

The Extent to Which the Activities of the Reading and Arithmetic Initiative are Employed to Support the Educational Process in the Primary Grades from the Point of View of Teachers of Public Schools Affiliated with the Jordanian Ministry of Education, after Moving Towards Distance Learning in Light of the Abnormal Conditions during the Corona Pandemic

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Abstract

The aim of the research is to identify the extent to which the activities of the reading and arithmetic initiative continue to be used in the educational process and its impact on primary grade students from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education, especially after moving towards distance learning in light of the abnormal conditions during the Corona pandemic. The researcher adopted the descriptive analytical approach in conducting the research and the research sample consisted of (83) male and female teachers of the first three grades in government schools in the central region of the Jordanian Ministry of Education. Percentages, ranks, arithmetic average, and Cronbach's alpha coefficient). The researcher concluded a number of results, the most important of which are: The teachers' attitudes towards employing the activities of the reading and arithmetic initiative are positive trends in a large way and appear through their belief that the activities of the reading and arithmetic initiative during the Corona pandemic contributed significantly to (enabling students to self-learning, and enriching the educational curriculum Raising students' motivation towards learning. And that the activities of the reading and arithmetic initiative contribute significantly to taking into account the individual differences between students, and lead to strengthening the relationship between the teacher and his students. And it contributed significantly to raising the level of communication between the teacher and his students. And that a very large percentage of the study sample believes that the lack of material capabilities to connect to the electronic network and technological infrastructure, whether it is inside school classrooms or in homes and among students, is one of the biggest obstacles to effectively employing the various educational activities of the reading and arithmetic initiative, and that a small percentage of the sample The study finds that the lack of provision of tools and supplies for teachers hinders the effective use of the activities of the educational reading and arithmetic initiative.

Keywords: the extent to which the activities of the reading and arithmetic initiative are employed, the Jordanian Ministry of Education, the Corona pandemic.

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INTRODUCTION

Years ago, teachers of the first three grades in the schools of the Kingdom of Jordan received a large number of training courses, which aimed to diversify the use of reading and arithmetic activities in order to raise the level of students in these two subjects. With the curriculum in order to serve the goals of education and the development of students' skill abilities, and this diversification provided a creative solution to the problems faced by the teacher related to developing the skills and knowledge of students in the primary classes and developing their abilities for self-learning.

The various activities of the Reading and Arithmetic Initiative have entered into the fields of education targeting the primary grades in Jordanian schools. Since the learning process based on employing the activities of the reading and arithmetic initiative is considered an organized process in terms of preparation and planning of the activity, how to implement it and evaluation, so all the elements of that process must be integrated in all its stages to reach better education, so a new conception of the concepts and practices of the activities of the initiative was necessary. Educational reading and arithmetic will be more powerful and capable of making a change for the better.

The focus has increased recently - especially after distance learning in light of the abnormal conditions during the Corona pandemic - on the use of technology tools in education as a method of work and a way of thinking and solving problems, and the activities of the electronic educational reading and arithmetic initiative come as a link in this systematic scheme that begins with setting goals The lesson is behaviorally specific and

then follows a specific system in achieving those goals. It has been proven that the optimal use of teaching aids will help the teacher to perform his work efficiently. Studies have proven that the teacher who uses an audio-visual scientific method can invest the class time better and obtain a better educational level. He also found that teaching aids designed in the form of activities that support the curriculum in general are able to present the educational material in an interesting manner, and can create an atmosphere of Interaction and teamwork inside and outside the classroom.

RESEARCH PROBLEM:

Diversification in the use of educational reading and arithmetic initiative methods and activities, which range from relying on some information technology tools and activities prepared and uploaded on the initiative's website, which mainly support the teacher's performance in teaching, and between activities and averages included in the curriculum based on the employment of active learning tools is the dominant feature. Among most teachers, especially teachers of the first three grades, some teachers are still not convinced of the importance of entering the era of technology and employing supportive activities effectively. The importance of these practices based on diversification in activities and working papers between paper and electronic activities, especially after distance learning in light of the abnormal conditions during the Corona pandemic, has emerged greatly.

We have the problem of the lack of interest of some in diversifying the use of educational activities of reading and arithmetic, whether they are paper or electronic ones, in the lower basic stage (from the first grade of primary school until the third grade). The problem can be formulated in the following basic question:

To what extent are the various activities of the reading and arithmetic initiative employed on the educational process in the primary classes from the point of view of teachers of government schools affiliated with the Jordanian Ministry of Education, especially after distance learning in light of the abnormal conditions during the Corona pandemic?

RESEARCH IMPORTANCE:

The importance of this research is as follows:

1. This study contributes to revealing some of the reasons and difficulties that hinder the diversification of teachers' use of teaching aids based on the activities of the reading and arithmetic initiative.
2. Develop recommendations for how to diversify by employing the activities of the reading and arithmetic initiative and contribute to activating and developing the educational process.

RESEARCH QUESTIONS AND HYPOTHESES:

After defining the study problem, this study seeks to answer the following questions:

The first question: To what extent are the various activities of the reading and arithmetic initiative employed in the educational process and their impact on primary grade students from the point of view of teachers of government schools affiliated with the Jordanian Ministry of Education, especially after distance learning in light of the abnormal conditions during the Corona pandemic?

The second question: What are the attitudes of the teachers of the first three grades towards using the various educational activities of the reading and arithmetic initiative, especially after distance learning in light of the abnormal conditions during the Corona pandemic?

RESEARCH METHODOLOGY:

The researcher used the descriptive analytical approach, and she employed the study tool, a questionnaire, with the aim of determining each of the degree of application of diversification requirements in employing the activities of the reading and arithmetic initiative, and with the aim of extrapolating its role in developing the performance of primary grade teachers working in educational institutions in public schools in the Kingdom of Jordan.

RESEARCH COMMUNITY:

The research community consisted of some of the teachers of the first three grades working in government schools, distributed among the schools of the central region, which numbered (83 male and female teachers)

STUDY LIMITATIONS:

The limitations of the study are as follows:

1. Spatial determinant: the study was limited to a random sample of teachers of the first three grades in government schools affiliated to the directorates of the central region in the Jordanian Ministry of Education.
2. The temporal determinant: the study was limited to the temporal period that occurred in the second semester of the academic year 2021-2022

THEORETICAL FRAMEWORK:

In-service teacher training is an urgent necessity in light of educational developments, given the importance of training in developing teachers' skills, developing their competencies, and training them on methods that enable them to achieve the goals they seek, and in-service teacher training contributes to addressing shortcomings in preparing them before service. And teachers need continuous training in order to keep pace with modern strategies in teaching to develop their educational capabilities to be qualified to work in schools, and able to diagnose students' needs (Pitler, et al, 2007). Moreover, teacher training contributes to creating conditions that help them manage their classes effectively. And addressing the weaknesses in educational learning situations (Al-Sweigh, 2001). Also, the teacher's possession of sufficient knowledge and skill in teaching reduces the problems he encounters in the classroom. In addition to the above, educational systems are constantly working to provide different resources for their teachers, and modern knowledge from Teaching strategies, assessment and activities alike, and many education specialists believe that the teacher should possess many competencies that qualify him to do his work. To the fullest, and among these competencies: the ability to know how each student learns, familiarity with the subject he is studying, using methods and strategies that are appropriate to the educational learning situation, owning technology in education and training, and employing it in education, teaching, tasks, and diversifying activities (Katet, 2009)

It highlights the role of activities as tools that are used by teachers to improve the teaching process, which contribute to training learners to acquire different skills (Hassani, 2009). We find that learning activities in the subjects of reading and arithmetic tend towards active learning and contribute to helping to achieve the planned goals in the educational process. As it is the tool that helps the teacher to achieve learning and make it averageingful for the learners. These activities are considered as educational inputs that employ the tools that the teacher benefits from and through which he presents the educational elements, employing the tools that help him to improve the teaching and learning process. The activities of the educational reading and arithmetic initiative have diversified and varied fields to include the use of information technology tools in education, and the development of new methods and methods that can contribute to achieving the desired goals of the teaching process.

We find many educational aids with different names that may serve the activities that support the learning of reading and arithmetic, and they are used and employed in the educational process with the aim of helping learners to achieve the goals and achieve the process of mastering the basic skills in the basic education stage that targets the first three grades. The use of kinetic educational games in this age stage helps in Developing the cognitive and skill abilities and the creative aspects of students. Educational games of all kinds are effective and powerful teaching tools in changing the behavior and attitudes of learners (The Resource, 2016), and that the use of such activities effectively needs to train teachers on how to use them. Basic stage teachers can employ a number of other diverse teaching aids, such as: visual aids that address visual learning patterns, and audio aids that address auditory learning patterns, and there are other audio-visual aids, which are those that rely on both sound and image, and make the learner rely on those two senses. and educational aids and clarifications that allow the active participation of students in educational situations. (Ismaili, 2011) (Al-Khatib, 1997) We can also consider that the introduction of modern technology in the field of education is an update in the educational process, as well as the development of traditional activities and making them address different learning styles For students, it helps to arouse the learner's interest and satisfy his learning needs, and helps increase the learner's experience, making him more ready to learn. It contributes to the involvement of all senses of the learner. The selection of appropriate media based on the purpose and objectives intended to be achieved helps teachers succeed by influencing the abilities of learners

The averages used in the implementation of educational activities are classified in general according to a number of bases, including (addressing the senses, the method of obtaining them, the way they are presented, the number of beneficiaries, the movement element, their effectiveness, their role in the teaching and learning process, and the experiences achieved from their use). A functional entrance into the world of childhood that achieves many of the foundations for implementing and using active activities. Play is an effective educational medium in shaping the personality of the individual in the early years of his childhood, which is the basic formative period for psychological construction in the child's early stages of development, so it strongly highlights the importance of employing play as a averages Educational in the educational life of children and the achievement of its educational role in building the personality is mainly determined by the awareness of teachers of the importance of giving the child the opportunity to realize himself while playing. Educational reading and arithmetic in order to achieve these goals and to provide an opportunity for integration between many types and forms of activities. Selecting and organizing the methods of using educational media in a manner that suits the nature of the objectives to be achieved, and in a manner that suits the students' levels and different interests.

The role of the reading and arithmetic initiative's activities is highlighted in improving the educational process and it has become an important part in that process, and the dependence on it has varied until it has become difficult to dispense with. for students in the classroom and helps the teacher to implement the lesson in

an attractive way, and also adapts to the reality of technical and technological developments, which can contribute to the improvement of the educational process if it is added in a proper manner with awareness of the roles of both the teacher and the student in dealing with it and planning in advance to benefit from its potential in learning and acquiring New skills and knowledge so that these activities can be considered as successful teaching aids. This is in line with the definition of the educational medium as an element of the comprehensive educational system, which seeks to achieve specific educational goals. So, these activities depend on the successful educational method, and the impact and benefits of the activities of the educational reading and arithmetic initiative appear on both (the teacher and the learner, and the educational material). The advantages of diversification also appear in employing multiple types of activities, which contributed to facing the repercussions of the Corona pandemic when we, as educators, had to study remotely in order to continue the learning process.

The use of the activities of the educational reading and arithmetic initiative reflects on the teacher's performance, helps him in managing the educational situation, motivates him to keep pace with the scientific content, and helps him to make maximum use of the method and employ it within the lesson. It contributes to enabling the teacher to view and control his material and save time and effort. As for the learners, these activities as educational averages achieve many benefits, as they develop curiosity, increase their motivation to learn and their desire to learn more about that method, contribute to developing their skills and assimilation, and form positive attitudes towards learning and develop their sensory experiences and contribute to simplifying them and helping students to do skills Effectively and contribute to addressing the problem of individual differences, address the senses and support their activation and support the installation of the correct response and confirmation of learning.

The teacher must design the educational situation and prepare it before the educational contact with his students occurs, and one of the most important foundations of prior preparation is the selection of the educational medium. The arithmetic is prepared in advance, and the teacher must begin by defining the goal he wants to achieve in the lesson or class, then define the content, and then review the possibilities of the educational activities of the Reading and Arithmetic initiative in order to help him choose the appropriate educational method. After selecting the appropriate educational activities, the teacher is keen to employ the principles of active learning in all educational practices and teaching procedures that aim to activate and maximize the role of the learner. There are many classifications of educational aids, some of them classify them on the basis of experience and the method of acquisition by the learner, and some classify them into three types (verbal, written and audible.)

PREVIOUS STUDIES:

The Radwan study (2021), the degree to which early grade supervisors in Jerash Governorate schools practice electronic supervision in the light of the reading and mathematics initiative from the point of view of school principals and first grade teachers. The light of the reading and mathematics initiative from the point of view of school principals and early grade teachers, to achieve the objective of the study, which is the descriptive link method. This was followed by the use of an electronic supervision questionnaire consisting of (25) items. The study sample consisted of (325) principals and teachers of the first grades. The researchers used an electronic questionnaire distributed randomly to a sample of schools of education in Jerash Governorate. The results of the study showed that the degree of electronic supervision practice of early grade supervisors in the light of the reading and mathematics initiative in Jerash governorate as seen by school principals and teachers of primary grades was medium, and there were statistically significant differences at the level ($\alpha = 0.05$) in the assessment of school principals and early grade teachers due to Years of experience variable in favor of less than 10 years, and there were no significant differences in their estimation due to gender, job title and variable. years of experience. Finally, the researcher recommended several recommendations, including holding training courses for educational supervisors dealing with the concepts of electronic supervision.

Yassin's study (2019) The level of professional development for early childhood teachers: The Reading and Arithmetic Initiative (RAMP) as a model. The study aimed to identify the level of professional development for early childhood teachers. The sample consisted of (547) early childhood teachers in the Kasbah of Irbid in the academic year 2018/2019, who joined the training programs related to the first-grade reading and mathematics project (RAMP) adopted by the Ministry of Education in Jordan since 2016. A questionnaire consisting of (52) was applied to them) A paragraph distributed over six dimensions and its validity and reliability were tested. The results showed that the level of professional development was moderate, as the order of the initiative dimensions was as follows: the objectives of the initiative, the content of the training programs, the training environment, the methods, averages and activities of the training programs, which benefit from them. initiative and evaluation. The results showed that there were statistically significant differences in the level of professional development with initiative due to the academic qualification variable in favor of teachers with a bachelor's degree and the years of experience variable in favor of the lowest experience category, while there were no

differences attributed to gender. Based on these results, the study recommended that professional development programs be based on the needs of private sector teachers, taking into account teachers' qualifications, experience and working conditions when selecting and launching training programs and initiatives.

Hamadna study (2017) The study aimed to identify the factors affecting the success of the Reading and Arithmetic Initiative (RAMP) from the point of view of teachers, principals and principals of basic schools in the district of BaniKenana. Motivation and motivation to learn, positive interaction with students, use of teaching aids, diversification of stimuli and stimuli, and activities and objectives of the initiative. The results indicated that there were no significant differences in the responses of the sample members due to the variables of gender and experience.

Gtet Study (2012) The effect of teaching the Education Styles and Classroom Environment course in the Diploma of Education in Information and Communication Technology in developing the teaching skills of primary school teachers in Jordan. A cadre in developing the teaching skills of primary school teachers in Jordan. The study sample consisted of (108) male and female students, distributed according to the geographical location to three regions, 46 male and female students in the north, 42 male and female students in the middle, and 20 male and female students in the south. The results showed The study showed a positive change in the teaching skills of students as a result of their enrollment in the course of learning patterns and classroom environment in the Diploma of Education in Information and Communication Technology / Cadre.

Salama study (2012) entitled A proposed model for an e-learning environment for mobile learning at King Saud University in the light of mobile learning standards. The study aimed to suggest a model for an e-learning environment for mobile learning at King Saud University. The study population and its sample from a group of experts in the field of information technology and educational technology, whose number is (20) experts in the universities of the Kingdom of Saudi Arabia and Jordanian universities. Mobile learning, identifying the technical standards in the mobile learning environment, and identifying the features of the proposed model for the mobile learning environment of King Saud UniversityThe recommendations were: converting current courses to digital, and spreading an e-learning culture among faculty members and students.

Study (Al edwan, 2021) A study entitled the effectiveness of using the mobile phone program for teachers and students in the eighth grade and their teachers' attitudes towards using it as an educational tool for distance learning in light of the Corona pandemic. In mathematics and their teachers' attitudes towards using it as a distance learning tool in light of the Corona pandemic, the study sample consisted of (15% of the eighth grade mathematics teachers in Amman Governorate) who were randomly selected and a questionnaire was distributed to them. The use of the mobile phone and the computer as an educational tool in teaching mathematics, regardless of the teacher's gender, academic qualification, or number of years of experience.

Al-Sabihain study (2009), which aimed to investigate the impact of the teaching and evaluation strategies developed for basic stage teachers on their performance level and the development of higher-order thinking skills among their students. Then, a tool was developed to measure teaching skills in the classroom. The study sample was chosen randomly, as the number of its members was (53) female teachers. The results showed that there is a significant difference in the performance level of the basic stage teachers, in favor of the experimental group, due to the mastery of the members of this group of teaching and evaluation strategies. The results also showed that there is a substantial difference in higher-order thinking skills in favor of the students in the experimental group due to their teachers' mastery of the developed teaching and assessment strategies.

A study (Al-Shuwayer, 1999) entitled "Attitudes of supervisors, principals, and teachers in kindergartens in Riyadh towards introducing the computer as an educational tool." The viewpoint of supervisors, principals and teachers, and the descriptive approach was used on the study sample, which consisted of (684) individuals between a supervisor, a principal and a teacher, and one of the most important results was that there is a positive trend towards the importance of introducing computers in kindergartens.

Al Sawt study (2004) entitled "The effect of computer use on retention of learning among fourth-grade students in geography." This study aimed to identify the impact of computer use on retention of learning among fourth-grade students in geography at the three levels of knowledge (remembering). The researcher selected the schools that have computer labs in the city of Makkah Al-Mukarramah, and then chose one school randomly from these schools, and the researcher chose the fourth grade consisting of (60) students, where he divided the sample into two groups representing The experimental group and the control group consisted of each group of (30) students, and the results of the study were that there were no statistically significant differences at the level (0.05) in retention of learning among fourth-grade students in geography between the control group and the experimental group in the three levels.

Dirani's study (1997) aimed to identify the degree of effectiveness of the teacher qualification program in improving their educational practices in the areas of classroom teaching, classroom management, maintaining order, relationship with colleagues, relationship with students, and understanding the educational system in Jordan. The effectiveness of the program in improving the educational practices of teachers was high in most areas.

The study of Al-Manzel and Al-Alwan (1997) aimed to know the impact of teacher training programs on the new social sciences curricula in the practice of educational competencies, and its relationship to the academic qualification. The study sample consisted of (180) male and female teachers. Statistical significance in the practice of educational competencies attributed to training in favor of the group that received training in the following dimensions: planning for teaching, classroom management, reinforcement, and arousing motivation.

An-Nahar study (1992) aimed at evaluating in-service teacher training programs, as the study sample consisted of (2043) trained teachers in addition to the trainers. The training program gives them a feeling of improved teaching performance.

Kalaian&Mullan, (1996) conducted a study aimed at identifying the factors that have the greatest impact on students' learning how to solve problems. The results of the study indicated that there are several important factors that help students learn to solve the problem, namely the learning material, working in groups, and the effectiveness of the teacher. .

(Kritchbaum, 1994) conducted a study aimed at evaluating the relationship between teacher effectiveness in teaching and student achievement. The results showed that there were statistically significant differences in students' achievement due to teaching effectiveness, and that among the educational behaviors that had the strongest correlation with students' achievement was the use of goals. education, the ability to ask questions, and provide feedback.

(Gassert, 1998) conducted a study aimed at knowing the factors affecting self-efficacy in teaching science to primary school teachers. Science, in addition to personal interviews with ten teachers, and the results indicated that the experiences acquired by the teacher during the service have a significant impact on the level of science teaching.

STUDY APPROACH:

The study adopted the descriptive analytical method, according to the following procedures:

The researcher used the field study method to collect data, and the primary data was obtained through the field side by distributing a questionnaire that was approved by reviewing previous studies in similar studies, to study, inventory and collect the necessary information in the subject of the research, and then unload it and statistically analyze it using the SPSS program and use Appropriate statistical tests in order to reach valuable indications and indicators that support the subject of the study. The study population consisted of a number of female teachers who teach the first basic classes in government schools affiliated with the Jordanian Ministry of Education. The sample number was (83)

The characteristics and characteristics of the study sample are as follows:

Table No. (1) Distribution of the study sample

Gender	Qualification	Years of Experience	Arithmetic average	standard deviation	the number
Male	BA	Less than 5	4.24	0.782	7
		5-15	3.75	0.761	2
		More than 15	3.13	0.632	1
	Diploma	Less than 5	3.24	0.782	2
		5-15	3.11	0.721	1
		More than 15	3.13	0.712	1
	Postgraduate	Less than 5	3.94	0.682	1
		5-15	3.75	0.661	1
		More than 15	3.13	0.732	1
Female	BA	Less than 5	4.54	0.782	15
		5-15	4.75	0.761	20
		More than 15	4.13	0.632	10
	Diploma	Less than 5	4.24	0.782	7
		5-15	4.15	0.721	3
		More than 15	3.63	0.712	3
	Postgraduate	Less than 5	2.84	0.682	1
		5-15	3.96	0.661	1
		More than 15	3.73	0.732	2
Total					83

Table No. (1) shows that 79.9% of the study sample are females, and 21.1% of the study sample are males. And that 51.4% of the study sample had experience of less than 15 years, and 24.5% of the study sample had experience between 15-20 years, and 25.1% of the study sample had experience of 20 years or more, and it is noted from the previous ratios that a large percentage of their workers Appropriate practical experience, which may contribute strongly to the formation of a reliable opinion on the subject of study.

STUDY TOOL: The questionnaire included the following topics:

The first part: consists of the personal data of the study sample

The second part: deals with "the employment of reading and arithmetic initiative activities in the educational process and its impact on primary grade students from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education", and it was divided into three areas as in Table No. (2) the following:

The first domain	Teachers' attitudes towards the use of educational reading and arithmetic initiative activities	Number of Paragraphs (14 Paragraphs)
The second domain	Disadvantages of employing reading and arithmetic initiatives and electronic activities	Number of paragraphs (6 paragraphs)
The third domain	Obstacles to using the various methods and activities of the reading and arithmetic initiative in the educational process	Number of paragraphs (9 paragraphs)

The answers to each paragraph consisted of a gradation (pentagonal likart) to the degree of applicability of reality. The researcher used frequencies, arithmetic averages, and percentages in order to determine the responses of the study sample towards the statements contained in the paragraphs of the study axes and for each of its fields and for the total degree of the reality of teachers' use of various and electronic educational averages, to obtain on the percentages as shown in Table No. (3) as follows:

degree of reality	Very high degree of reality	high degree of reality	Medium Reality	Low degree of reality	Very low degree of reality
Relative Weight	More than 80%	70-79%	60-69.9%	50-59.9%	Less than 50%

VALIDITY OF THE TOOL:

After the paragraphs of the questionnaire were approved in its initial form by accreditation and to ensure its internal honesty in terms of the appropriateness of the paragraphs, their clarity, the integrity of the linguistic formulation and their belonging to the field, and some paragraphs were reformulated so that the total of the paragraphs became (29) paragraphs.

The validity of the internal consistency of the paragraphs of the questionnaire:

The internal consistency of the questionnaire items was calculated on the pilot study sample, where the correlation coefficients between each item and the total score of its axis were calculated. The tabular value of r is (0.39)

The validity of the structural consistency of the study axes:

Table No. (4) shows the correlation coefficients between the average of each axis of the study with the total average of the questionnaire items, which shows that the indicated correlation coefficients are a function at the level of significance (0.05) and the calculated r value is greater than the tabular r value since the significance level for each item is less than (0.05) the value of r which is equal to (0.396) and the degree of freedom is equal to (23)

Table No. (4) The validity of the structural consistency of the study axes

Axle number	Domains	correlation coefficient	Indication level
First	Obstacles to using the various methods and activities of the reading and arithmetic initiative in the educational process	0.832	0.00
Second	Teachers' attitudes towards the use of the various educational activities of the reading and arithmetic initiative.	0.756	0.00
third	Disadvantages of employing the electronic reading and arithmetic initiative activities in the school	0.845	0.00

Reliability of the resolution paragraphs

As for the stability of the study tool, it averages making sure that the answer will be close if it is repeatedly applied to the same people at different times.

Split-Half Coefficient

The Pearson correlation coefficient was found between the average of odd-ranked questions and the rate of even-ranked questions. The correlation coefficients were corrected using the Spearman-Brown Coefficient of Correction, according to the following equation:

The stability coefficient $R2 = 2R / 1 + R$ where R is the correlation coefficient

It was found that there is a relatively large stability coefficient for the questionnaire items, as shown in Table (5).

Domain No.	domain address	number of paragraphs	halving correlation coefficient	Corrected correlation coefficient	morale level
1	Obstacles to using the various methods and activities of the reading and arithmetic initiative in the educational process	9	0.832	0.904	0.000
2	Teachers' attitudes towards the use of the various educational activities of the reading and arithmetic initiative.	14	0.756	0.853	0.000
3	Disadvantages of employing the electronic reading and arithmetic initiative activities in the school	6	0.845	0.886	0.000
Total		29			

The tabular value of r at the level (0.05) and the degree of freedom (23) equals (0.396)

Data analysis and presentation and discussion of the results related to the study questions:

This study aimed to identify the reality of diversification in the use of the activities of the educational reading and arithmetic initiative in the educational process and its impact on primary grade students from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education. The process of collecting questionnaires was encoded and entered into the computer and processed statistically using the statistical package for social sciences (spss). The results of the study are as follows, according to the sequence of its questions:

The first question: What are the reasons and difficulties that hinder the diversification of teachers' use of the methods and activities of the instructive reading and arithmetic initiative?

Table No. (6) The scope of the axis of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process:

rank	Paragraph	Very high T %	High T %	Med T %	Low T %	Very low T %	Arithmetic average	Paragraph relative weight	Application degree					
2	The lack of clarity in the concept of the educational and electronic reading and arithmetic initiative activities for some teachers hinders their use	40	45.9	33	39.7	10	12.4	0	0	0	0	4.64	84.66%	Very big
1	The lack of laboratories in schools to employ the activities of the electronic educational reading and arithmetic initiative hinders their use	30	38.9	29	38.7	11	10.1	3	2.9	10	9.4	4.14	82.86%	Very big
4	The weakness of the skills of using some of the various activities of the reading and arithmetic initiative among teachers hinders their use	18	21	37	45.7	16	21.3	4	3.6	8	9.7	3.99	78.4%	Big
5	Teachers' lack of conviction of the importance of employing the activities of the electronic reading and arithmetic initiative hinders their use	40	48.2	20	24.1	3	3.6	16	19.2	4	4.8	3.96	78.3	Big
3	The lack of periodic bulletins regarding the various educational activities of the reading and arithmetic initiative in the school hinders its use	40	55.6	20	13.7	2	2.4	16	19.2	4	4.4	3.67	78.1	Big
6	The weakness of the skills of employing the activities of the electronic reading and arithmetic initiative for some students reduces their desire to learn	29	35	28	33.4	15	20	8	9	3	2.9	3.63	72.2	Big
8	Weak infrastructure, equipment, material capabilities, and internet connectivity in classrooms	17	20.4	27	32.5	28	33.7	8	9.6	3	3.6	3.54	72.53	Big
9	The lack of provision of tools and supplies for teachers hinders the effective use of the activities of the educational reading and arithmetic initiative	26	31.3	29	34.9	18	21.6	8	9.6	3	3.6	3.53	71.2	Big

7	Assessment methods that focus on memorization hinder the use of the various electronic reading and arithmetic activities	3	3.6	18	21.6	43	51.8	13	15.6	6	7.2	2.95	57.22	Few
The total degree of the field of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process												3.78	75.16%	

Table No. (6) shows the arithmetic averages, frequencies, percentages, and relative weight arranged in descending order according to the arithmetic average in order to determine the responses of the study sample to the expressions contained in the field of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process

With regard to the total degree of the degree of reality of the applicability of the field of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process, according to the responses of the study sample, it was to a large extent, as it obtained an arithmetic average (3.87). degrees, where the percentage of response reached (75.16%), and this indicates that a large percentage of the study sample in general feels that there are obstacles in using the methods and activities of the educational reading and arithmetic initiative in the educational process

Where the arithmetic averages for the degree of response of the study sample indicated that paragraph No. (2) ranked first among the response of the study sample on the content of the paragraphs with a very high total response degree (45.9%) and an arithmetic average (4.64). Very large, as the relative weight of the paragraph reached (84.66%), which indicates that a very large percentage of the study sample believes that the lack of clarity in the concept of the educational and electronic reading and arithmetic initiative activities for some teachers hinders their use and considers it one of the biggest obstacles to employing the various educational activities of the Reading and Arithmetic Initiative. In the classroom

Then came paragraph No. (9), which ranked last among the paragraphs of the field and an arithmetic average, which reached (2.95) and the degree of response was medium, as the percentage of response frequencies by the study sample was (51.8%) and the degree of appreciation of the reality of the application of the paragraph In general, it is low, as the relative weight of the paragraph reached (57.22%). And it had a low degree of total application among the paragraphs of this field, which indicates that a small percentage of the study sample believes that evaluation methods that focus on memorization hinder the effective use of the various educational and electronic reading and arithmetic initiatives activities.

Discussion of the second question: What are the teachers' attitudes towards using the various educational activities of the Reading and Arithmetic Initiative?

Table No. (7) shows the arithmetic averages, frequencies, percentages, and relative weight arranged in descending order according to the arithmetic average in order to determine the responses of the study sample towards the statements in the field of teachers' attitudes towards using the various educational reading and arithmetic activities.

Rank	Paragraph	Very high T %	high T %	Med T %	Low T %	Very low T %	Arithmetic average	Paragraph relative weight	Application degree					
18	I think that the use of the educational activities of the reading and arithmetic initiative contributes to increasing the development of skills and raising the level of achievement of students	40	48,2%	22	26,5%	10	12%	3	3,6%	8	9,6%	4.98	82.85	Very big
20	I think that the use of the educational activities of the reading and arithmetic initiative contributes to providing immediate and continuous feedback to students	8	9,7%	26	31,4%	28	33,8%	15	18,1%	8	9,7%	26	31,4%	Very big
22	I think that using the various educational activities of the Reading and Arithmetic Initiative saves time and effort	15	21,7%	40	44,6%	4	4,8%	16	19,3%	8	9,6%	4.6	81.3%	
19	I think that employing the activities of the reading and arithmetic initiative makes the educational process an interesting and enjoyable process and contributes to enriching the educational curriculum	18	21,7%	37	44,6%	16	19,3%	4	4,8%	8	9,6%	4.4	81,2%	Very big
21	I think that using the educational reading and arithmetic initiative activities enables students to self-learn	10	12%	43	51,8%	18	21,7%	3	3,6%	9	10,8%	4.13	81%	Very big
13	I think that using the educational activities of the reading and arithmetic initiative contributes to raising students' motivation towards learning	19	22,9%	40	48,2%	10	12,1%	5	6%	9	10,8%	3.99	79,60%	Big
10	I think that using the educational activities of the Reading and Arithmetic Initiative contributes to encouraging students to actively participate instead of listening	40	48,2%	20	24,1%	3	3,6%	16	19,3%	4	4,8%	3.82	77,9%	big
23	I think that the lack of employment of the reading and arithmetic initiative activities is due to the fact that they are financially costly	25	30%	24	28,9%	26	31,3%	5	6%	3	3,6%	3.81	76,8%	Big
14	I think employing reading and arithmetic activities leads to chaos in the classroom	38	45,8%	20	24,1%	3	3,6%	16	19,3%	4	4,8%	3.8	75,4%	Big
11	I think that the use of the activities of the electronic educational reading and arithmetic initiative contributes to raising the level of communication between the teacher and the student through electronic communication at all times and times.	15	18,1%	24	28,9%	26	31,3%	8	9,6%	3	3,6%	3.63	73,9%	big
15	I think that the use of the educational activities of the reading and arithmetic initiative contributes to taking into account the individual differences among students	15	18,1%	34	40,96%	17	20,5%	13	15,6%	3	3,6%	3.51	73,5%	big
12	I think that employing the reading and arithmetic initiative activities encourages the collaborative learning process	10	12%	23	27,7%	31	37,3%	6	7,2%	3	3,6%	3.29	72,6%	Big
17	I think that employing the activities of the reading and arithmetic initiative leads to strengthening the relationship between the teacher and his students	18	21,7%	22	26,5%	23	27,7%	15	18,1%	5	6%	3.11	71,3%	Med
16	I think that the lack of use of the activities of the reading and arithmetic initiative is due to the failure to convince some teachers of the importance of using them	10	12%	23	27,8%	31	37,4%	9	10,8%	10	12%	2.81	68,9%	med
The total score for the domain of teachers' attitudes towards the use of the various educational reading and arithmetic initiative activities												3.76	76.1%	

It is clear from reading Table No. (7) that the total score for the domain of teachers' attitudes towards employing the activities of the reading and arithmetic initiative was to a large extent from the point of view of the teachers of the primary classes. The relative weight of all paragraphs of the standard was (76.1%), which indicates that a large percentage of the study sample has positive trends towards using the various educational activities of the reading and arithmetic initiative.

Where the arithmetic averages for the degree of response of the study sample indicated that paragraph No. (18) was ranked first among the paragraphs of the field and an arithmetic average, which amounted to (4.98), and the degree of response was very high, as the percentage of response frequencies by the study sample was (48.2%) and it was The degree of estimation of the reality of the application of the paragraph in general is very large, as the relative weight of the paragraph reached (82.85%). And it received a (very large) total application degree among the paragraphs of this field, which indicates that a very large percentage of the study sample believes that the use of the educational activities of the Reading and Arithmetic Initiative contributes to increasing the development of skills and raising the level of achievement of students

Paragraph No. (16) was ranked last and the degree of total application is medium, where the arithmetic average of the paragraphs was (2.8) and the degree of response was medium, as the percentage of response frequencies by the study sample reached (68.8%), which indicates that the percentage An average of the study sample believes that the lack of employment of the activities of the reading and arithmetic initiative is due to the failure to convince some teachers of the importance of their use, which limits the effective use of the activities of the educational reading and arithmetic initiative during the Corona pandemic.

Discussion of the third question: What are the disadvantages of employing the activities of the reading and arithmetic initiative from the point of view of teachers of the first three grades

Table (8) shows the arithmetic averages, frequencies, percentages, and relative weight arranged in descending order according to the arithmetic average in order to determine the responses of the study sample to the expressions contained in the negatives axis of employing the activities of the reading and arithmetic initiative in the classroom

Rank	Paragraph	Very high T %	High T %	Med T %	Low T %	Very low T %	Arithmetic average	Paragraph relative weight	Application degree
29	I think that the use of the educational activities of the reading and arithmetic initiative leads the student to focus on the activities of the reading and arithmetic initiative itself without focusing and paying attention to the scientific content presented, which leads to a decrease in comprehension and understanding	20 24,1%	31 37,4%	23 27,7%	6 7,2%	3 3,6%	4.41	83%	Very big
27	I think that the use of the electronic educational reading and arithmetic initiative activities increases the social isolation of students and prevents them from interacting with each other and being influenced by others due to spending the longest periods of study in electronic interaction.	18 21,7%	37 44,6%	16 19,3%	4 4,8%	8 9,6%	3.97	79,5%	Very big
24	I think that the use of the educational activities of the reading and arithmetic initiative limits the role of the teacher in guidance, which leads to negative effects on student behaviors	38 45,8%	20 24,1%	5 6,2%	16 19,3%	4 4,8%	3.96	79,4%	Big
28	I think that the use of the educational activities of the reading and arithmetic initiative limits the application of appropriate assessment methods	18 21,622%	22 26,5%	23 27,7%	15 18,1%	4 6%	3.63	72,53%	Big
26	I think that the use of the educational activities of the reading and arithmetic initiative increases students' burdens and responsibilities	15 18,1%	24 28,9%	30 36,3%	11 13,2%	3 3,6%	3.62	70,28%	Big
25	I think that using the activities of the educational reading and arithmetic initiative increases the teacher's burden and responsibilities	18 21,7%	32 38,6%	14 16,9%	15 18,1%	4 4,8%	3.41	70,16%	Big
							3.83	75,81%	

The total score of the negatives of using the educational reading and arithmetic initiative activities and the electronic reading and arithmetic initiative activities in the classroom

Listed in the negatives of employing reading and arithmetic initiative activities in the classroom

It is clear from reading Table No. (8) that the degree of estimation of the study sample for the negative aspects of using the activities of the educational reading and arithmetic initiative and the activities of the electronic reading and arithmetic initiative in the classroom in general is large, as it was found that the arithmetic average of the total score is (3.83) which is more than the degree of neutrality And the relative weight of all paragraphs of the standard reached a medium degree (75.81%). This is evidence that a large percentage of the study sample greatly appreciate the negatives surrounding the employment of the reading and arithmetic initiative activities, which limit the process of employing them in the classroom.

Where the arithmetic averages for the degree of response of the study sample indicated that paragraph No. (29) was ranked first among the paragraphs of the field and an arithmetic average, which amounted to (4.41) and the degree of response was high, as the percentage of response frequencies by the study sample reached (37.4%). The degree of estimation of the reality of the application of the paragraph in general was very large, as the relative weight of the paragraph reached (82.66%). And it obtained a degree of total application (very large) among the paragraphs of this field, which indicates that a very large percentage of the study sample believes that using the educational activities of the reading and arithmetic initiative leads the student to focus on the activities of the reading and arithmetic initiative itself without focusing and paying attention to the content Scientific presented, which leads to a decrease in comprehension and comprehension

The response averages of the study sample indicated that paragraph No. (25) ranked last among the paragraphs of the field and an arithmetic average, which amounted to (3.41) and the degree of response was high,

as the percentage of response frequencies by the study sample reached (38.6%) and the degree of estimation of reality was The application of the paragraph in general is large, as the relative weight of the paragraph was (70.16%) and it obtained a degree of total application (great) among the paragraphs of this field, which indicates that a large proportion of the study sample believes that the use of the educational activities of the reading and arithmetic initiative increases the teacher's burden and his responsibilities.

Summary of the results of the total degree requirements to answer the basic question that expresses the research problem, which is:

To what extent are the various activities of the reading and arithmetic initiative employed on the educational process in the primary classes from the point of view of teachers of government schools affiliated with the Jordanian Ministry of Education, especially after distance learning in light of the abnormal conditions during the Corona pandemic?

The table contains the descending order according to the arithmetic averages, the relative weight of the fields of research and the total score of the reality of the extent of the application and employment of the various educational activities of the reading and arithmetic initiative with the students of the three primary grades on the educational process from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education, as shown in the table number 9):

rank	Areas of employment for the various activities of the reading and arithmetic initiative in the first three grades	Average Response*	Relative Weight	degree of reality
1	The total score for the domain of teachers' attitudes towards the use of the various educational reading and arithmetic initiative activities	3.76	76.1	Big
2	The total score for the negative aspects of employing the activities of the reading and arithmetic initiative	3.83	75.81%	Big
3	The total score for the domain of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process	3.78	75.16%	Big
	Overall score for all fields	3.79	75.69%	Big

It is clear from the study of the previous table No. (9) that the total degree of appreciation for the field of teachers' attitudes towards employing the activities of the reading and arithmetic initiative won the highest order among the rest of the fields, and its percentage reached (76.1%) and the average response of the study sample was (3.76), and this indicates that The trend towards implementing and activating the activities of the educational reading and arithmetic initiative in the educational process.

Then it was followed in order by the field of negative aspects of employing the activities of the reading and arithmetic initiative, and it ranked second and scored an arithmetic average of (3.83) and a percentage of (75.81%), which indicates that a large proportion of the study sample monitors and fears a number of negatives, which is necessary to Addressing it when designing the various educational reading and arithmetic initiative activities

Then the variable field of obstacles to the use of methods and the activities of the educational reading and arithmetic initiative in the educational process was followed by the third degree variable, and it scored an arithmetic average (3.78) and a percentage of (75.16%), which indicates the presence of major obstacles monitored by the study sample and considered as hindering the employment of initiative activities Reading and arithmetic effectively in the first three grades.

So, through the total score of the answers of the study sample towards the basic question related to measuring the employment of the activities of the reading and arithmetic initiative in the educational process and its impact on primary school students from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education. It is clear from reading the previous table that the differences that appeared among the study sample about the degree of their appreciation of the extent to which the requirements related to the study were met are not essential. The responses of the study sample members, and this indicates that the sample members' estimate for achieving the requirements is close despite the difference in the variables between them.

It is possible to attribute the result of the high degree of appreciation of reality to the requirements of employing the activities of the reading and arithmetic initiative in the primary classes at the level of all practices and through the response of the study sample to:

- 1- A large percentage of the study sample feels that there are obstacles in the recruitment and use of methods for the activities of the educational reading and arithmetic initiative in the educational process that emerged during the Corona pandemic.
- 2- A very large proportion of the study sample believes that the lack of material capabilities to connect to the electronic network and the weak infrastructure of the Internet within the classroom and among students are among the biggest obstacles to employing the various educational activities of the reading and arithmetic

- initiative in the classroom.
- 3- A small percentage of the study sample believes that the lack of provision of tools and supplies for teachers hinders the effective use of the activities of the educational reading and arithmetic initiative.
 - 4- There is great fear among the study sample about the possible negatives that may result from the expansion of the use of the various activities of the reading and arithmetic initiative in the classroom.
 - 5- A very large proportion of the study sample believes that the use of the educational activities of the reading and arithmetic initiative contributes to increasing the development of skills among students and in providing immediate and continuous feedback to students, and contributes to saving time and effort, and makes the educational process an interesting and enjoyable process in a large and continuous way.
 - 6- The teachers' attitudes towards employing the activities of the reading and arithmetic initiative are positive trends and appear through their belief that it contributes to (enabling students to self-learning, enriching the educational curriculum, raising students' motivation towards learning, and encouraging students to participate instead of listening, which contributes to taking into account the differences It leads to strengthening the relationship between the teacher and his students, raising the level of communication between the teacher and his students, and encouraging the cooperative learning process.

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