



Determining the Student-Teacher Perspective of Home Schooling as “New Normal” Education Trend in Jordan

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ABSTRACT

Homeschooling has acquired global attention due to the Covid-19 pandemic lockdown, and its success will require the regulators' attention and the focus of new researchers. Thus, the current paper examines the effect of students' willingness to embrace a new educational system and teachers' capacity to adopt a new educational system on the success of the Jordanian homeschooling system. Additionally, this study explores the mediating function of improved learning ability in the relationship between students' desire to accept a new education system, instructors' ability to adopt a new education system, and the success of Jordan's homeschooling system. Primary data were collected by surveys and analysed using smart-PLS. The findings revealed a favourable correlation between students' desire to embrace a

new education system and teachers' capacity to adopt a new education system and the success of the homeschooling system. Additionally, the data revealed that enhanced learning capacity plays a key role in mediating the relationship between students' desire to accept a new education system, teachers' ability to adopt a new education system, and the effectiveness of Jordan's homeschooling system.

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Introduction

Although COVID-19 has had significant medical consequences, little is known about affecting families and children daily. Numerous countries implemented stringent controls, including school closures, to prevent the spread of COVID-19 (Albrecht et al., 2022; Mælan et al., 2021). School closures may disrupt children's and parents' everyday lives, as schools provide a variety of critical services in addition to education (e.g., nutrition, exercise, social interaction, and mental health care). As a result of the worldwide education crisis caused by the Coronavirus (COVID-19), schools have been forced to close, teachers and parents have had little time to prepare, and pupils must learn at home. Due to the closure of schools, emergency remote education (ERE) became a temporary alternative. ERE is "all about surviving in a crisis by utilising all available resources, both offline and/or online." ERE is a subcategory of online education and home education. During the COVID19 crisis, homeschooling in the form of ERE requires students to adjust to learning from home with little interaction with classmates and instructors, while parents assume the role of teachers and teachers provide online education using available means (Al Ahababi, 2021; Cuadrado et al., 2021). Homeschooling has had a huge impact on the educational environment in this context. According to preliminary assessments, home-based education presents substantial challenges for children, parents, and teachers. Isolation and a decrease in well-being, particularly among elementary school kids. On the other hand, parents must balance their new role as instructors with other duties, such as paid job or financial concerns due to the current economic climate.

Additionally, preliminary findings indicate that instructors are adapting their instructional approaches to a digital world and an increase in demands, which has resulted in a rise in their workload. Apart from these conflicts between children, parents, and teachers, educational experts are concerned that the current state of affairs would exacerbate existing socioeconomic imbalances and widen the educational divide. Despite initial reports emphasising the difficulties and hurdles faced by stakeholders, the true impact of COVID-19 on the educational field remains unknown (Al Ahababi, 2021; Makridis et al., 2022).

Jordan's population is young (42.2 percent are 14 years old or younger, and 31.4 percent are between 15 and 29). More than a third of all Jordanians are now enrolled in educational institutions. All primary and secondary school students are free, and all Jordanian children under fifteen must attend. Jordan is expected to have achieved above 95% enrollment of school-aged children, up from 47% in 1960. In Jordan, unlike in many other countries, there is essentially no difference in primary school enrollment rates between urban and rural areas (Assaad et al., 2018). In 1997-98, Jordan had 1,346,178 primary and secondary school students. 951,831 attended schools run by the Ministry of Education, 229,487 attended private schools, 143,893 attended UNRWA-run schools, and 20,967 attended other government-run schools. In 1997-1998, one instructor was assigned to every twenty students in Jordanian schools. Following completion of their elementary school, a rising number of Jordanians pursue additional education, either at home or abroad. In 1997-98, Jordan's universities enrolled 88,267 students, while its community colleges enrolled 24,657. Jordanians enrolled in 5850 graduate school programmes (Al-Hassan, 2018; Al-Hassan, 2019). Jordan's educational system is currently confronted with two main

concerns. First, as a result of Covid-19, virtually every aspect of the country's education system has either shifted to online instruction (in the case of colleges) or homeschooling (early education). The government is also concerned with the quality of homeschooling to provide children with a better start in life. There are several compelling reasons to opt for excellent homeschool education. The importance that a country's government places on education can be determined by the amount of money dedicated to education in the country's economy. The percentage of education spending allocated by the Jordanian government in its annual budget is depicted in Figure 1.

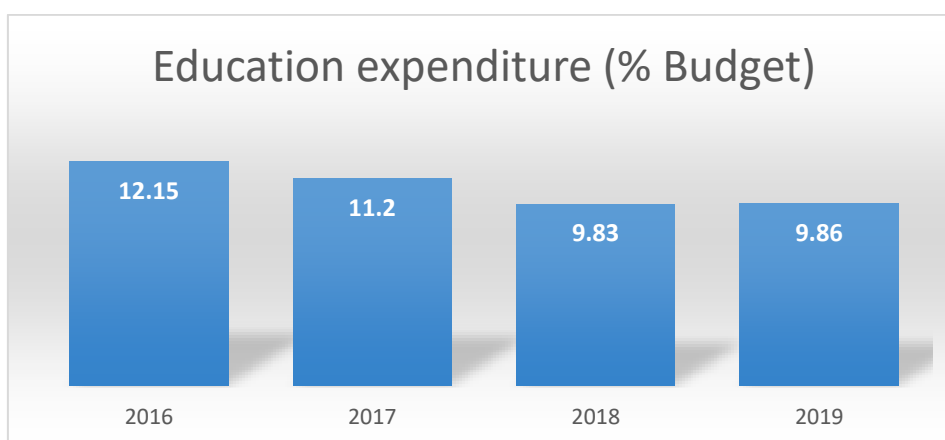


Figure 1: Percentage of education expenditure in annual budget by Jordan

The current study will address several gaps in the literature, including the following: 1) Petts et al. (2021) examined the impact of Covid-19 on childcare, homeschooling, and parental employment, whereas the current study will examine the success of homeschooling in Jordan. 2) Thorell et al. (2021) examined parents' experiences with homeschooling in the United States of America. Still, the current study will examine homeschooling success in Jordan using a mix of student and teacher abilities. 3) Parczewska (2021) examined parents' perspectives and experiences with home schooling during the coronavirus epidemic, as well as strategies for coping with difficult circumstances, while the current study will examine the success of homeschooling in Jordan by examining teachers' and students' abilities. 4) Roe et al. (2021) examined the effect of Covid-19 on homeschooling; however, this study will incorporate a mediation variable, namely learning capacities. 5) this concept has never been tested in the Jordanian context.

Additionally, the current study will contribute to the literature in the following ways. For example, 1) As the world's educational systems undergo a fast transformation, there is an urgent need to handle this sensitive subject. This study aims to provide light on the critical nature of homeschool education in Jordan. 2) will also emphasise the critical role of kids' and instructors' abilities in homeschooling success, and 3) will assist the country's educational officials in developing a more effective policy and implementing it. The current study's structure is further subdivided into distinct phases. The study's inception was discussed in the first phase. The second phase will explore the evidence for homeschooling,

kids' talents, and teachers' learning abilities in light of previous research. The third part will explore and assess the approach used to collect data about homeschooling, students' abilities, teachers' abilities, and learning abilities. The fourth phase will reveal the study's conclusions based on the research completed thus far and will include approval of the results. The article will conclude with the study's implications, conclusion, and final recommendations. The current study will address several gaps in the literature, including the following: 1) Petts et al. (2021) examined the impact of Covid-19 on childcare, homeschooling, and parental employment, whereas the current study will examine the success of homeschooling in Jordan. 2) Thorell et al. (2021) examined parents' experiences with homeschooling in the United States of America. Still, the current study will examine homeschooling success in Jordan using a mix of student and teacher abilities. 3) Parczewska (2021) examined parents' perspectives and experiences with homeschooling during the coronavirus epidemic, as well as strategies for coping with difficult circumstances, while the current study will examine the success of homeschooling in Jordan by examining teachers' and students' abilities. 4) Roe et al. (2021) examined the effect of Covid-19 on homeschooling; however, this study will incorporate a mediation variable, namely learning capacities. 5) this concept has never been tested in the Jordanian context.

Literature Review

The globe was harmed by Covid-19, which had a lasting influence on the educational system. Thus, the new education system is favourably integrated with homeschooling in Jordan, which requires kids' ability and willingness to learn. Jackman et al. (2021) examined the factors influencing students' readiness to adapt to changing educational systems across universities and schools. Most kids are familiar with the new education system, which is only functioning during pandemics and uncertain times. Correlation and regression analysis determine the determinants of students' willingness. The findings reveal that significant willingness on the part of kids positively correlates with significant achievement in the homeschooling system. Saadvandi et al. (2019) described students' and teachers' impressions of and readiness to learn about a new educational system that aids in the success of the homeschooling system. Numerous higher education institutions offer cooperative and alternative measurements of students' willingness. The elements that influence student willingness and the homeschooling system are evaluated using theoretical and practical implications. The study positively contributes to students' perceptions and willingness to develop homeschooling systems in these key days (PURWITO et al., 2021; RAHTIKAWATIE et al., 2021).

Additionally, Chang et al. (2017) studied e-learning systems regarding students' willingness to contribute positively to the homeschooling system. It is frequently assumed that innovation and technical improvement increased students' eagerness to become acquainted with online learning. Students' willingness to learn is evaluated in various ways through the theoretical and structural education modelling system's appropriate aspects. According to the study, intrinsic motivation among kids promotes willingness, which contributes to the success of the homeschooling system. Lee (2020) examined the relationship between students' perceptions of non-native and native teachers who assist in

the homeschooling system. The immediacy of teachers' trustworthiness and their behaviours fosters students' openness to adopt new educational approaches. The elements affecting students' willingness are thoroughly examined using a variety of practical approaches and theoretical consequences. The study identifies kids' willingness as the primary factor affecting the homeschooling system's effectiveness. Jolly and Matthews (2018) detailed the history of the homeschooling system, which was created successfully with students' desire to adopt a new educational system. Numerous families are fortunate to have a sizable homeschooling population, which has interestingly emerged with great educational credentials. Qualitative techniques measure students' willingness to adopt a new educational system. The study significantly increased students' willingness to try a new educational system, which contributed significantly to the success of the homeschooling system (Ramadani, 2021; Valizadeh & Soltanpour, 2021).

Neuman and Guterman (2017) noted the homeschooling system's ideas, which are largely unstructured and structured due to the taxonomic expansion. Perhaps parental involvement in their children's education significantly impacts their career, both positive and negative. Implementing specific theoretical and structural techniques demonstrates the phenomena of students' willingness favourably. According to the report, students' willingness is critical to the success of the homeschooling system (Yang et al., 2021; Yen et al., 2021).

H1: 'Students' willingness to adopt a new education system significantly influences the success of the homeschooling system.

Throughout Covid-19, the construction of a new educational system and homeschooling profoundly affected Jordan's instructors and pupils. Yan and Deng (2019) discussed teachers' worries and capacities for adapting to China's new education system and inclusive education. Concerns are focused on implementing new education that is required to remain relevant in the current educational system. Additionally, the education modalities described teachers' competencies as measured by concern-based adoption model methodologies. According to the study, the talents of teachers with new education are critical and affect the performance of the homeschooling system. Bu and Han (2019) discussed the promotion and growth of teachers' backbones, which can aid them in becoming acquainted with China's new education system. Education changes also have a substantial impact on teachers who are still adjusting to the new educational system. Teachers' talents are evaluated on various levels that detail the advantages and disadvantages of homeschooling through the use of curriculum techniques. The study suggests that teachers' competency has a significant impact on the success of the homeschooling system. Shaari (2020) examined the relationship between the growth, processes, and structures of instructors' abilities and how these abilities contribute to the creation of diverse networks of schooling for pupils. The factor of homeschooling evolved out of the dire need of indifferent world settings. Different approaches are used to measure teacher abilities and their contribution to homeschooling. The study implies that homeschooling may be successful due to the teaching talents required by modern educational systems (Service, 2021).

Additionally, Xu and Zhu (2020) underlined the variables affecting teachers' abilities due to new educational systems and the homeschooling system. Homeschooling systems

are developed in response to global requirements, while teaching talents are developed in response to new educational systems. Partial least square approaches are used to interpret the factors associated with teachers' competence. The study concluded that the ability of instructors to adapt to a new educational system is directly related to the success of the homeschooling system. Maelan et al. (2021) evaluated the homeschooling system's experiences through the lens of instructors' ability to adjust to a new educational system during the COVID-19 pandemic. Teachers' abilities are developed following the new educational system's advancements, as are student talents. The relationship between the selected variables is evaluated considerably through survey methodologies and theoretical approaches. As a result of the results reported, improving teacher talents are beneficial in ensuring the homeschooling system's success. Guterman and Neuman (2018) examined the association between socioeconomic characteristics and personality contributions owing to homeschooling parents' opinions. The education system throughout the world is developed in response to the economy's current state and epidemic days. The capacities of teachers about homeschooling and the new educational system are studied using both statistical and theoretical approaches. As a result, the prominence of teachers' capacity to succeed in homeschooling systems increases (Nanfack, 2021).

H2: Teachers' ability to adopt a new education system significantly influences the success of the homeschooling system.

The constant difficulty in the education industry has been exacerbated by Covid-19, which prepared the world to introduce diverse educational systems. Thus, constructing a new education system based on homeschooling has aided the Jordanian government, where student motivation is equally critical. According to China's educational advancements, Wang and Zhang (2019) interpreted the relationship between self-reported ability, deep learning, and student teaching. The children develop enhanced learning abilities, which mediate their desire to adjust to the new educational system and homeschooling system. Numerous methodologies, including confirmatory factor analysis, reliability analysis, and exploratory factor analysis, were used to analyse the selected factors. The findings suggested that enhanced learning capacities were a moderating factor between students' propensity to homeschool and the new education system. Luo (2019) discussed the effects and relationships between learning effectiveness and problem-based learning among physical education students. Students' learning ability successfully mediates between their desire for homeschooling and modern educational institutions. Numerous tests and covariance analyses are conducted on the selected variables of students' learning and willingness. The findings indicated that the degrees of options available to pupils are established through the mediation role of improving learning abilities.

Additionally, Heng et al. (2019) investigated the development of educational channels and programmes among students based on their willingness. Students' readiness to adapt to new educational systems and homeschooling is contingent on the outcomes and ability to conceptualise material. As a result, critical discourse analysis examines the elements connected with selected variables. The findings suggested that students' willingness is required for the new education system and homeschooling, which place a premium on enhancing kids' learning capacities. Pozas et al. (2021)

described how homeschooling assisted parents and students in adapting to the challenges and changes in Germany and Mexico during the corona era. Because the days of the corona posed a direct threat to the lives of both parents and pupils, homeschooling was deemed the optimal means of instruction. Using qualitative and formal methodologies, the enhanced learning abilities of parents and students were identified as the primary motivator. According to one study, elements related to enhanced learning abilities acted as a positive mediator between students' inclination to homeschool and the new education system. Ray (2017) explored the characteristics and choices of homeschooling based on students' willingness to improve learning capacities. Students' demographics are related to their success, social growth, and academic achievement. Numerous theoretical and practical approaches were used to establish these parameters. The study contributes to developing kids' willingness for homeschooling and a new educational system by enhancing their learning abilities. Collins and Redden (2021) explored how experiential learning and students' willingness increased students' learning ability. A cyclical educational process could be encouraged through a new educational system and homeschooling, depending on the students' willingness. Various statistical methodologies are used to determine the efficacy of students' learning and increased learning. The conclusion implies that having excessive confidence in one's ability to learn could be detrimental to the promotion of new education and homeschooling systems.

H3: Improve learning abilities significantly mediates the relationship between 'students' willingness to adopt a new education system and the success of the homeschooling system.

Teachers' abilities were also recognised during the Covid-19, where increased learning abilities played a critical part for students and teachers. Chen et al. (2018) examined the relationship between competition-based learning and perceived ability, goal achievement, and performance. The development of these abilities and performance may rely heavily on teachers who are familiar with a variety of educational systems. The efficient application of various strategic and theoretical strategies demonstrated the critical nature of developing learning capacities among the selected factors. The findings indicate that improving students' learning capacities has a moderating influence on their willingness to participate in homeschooling and the new education system.

Maxwell et al. (2017) described the interactions between students' skills and talents in explicit and implicit approaches. The predominance of enhanced learning capacities successfully assists pupils in generating a desire for homeschooling and a new educational system. The characteristics that influence a student's propensity to study and progress are positively examined using statistical and theoretical methodologies. The findings indicated that enhanced learning capacities had a moderating effect on students' desire to participate in homeschooling and new education adoption. König et al. (2020) examined the adaption of the online education system and homeschooling, which are established based on instructor competence and student motivation. For effective online education and students' learning abilities to increase, teachers' competence is required. Theoretical approaches and regression techniques analyse potential predictors of increased learning and teaching abilities. The findings suggest that enhanced learning capacities significantly affect teachers' attitudes on homeschooling and the new educational system.

Dietrich et al. (2021) evaluated homeschooling attempts and efforts to eradicate socioeconomic inequality in German schools during the closing period. Schools were closed during COVID-19, necessitating homeschooling due to better learning capacities. Numerous elements were shown to be connected with homeschooling and teacher abilities through correlation and regression analysis on available data. The findings revealed that a mediating function for enhanced learning abilities is required to develop teacher capabilities for new schools and homeschooling. Ray (2017) researched the characteristics and demographics of homeschooling to aid teachers and children in developing their learning capacities. Most teachers' and students' academic accomplishments were related to emotional and social development. This clearly expresses the effect of enhanced instructor abilities' effect on new systems, as outlined by theoretical approaches. The study demonstrates that homeschooling and a new education system can enhance teacher abilities through the mediating effect of better learning abilities. Cowan and Peacock (2017) evaluated the activities that enhance the development and improvement of teachers' learning capacities through experiential learning. To assist students in achieving a greater degree of ability through increased learning, teachers' abilities must be familiar with homeschooling and new education. Various statistical models are used to understand the reflections of factors related with increased learning and instructor abilities. The findings indicate that enhanced learning capacities positively mediate teachers' attitudes regarding homeschooling and their adaption to the new educational system.

H4: Improve learning abilities significantly mediates the relationship between 'teachers' ability to adopt the new education system and the success of the homeschooling system.

Research Methods

The article examines the effect of students' willingness to adopt a new education system and teachers' ability to adopt a new education system on the success of the homeschooling system in Jordan, as well as the mediating role of improving learning ability in the relationship between students' willingness to adopt a new education system, teachers' ability to adopt a new education system, and homeschooling system success. Primary data were acquired through the use of questionnaires. These surveys were adapted from Micheal et al. (2021), Shen (2018), and Green-Hennessy and Mariotti (2021). The responders are private school students and teachers. Students respond to questions on their readiness to accept a new education system, the success of homeschooling, and their improved learning ability, while teachers respond to questions about their ability to adapt to a new education system. Thus, 655 questionnaires were distributed, but only 375 legitimate surveys were returned, indicating a response rate of around 57.25 percent.

The current article utilised the smart-PLS to assess item validity and variable reliability via "measurement model assessment" while also assessing the link between variables via "structural model assessment." The researchers chose this tool due to its capabilities for assessing complex models and producing the most accurate estimation of a big sample size. The "measurement model assessment" validates the items using "Alpha, composite

reliability (CR), factor loadings, and average variance extracted (AVE)" and the variables using "Fornell Larcker, cross-loadings, and Heterotrait Monotrait (HTMT) ratio". Additionally, "structural model assessment" verifies the relationship between the variables. Additionally, the current study utilised two predictors: students' willingness to embrace a new educational system (SWANES), which contains eighteen things, and teachers' ability to adopt a new educational system (TAANES), which contains eight items. Additionally, using seven items, improved learning ability (ILA) was used as the mediating variable, and the success of the homeschooling system (SHSS) was used as the dependent variable. The study's framework is depicted in Figure 2.

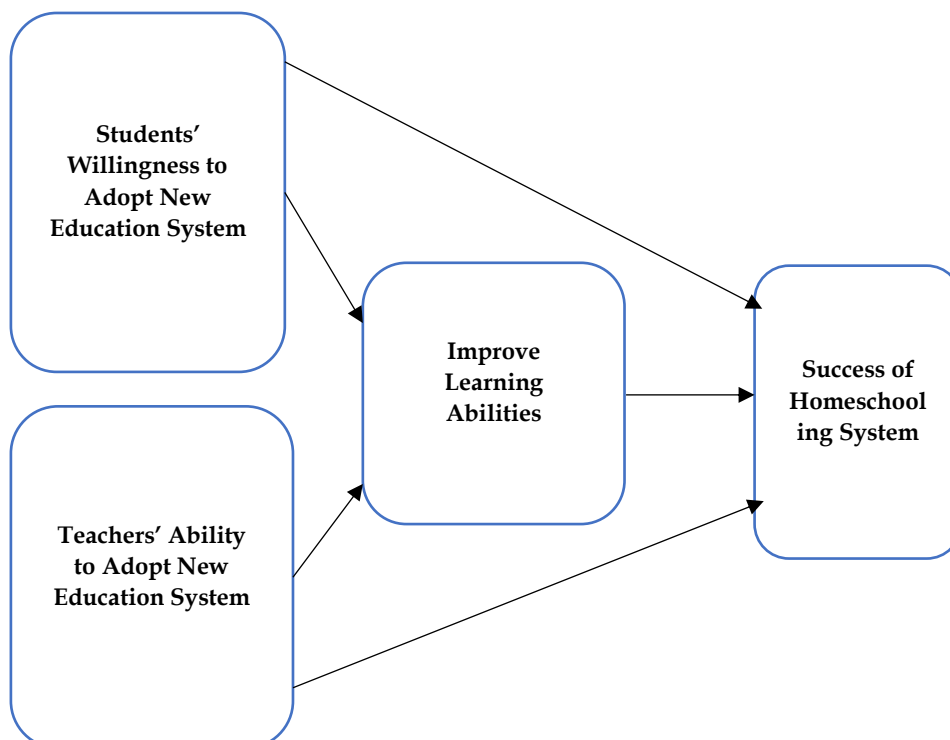


Figure 2: Study framework

Research Findings

The results section shows the "measurement model assessment" that checks the validity of the item using "Alpha, CR, factor loadings and AVE". The results in Table 1 indicated that loadings values are larger than 0.50 and eliminated items with lower than 0.50 values. These results exposed that high linkage among items and convergent validity proved valid.

Table 1

Factor loadings

| Constructs | Items | Factor Loadings |
|--|--------------------------|------------------------|
| Improved Learning Ability | ILA2 | 0.838 |
| | ILA3 | 0.831 |
| | ILA4 | 0.755 |
| | ILA5 | 0.786 |
| | ILA6 | 0.767 |
| | ILA7 | 0.679 |
| | Success of Homeschooling | SHSS1 |
| SHSS10 | | 0.769 |
| SHSS2 | | 0.749 |
| SHSS3 | | 0.698 |
| SHSS4 | | 0.792 |
| SHSS5 | | 0.784 |
| SHSS6 | | 0.760 |
| SHSS7 | | 0.685 |
| SHSS8 | | 0.679 |
| 'Students' Willingness to Adopt New Education System | SHSS9 | 0.755 |
| | SWANES1 | 0.721 |
| | SWANES10 | 0.687 |
| | SWANES11 | 0.787 |
| | SWANES12 | 0.816 |
| | SWANES13 | 0.738 |
| | SWANES14 | 0.743 |
| | SWANES16 | 0.785 |
| | SWANES17 | 0.787 |
| | SWANES18 | 0.757 |
| | SWANES2 | 0.746 |
| | SWANES3 | 0.688 |
| | SWANES4 | 0.701 |
| | SWANES5 | 0.651 |
| SWANES6 | 0.719 | |
| 'Teachers' Ability to Adopt New Education System | SWANES7 | 0.692 |
| | SWANES8 | 0.625 |
| | SWANES9 | 0.646 |
| | TAANES1 | 0.757 |
| | TAANES2 | 0.793 |
| | TAANES3 | 0.725 |
| | TAANES4 | 0.826 |
| | TAANES5 | 0.721 |
| TAANES6 | 0.765 | |
| TAANES8 | 0.788 | |

The results in Table 2 also indicated that CR values are more than 0.70, Alpha values are not less than 0.70, and AVE values are not lower than 0.50. These results exposed that high linkage among items and convergent validity proved valid.

Table 2

Convergent validity

| | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|--------|------------------|-----------------------|----------------------------------|
| ILA | 0.843 | 0.884 | 0.532 |
| SHSS | 0.912 | 0.926 | 0.558 |
| SWANES | 0.943 | 0.949 | 0.525 |
| TAANES | 0.885 | 0.910 | 0.591 |

The results section also show the "measurement model assessment" that also checks the reliability of the variables using "Fornell Larcker, cross-loadings, and Heterotrait Monotrait (HTMT) ratio". The results in Table 3 related to the Fornell Larcker explore that the first value that shows association with variable itself is larger than the other values in the column. These results explore the low association among variables.

Table 3

Fornell Larcker

| | ILA | SHSS | SWANES | TAANES |
|--------|-------|-------|--------|--------|
| ILA | 0.778 | | | |
| SHSS | 0.611 | 0.747 | | |
| SWANES | 0.463 | 0.680 | 0.725 | |
| TAANES | 0.520 | 0.680 | 0.510 | 0.769 |

In addition, the results in Table 4 related to the cross-loading explore that items values that show the association with variable itself are larger than the other values in the column. These results explore the low association among variables.

Table 4

Cross-loadings

| | ILA | SHSS | SWANES | TAANES |
|----------|--------------|--------------|---------------|---------------|
| ILA2 | 0.838 | 0.558 | 0.390 | 0.490 |
| ILA3 | 0.831 | 0.460 | 0.379 | 0.377 |
| ILA4 | 0.755 | 0.530 | 0.438 | 0.417 |
| ILA5 | 0.786 | 0.455 | 0.298 | 0.432 |
| ILA6 | 0.767 | 0.391 | 0.307 | 0.342 |
| ILA7 | 0.679 | 0.421 | 0.324 | 0.341 |
| SHSS1 | 0.419 | 0.790 | 0.538 | 0.570 |
| SHSS10 | 0.429 | 0.769 | 0.540 | 0.542 |
| SHSS2 | 0.393 | 0.749 | 0.459 | 0.551 |
| SHSS3 | 0.319 | 0.698 | 0.478 | 0.466 |
| SHSS4 | 0.406 | 0.792 | 0.495 | 0.517 |
| SHSS5 | 0.392 | 0.784 | 0.508 | 0.490 |
| SHSS6 | 0.475 | 0.760 | 0.538 | 0.494 |
| SHSS7 | 0.568 | 0.685 | 0.458 | 0.497 |
| SHSS8 | 0.676 | 0.679 | 0.482 | 0.394 |
| SHSS9 | 0.457 | 0.755 | 0.572 | 0.547 |
| SWANES1 | 0.377 | 0.478 | 0.721 | 0.428 |
| SWANES10 | 0.205 | 0.462 | 0.687 | 0.303 |
| SWANES11 | 0.407 | 0.586 | 0.787 | 0.438 |
| SWANES12 | 0.422 | 0.552 | 0.816 | 0.375 |
| SWANES13 | 0.388 | 0.511 | 0.738 | 0.370 |
| SWANES14 | 0.350 | 0.491 | 0.743 | 0.416 |
| SWANES16 | 0.378 | 0.518 | 0.785 | 0.363 |
| SWANES17 | 0.432 | 0.532 | 0.787 | 0.374 |
| SWANES18 | 0.361 | 0.494 | 0.757 | 0.359 |
| SWANES2 | 0.345 | 0.525 | 0.746 | 0.465 |
| SWANES3 | 0.389 | 0.536 | 0.688 | 0.434 |
| SWANES4 | 0.321 | 0.494 | 0.701 | 0.438 |
| SWANES5 | 0.246 | 0.404 | 0.651 | 0.217 |
| SWANES6 | 0.249 | 0.429 | 0.719 | 0.281 |
| SWANES7 | 0.225 | 0.461 | 0.692 | 0.271 |
| SWANES8 | 0.256 | 0.393 | 0.625 | 0.295 |
| SWANES9 | 0.216 | 0.456 | 0.646 | 0.374 |
| TAANES1 | 0.395 | 0.570 | 0.455 | 0.757 |
| TAANES2 | 0.412 | 0.431 | 0.355 | 0.793 |
| TAANES3 | 0.388 | 0.469 | 0.415 | 0.725 |
| TAANES4 | 0.469 | 0.633 | 0.437 | 0.826 |
| TAANES5 | 0.346 | 0.546 | 0.372 | 0.721 |
| TAANES6 | 0.375 | 0.391 | 0.309 | 0.765 |
| TAANES8 | 0.400 | 0.563 | 0.376 | 0.788 |

Moreover, the results in Table 5 related to the HTMT ratio explore that the values of HTMT ratios are not larger than 0.90. These results explore the low association among variables.

Table 5

Heterotrait Monotrait ratio

| | ILA | SHSS | SWANES | TAANES |
|--------|-------|-------|--------|--------|
| ILA | | | | |
| SHSS | 0.675 | | | |
| SWANES | 0.495 | 0.728 | | |
| TAANES | 0.584 | 0.744 | 0.547 | |

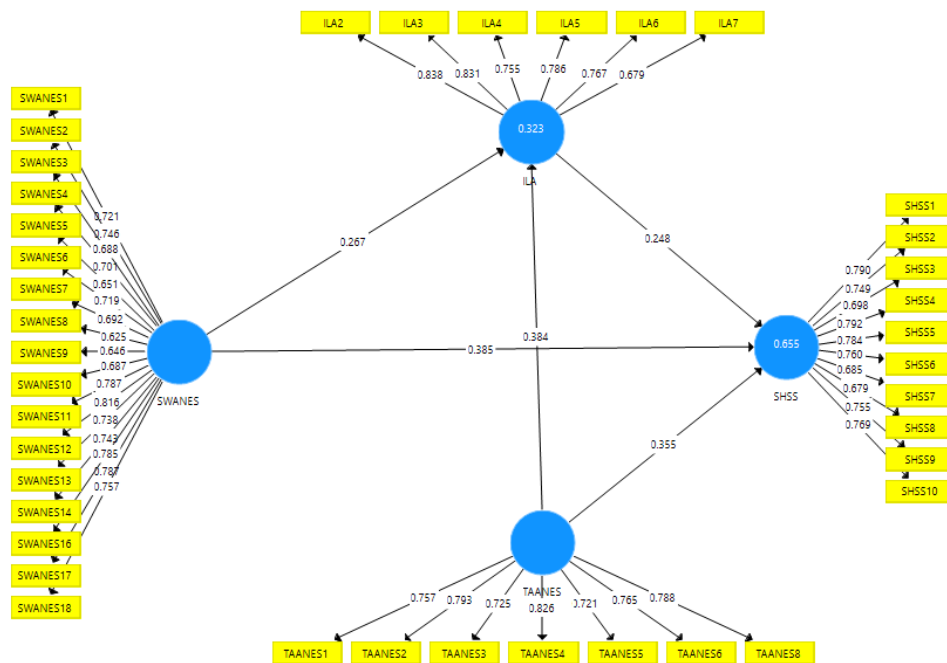


Figure 3: Measurement model assessment

In addition, "structural model assessment" check the association among the variables. The results in Table 6 related to the direct path exposed that 'students' willingness to adopt a new education system and 'teachers' ability to adopt a new education system have a positive linkage with the success of the homeschooling system and accept H1 and H2. The results also exposed that the one per cent change in ILA, the SHSS will also increase by 0.248 per cent and vice versa. In addition, the outcomes also exposed that the one per cent change in SWANES, the SHSS will also increase by 0.385 per cent and vice versa. Finally, the output also explores that the one per cent change in TAANES, the SHSS will also increase by 0.355 per cent and vice versa.

Table 6

Direct path analysis

| Relationships | Beta | S.D. | T Statistics | P Values | L.L. | U.L. |
|----------------|-------|-------|--------------|----------|-------|-------|
| ILA -> SHSS | 0.248 | 0.050 | 4.948 | 0.000 | 0.153 | 0.344 |
| SWANES -> ILA | 0.267 | 0.056 | 4.759 | 0.000 | 0.166 | 0.375 |
| SWANES -> SHSS | 0.385 | 0.044 | 8.827 | 0.000 | 0.301 | 0.469 |
| TAANES -> ILA | 0.384 | 0.060 | 6.423 | 0.000 | 0.265 | 0.490 |
| TAANES -> SHSS | 0.355 | 0.060 | 5.894 | 0.000 | 0.233 | 0.471 |

The findings in Table 7 related to the indirect path also exposed that improved learning ability significantly mediates among the linkage of 'students' willingness to adopt a new education system, 'teachers' ability to adopt a new education system, and success of the homeschooling system in Jordan accept H3 and H4.

Table 7

Indirect path analysis

| Relationships | Beta | S.D. | T Statistics | P Values | L.L. | U.L. |
|-----------------------|-------|-------|--------------|----------|-------|-------|
| SWANES -> ILA -> SHSS | 0.066 | 0.018 | 3.667 | 0.000 | 0.035 | 0.106 |
| TAANES -> ILA -> SHSS | 0.095 | 0.027 | 3.487 | 0.001 | 0.049 | 0.154 |

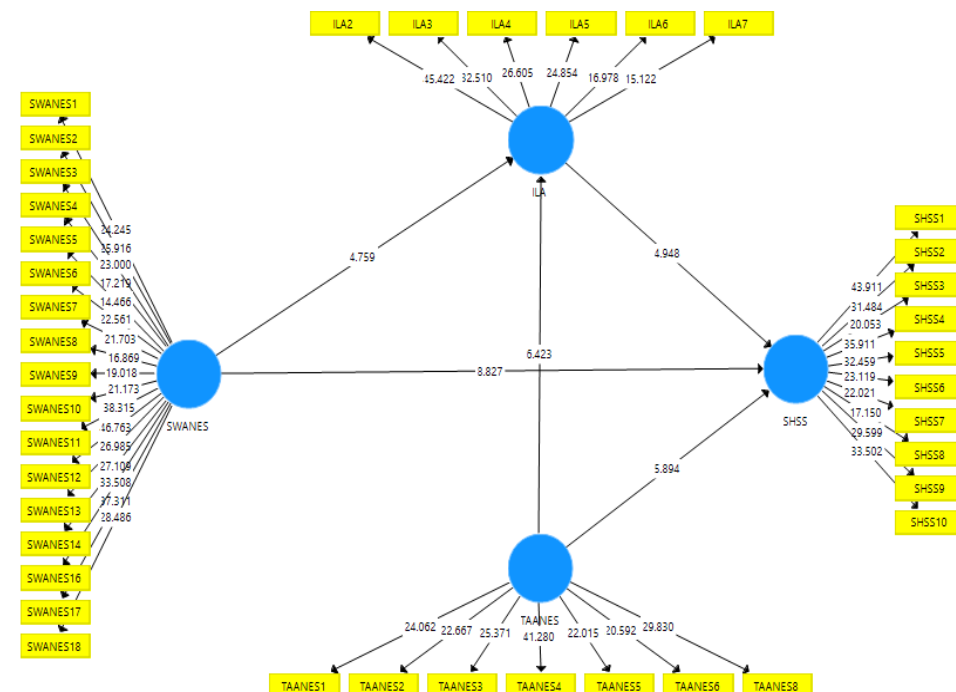


Figure 4: Structural model assessment

Discussions

The study's findings suggested that students' willingness to adopt NES is positively related to the homeschooling system's success. These findings are corroborated by a previous study by Mælan et al. (2021), which demonstrates that, unlike traditional education classes, homeschooling performance is entirely based on the students' willingness to adopt this new educational approach. Students who have the goal and are comfortable interacting with the education system. They must schedule to attend classes to complete their education, can profit from and advance in homeschooling. Pozas et al. (2021) 's study on student adoption of NES and the homeschooling system's success corroborates these findings. This study implies that students' propensity to embrace the NES is influenced by their desires, abilities, and availability to system-related resources. If most students are eager to get an education in novel ways given by institutions, institutions can successfully implement the homeschooling system. These findings corroborate Engchun et al. (2018) prior research. This study asserts that homeschooling strategies must be used when a country faces a crisis and it becomes hard to conduct educational activities through traditional schooling. However, effective homeschooling is achievable when the intended children support the suggested educational system.

The study's findings suggested that teachers' capacity to embrace NES positively correlated with the homeschooling system's success. These findings are corroborated by a previous study by Lockhart and Mun (2020), demonstrating that because instructors are a critical component of an educational system, talents such as knowledge, awareness, and other cognitive skills contribute to the system's performance. To execute homeschooling, various information and communication techniques or technologies are used, all of which require users to possess certain competencies. Teachers capable of adopting a homeschooling system can do it effectively and successfully. These findings are also consistent with a previous study by Pearlman-Avni and Grayevsky (2019), which found that teachers' personal home visits or online education programmes facilitate homeschooling during school closures. These two modes of instruction necessitate specific abilities due to their radical departure from standard education. Teachers can adapt to new educational methods. These findings corroborate the work of Blume et al. (2021). According to this study, teachers who possess the ability to adopt NES, such as time management skills, effective communication skills, adaptability to changing curriculum and educational trends, and the ability to engage students in learning to achieve better results, can play an effective role in the newly implemented homeschooling system. The more effective the teacher's NES abilities, the more likely homeschooling will succeed.

The findings indicated that enhanced learning capacities mediate kids' willingness to adopt NES and the homeschooling system's performance. These findings are corroborated by a previous study by Conejeros-Solar and Smith (2021), which demonstrates that when students are motivated to adopt new learning methods and have the financial means to do so, they make every effort to develop the abilities required for the new system, while also developing some other useful skills. The pupils' enhanced learning capacities enable tutors

and educational management to conduct homeschooling successfully and obtain the intended results. These findings are also corroborated by Tan (2020) previous study, which claims that students intend to continue their studies even during vacations and hence seek familiarity with new methods. They gain characteristics such as creativity, adaptability, time management, focus, and communication skills due to this. These talents enable kids to connect effectively with technologies and apps used in homeschooling and to perform well on final exams, ensuring the homeschooling system's success.

The findings revealed that enhanced learning abilities buffer teachers' capacity to embrace NES and the homeschooling system's success. These findings are corroborated by a previous study conducted by Puga (2019), which demonstrates that when educational institutions adopt policies to maintain education for students and adopt online homeschooling methods, they also train their teachers on how to participate and develop students' improved learning abilities. Students' better learning capacities contribute to transitioning from traditional teaching techniques to online homeschooling. These findings also corroborate a recent study by Bubb and Jones (2020), which indicates that it is self-evident that teachers' talents, abilities, and skills affect students' learning capacities. Teachers who are completely familiar with the technology and apps used in online homeschooling may impart that expertise to students; similarly, they can educate students on organising their classes, concentrating, and responding with confidence to efficiency. The abilities assist pupils in learning effectively and producing the desired results. As a result, they contribute to the popularity and success of homeschooling.

Implications

The current investigation has both theoretical and empirical consequences. This study makes numerous additions to the literature on economics. The study gives light on students' willingness and teachers' capacity to adopt NES and their relationship to the homeschooling system's success. This paper is an excellent addition to the literature because it discusses a timely problem, namely the necessity for homeschooling, which is particularly appropriate in light of the current situation of a widespread pandemic. Covid-19. The willingness of students to embrace NES and the ability of teachers to adopt NES are two distinct facets of the same field that impact the success of the homeschooling system and have been discussed in separate articles. The current study contributes to the literature by combining students' willingness to embrace NES and teachers' capacity to adapt NES for analysing the performance of the homeschooling system. This study is significant in growing economies worldwide, where the education sector has been confronted with pandemics, government restrictions, and difficulties in continuing educational activities even when schools are closed or classes are held outside of school hours. The study demonstrates how to promote homeschooling and improve its outcomes effectively. The study implies that homeschooling may be successful by increasing kids' willingness to accept NES and boosting teachers' capacity to do so. The study concludes that by focusing on developing and enhancing children's learning capacities, the homeschooling system can be made successful.

Conclusion and Limitations

The current study was designed to assess the effects of students' willingness to accept NES and teachers' ability to adapt NES on the homeschooling system's success. Additionally, it was intended to investigate the effect of enhanced learning capacities, the relationship between students' readiness to embrace NES and teachers' capacity to adopt NES, and the success of the homeschooling system. The current research focused on Jordan, devastated by the Covid-19 outbreak, forcing most educational institutions to close for extended periods. The effects of students' willingness to adopt NES and teachers' ability to adopt NES on the success of the homeschooling system, as well as the effects of students' willingness to adopt NES and teachers' ability to adopt NES on learning abilities and the success of the homeschooling system, in Jordan's education sector. The findings suggested that when targeted students have the intention, capacity, and accessories to adapt to homeschooling as a NES, it becomes easier for educational institutions to deploy homeschooling successfully. The study indicated that the homeschooling system could be implemented successfully if the home tutors and online tutors hired by educational institutions possess the requisite ability, knowledge, and skills. The findings indicated that students' willingness and teachers' capacity to implement NES enhance learning ability, which contributes to the success of the homeschooling system.

There are some limitations to this article. This study underlines the importance of two variables to the success of the homeschooling system: the students' willingness to embrace NES and the teachers' capacity to adopt NES. Numerous other aspects, such as digital gadgets, the internet, software, and educational management, go unexamined, rendering the study incomplete. The writers' responsibility is to investigate the influence of a broader range of factors determining the success of the homeschooling system. The purpose of this study is to examine the mediating effects of enhanced learning ability on the relationship between students' willingness and teachers' ability to embrace NES and the homeschooling system's success. Improved learning abilities affect students' willingness to accept NES, teachers' capacity to adapt NES, and the homeschooling system effectiveness. As a result, examining the moderating effect of enhanced learning ability on these factors is necessary.

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