in the Educational Values Scale.

Scale	Citizen N = 408		Non - Citizen N= 300		t	Sig	P-value
	M	SD	M	SD			
Education Values	7.4	2.2	7.0	2.5	1.7	0.08	0.05

N= 778, *P ≤ .05.

The previous Table (3) indicates the result of the t-test for the significance of differences between students in the educational values scale attributed to the nationality of individuals in the current study sample, whether citizens or non-citizens. The computed value (t = 1.7) is not statistically significant, as its significance value (Sig = .08) is greater than the required significance level (P = .05). Additionally, there is a small difference and convergence between the average scores of citizens and residents in the current study sample. Hence, no statistically significant differences were found in the educational values scale attributed to students' nationalities. This might be because students from the current study sample, regardless of their nationalities, did not focus on acquiring values of citizenship, knowledge, and scientists, as they may not have perceived them as meaningful values driving academic success and excellence. As explained earlier during the discussion of the second hypothesis of the current study, it was assumed that citizenship value would be higher among citizen students compared to residents (non-citizens). However, the circumstances and influences surrounding both groups resulting from the effects and reflections of implementing distance education made these student groups focus only on enhancing their sense of responsibility for academic success and excellence. This undoubtedly reflects the lack of direction and foresight in the future of distance education when its system was approved, as the focus was solely on academic achievement without reinforcing educational values. Therefore, further investigation, study, and foresight are needed to achieve the maximum educational goals in the future of distance education.

Test of the Fourth Hypothesis

The fourth hypothesis of the study indicates that there is a statistically significant effect of students' gender (male, female), nationality (citizen, non-citizen), and academic levels (tenth grade, eleventh grade, twelfth grade), and their interaction together on the impact of distance education and its ability to promote educational values among the total sample of both genders.

To verify and confirm this hypothesis, the statistical method of Analysis of Variance (ANOVA) was used to demonstrate the effect of each variable of the aforementioned variables and their interaction together on the impact of distance education and its ability to promote educational values among the total sample of the current study. This is shown through tabl(4) .

Table (4): Results of Analysis of Variance (Anova) for the the Impact of Students' Gender, Nationalities, Academic Levels, and their Interaction Together in Influencing Distance Education.

SOURCE	SS	DF	MS	F	Sig
(A) Gender	2.6	1	2.6	0.51	.47
(B) Nationality	6.1	1	6.1	1.2	.27
(C) School levels	30.8	2	15.4	3.0	*.04
A ×B × C	70.8	7	10.1	1.9	.06

N = 778, *P ≤ .05.

Table (4) shows a set of values reflecting the results of the Analysis of Variance (ANOVA) for the effect of students' gender, nationality, and academic levels, as well as their interaction together on the impact of distance education. The estimated F-values for the effect of each of the following: gender (F = 0.51), students' nationality (F = 1.2), and the interaction of both gender and nationality with their academic levels (F = 1.9) were not statistically significant at the required significance level (P = 0.05). This means that there is no significant effect of these variables individually or collectively on the impact of distance education among the total sample of the study.

However, the computed F-value for the effect of students' academic levels on distance education (F = 3.0) with a significance level of (S = 0.04) was statistically significant at the required significance level (P = 0.05).

To clarify which of the three academic levels (tenth grade, eleventh grade, twelfth grade) had a statistically significant effect on distance education, the Scheffe Test was used. Initially, we will present the arithmetic means for the three aforementioned academic levels for the total sample of the study according to Table (5), for reference and further discussion when interpreting the results of the Scheffe Test.

Table (5): Values of Arithmetic Averages for Educational Levels for the Total Sample of the Study

School Levels	Mean
The tenth eleventh Third secondary	7.59 7.53 6.82

N = 778.

Table (5) presents the arithmetic means for the three academic levels of the total sample of the study. It is observed that the highest arithmetic mean was in the tenth-grade level with a value

of (M = 7.59), followed by the eleventh-grade level (M = 7.53), and finally, the twelfth-grade level (M = 6.8).

To determine and reveal the significance level of the differences between the three academic levels, the Scheffe Test was applied based on the calculated values in table.(6)

Table (6): Results of the Post-hoc Comparisons Test According to the Scheffé Test the Impact of Academic Levels on Distance Education.

Differences in Academic levels	MD	SE	S	P-Value
Between levels (10, 11)	.28	.21	.39	NS
Between levels (10, 12)	.53	.19	.02*	.05
Between levels (11, 12)	.82	.19	.00*	.05

N= 778, *P ≤ .05.

Table (6) indicates the results of the Scheffe Test comparisons to calculate the impact of the three academic levels of students on distance education and its ability to promote values among the total sample of college students. It is evident that the difference value in their means between levels (10, 11) was estimated at (M = .28), which is statistically non-significant. This is because the calculated statistical significance value reached (S = .39), which is greater than the required significance level (P = .05). Additionally, there was a convergence between the means of the mentioned levels (M = 7.53, 7.59), thus no statistically significant differences were observed between them.

On the other hand, the Scheffe value was statistically significant when comparing between academic levels (10, 12), where the difference value in the means of the two levels was estimated at (M = .53), which is statistically non-significant. This is because the calculated statistical significance value reached (S = .02), which is smaller than the required significance level (P = .05). These differences favored the tenth-grade level, with its arithmetic mean (M = 7.59), compared to the twelfth-grade level, with a mean of (M = 6.82), according to Table.(8)

Here, we see that the tenth-grade level is one of the highest academic levels with a significant impact on distance education, with an arithmetic mean of (M = 7.59). This is followed by the eleventh-grade level with an arithmetic mean of (M = 7.53), and finally, the twelfth-grade level with an arithmetic mean of (M = 6.82).

This result contradicts somewhat with the study of Alzahrani (2021), as in their study, they found no significant effect of using distance electronic education among female students at the College of Education, Umm Al-Qura University, attributed to their academic levels. However, in the current study, a statistically significant effect was found for some academic levels in distance education.

Referring to the results of ANOVA, some variables have an influential ability on distance education, while others were not statistically significant and had no impact on distance education except for the variable of students' academic levels.

The reason for this may be that the material, psychological, and social conditions surrounding the students under the implementation of distance education are somewhat similar in terms of receiving distance education and the psychological and social influences surrounding them, such as the effects of social isolation from their teachers and fellow students and their anxiety about being away from their schools, among other related

aspects. Such conditions were indeed surrounding all genders and nationalities in the current study sample. Therefore, the variables of students' gender and nationality had no significant impact on distance education, except for the variable of students' academic levels, where the differences in the curriculum and homework associated with each academic level have indeed affected distance education.

Each academic level has its own educational characteristics, philosophy, and educational goals with achievement requirements to pass it, and such educational aspects vary from one academic level to another. Therefore, its effects were clearly evident in distance education among students of both genders.

Test of the Fifth Hypothesis

The fifth hypothesis of this study indicates that both students' gender, nationality, and academic levels contribute to the impact and prediction in distance education and its ability to promote values among the total sample of college students.

To verify and confirm the answer to this question, multiple regression analysis was used in the "Enter" method. Through this statistical method, values of all independent variables are entered together, including students' gender, nationality, and academic levels, into the regression equation to demonstrate their impact and ability to distinguish and predict the dependent variable, which is distance education. The regression function is a linear combination of independent variables selected for their strength and influence on the dependent variable. The form of this linear function is as follows:

$$YI = \beta o + \beta_1 Xi + \varepsilon i$$

where:

YI = Dependent Variable

$$\beta O = \text{Population Intercept}$$

$$\beta_1 = \text{Population Slope Coefficient}$$

XI = Independent Variable

$$\varepsilon I = \text{Random Error Component}$$

Using the method of regression analysis according to the aforementioned approach, and by applying it to the data using the Statistical Package for the Social Sciences (SPSS), an appropriate model was obtained that aligns with the data used in this study. The value (B) indicates the regression coefficient or residual coefficient, while the value (Beta) indicates the standardized coefficients.

The following table (7) illustrates the nature of the effect, strength, and contribution of each of gender, nationality, and academic level in distance education as a dependent variable and its impact on promoting values among students, according to the regression analysis values referred to in the following table.

Table (7): Result of Regression Analysis Due to the Possibility of Independent Variables Contributing to Prediction of Distance Education and Its Impact in Enhancing Educational Values According to the Total Study Sample.

Variables The independent	B	Std. Error	Beta	T	Sig Value	P-Value
Sex	0.20	0.16	0.04	1.2	0.20	NS
Nationality	0.47	0.28	0.06	1.6	0.09	NS
Academic level	0.29	0.09	0.10	3.0	* 0.00	.05
Model		F = 4.5			R= 0.13	

N= 778, *P ≤ 0.0.

Dependent Variable: Distance education

The indicators and statistical values in Table (7) indicate the t-test values regarding the extent of contribution and impact of independent study variables in predicting distance education among the college study sample. Regarding gender, the t-test value equals (t = 1.2), and its statistical significance value equals (Sig = .20), which is greater than the significance level (P = .05). Therefore, the t-test value here is not statistically significant, and it does not have predictive power regarding the dependent variable among the college study sample.

The same result was obtained regarding the predictive power of nationality and gender of students in predicting distance education. Referring to the t-test values in Tables 2 and 3, those values showed no statistical significance in differences between students in nationality and gender variables. Therefore, they are not influential and cannot contribute to predicting distance education.

Referring to the B value for the regression coefficient according to Table (7), the academic level of students can influence and predict distance education by 29%. This is because the calculated t-test value equals (t = 3.0), and its statistical significance value equals (Sig = .00), which is less than the significance level (P = .05). Therefore, the predictive power and contribution of academic level in influencing distance education have clear statistical significance, thus enhancing the educational values among the college study sample.

In conclusion, the indicators and statistical values reveal that the academic levels of individuals in the current study sample were able to influence and predict distance education in terms of their ability to achieve desired educational objectives, represented by the ability to enhance values among students, such as citizenship, responsibility, and respect for knowledge and scholars. Therefore, it is crucial to consider the academic levels of students and their associated individual differences when designing and preparing curricula based on distance education to activate their impact in enhancing educational values. Each academic level corresponds to a specific age group and has its own psychological, educational, and social characteristics. Therefore, understanding these individual differences, factors, dimensions, and characteristics is essential to determine teaching and evaluation methods according to students' levels and abilities.

For example, understanding the thinking styles preferred by students helps in identifying suitable methods for teaching them remotely, along with determining appropriate assessment methods, while imparting them with multiple thinking and learning strategies (AL Hashemi et al., 2021). Some have pointed out that teachers' awareness of students' individual differences helps them analyze students' analytical behavior and determine the type of educational tools or models accompanying analytical lessons. To consider these individual differences among students, we must understand the nature, factors, dimensions, and characteristics of these differences to be able to determine teaching and evaluation methods according to students' levels and abilities (Khasemi, 2018).

The differences in thinking styles among students are just one aspect to consider when focusing on students' academic levels and their associated characteristics and aspects of the corresponding age group for each academic level. Therefore, the dimensions of regression analysis results in this part of the study will help educational decision-makers anticipate the future impact of distance education in enhancing students' educational values post-COVID-19 pandemic, as we are currently nearing the end of this pandemic, with most countries having begun vaccinating their populations against COVID-19 using WHO-approved vaccines. Hence, COVID-19 will become like seasonal influenza, requiring periodic vaccinations as a precaution against its symptoms.

The current study, according to the previous presentation and the statistical results included in the regression analysis, has shown our ability to anticipate the future impact of distance education in enhancing students' educational values during the post-COVID-19 period. We are currently on the verge of overcoming this pandemic, as most countries have begun vaccinating their populations with various types of COVID-19 vaccines approved by the World Health Organization. Consequently, COVID-19 will become similar to seasonal influenza, with periodic vaccinations taken as a precaution against its symptoms.

Recommendations

1. Expanding the application of theoretical and applied scientific research in various fields of distance education, especially concerning its relationship with enhancing educational values, given the scarcity of such research in the Arabic library.
2. Identifying an educational strategy with future-oriented aspirations and philosophies in the field of distance education, so that it serves as a roadmap for all members of the educational community to determine and outline the correct curricula for the success of distance education systems.
3. Expanding the preparation of scientific tools and psychological and educational measures to measure various dimensions and components of distance education, especially those related to educational values.
4. Providing free internet services when activating distance education in various provinces close to or far from the capital, to ensure the continuity of the success of distance education applications.

Limitations

Educational values represent the fundamental criteria for preserving individuals' identity and personality, granting them protection and immunity from all deviant and negative societal trends and behaviors, enabling them to face various life situations with confidence, determination, and resilience. The researcher encountered many obstacles and limitations while preparing and writing this research, such as: the scarcity of research and references related to the subject of the current study, the lack of a previous scale that measures the variables of the current study, allowing the researcher to benefit from its structure, components, and general framework, in addition to the difficulty of applying the scale of this study to students under the distance education system...etc. However, despite the mentioned obstacles, applying this study may give it a sense of scientific authenticity, enabling the utilization of its results in future studies. Furthermore, it has also outlined the future vision for the role and importance of educational values related to this study in enhancing students' educational values. Finally, I would like to take this opportunity to express my sincere

thanks to the school administrations for their cooperation and communication with me, and for persuading the students to participate in answering the study scale despite the circumstances surrounding them during their remote learning.

Conclusion

Distance education is considered one of the modern educational systems that has spread worldwide to overcome all circumstances, crises, health, natural, and environmental disasters, in order to ensure the continuity of interaction and education between students and their schools without geographical or spatial constraints. Despite the success of this type of education, it still requires further study and evaluation. Some people may think that distance education aims only at communication between the student and their teacher, but it is greater than this narrow vision. Modern educational curricula focus on reinforcing and enhancing various behaviors, attitudes, skills, and educational values regardless of the type of education. Education is not only about transferring information, but also about forming a personality capable of bearing responsibility, thinking logically, and facing various life situations, while enhancing patriotism, appreciating knowledge, and utilizing the efforts and achievements of scientists in various fields of life. Therefore, the clearer the philosophy and vision of distance education, and the more it aligns with the latest educational philosophies and theories, the more positive and beneficial the outcomes of this type of education will be for students and society.

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