**Research Article**

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# Utilization of Educational Platforms in Private Schools in Irbid, Jordan: Differences Across Selected Variables

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***Abstract***

*This study aimed to examine the extent to which educational platforms are utilized in private schools in Irbid Governorate, Jordan, in relation to the variables of gender, academic qualification, and educational level. The study adopted a descriptive survey design. Data were collected using a questionnaire consisting of two dimensions: teaching tasks and school attitudes and support. The instrument's validity and reliability were established before administration. The questionnaire was distributed to a convenience sample of 256 teachers working in private schools in Irbid Governorate.*

*The findings indicated that the overall level of educational platform utilization in private schools was moderate across both dimensions. The results revealed no statistically significant differences in the level of platform utilization attributable to gender. However, statistically significant differences were found based on academic qualification in favor of teachers holding a bachelor's degree, as well as differences related to educational level in favor of teachers working at the secondary stage.*

*Based on these findings, several recommendations are proposed. These include enhancing teachers' awareness of the importance and potential of educational platforms through continuous professional development programs, integrating educational platforms into schools' strategic plans, and establishing a clear administrative vision to effectively integrate e-learning practices with traditional teaching methods.*

***Keywords***: *Educational platforms, private schools, teachers, Irbid Governorate.*

## 1. Introduction

Technological development has radically changed the field of education, and the spread of internet-connected devices has led to the expansion of learning opportunities across diverse geographical, social and economic contexts, and the transformation of the form of education from traditional restricted classrooms to flexible digital environments largely centered around the student, taking advantage of computing, mobile technology, artificial intelligence and data analysis, which together have enabled the emergence of educational platforms.

The entry of electronic environments into educational systems has played an important and effective role, as it has contributed to harmonizing with global trends seeking to prepare a future generation that contributes to building a knowledge-based economy.it has also contributed to improving the inputs and outputs of the educational process, improving and upgrading them, through its contribution to building e-learning environments that have become an essential part of the educational process, and a variety of applications and platforms that have allowed students to learn in simultaneous or asynchronous virtual environments (Al-Bado, 2019).

Educational platforms go beyond digitizing content to offering interactive features such as real-time feedback, adaptive assessments, and collaborative tools that foster engagement and autonomy among learners, enabling teachers to identify learning gaps and intervene in a timely manner (Al-Mutairi, 2021). They also provide teachers with dedicated spaces to share content, assign homework, provide feedback, conduct assessments, interact with students and parents, as well as provide learners with flexible access to educational material and interact and collaborate with peers, thereby enhancing synchronous and asynchronous learning (Rapanta et al., 2020). Educational platforms also support tailoring the learning process by following students' progress, analyzing their results, and designing learning experiences that meet their individual needs (Dong et al., 2021).

The importance of educational platforms is shown in their ability to deliver educational content to its recipients anytime and anywhere, and in giving educational content flexibility in presentation, through a variety of texts, images and videos, as well as interactive activities and activities supporting teamwork and peer learning (Claudiu et al., 2020). It also supports constructive learning by proposing activities and assignments that encourage students to research and explore, which develops their investigative, reasoning, problem solving, creative thinking skills, and enhances the sustainability of their learning (Troshina et al., 2022). Also, educational platforms provide an interactive environment between teacher and student, transferring each of them from their traditional tasks to new roles in which the teacher turns from a prompter to a supervisor and facilitator, and in which the demand from the recipient turns into a participant in the formation of knowledge (Coppi et al., 2022).

In the social dimension, educational platforms reduce the material and physical cost to students by providing educational material and communicating with teachers without the need to move or travel to be in the same space, thus providing learning opportunities for all segments of society, as well as providing parents of students with the opportunity to follow the discipline and commitment of their children, and follow their progress and academic achievement, thereby achieving a safe and comfortable educational climate (Mingot & Marín, 2024). It also contributes to solving the problem of the availability of seats in classrooms through its ability to accommodate large numbers of students (Ştefan, 2024).

Duman (Duman, 2023) pointed out the disadvantages related to the disparity in the level of digital skills among students, as well as the disparity of digital infrastructure between remote areas from cities and nearby ones, as well as the disparity of the material capabilities of some poor families from others, which leads to differences between students and the extent of their interaction and benefit from the platforms. Nouray & Al-Badi (2023) also pointed out the disadvantages related to the discipline of students, their commitment to attend all classes in the absence of direct teacher control, which also affects the quality of assessment, and the ease of

students resorting to cheating during tests, which reduces the credibility of the certificate with some employers or in some specialties.

The researcher concludes from their practical experience that there are downsides related to the negative health impact on the student's health, as a result of long sitting in front of a computer, lack of movement, looking at the monitor for a long time, as well as the inadequacy of educational platforms for teaching some Applied subjects such as practical laboratories.

In the Hashemite Kingdom of Jordan, the Ministry of Education began to activate educational platforms in the year (2003), through the establishment of the National Knowledge Network, where information technology was used as a base for transformation into educational systems centered on the development of critical thinking skills and self - learning among students, provided that these systems are used to provide a database that contributes to making the right educational and administrative decisions, and help teachers in upgrading and improving the educational learning process (Al-Shraideh & Al-Shboul, 2022).

Since the coronavirus pandemic, electronic educational platforms have been adopted at all stages of education, and many platforms have appeared, including Darsak, a free educational platform that provides visual lessons for all grades through the internet, broadcast through the internet and Jordanian television to ensure that it reaches all segments of society (World Bank, 2020). Tamerkan (Tamerkan, 2022) confirmed that 73.6% of school students have improved their self-learning skills through the use of the platform, and (Eyadat & Al-Friehat, 2023) indicated that the self-learning skills of Secondary School students in Irbid governorate have improved through the use of the Drasak platform.

Al-Adwan (Al-Adwan, 2024) conducted a study aimed at revealing the correlation between the use of educational platforms by teachers and their acquisition of professional skills through the descriptive-associative approach and questionnaires to collect data, as they were applied to a simple random sample consisting of (171) teachers working in the schools of the southern shouna Brigade in Jordan. The results of the study revealed an average level of teachers ' use of educational platforms, the presence of statistically significant differences in the level of using educational platforms attributed to the gender variable in favor of females, and the absence of differences attributed to the educational qualification variable. The study was also aimed at nanim et al.

(Nannim et al., 2024) investigating the level of employment of educational platforms in secondary schools in south-eastern Nigeria. The descriptive survey method and questionnaire were used to collect data, and the sample of the simple random study consisted of (127) teachers. The results revealed a low level of employment of educational platforms.

While the current study is similar to all the studies presented in using the descriptive curriculum to achieve its goals, as well as in using the questionnaire as a data collection tool, and with some studies in using the available sample method, it was distinguished from those studies by the fact that it examined the level of employment of educational platforms in private schools, specifically in the Jordanian province of Irbid. Previous studies have been the main source of a large part of the information that guided researchers in identifying and formulating the current research problem, as well as in determining the research methodology and procedures that are appropriate to achieve its goals. The previous studies also guided the researchers towards many appropriate references, and enabled them to develop a comprehensive vision about the theoretical frameworks that should be covered by the current research, and the two researchers benefited from the studies in discussing the results of the current research, and to indicate the points of agreement and differences between them.

### *1.1 Study problems and questions*

The digital transformation imposed by the corona pandemic had a major role in the orientation of educational institutions towards e-learning environments, and because those environments have made the teaching and learning process more accessible and easy, e-learning has become an

integral part of the entire educational process, and there are multiple applications and platforms that allowed students to learn in simultaneous or asynchronous virtual environments. Due to the work of one of the researchers in private schools in Irbid governorate in northern Jordan, he noticed a clear disparity in the level of employment of educational platforms in those schools, as well as the fact that no research studies have been found to employ educational platforms in private schools in Jordan, or in secondary schools, and therefore, the problem of this research has crystallized, which is to investigate the degree of employment of educational platforms in private schools in Irbid governorate, by answering the following two questions:

1. What is the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers.
2. Are there any statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the responses of the individuals of the research sample about the degree of employment of educational platforms in private schools in Irbid governorate due to variables (gender, educational qualification, and educational stage?

*1.2 Study objectives*

The aim is to identify the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers.

The aim is to identify the statistically significant differences (if any) in the responses of the research sample members about the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers according to variables (gender, educational qualification, educational stage).

*1.3 Study importance*

The study gained its theoretical importance from the fact that teachers are an effective tool in facilitating the learning process, whether by traditional or modern digital methods, and in an era when technology is making rapid and new transformations in educational practices, the adoption of teachers using educational platforms is extremely important, for its influential role in improving the level of teaching, student interaction, and learning outcomes. It is hoped that the research will form a source of knowledge enrichment for specialists and researchers through what has been presented in the theoretical literature, which may be used in similar studies within different societies and environments in the future.

*1.4 Terminological and procedural definitions*

Educational platforms: defined by (Troshina et al., 2022) as "a digital environment that uses an integrated set of interactive online services, such as content sharing, interaction with students, and calendar, to provide teachers, learners, and parents with the information, tools, and resources necessary to support, improve, and manage education". They are defined procedurally as digital educational platforms provided by the Ministry of education or adopted by private schools in the Kasbah of Irbid, and the extent of their employment is measured by the responses of the members of the research sample to the paragraphs of the tool prepared for this purpose.

## 2. Methods

The descriptive survey method was used to identify the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers, because it is the most appropriate method to achieve the research goals, as this method allows studying the

reality of the phenomenon, as well as describing and expressing it digitally, which allows clarifying its size (Al-Mahmoudi, 2019).

*2.1 Research community and its sample*

The research community consists of all private school teachers in the governorate of Irbid/ Kasbah, Jordan, for the academic year 2025-2026, (843) teachers, according to data obtained from the special education department in the Directorate of Education of the first Kasbah of Irbid.

Through field visits to 14 private schools in the Kasbah of Irbid, the research tool was distributed to the entire research community electronically (to ensure that all the responses retrieved were analyzable, since answering all the questions was mandatory), and the number of responses retrieved was (256) responses formed an accessible sample for research, with a percentage of more than (30%) of the research community, and Table (1) shows the distribution of the members of the research sample according to its intermediate variables.

**Table 1.** The distribution of the members of the research sample according to its intermediate variables

| Variable | Intermediate variable level | Qty | Percentage |
|---|---|---|---|
| Gender | Male | 50 | %19.5 |
| | Female | 206 | %80.5 |
| Overall results | | 256 | %100 |
| Academic qualification | Bachelor | 144 | %56.3 |
| | Postgraduate studies | 112 | %43.7 |
| Overall results | | 256 | %100 |
| Educational stage | Basic education | 169 | %66.0 |
| | Secondary education | 87 | %34 |
| Overall results | | 256 | %100 |

*2.2 Study tools*

To achieve the objectives of the research, its tool was developed by referring to the theoretical literature and some previous related studies, among which the study of aggression (Al-Adwan, 2024), the study of nanim et al. (Nannim et al., 2024), as the tool in its initial form consisted of (23) paragraphs divided into two dimensions: after the teaching tasks, and it consists of (13) paragraphs expressing the use of educational platforms by teachers in daily teaching tasks practiced during class classes, and after school guidance and support, and it consists of (10) paragraphs expressing the school's employment of educational platforms, and the technical and administrative facilities provided by it.

To ensure the authenticity of the content of the tool, it was presented to a group of (10) experienced and competent arbitrators, to know their opinions about the accuracy and correctness of the content of the tool in terms of: the linguistic integrity of the paragraphs, the clarity of their content, as well as the suitability of those paragraphs to measure what they were designed for, as well as their belonging to the dimension, where the consensus standard (80%) of the arbitrators contained in the return (Awdeh, 2010) was adopted to accept the amendment.

To verify the truthfulness of the construction of the tool, the correlation coefficient (Pearson Correlation) is calculated between the degree of the paragraph and the total degree of its

Dimension, and between the paragraph and the axis to which it belongs, as shown in Table (2).

**Table 2.** Indicators of the truthfulness of the construction of the research tool

| Dimension | Paragraph | Pearson correlation coefficient between and after the paragraph | Pearson's paragraph-instrument correlation coefficient |
|---|---|---|---|
| Teaching assignments | 1 | **0.63 | **0.61 |
| | 2 | **0.77 | **0.70 |
| | 3 | **0.76 | **0.69 |
| | 4 | **0.82 | **0.74 |
| | 5 | **0.66 | **0.53 |
| | 6 | **0.60 | **0.53 |
| | 7 | **0.81 | **0.74 |
| | 8 | **0.82 | **0.79 |
| | 9 | **0.84 | **0.81 |
| | 10 | **0.84 | **0.78 |
| | 11 | **0.73 | **0.71 |
| | 12 | **0.83 | **0.78 |
| | 13 | **0.85 | **0.81 |
| Directions and school support | 14 | **0.85 | **0.81 |
| | 15 | **0.88 | **0.85 |
| | 16 | **0.81 | **0.77 |
| | 17 | **0.81 | **0.79 |
| | 18 | **0.86 | **0.79 |
| | 19 | **0.90 | **0.84 |
| | 20 | **0.89 | **0.87 |
| | 21 | **0.89 | **0.86 |
| | 22 | **0.78 | **0.73 |
| | 23 | **0.85 | **0.79 |

** Statistically significant at (α=0.01)

The results of Table (2) showed that the values of the correlation coefficients between the degree of the paragraph and the total degree of its Dimension ranged from (0.60-0.85) for the dimension of teaching assignments, and (0.78-0.90) for the dimension of school orientations and support. The correlation coefficients between the paragraph score and the overall score of the tool ranged from (0.53-0.81) for the dimension of teaching assignments, and from (0.73-0.87) for the dimension of school orientations and support, and these values are an indicator of the sincerity of the construction of the research tool (Leech, Barrett & Morgan, 2011).

The Pearson correlation coefficients were also calculated between the total degree of dimension and the total degree of resolution, and Table (3) shows the results:

**Table 3.** Correlation coefficients between the degree of dimension and the total degree of the research tool

| Dimension | Correlation coefficient |
|---|---|
| Teaching assignments | 0.93** |
| Directions and school support | 0.96** |

** Significant at the level of (α=0.01)

As indicated by the results of Table (3), the correlation coefficients between the degree of dimension and the total degree of the instrument ranged between (0.93-0.96), and (Hopkins, 2002) pointed out that the correlations are very strong if the value of their coefficients exceeds (0.70), which confirms the truthfulness of the construction of the research tool.

To verify the stability of the research tool, the internal consistency coefficients were calculated using the Cronbach-Alpha equation, the half-hash coefficients, and the half-hash coefficients with Guttmann correction, as shown in Table (4).

**Table 4.** Indicators of the stability of the research tool

| Dimension | Internal consistency | Semi-segmentation | Semi-segmentation with Gutmann correction |
|---|---|---|---|
| Teaching assignments | 0.96 | 0.93 | 0.96 |
| Directions and school support | 0.96 | 0.96 | 0.97 |
| Overall results | | 0.79 | 0.88 |

The results of Table (4) showed that the values of the internal consistency stability coefficient for the dimension of teaching tasks amounted to (0.96), for the dimension of directions and school support (0.96), and that the value of the semi-hash stability coefficient for the dimension of teaching tasks amounted to (0.93), for the dimension of directions and school support (0.96), and for the instrument as a whole (0.79). The values of the half-hash constancy coefficient with the Guttmann correction were reached for the dimension of teaching tasks (0.96), for the dimension of school orientations and support (0.97), and for the instrument as a whole (0.88). It is noted from the results that all the values of the values were higher than the ellipsis (0.70) indicated in (Brown, 1983), which indicates the consistency of the search tool.

For the purposes of evaluating the responses of the research sample, the arithmetic averages were classified into three levels: [(1.00-2.33 (low), 2.34-3.67 (medium), 3.68-5.00 (high)].

2.3 Study procedures

The study was conducted by identifying the Study Problem, its community, and sample, preparing the study tool in its initial form, checking the indications of honesty and consistency, coming up with the final form of it, then applying it to the target research sample, collecting data, processing it statistically, discussing the results and coming up with recommendations.

Tests of Pearson's correlation coefficient, Cronbach's Alpha equation, Semi-segmentation test, were used to ascertain the psychometric characteristics of the research instrument. To answer the first question, arithmetic averages and standard deviations were used. To answer the second question, arithmetic averages and standard deviations according to intermediate variables, and a (T-test) of independent samples were used.

## 3. Results

Results of the first question: "What is the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers?"

The arithmetic averages and standard deviations of the responses of the research sample were calculated on the degree of employment of educational platforms in private schools in Irbid governorate and its dimensions, as shown in Table (5).

**Table 5.** Arithmetic averages and standard deviations of the degree of employment of educational platforms in private schools in Irbid governorate and beyond

| Dimension | Grade | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|
| Teaching assignments | 1 | 3.40 | 0.79 | Medium |
| Directions and school support | 2 | 3.36 | 0.99 | Medium |
| Overall results | | 3.38 | 0.84 | Medium |

The results of Table (5) showed that the total arithmetic mean has reached (3.38), with a standard deviation of (0.84), and with an average degree. It came in the first rank after " teaching assignments "with an arithmetic mean of (3.40), with a standard deviation of (0.79), while it came in the second rank after" school orientations and support " with an arithmetic mean of (3.36) and a standard deviation of (0.99).

The arithmetic averages and standard deviations of the paragraphs of the two sub-dimensions were calculated separately, and the presentation of the results was taken into account in descending order according to the arithmetic mean of each paragraph, and the tables (6, 7) show the results.

**Table 6.** Arithmetic averages and standard deviations for paragraphs after teaching assignments

| No. | Grade | Paragraph | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 6 | 1 | Monitoring the presence and absence of students. | 4.10 | 0.91 | High |
| 3 | 2 | Implementation of achievement tests (delivery, retrieval, correction, monitoring of grades). | 3.77 | 0.96 | High |
| 5 | 3 | Adjust the implementation of daily plans for lessons. | 3.75 | 0.97 | High |
| 2 | 4 | Distribution of school assignments (homework, educational activities). | 3.70 | 1.09 | High |
| 4 | 4 | Evaluation of student participation during the class. | 3.70 | 0.94 | High |
| 13 | 6 | Modify teaching strategies according to student performance reports. | 3.55 | 0.98 | Medium |

| No. | Grade | Paragraph | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 1 | 6 | Provide various educational resources (texts, photos, videos). | 3.55 | 1.15 | Medium |
| 11 | 8 | Exchange of experience between teachers. | 3.54 | 1.11 | Medium |
| 10 | 9 | Using students ' academic data to address glitches and weaknesses. | 3.52 | 1.08 | Medium |
| 9 | 10 | Get accurate reports on student performance. | 3.45 | 1.00 | Medium |
| 12 | 11 | Meeting the individual educational needs of students (individualization of Education). | 3.42 | 1.03 | Medium |
| 7 | 12 | Implementation of interactive tasks (panel discussions, class forums). | 3.39 | 1.07 | Medium |
| 8 | 13 | Use them as information vessels that students can access at any time (simultaneous and asynchronous teaching). | 3.38 | 1.02 | Medium |
| | | Overall results | 3.40 | 0.79 | Medium |

The results of Table (6) showed that the total arithmetic mean came with an average grade, with an arithmetic mean (3.40) and a standard deviation (0.79), and that paragraph (6), which stated "monitoring the attendance and absence of students" came in the first rank with an arithmetic mean (4.10) and a standard deviation (0.91), and a high grade, while paragraph (8), which stated "use as information vessels accessible to students at any time (simultaneous and asynchronous teaching)" came in the last rank with an arithmetic mean (3.38) and a standard deviation (1.02), an average score.

**Table 7.** Arithmetic averages and standard deviations for post-orientation paragraphs and school support

| No. | Grade | Paragraph | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 14 | 1 | The school considers the employment of educational platforms as part of its educational policy. | 3.52 | 1.11 | Medium |
| 15 | 2 | The school has a comprehensive vision and a clear plan for integrating educational platforms into the education process. | 3.42 | 1.16 | Medium |

| No. | Grade | Paragraph | Arithmetic mean | Standard deviation | Level |
|---|---|---|---|---|---|
| 19 | 3 | The school provides the necessary technical support for the permanence of the work of educational platforms. | 3.34 | 1.13 | Medium |
| 21 | 4 | The school is working on updating and developing the performance of its educational platforms. | 3.32 | 1.16 | Medium |
| 18 | 4 | The school provides the necessary infrastructure for the permanent functioning of educational platforms (internet, computers, recording and viewing devices). | 3.32 | 1.19 | Medium |
| 20 | 6 | The school benefits from feedback from teachers and students about the performance and effectiveness of the platforms. | 3.31 | 1.12 | Medium |
| 23 | 6 | The school provides educational supervisors with access to its educational platforms. | 3.31 | 1.05 | Medium |
| 22 | 8 | The school uses educational platforms to communicate with students ' parents. | 3.29 | 1.07 | Medium |
| 17 | 9 | The school includes the employment of educational platforms among the criteria for evaluating teachers. | 3.27 | 1.07 | Medium |
| 16 | 9 | The school provides the necessary training for teachers on about the employment of educational platforms. | 3.27 | 1.07 | Medium |
| | | Overall results | 3.36 | 0.99 | Medium |

It is noted from the results of Table (7) that the total arithmetic mean came to an average degree, reaching (3.36) with a standard deviation (1.07). All the paragraphs of the dimension came with an average degree, as Paragraph (14), which stated "the school considers the employment of educational platforms as part of its educational policy" came first, with an arithmetic mean (3.52) and a standard deviation (1.11), and paragraph (16), which stated "the school provides the necessary training for teachers to employ educational platforms" came last with an arithmetic mean (3.27), and a standard deviation (1.07).

The results of the second question: "Are there any significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the responses of the individuals of the research sample about the degree of employment of educational platforms in private schools in Irbid governorate due to variables (gender, educational qualification, educational stage)?"

To answer this question, the arithmetic averages and standard deviations of the respondents ' responses were calculated according to intermediate variables (gender, educational qualification, educational stage), Table (8) shows the results.

**Table 8.** Arithmetic averages and standard deviations of the estimates of the research sample according to their intermediate variables

| Dimension | The intermediate variant | Intermediate variable classes/ levels | Qty | Arithmetic mean | Standard deviation |
|---|---|---|---|---|---|
| Teaching assignments | Gender | Male | 50 | 3.62 | 0.65 |
| | | Female | 206 | 3.60 | 0.82 |
| | Academic qualification | Bachelor degree | 144 | 3.64 | 0.82 |
| | | Postgraduate studies | 112 | 3.55 | 0.74 |
| | Educational stage | Basic stage | 169 | 3.53 | 0.84 |
| | | Secondary stage | 87 | 3.74 | 0.65 |
| Directions and school support | Gender | Male | 50 | 3.62 | 0.72 |
| | | Female | 206 | 3.80 | 1.04 |
| | Academic qualification | Bachelor degree | 144 | 3.87 | 1.02 |
| | | Postgraduate studies | 112 | 3.62 | 0.93 |
| | Educational stage | Basic stage | 169 | 3.74 | 1.04 |
| | | Secondary stage | 87 | 3.81 | 0.90 |
| Overall results | Gender | Male | 50 | 3.62 | 0.64 |
| | | Female | 206 | 3.70 | 0.88 |
| | Academic qualification | Bachelor degree | 144 | 3.76 | 0.87 |
| | | Postgraduate studies | 112 | 3.59 | 0.79 |
| | Educational stage | Basic stage | 169 | 3.63 | 0.89 |
| | | Female | 87 | 3.77 | 0.72 |

The results of Table (8) showed that there are differences between the arithmetic averages of the degree of employment of educational platforms in private schools in Irbid governorate according to the intermediate variables of the research. To determine the statistical significance of the apparent differences, using Multivariate Analysis of variation (MANOVA)), Table (9) shows the results.

**Table 9.** Results of multivariate analysis according to the combined intermediate variables

| Source | Total squares | Degrees of freedom | Average squares | F Value | Statistical significance | ETA Square |
|---|---|---|---|---|---|---|
| Gender | .415 | 1 | .415 | .600 | .439 | 0.001 |
| Academic qualification | 2.188 | 1 | 2.188 | 3.162 | .077 | 0.010 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Educational stage | 2.578 | 1 | 2.578 | 3.724 | 0.045 | 0.006 |
| Error | 174.422 | 253 | .692 | | | |
| Overall results | 3648.889 | 256 | | | | |

The results of Table (9) showed that there is no statistically significant effect in the estimates of the individuals of the research sample to the degree of employment of educational platforms in private schools in Irbid governorate attributable to either gender or educational qualification, and the presence of differences statistically attributable to the educational stage variable. Since the effect of the educational stage variable is (0.006), its effect can be ignored (Cohen, 1988).

## 4. Discussions

Discussing the results of the first question, which stated: "What is the degree of employment of educational platforms in private schools in Irbid governorate from the point of view of teachers?"

The employment of educational platforms in private schools in Irbid governorate came to an average degree, as it came first after teaching assignments, and to an average degree, which may be due to the fact that the employment of educational platforms in Jordan in general is still in its transitional stages between traditional education and interactive education based on the use of technology, therefore, despite the fact that many teachers even offer a distance learning lesson in some circumstances That is, teachers still consider educational platforms as a complementary means and not a basic tool for teaching and learning, as they are used for routine tasks and not for tasks that develop interactive and creative aspects.

The result may also be attributed to the time pressure and the high teaching burdens of teachers, and the focus of school administrations on academic achievement, which in turn is an attractive factor for students and their parents, because private schools are for-profit institutions, and therefore teachers are evaluated according to the results of their students without focusing on innovation in teaching assignments, which in turn reflects on the teacher's motivation towards innovation and excellence, and reduces the level of initiative and risk, as the teacher believes that he works in an environment that is not characterized by job security, where employment contracts are often Annual and Renewable according to students ' results.

From here, private schools show initial support for the inclusion of technology in the teaching process, meeting the requirements and wishes of parents, and a guarantee of reaching their satisfaction, but through the lowest possible level of investment in digital infrastructure, and without sustainable plans or policies for development, which, in turn, corresponds to a category of not a few parents whose convictions differ about the feasibility of digital education to be an alternative to face-to-face or traditional education, and therefore supports the school's adoption of educational platforms ostensibly without a real shift in the philosophy of education in it, and leads to medium levels of employment and use.

This result agreed with the results of the studies (Al - Shraideh & Al-Shboul, 2022), (Kilani, 2023), (Al-Adwan, 2024), and (Korsah, 2024), all of which showed an average level of employment of educational platforms in schools. The result differed with the result of (Nannim et al., 2024), the results of which showed a low level of employment of educational platforms in secondary schools in south-eastern Nigeria, and the result of a study (Chakrabortty & Goswami, 2025), the results of which revealed a high level of employment of educational platforms in secondary schools in Bangladesh.

### *4.1 Teaching assignments dimension*

The estimates came after the teaching assignments with an average degree, as paragraph (6),

which stated "following up on the attendance and absence of students", was the highest, and to a high degree, which is due to the fact that following up on the attendance and absence of students is one of the procedural tasks that do not require high technical competencies from the teacher, and it is usually one of the features included in any educational platform, and therefore it does not require the teacher to exert great effort or creativity to keep using it. In addition, the task of following up the attendance and absence of students is characterized by tangible and quick results, which is felt by the school administration, the senior departments in the directorates of education, as well as the parents of students who care about the commitment of their children students in school, and raise the level of their expectations of high academic achievement for their children. The result may also be attributed to the interest of the Ministry of education in the commitment of students to the time of students in their schools, as the Jordanian Ministry of Education issued an official circular bearing the number (164) in the year (2024) stipulating that it is mandatory for each school to enter the attendance and absence platform of the ministry and register students absent from their schools, and therefore monitoring the attendance and absence of students has become an organizational requirement related to administrative accountability, the quality of school discipline as well as a classroom practice.

Paragraph (8), which reads "using them as information vessels that students can access at any time (synchronous and asynchronous teaching)," was at least among the paragraphs of the dimension, and to an intermediate degree, and this result may be due to the fact that teachers consider educational platforms an auxiliary tool or a means of storing data and not an integrated learning environment, which indicates a general weakness in the digital pedagogical competencies of teachers, 2024) to positive results of training programs in raising teachers 'awareness of the educational potential of educational platforms instead of being limited to administrative or procedural uses, as well as enabling them to design appropriate interactive content, link it to the desired learning goals, and provide it to students in a way that ensures the achievement of the goals achieved by simultaneous education.the follow-up report and annual evaluation of the strategic plan of the Ministry of Education, 2024 indicated that a large percentage of teachers use ready-made digital educational materials on the internet, without redesigning or customizing them according to students' needs.

It also turned out from the results that the rest of the paragraphs of the dimension came to an average degree, and that those paragraphs dealt with the creative aspects of teachers, or tasks that require advanced digital skills from teachers that do not correspond to the real digital capabilities of teachers, and also require more effort, which does not correspond to the large burdens placed on private school teachers in exchange for the lack of real financial return and incentives provided, which in turn reflects negatively on the teacher's motivation. The result may also be attributed to the lack of vision and systematic educational planning on the use of educational platforms, which is confirmed by the al-Adwan study (Al-Adwan, 2024) that the absence of a clear administrative vision for the integration of e-learning in Jordanian schools makes the use of platforms limited to meeting administrative requirements, and not part of an educational plan that serves modern trends in education such as interactive learning. To this is added a level of parents' dissatisfaction with the effectiveness of asynchronous education, their inclination towards traditional educational methods that are characteristic of face-to-face education.

*4.2 School guidance and support dimension*

Paragraph (14), which stated that "the school considers the employment of educational platforms as part of its educational policy", came in the first rank, which may be due to the fact that private schools in Irbid governorate are moving towards integrating educational platforms into their policies, but they have not reached the level of institutional integration in them, that is, the application is still partial and narrow in scope, does not cover all the pillars of the educational process, and may be limited in many cases to individual initiatives by teachers, which is consistent

with what Hassan and Abu Morshed pointed out (the application is still partial and narrow in scope, and does not cover all the pillars of the educational process, and may be limited in many cases to individual initiatives by teachers, which is consistent with what Hassan and Abu Morshed pointed out (Hassan & Abu Murshid, 2023) that the adoption of educational platforms in Jordanian schools came as a reaction to the corona pandemic in the absence of clear Executive policies, usage standards, or official follow-up. School uncle

Paragraph (16), which stated that "the school provides the necessary training for teachers on the degree of employment of educational platforms," came in the last rank, which indicates a gap in school support for the employment of educational platforms.

The result may be explained in light of the fact that private schools are for-profit institutions that deal with teacher training as a financial cost and not a long-term educational investment, and that directing expenses towards more obvious and feasible items in terms of financial return, such as marketing, school facilities, or updating the educational interface in front of parents, is a matter of priority over training, and this may be particularly evident in private schools in Irbid governorate, which do not offer high salaries for teachers like some schools in the capital Amman, and therefore the school owners or managers are convinced that the intention to continue their career at the school is not available to teachers, and that they are constantly looking for about a career opportunity It has a higher financial return, and therefore there is no point in spending a large part of the budget on their training.

Second: Discussion of the results related to the answer to the second question, which stated: "Are there any statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the responses of the individuals of the research sample about the degree of employment of educational platforms in private schools in Irbid governorate due to variables (gender, educational qualification, educational stage)?"

*4.3 Gender variant*

The absence of significant differences attributable to the gender variable reflects the similarity between teachers and educators in the level of their use of educational platforms, which is attributed to the fact that the shift in teaching methods and technologies towards digital education has imposed a new reality in education, in which the employment of educational platforms has become a professional skill that is not affected by the gender of the teacher, because both sexes receive the same professional and institutional requirements related to the employment of educational platforms, and in this direction pointed out (McCarthy et al., 2023) pointed out that the digital transformation in education has contributed to reducing the gender gap in digital skills as a result of equal opportunities for training and use.

The result may also be due to the fact that teachers of both sexes in private schools are subject to unified administrative policies, receive the same guidance, training and follow-up, which is consistent with what Al-Fraihat et al.pointed out., 2020) that teacher gender differences in technology receptivity diminish in environments with equal opportunities of training and support.

*4.4 Scientific qualification variant*

The presence of significant differences in the dimension of school orientations and support attributed to the scientific qualification variable in favor of The Bachelor's qualification campaign indicates a greater awareness among the Bachelor's campaign of the institutional encouragement and technical and training support provided by the school, which may be due to the fact that those teachers make up the largest percentage of the teaching staff, and therefore are involved in teaching tasks that require the use of educational platforms more than the holders of higher qualifications, whose roles are often supervisory, and therefore they experience the school's orientations and support in practice during the performance of their tasks more than those who

perform supervisory roles that do not require interaction always with pallets, and in this direction (Hassan & Abu Murshid, 2023) pointed out that teachers who interact daily with digital platforms are the most aware of the importance of administrative support and are more involved in digital transformation initiatives within schools.

*4.5 Educational stage variant*

The presence of significant differences in the dimension of teaching tasks attributed to the educational stage variable, in favor of secondary school teachers, reflects that these teachers use educational platforms to a higher degree and are more effective in performing teaching tasks compared to their counterparts in the rest of the school stages. The researchers attribute this result to the fact that the secondary stage, as a result of the existence of the high school exam, is distinguished by its specificity from the rest of the educational stages, as it requires academic organization, individual follow-up, and a greater ability to meet its requirements, and therefore teachers at this stage, taking into account that many of them are working on giving private lessons, are more oriented towards using educational platforms that most high school students resort to, as these platforms constitute an attraction factor for students regardless of their geographical location. In addition, high school students are more mature and able to interact with educational platforms.

The researcher explains that there are no statistically significant differences attributed to the educational stage variable in the dimension of orientations and administrative support due to the fact that teachers at all educational stages receive the same level of educational supervision by higher or supervisory authorities (not the school). The result can also be attributed to the fact that teachers at different educational stages they teach are similar in their level of belonging to their profession, their level of commitment to educational values, the level of desire to develop students and achieve educational goals, and they all share the same organizational culture (values, relationships, systems), which creates close professional feelings towards work and support the school.

## 5. Recommendations

- The aim is to increase teachers ' awareness of the importance of educational platforms and their potential through sustainable educational programs.
- The aim is to effectively use educational platforms in the educational process, rather than being limited to administrative or procedural uses.
- The aim is to develop teachers 'creative skills and digital competencies, so that they can redesign educational materials or customize them according to students' needs, instead of limiting themselves to using ready-made educational materials on the internet.
- The aim is to integrate educational platforms into the strategic plans of schools, while creating a clear management vision for the integration of e-learning with traditional methods.

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**Author contributions**

The authors were solely responsible for the conception and design of the study, data collection, data analysis, interpretation of the findings, and the writing and revision of the manuscript. All aspects of the research and publication were conducted independently by the authors.

**Statements and Declarations**

**Ethical considerations**

This study was conducted in accordance with the ethical standards of academic research and complied with institutional guidelines. Official administrative approval to conduct the study was obtained from the relevant educational authorities of Yarmouk University prior to data collection. All participants received an information letter describing the study's purpose and their rights, informed consent was obtained electronically before participation, and no activities involving physical, psychological, or social risk to participants were undertaken.

**Consent to participate**

All participants were informed about the purpose of the study and voluntarily agreed to take part. Participation was entirely optional, and respondents were free to withdraw at any time without providing justification. Completion and submission of the survey were considered an indication of informed consent.

**Use of artificial intelligence**

During the preparation and revision of this manuscript, the authors used an artificial-intelligence assistant (ChatGPT) to support language editing, structural reorganisation, and the formatting of tables and supplementary documentation. Artificial-intelligence tools were not used to generate the study's data, to conduct or replace the statistical analyses, or to produce the scientific interpretations and conclusions, all of which are the authors' own. The authors reviewed and edited all AI-assisted text and took full responsibility for the integrity and content of the manuscript.

**Consent for publication**

All participants provided consent for the anonymous use of their data for research and publication purposes. No identifying information was collected or reported, and confidentiality was maintained throughout all stages of the study.

**Declarations of conflicting interest**

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The study data are available from the corresponding author on reasonable request, subject to the confidentiality terms under which participant consent was obtained.

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