Faculty Perceptions of Online Teacher Education Programs in Jordan: A Case Study

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ABSTRACT--- *Faculty perception has long been recognized as an essential part of the online learning paradigm. This study examined faculty's perception of online teacher education programs at the Arab Open University-Jordan. In particular, it examined faculty's perceived values of (1) online education's effectiveness, (2) teacher-student interactions, (3) institutional support and availability of technology, (4) teaching methods, and (5) students' performances. The study findings demonstrated the faculty's overall satisfaction with online education as an effective and challenging teaching medium in higher education. Yet, participating faculty preferred to have more face-to-face and blended courses in teacher training programs. Teacher-student interactions, students cheating, and true assessments of students' learning remained to be issues of concern for the faculty.*

Keywords--- Online Education, Faculty Perceptions, Teacher Training Programs

1. INTRODUCTION

Arab Open University-Jordan is the only open online university in Jordan. The teacher education program constitutes almost one third of the total number of students enrolled at the university. The majority of the Teacher Education Program faculty, 14 out of a total of 17 members, agreed to participate in the study. The survey consisted of 36 statements divided into five sections: general perceptions of online delivery of Teacher Education Programs, teacher-student interactions in online courses, institutional support of the delivery of online courses, teaching methods, and students' performances. Additionally, there were five general demographic questions regarding gender, age, years of teaching experience in both traditional and online settings, and the number of online courses taught per term.

2. LITERATURE REVIEW

Ever since online learning became an indispensable part of higher education, the integration of technology in the classroom has become a major concern (Al-Shoubl, 2013; Nelson, 2002). Research dealing with online education suggested faculty attitude and acceptance of online learning has played a decisive role in e-learning implementation and integration into classroom environments, thus improving students' online learning experiences (Afshari, Baker, Luan, Samah, & Fooi, 2009; Allen & Smith, 2007; Al-Shboul, 2013; Gasaymeh, 2009; Smith, 2003; Valentine, 2002). The role of faculty in online learning has long been recognized as an essential part of the learning paradigm (Valentine, 2002). Instead of being "'guide on the side," online instructors have to be "knowledge experts" and act as an additional source of information for the learner (Conrad & Donaldson, 2012). Cantoni, Cellario, and Porta (2003) stated, "In e-learning, the teacher plays a new, different role. While devising a course, teachers become designers of experiences, processes and contexts for the learning activity: besides identifying the contents, they have to focus on motivations and active learning processes" (p. 337). Keengwe and Kidd (2010) went a little further by dividing the instructor's role in online education into four categories: pedagogical, social, managerial, and technical. Just as in the traditional setting, the pedagogical, social, and managerial roles deal with curricula along with planning, designing, objectives setting, and creating friendly environments. The technical role, however, deals with the integration of technology in the classroom. Nelson (2003) argued faculty members are late to adapt technology in their courses because they need to be comfortable with the technology themselves before they can share it with their students.

Nelson (2003) argued that the effectiveness of online learning in higher education is not a result of using the technology itself, rather, it is an outcome determined by the level of faculty's acceptance and ability to integrate online learning tools into their curriculum. Similarly, Qudais, Al-Adhaileh and Al-Omari (2010) argued, "... it seems that the

issue here is not necessarily how much ICTs is used in the learning-teaching activities. It is in fact the attitude towards these technologies"(p. 135). Al-Shboul (2013) further argued that ". . . a lack of time to learn new technology (workload); the lack of adequate training in the use of technology; and, most importantly, a perceived lack of institutional encouragement, support, and incentives" (Al-Shboul, 2013, p. 96) are common factors that hinder technology integration in online education.

Successful implementation of online learning is dependent upon many factors: institutional support, availability of technology, and faculty's perceived value of the effectiveness of integrating online learning into their curriculum (Al-Shboul, 2013; Dirani & Yoon, 2009). In other words, the availability of technology, along with institutional support play a decisive role in the faculty acceptance and adoption of technology into their curriculum (Abbad, Morris & De Nahlik, 2009; Abu Qudais, Al-Adhaileh & Al-Omari, 2010; Valentine, 2002; Williams, 2002;).

3. THEORETICAL FRAMEWORK

Understanding faculty's perceptions of online learning and factors that affect technology integration in classrooms is becoming increasingly important since more faculty are now being asked to migrate their courses to this medium. This study examined the faculty's perception of online learning at the Arab Open University-Jordan. In particular, it examined the faculty's perceived value of (1) online education's effectiveness in comparison to face-to-face learning, (2) teacher-students interactions, (3) support and availability of technology within their institution, (4) teaching methods, as well as, (5) students' performances in online learning. The researchers hypothesized that if teachers perceive online courses to be as effective as face-to-face courses, the interaction with the students to be as good as that of the traditional courses, the training and support for these courses is adequate, and students outcomes or performance to be equal to face-to-face courses, they will be more inclined to integrate this technology in their courses and to perceive their efforts to implement it in their courses to be worthwhile.
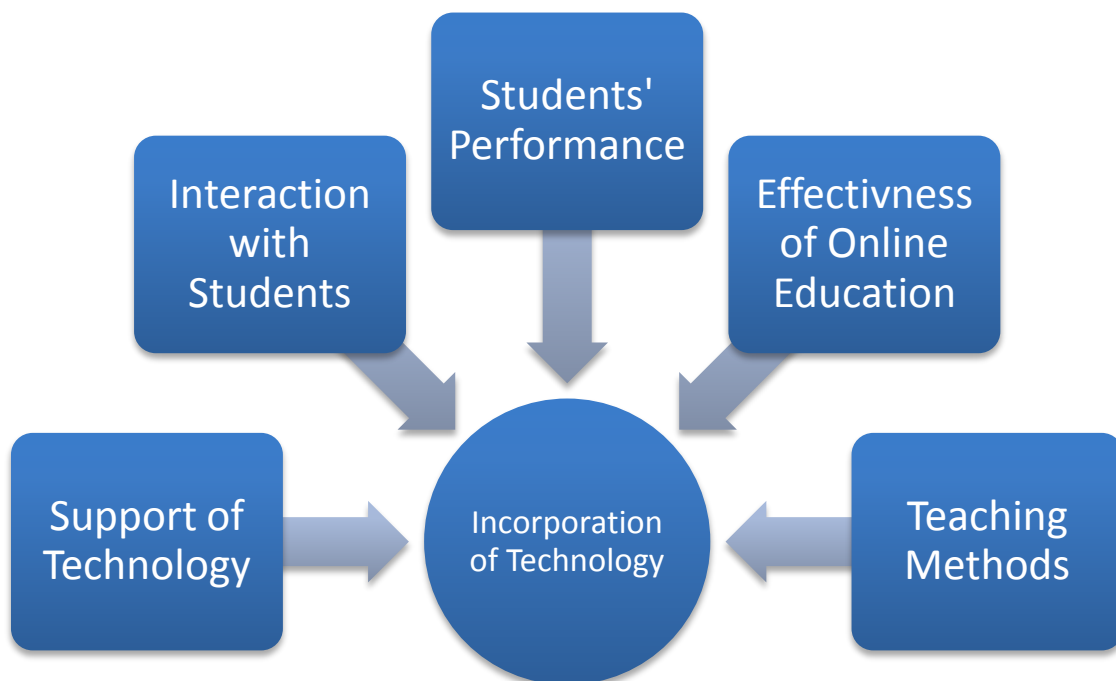

Figure 1 Theoretical Framework

4. BACKGROUND

Online learning in the Middle East is relatively new and faces many challenges and setbacks due to the negative opinions and attitudes associated with online education, and to the disparity of the technological infrastructure throughout the region (Abouchedid and Eid, 2004; Almarabeh & Mohammad, 2013; Dirani & Yoon, 2009; Qteishat, Alshibly, Alqatawna & Al-Ma'aitah, 2013). E-Learning in the Middle East is delivered through three different modes: Online courses provided by universities as a part of traditional programs, virtual Universities, where full programs or degrees are offered online, and open universities, which provide e-learning through blended, asynchronous and web-based formats (Mohamed, 2005).

The concept of an Open University in the Arab world was first proposed in 1995 by Muain Jamlan for the purpose of promoting affordable continuing and higher education among underserved populations in the region (Dirani &Yoon, 2009). In 2002, the Arab Open University, in partnership with the UK Open University, was officially initiated as a Pan Arab, private non-profit, higher education institution. AOU awards undergraduate degrees in Information Technology and Computing, Business Administration, Language Studies (English Language), and Educational Studies in Bahrain, Egypt, Jordan, Kuwait, Lebanon, Oman, Saudi Arabia and Sudan (Al-Shboul, 2013; Dirani & Yoon, 2009; Al-Eisa & Alhemoud, 2008). AOU teaching methods consist of blended, asynchronous, online courses with a great emphasis on tutorial sessions that provide face-to-face interactions between students and instructors (AOU, 2015; Dirani & Yoon, 2009; Mohamed, 2005).

For the purpose of meeting local and regional demands for academia, the Jordan Arab Open University opened its doors in the fall of 2002. As of today, most public and private universities have the adequate infrastructure and Internet services to support online learning (Gasaymeh, 2009; Qteishat, Alshibly, Alqatawna & Al, Ma'aitah 2013). Yet, despite national support, there has been a lack of large-scale institutional support for promoting online education as an acceptable teaching medium within higher education institutions (Abu Qudais, Al-Adhaileh, & Al-Omari, 2010; Almarabeh & Mohammad, 2013; Al-Shboul, 2013; Mashhour & Saleh, 2010). This has been attributed to a lack of understanding of online learning and negative cultural association of online learning with the old correspondence learning model (Mashhour & Saleh, 2010).

5. METHODOLOGY

This study is mainly a quantitative study using survey methodology. It is supplemented by follow-up phone interviews to ensure the reliability and validity of the data. The survey was administered in October, 2014 in English and the phone interviews were conducted in October 2015 in Arabic. Although participation was on a voluntary basis and no incentives were offered for participation, fourteen out of a total of seventeen members of the Teacher Education Program faculty at the Arab Online University in Jordan, agreed to participate in the study. Participants were asked to indicate their level of agreement (or disagreement) on a four-point likert scale, with 1 being strongly agree to 4 being strongly disagree. The survey consisted of 36 statements divided into five sections: General Perceptions of Online Delivery of Teacher Education Programs, Teacher-Students Interactions in the Online Courses, Institutional Support of Delivery of Online Courses, Teaching Methods, and Students' Performances. Additionally, there were five general demographic questions regarding age, gender, years of teaching experience in both the traditional and online formats, and number of online courses taught per term. To avoid any misunderstanding, the questionnaire included definitions for hybrid, synchronous, asynchronous, as well as, the definition of traditional courses as utilized in this study

To ensure the consistency of the data collected, participants were asked to participate in a follow-up phone interview. Initially, five faculty members agreed to participate in the interviews, however, only two interviews were conducted due to the failure of the other three faculty members to respond to email requests to establish a time for the interview.

6. FINDINGS

The sample consisted of fourteen instructors, ten of whom were males and four females. Twenty percent of the instructors were in the 25-40 age group, forty percent were in the 41-55 age group, while the other forty percent were older than 55 years. The participating faculty had extensive teaching experience both in traditional and online settings. Of the participating instructors, less than fourteen percent had fewer than five years of teaching experience and close to thirty-six percent had teaching experience of 5-10 years. Almost forty three percent of the instructors had teaching experience of 11-20 years and slightly over seven percent had teaching experience exceeding twenty years. While thirty-five percent had over ten years of online teaching experience, more than twenty-eight percent had less than five years online teaching experience and above thirty-five percent had between five and ten years of online teaching experience. In excess of twenty-eight percent of the faculty indicated they teach more than five online courses per term. Three faculty members (7.14%) indicated they teach two, three, or five online courses per term, while another three faculty members (21.43%) indicated they teach one online course per semester (Table 1).

This section presents the key findings of the survey. In reporting the results, the percentages for strongly agree and agree were combined and percentages of strongly disagree and disagree were combined. Also, reported data was not statistically adjusted.

1. Faculty General Perceptions of Online Delivery of Teacher Education Programs

This scale consisted of eight statements examining faculty overall perception of online education. Almost 70% of faculty agreed that online delivery is appropriate for all education courses but not all courses are appropriate for online

delivery. Eighty-four percent of the faculty indicated that they prefer online course delivery, but seventy-five percent of them wished they would have more face-to-face courses. Seventy-eight percent of the faculty agreed that there should be more face-to-face time in teachers training programs. All faculty members concurred that online courses are as challenging as face-to-face courses and that flexibility of online course delivery is a major advantage of online course delivery. A large majority of the surveyed faculty (91%) agreed that online delivery of courses is as effective as face-to-face courses.

2. Teacher-Students Interactions in the online Courses

This scale consisted of nine statements regarding teacher-students interaction. Results suggested the faculty had no difficulty with creating a community of learners, and maintaining classroom control and ongoing communication in the online courses. On the other hand, fifty-three percent of the faculty indicated that it is harder to build a rapport with their students online. Half of the faculty members indicated that communication with students is harder online and the students seem to be more unpleasant than in the traditional class. However, ninety-two percent of the faculty agreed that it is easier to build a community of learning online and that they have complete control of their online courses. The same percentage indicated that they get to know their students better and that students express themselves more freely in the online courses. Thirty-eight percent of the faculty indicated that they miss their face-to-face interaction with their students.

3. Support of Delivery of Online Courses

This section consisted of thirteen statements eliciting faculty's assessment of their institution's support of online course delivery. The majority of the faculty (92.86%) agreed they had received the right amount of technology and administrator support, eighty-three percent cited they had received adequate training for delivering course content online, and eighty-four percent felt the institution had a clear policy regarding online course delivery. That being said, close to half of the participants (46.15%) reported they had problems with technology delivering their courses, seventy-six percent wish they had better knowledge of the course delivery technology, and forty two percent felt they had not received enough financial incentives for developing online courses.

4. Teaching Methods

All faculty members indicated that they are able to use more diverse teaching methods in the online courses, while fifty seven percent of them agreed that it is harder to implement some of the methods they used in their face-to-face courses. Yet, ninety-two percent indicated that it is easier to use collaborative projects in the online courses. These findings were emphasized in the interviews. Faculty believed that the online medium provide them the flexibility, which afford them the use of a variety of teaching methods.

5. Students' Performance

This is an area where there is somewhat of a variance in faculty's perceptions regarding students' performances in online courses. Faculty was divided in their perceived values of students' learning quality in online courses: fifty-seven percent of the faculty agreed students performed better in online courses, while forty-two percent believed otherwise. Also, fifty percent felt it was harder to assess students' true learning, and easier for students to cheat in online courses more so than in face-to-face courses. However, when asked about the instructors' own students in online courses, eighty-four percent believed their students were learning more in online courses.

Differences in Faculty's Perceptions in Regard to Demographic Data

The authors compared faculty's perceptions of the online teacher education program based on gender, age, years of experience, and number of online courses taught per term and found no statistical differences. More teachers with less than five years teaching experience agreed with the statement "The administration have clear policies regarding online course delivery" than those with over ten years of teaching experience (M=2.5, M=2.2). Participants with less than five years of teaching experience agreed less with the statement "Students spend less time working on online courses than F-2-F courses" than educators with more than ten years of teaching experience (M-=2.00, M= 2.33) (Table 3).

Instructors with less than five years of online teaching experience agreed significantly less with the statement "Flexibility of online course delivery is a major advantage" than teachers with an excess of ten years of online teaching experience (M= 1.33, M=2.4). Participants with less than five years of online teaching experiences agreed less with the statement "The administration have clear policies regarding online course delivery" than those with five to ten years of online teaching experience (M= 2.00, M= 3.00). Educators with less than five years of online teaching experience agreed

less with the statement "I think my students learn better in online courses" than the ones with 5-10 and more than 10 years of online teaching experience (M=1.00, M= 2.2, M= 2.2) (Table 4).

Qualitative Findings

Initially, five faculty members agreed to participate with in-depth follow up phone interviews to elaborate on their views and experiences teaching in the online teacher-training program in Jordan. The two faculty members interviewed were both Associate Professors in the Teacher Education Program. The first one had more than ten years of teaching experience in the online program, while the other faculty member had more than five years of online teaching experience. The instructors teach five and four online courses per term, respectively. The overall results from the interviews affirmed the quantitative results in all five areas. The interviews revealed the two faculty members believe blended online education is as effective and challenging as face-to-face education. In these interviews, they pointed out the model used in Jordan was considered blended learning because it involved constant communication with the instructor and individual tutoring when needed. They introduced the following facts to support their perceptions of the effectiveness of online education: AOU-J's students have ranked among the top in Jordan's Ministry of Higher Education yearly assessment, business graduates have ranked number one, and the education program graduates have been ranked number three for the last five years among all Jordan university graduates. An assessment test is not required for graduation; however, it is designed to assess all Jordanian university graduates' education quality and skills.

Also, the faculty pointed out that during the past few years there has been an increased demand for AOUJ's graduates, in particular, business and education majors. The faculty attributed this demand to the nature of blended online education teaching. As a result of being a Learner-Centered Model, students have been trained to take ownership of their education and be persistent problem solvers. The faculty perceived online education no different than face-to-face education. Due to online education flexibility in terms of allowing instructors the opportunity of diversifying their teaching methods and not being restricted to a time limit; the faculty now believes online education has come to have an advantage over face-to-face education. Although, the faculty did acknowledge some valuable experiences resulting from social interactions in face-to-face education are lost in the virtual world, they insisted it didn't have a negative impact on the overall effectiveness of online education.

Findings from these interviews affirmed the quantitative data findings in terms of institutional support. Interview participants disclosed they had received training sessions and workshops on a regular basis to address different technical issues and bring them up to date with the latest technology in blended education. Technical support was not limited to the formal training given by the institution and its IT department. Faculty members collaborated among themselves when faced with difficulties pertaining to online delivery.

Student-instructor rapport remains a dividing issue in faculty's perceptions. While one faculty member believed it was hard to build strong relationships due to the absence of social interactions, the other saw it as being completely opposite. He argued that due to the nature of online learning, most student connections with the learning institution are through the instructor. Thus, allowing for a stronger relationship between the instructor and the students. These assertions supported the quantitative data; indicating that participating faculty was equally divided in their perceptions of instructor-student relationships online.

While the two faculty members believed online delivery was not appropriate for all education courses, they also believed online delivery is not appropriate for all students. Online education requires persistence and serious commitment on the student's part; therefore those who lack such skills are unequipped to handle online education. This finding was also supported by the data collected earlier from the faculty using the survey.

7. DISCUSSION

The Arab Open University-Jordan, being the first and the only open online university in Jordan, was selected for this study. The lack of research in faculty's perception towards online learning at the Arab Open University prompted this research. The goal of this study, then, was to gain empirical data of faculty attitudes and perceptions towards online learning at the university.

Valentine (2002) argued that faculty's attitude, acceptance of online learning as an alternative to traditional teaching methods, and commitment to deliver instruction via e learning had a direct impact on the quality of instruction. Thus, understanding the faculty's perception of online learning and factors, which impact technology integration in the classroom, is vital.

This study examined faculty's perceived value of online education's effectiveness in teacher training programs, institutional support and availability of technology, teacher-student interactions, teaching method, and students'

performances. Results indicated that faculty members in the education program have positive attitudes and relatively high opinions of online learning. Results from this study supported pre-existing findings (Abu Qudais, Al-Adhaileh & Al-Omari, 2010; Al-Shboul, 2013; Gasaymeh, 2009; Mashhour & Saleh, 2010).

Also, the overall results indicated the faculty at the Teacher Education Program believed online learning to be as effective and challenging as face-to face learning. The results indicated the faculty perceived to have good control of their online classes and to be able to maintain meaningful interactions with their students. In terms of faculty-student interactions, the findings were consistent with the literature. Mashhour and Saleh (2010) found that ". . . there is a positive indication that the interaction between students and instructors when applying e-learning systems will be improved" (p. 276).

The findings indicated there were no significant differences in faculty's perceptions related to gender, age or number of courses taught per term. Results clearly showed instructors with longer teaching experiences, in particular online teaching, had more positive attitudes toward online courses and felt more confident of their students' learning. However, areas of concern were pointed out as well, in particular, students' performance. The faculty was equally divided in their perceptions of students' performances; fifty percent believed it was too hard to assess students' true learning in online education.

The terms of online education and blended education were used interchangeably throughout this paper to describe the open teaching model at AOU-J. Though online education and blended education fall under the same umbrella of distance education, it is imperative to mention that the faculty being interviewed at AOU-J, insisted on making a clear distinction between online education and blended education.

The qualitative data also revealed the public and cultural perception of online education in Jordan has also changed. Learning through correspondence was the first form of distance education in Jordan. It quickly formed a bad reputation within the learning communities in Jordan. So, when online learning began to find its way in Jordan, it was seen as a glorified form of the old distance education; which made many of them reserved about the whole concept. Therefore, during the interview process, participants felt it was necessary to explain the difference between the two modes of delivery as seen or understood in Jordan. Thus, the faculty was adamant about describing their teaching as blended asynchronous education with heavy emphasis on tutorial sessions, rather than as online education, and insisted that such distinction be made when reporting the data.

The AOU-J has been offering blended-asynchronous education for almost 13 years. In the last few years, faculty has come to recognize blended online education just as effective and important medium as face-to-face education. The faculty believed blended online education effectiveness was evidenced through their graduates' abilities to rank high in the country's national assessment test, continue their higher education ambitions in other Jordanian universities, and their dependability and skills as shown in the job market. It is imperative to mention, however, the majority of AOU-J's students are non-traditional students; as such they are more mature and experienced. The researchers of this study believe these factors could have also contributed to their high performances.

8. IMPLICATIONS

The study demonstrated that teachers gain more confidence and favorable attitudes towards their online courses as they gain more experience with online teaching. Institutes should provide more opportunities for faculty to gradually gain experience teaching in this medium. They also should provide ample professional development to better equip teachers with the skills they need to provide the same teaching quality they have in the traditional classroom. Despite the faculty's overall satisfaction with online education as an effective and challenging learning tool in higher education, participants preferred to have more face-to-face time in teacher training programs. This assertion is supported by Turkle (2015) as she states, "Even in the most technical subjects, such as calculus, students in online classes do better when they include face-to-face encounters." Institutes need to afford faculty the options of offering blended courses whenever they feel they need to maintain the quality of these courses. Furthermore, teacher-student interactions, and true assessments of students' learning continue to be issues of concern in the virtual classroom. Universities need to intensify their efforts of providing ways to assure faculty of the quality of assessing students' work.

This study investigated the faculty perception of the Teacher Training Program at the Arab Open University–Jordan only resulting in the sample size being very small. Therefore, the results were not conclusive to the university's other programs, AOU branches, or other universities in Jordan. The participating faculty had an extensive experience with online teaching, which contributed to their positive attitudes towards online teaching. This may point out to hidden bias by the faculty towards online education. Replication of this study in other AOU branches or other universities in Jordan would produce more conclusive findings of faculty perceptions of online learning in Jordan. These findings could

serve as a baseline for further comparative studies regarding faculty perceptions among other departments of AOU-Jordan and other AOU branches around the

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Table 1. Summary of Demographical Data of Research Participants

Criteria	Number of Participants		Percentage of Participants
Gender			
Male	10	72	
Female	4	28	
Age			
25-40 years old	2	14	
41-55 years old	6	43	
Older than 55 years old	6	43	
Teaching Experience			
< five years	2	14	
11-20 years	6	43	
> 20 years	6	43	
Online Teaching Experience			
< five years	4	28	
5-10 years	5	35	
> 10 years	5	35	
Courses Taught per Term			
> 5 Courses	4	28	
5 Courses	1	7.1	
4 Courses	3	21.5	
3 Courses	1	7.1	
2 Courses	1	7.1	
1 Course	3	21.5	

Table 2. Means and Percentages of Faculty Survey Responses

No.	Survey Item	Strongly Agree/Agree	Strongly Disagree/Disagree	No. of Respondents
Section 1: General Perception of Online Delivery				
1	Online delivery is appropriate for all education courses	69.23	30.77	13
2	Not all courses are suitable for online delivery	69.23	30.77	13
3	I prefer to deliver courses online	84.62	15.38	13
4	I wish to have more Face-to-Face courses in the teaching preparation program	75.00	25.00	12
5	I think we should have more blended courses in teacher training programs	78.57	21.43	14
6	Online courses are as challenging as F2F courses	100	0.00	13
7	Flexibility of online course delivery is a major advantage	100	0.00	13
8	Online delivery of courses is as effective as F2F courses	91.67	8.33	12
Section 2: Teacher-Students Interactions in the Online Courses				
9	Teacher-students communication is more difficult online	50.00	50.00	14
10	It is easier to build a community of learners online	92.86	7.14	14
11	I have complete control of my online courses	92.86	7.14	14
12	I have better discussions in my online courses	85.71	14.29	14
13	I get to know my students better in the online courses	92.86	7.14	14
14	I miss my F-2-F interactions with my students	38.46	61.54	13
15	Students tend to express themselves more freely in the online courses	92.31	7.69	13
16	Students seem to be more unpleasant in the online courses	50.00	50.00	14
17	It is harder for me to build a rapport with my students in the online course	53.85	46.15	13
Section 3: Support of Delivery of Online Courses				
18	I received adequate training to deliver my online courses	83.33	16.67	12
19	I have the right amount of technology support for my online courses	92.86	7.14	14
20	I have adequate support for my online courses from my administrators	92.86	7.14	14
21	I received financial incentives to prepare my online courses	57.14	42.85	14
22	I am adequately compensated for delivering my courses online	71.43	28.57	14
23	Online and F-2-F courses are given equal teaching loads	64.28	35.71	14
24	The administration have clear policies regarding online course delivery	84.62	15.38	13
25	I have problems with the technology delivering my courses	46.15	53.85	13
26	I wish I have better knowledge of the technology for delivery of the courses	76.92	23.06	13
27	It takes me longer to prepare, deliver, and revise online than face-to face courses	78.57	21.43	14
Section 4: Teaching Methods				
28	It is easier to use collaborative projects in the online courses	92.85	7.14	14

29	I am able to use more diverse teaching methods in the online courses	100	0.00	13
30	It is hard to implement some of the methods I used to have in the F-2-F courses	57.14	42.86	14
Section 5: Students' Performance				
31	Students perform better in online courses than F-2-F courses	57.14	42.86	14
32	Cheating in online courses is easier than face-to-face courses	50.00	50.00	14
33	I think my students learn better in online courses	84.61	15.38	13
34	It is hard to assess the students' true learning in the online courses	50.00	50.00	14
35	Students spend less time working on online courses than F-2-F courses	71.43	28.57	14
36	Students are more engaged in the online courses	92.86	7.14	14

Table 3. Significant Results of Analysis of Variance for Teaching Experience

Variable		Sum of Squares	df	Mean Square	F	Sig.
The administration have clear policies regarding online course delivery	Between Groups	3.514	3	1.171	6.891	0.009
	Within Groups	1.700	10	.170		
	Total	5.214	13			
I think my students learn better in online courses	Between Groups	3.500	3	1.167	5.833	0.014
	Within Groups	2.000	10	.200		
	Total	5.500	13			
Students spend less time working on online courses than F-2-F courses	Between Groups	2.123	3	.708	7.962	0.007
	Within Groups	.800	10	0.089		
	Total	2.923	13			

Table 4. Significant Results of Analysis of Variance for Online Teaching Experience

Variable		Sum of Squares	df	Mean Square	F	Sig.
Flexibility of online course delivery is a major advantage	Between Groups	2.256	2	1.128	4.231	0.047
	Within Groups	2.667	10	.267		
	Total	4.923	12			
The administration have clear policies regarding online course delivery	Between Groups	2.414	2	1.207	4.742	0.033
	Within Groups	2.800	11	.255		
	Total	5.214	13			
I think my students learn better in online courses	Between Groups	3.150	2	1.575	7.372	0.009
	Within Groups	2.350	11	.214		
	Total	5.500	13			