Effect of COVID-19 on Education in Saudi Arabia and E-Learning Strategies

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Abstract

The overall purpose of this paper is to explore the adverse effect of COVID-19 on the learning environment in the kingdom of Saudi Arabia (KSA). Considering that the impact of the coronavirus on education was abrupt, there was no contingency plan to mitigate the effect other than to shift to remote learning. The research addresses the question whether online/distance learning classes were effective. To deal with the research questions, the authors elicited teachers' and students' perceptions of regarding the challenges they faced amidst COVID-19 in learning via virtual mode- the only alternative e-learning strategy available at the time of social distancing. Hence it is important to mention that King Abdulaziz University (KAU) has been using e-learning/blended learning for more than a decade under the umbrella of the deanship of distance learning of KAU, however, in a different scenario. Data was collected from teachers and students through two questionnaires (adapted). The results reported that the majority of the participants had positive attitudes towards E-learning. It was also found that students were prepared to shift to online mode to avoid any academic loss.

Keywords: COVID-19, E-learning strategies, distance learning, Saudi Arabia's education, perception, social distancing

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Introduction

The present pandemic situation has caused a lot of damage to almost all walks of life. To safeguard the lives of all, governments around the world called for the lockdown, and hence the quarantine was officially announced. Business in almost all sectors was affected by the lockdown. Education is no exception. One way to mitigate the disruption created by COVID-19, educational institutions around the globe have turned to remote teaching and learning which noticed some of the stress-inducing factors: unprepared staff, shortage of materials, lack of teacher's digital competencies, students' wellbeing, and their academic outcomes.

A number of studies show that education has been dramatically affected thus, students' achievements were questionable. (Lapovsky, 2020; Quacquarelli, 2020; Wang et al., 2020). KSA has dealt with educational issues by providing many useful online resources accessible to students at their convenient time and space. Considering that online teachers require various support of technical and pedagogic issues (Schoenfeld-Tacher & Persichitte, 2000), KAU set forth multiple workshops and training sessions so good results can be attained. Therefore, students' academic achievements was one of the most tangible results as found by Kuhfeld et al.(2020) and Sintema (2020).

To deal with future challenges, students were familiarised with all the features of the existing tools to cope with expected challenges as reported by Khan (2011, 2016, 2020a,b) and Mahyoob (2020) in the context of Saudi Arabia. The most-reported challenges were related to technical issues and the use of Blackboard tools. On the contrary, the result found in Xhaferi and Xhaferi (2020) revealed that most of the undergraduate students at SEEU in Tetovo, North Macedonia held positive attitudes towards online learning.

The lack of teachers' preparedness for online learning has led to major challenges during COVID-19. Considering the fact that many teachers at different levels of schooling are technologically illiterate (Habibu et al., 2012; Ramorola, 2013), the sudden shift to e-learning has caused more difficulties for teachers to cope with the new mode.

Therefore, the aim of this study is to discover whether Saudi teachers and students have found online learning and teaching valuable and explore their preparedness to shift to such a learning mode. The study rationale highlights online teaching and learning effectiveness. The study's significance lies in its findings of the efficiency of online teaching and learning mode and suggestions of its application not only during times of crises such as COVID-19 but to be activated side by side with physical learning mode to raise both teachers' and students' confidence. Thus, the two research questions are as follows:

- 1)What are the perceptions of Saudi teachers and students towards online learning during COVID-19?
- 2)To what extent Saudi teachers and students were ready to shift to online learning mode during the times of COVID-19?
- 3)Were Saudi teachers and students supported to apply effective online mode?

Method

The unexpected shift to online teaching in the midst of the second term, besides the lack of digital competencies of some teachers, were some stress-inducing factors to the successful teaching and learning process. Therefore, the intent of this study is to better understand the respondents' perspectives on the new mode of teaching and learning. The findings present insights about how the higher education sector adjusts to the change and the preparedness of their staff and students to cope with this crisis.

Study Participants

The current research was undertaken at the English Language Institute (ELI), at KAU in Jeddah, Saudi Arabia. Students at the ELI are preparatory students studying general English. The survey was sent to participants via WhatsApp groups. The convenient sample comprised a total of 100 responses was received, 25 from teachers and 75 from students. Before the pandemic, the online mode was not a platform for teaching and learning. However, during the crisis of COVID-19, all courses at KAU, including English language classes, were taught online, whereas exams were held face to face.

Research Instruments

A questionnaire-based survey was carried out for both teachers and students (Appendix A & B). Google Docs platform was used which served for creating and administering the online questionnaire (Blankenship, 2017). Both questionnaires were scrutinized to identify teachers' and students' experiences with online learning. The questionnaires are composed of two sections. Section A includes demographic characteristics of the study population such as age, gender, education level, type of the digital device, and the number of years the device has been used (Table one & two). Section B consists of four categories for the teachers' questionnaire and 3 categories for the students' where each category includes a number of statements. It provided the following values for Likert Scale items: Agree = 3, Undecided = 2, Disagree = 1. After revising the questionnaires and confirming their contextual relevance, an online link was generated to collect the participants' responses. Participants were requested to complete the questionnaire by rating their perceptions accordingly. Those items were statistically analyzed and the result was discussed.

Findings

The data collected from the teachers and students are analyzed and discussed below in detail.

Teachers' Survey

The analysis of teachers' questionnaire revealed the readiness of teachers to deliver online teaching and the appropriateness of the online platform. It also showed that almost all teachers have good experience with e-learning platforms. As earlier stated, part A provided demographic information of the participants. These are illustrated in Table one.

Table 1. *Teachers' Personal Information*

No	Demographic Information	%
1	Gender	(52%) male - (48%) female
2	Age	Ranged from 33 years to 50 years
3	Years of teaching experience	Ranged from 3 years to 37 years
4	Having a personal computer (laptop or desktop)?	(100%) Yes - (0%) No
5	Numbers of years	Ranged from 1 year to 35 years

Analysis of the statements showed clearly the positive perceptions KAU teachers hold towards online learning mode. About 96% agreed that E-learning enables students to study at their ease regardless of their location. However, no disagreement was found amongst participants and only 4% did not decide. Providing students with flexibility of time was considered as one of the useful features of E-learning by 92% and only 8% disagreed. Teachers also confirmed the convenience of E-learning mode as 76% agreed that it enables students to learn at their own pace while, 12%, equally, disagreed and undecided (see Table two).

Table 2. *Convenience of E-learning*

Category I. Convenience of E-Learning				
No	Statement	Agree %	Disagree %	Undecided %
1	E-learning is learning at one's own pace through media	76	12	12
2	Studying through e-learning mode provides the flexibility to study at the time convenient to the learner	92	8	0
3	E-learning can enable learners to study irrespective of where they are located in the world	96	0	4

Considering statements five and six, of all teachers, equally 72% agreed to the effectiveness of E-tools as they enable them to interact with their students and provide opportunities for communicative interaction amongst students. However, 24% and only 4% disagreed and undecided, respectively, to statement five while 20% and 8% disagreed and undecided, respectively, to statement six (see Table three).

Table 3. *Interaction*

Category I. Interaction				
No	Statement	Agree %	Disagree %	Undecided %
5	E-tools are available to enable interactive communication between instructors and students without meeting face to face	72	24	4
6	E-learning can be an interactive communication among students when participating in e-learning	72	20	8

When it comes to livelectures that are similar to the ones conducted in class, Table four illustrates that 88% of the teachers' participants confirmed their availability while only 12% stated that live lectures are not obtainable. A higher level of agreement also can be seen for statement eight, where 60% agreed that all learning materials are accessible. However, 24% and 16% of the teachers disagreed and were undecided, respectively, that students can find the materials which are needed for effective learning.

Table 4. *Availability of resources*

Category I. Resources				
No	Statement	Agree %	Disagree %	Undecided %
7	Live lectures are available over the internet, as is done in the classroom	88	12	0
8	Studying through e-learning mode can increase students' learning effectively, as they will have easy access to learning materials (e.g. reading documents and recorded videos)	60	24	16

Considering the benefits of E-learning, more than half of the participants, 68%, disagreed to statement nine and confirmed the usefulness of online learning. However, 12% agreed that E-learning is not useful and 20% were not able to decide whether it is advantageous. Another benefit of E-learning was

confirmed by 60% of the participants who believed that the online platform is easily handled, while, 24% and 16% disagreed and undecided, respectively.

Table 5. *Advantages of E-Learning*

Category I. E-Learning Benefits				
No	Statement	Agree %	Disagree %	Undecided %
9	I don't foresee any usefulness of E-learning	12	68	20
10	I believe e-learning platforms are user friendly	60	24	16

Regarding the availability of the tools that enable students to take tests and submit their assignments and reports, the teachers showed a high agreement towards the effectiveness of the e-learning tools. 80% of the teachers agreed to statement four while only 8% and 12% disagreed and were undecided, respectively. In addition, the convenience of e-learning features was agreed upon by many teachers. Chatting amongst users was confirmed by 80% of the teachers to be skillfully controllable compared to 16% and 4%, disagreed, and undecided, respectively. Considered as a merit by the majority, 84% confirmed that downloading files is easy compared to 12% and 4%, disagreed, and undecided, respectively. However, sending messages through the online mode was not seen as problematic to more than half, about 56%, while 28% did not decide, and only 16% agreed that posting messages is difficult (see Table six).

Table 6. *E-Learning Tools*

Category I. Tools				
No	Statement	Agree %	Disagree %	Undecided %
4	Tools are available to enable one to take tests and submit assignments electronically	80	8	12
11	Chatting is easily manageable	80	16	4
12	Downloading a file is easy	84	12	4
13	Posting messages is difficult	16	56	28

Category-I: Perceived usefulness of E-learning

Figure 1. Category I. Usefulness of E-Learning

As can be seen in Table seven, participating teachers have positive attitudes towards using E-learning mode. In category II, items 14 and 15 equally attracted the highest levels of teachers' agreement, 84%. However, 8% equally disagreed and undecided to statement 14, and only 4% and 12% disagreed and

undecided, respectively, to statement 15. On the contrary, 60% of the teachers did not believe that E-learning is effective for practical courses whereas 32% believe, and only 8% were uncertain whether e-learning is useful for practical courses.

Table 7. *Teachers' perceptions towards E-Learning*

Category II. Attitudes towards using E-Learning				
No	Statement	Agree %	Disagree %	Undecided %
14	I like the idea of e-learning	84	8	8
15	I think e-learning is an innovative concept and must be encouraged	84	4	12
16	I don't believe e-learning is suitable for courses that need practical demonstrations	60	32	8

Category-II: Attitude Toward Using E-Learning

Figure 2. Category II. Attitude towards using E-Learning

To get the findings of e-learning use, the survey's analysis of teachers' readiness has been done. Table eight shows that 76% of the teachers confirmed that their institutions were braced to shift to online learning whereas only 12% denied that and 12% undecided. Additionally, responses to statements 18 and 20 showed that teachers were also ready to start online learning and they needed no further training, 80% and 64%, respectively. However, the data recorded that 12% were not ready to shift to online learning and 28% confirmed that they needed more training to be able to utilize the online mode. For statement 19, 72% of the teachers disagreed, 16% agreed, and 12% undecided. This reflects the preference of teachers and their willingness to shift to online learning.

Table 8. *Teachers' readiness to use E-learning*

Category III. Readiness to use E-Learning				
No	Statement	Agree %	Disagree %	Undecided %
17	My institution is fully prepared to utilize technology and e-learning	76	12	12
18	I am ready to utilize e-learning	80	12	8
19	I prefer fully-online learning to face-to-face	16	72	12
20	I don't need any training in e-learning	64	28	8

Figure 3. e-learning preparedness

Table nine below portrays the different standpoints of teachers regarding the practicality of e-learning. As shown in the response for statement 21, the highest percentage, 64%, for teachers who disagreed that staff was not supported and not prepared by their institutions to teach remotely while only 24% and 12% disagreed and undecided, respectively. As for statements 22, 60% agreed that ensuring that all students are able to access online learning was a defect in the online mode while 40% disagreed and none of the teachers were undecided.

The responses provided for statement 23 demonstrated that 56% do not regard the online platform as entirely efficient in implementing measures to ensure that all students have access to online learning. In addition, 24% confirmed the efficiency of the online measurements and almost equal number of teachers, 20% undecided. Analysis of the last statement showed that 76% of the participants assessed the online environment to be relatively less appropriate for all students at all grade levels, however, only 8% agreed to its convenience and 16% did not decide whether it is appropriate to all. This result aligns with the responses found for statement 16 discussed earlier.

Table 9. *E-Learning Practical Experience*

Category IV. Practical Experience				
No	Statement	Agree %	Disagree %	Undecided %
21	No support was provided to teachers to prepare the basic facilities they will need for teaching remotely	24	64	12
22	There wasn't a clear process on how to facilitate and monitor students' learning from home	60	40	0
23	Implementing measures to ensure that all students have access to e-learning programs seems to be difficult	56	24	20
24	The online learning environment may not be appropriate for all students at all grade levels	76	8	16

Figure 4. practical experience

Students' Survey

Similar to teachers, part A of the students' questionnaire included demographic information about participants' gender, age, college/school and the number of years a computer has been used. Contrary to teachers who all had computers, 84.2% of students had their own computers whereas 15.8% did not have a personal one (see Table 10).

Table 10. Students' Personal Information

No	Demographic Information	%
1	Gender	(46.1%) male - (51.3%) female
2	Age	Ranged from 18 years to 25 years
3	Course/Program	Different colleges
4	Having a personal computer (laptop or desktop)?	(84.2%) Yes - (15.8%) No
5	Numbers of years using computer	Ranged from 1 year to 7 years

To view students' perceptions of E-learning and its benefit, three point scale was used: agreed, disagreed and undecided. According to the table below, the benefit which received the greatest agreement (90.79%) is that "E-learning can enable learners to study, irrespective of where they are located in the world" while only 7.89% and 1.31%, disagreed and undecided, respectively. Of the students surveyed, 63.16% and 65.79% agreed respectively to statements 1 and 2 where 23.68% and 28.94% disagreed, respectively. It was also interesting that more than half of the students (57.89%) confirmed the restful of E-learning as it provides easy access to different learning materials and about (32.89.52%) even rated it as ineffective while only 9.21% of the total students were not able to decide on the E-learning's usefulness. Surprisingly, almost an equal percentage was found amongst students towards the advantages of E-learning where 40.79% and 50% agreed and disagreed, respectively while only 1.31% undecided.

Table 11. Convenience of E-Learning

Category I. Perceived usefulness of E-learning				
No	Statement	Agree %	Disagree %	Undecided %
1	E-learning is learning at one's own pace through media	63.16	23.68	13.16
2	Studying through e-learning mode provides the flexibility to study at time convenient to the learners	65.79	28.94	5.26
3	E-learning can enable learners to study, irrespective of where they are located in the world	90.79	7.89	1.31

19	Studying through e-learning can make learning more effective, as I will have easy access to learning materials (e.g. reading documents and recorded videos)	57.89	32.89	9.21
8	I don't foresee any usefulness of e-learning	40.79	50	9.21

The next six statements shown in Table 12, indicated the practicality of the E-learning tools. For the majority of students, submitting assignments, finding lectures, downloading files, and chatting was not found to be problematic. 68.42% of students confirmed that E-learning tools are users friendly. Almost similar responses were found for statements seven and eight as both accounted for 65.79% and 64.47%, respectively, of the suitability of E-learning which provides live lectures and instant teacher's feedback. Surprisingly, an almost equal disagreement of E-learning's usefulness presented in statements, seven & 18, was found by 28.94%, and 27.63%, respectively, whereas 5.26% and 7.89% undecided, respectively. No discrepancy in the total responses was found for statements 10 and 11 that relate to the effortlessness of chatting and downloading files where 73.69% and 75%, agreed, and 14.47%, and 13.16% undecided, respectively. Yet, an equal disagreement percentage, 11.84%, was accounted for both statements.

Table 12. *Usefulness of E-Learning tools*

Category I: Perceived usefulness of E-learning				
No	Statement	Agree %	Disagree %	Undecided %
4	Tools are available for us to take tests and submit assignments electronically	69.73	23.68	6.58
7	Live lectures are available over the internet, as is done in the classroom	65.79	28.94	5.26
18	I can ask questions and get immediate feedback when using e-learning, just as is done in the classroom	64.47	27.63	7.89
9	I believe e-learning platforms are user friendly	68.42	26.31	5.26
10	Chatting is easily manageable	73.69	11.84	14.47
11	Downloading a file is easy	75	11.84	13.16

Category-I: Perceived usefulness of E-learning

Figure 5. *usefulness of e-learning*

Regarding the usefulness of E-learning tools that allow students to interact effectively with their teachers and their classmates, it was agreed by an equal percentage of students, 71.05%. However, almost equal responses were found as 23.86% and 21.05, respectively, did not view E-learning tools effective for

communication. The ratio of students who are undecided about the benefit of e-learning tools is considered insignificant.

Table 13. *Interaction*

Category I. Perceived usefulness of E-learning				
No	Statement	Agree %	Disagree %	Undecided %
5	E-tools are available for us to interact with our instructors without meeting face-to-face	71.05	23.68	5.26
6	E-learning can be an interactive tool of communication among students	71.05	21.05	7.89

Expectedly, as shown in Table 14, a high agreement was about the inappropriateness of E-learning in courses that require practical learning. Of the students surveyed, almost equal agreements, 55.26% and 53.94, respectively, were found amongst students who favor E-learning and believe in taking advantage of E-learning. However, 34.21% and 30.27%, respectively, disagreed with statements 12 and 13 while, 10.52% and 15.79% undecided, respectively.

Table 14. *Category II. Students' perceptions of E-learning*

Category-II. Attitude Toward Using E-Learning				
No	Statement	Agree %	Disagree %	Undecided %
12	I like the idea of e-learning	55.26	34.21	10.52
13	I think we should utilize e-learning with the help of teachers	53.94	30.27	15.79
14	I don't believe e-learning is suitable for practical subjects	69.73	17.10	13.16

Category-II: Attitude Toward Using E-Learning

Figure 6. *attitude towards e-learning*

Responses to statement 16 indicated that 51.31% of the students surveyed were not prepared to adapt to online learning whereas 35.52% confirmed their readiness and 13.16% undecided. Regarding students'

encouragement to employ E-learning, 64.47% indicated that they were not supported to use the online mode whereas 26.31% and 9.21%, disagreed, and undecided, respectively.

On the contrary, almost more than half, 55.26%, agreed that they were familiar with the E-learning approach, and 52.63% confirmed that they have practiced using online learning even before the shifting phase. Even though 55.26% agreed that they were familiar with the E-learning approach, a comparable percentage, 55.26, would rather learn via live classrooms, while 19.73% and 25% disagreed and undecided, respectively. Students' responses to statement 22 were also supported by theirs in statement 23. An overwhelming 69.73% preferred physical teaching classes over virtual ones with 18.42% for those who felt rested with online teaching compared to face-to-face, and undecided by 11.84%. An almost identical percentage of the students, 39.47% and 38.16% agreed and disagreed, respectively, that they will continue using E-learning for their future study while 22.37% undecided.

Table15. Category III. *Students' preparedness to utilize E-learning*

Category-III. Readiness to use e-learning				
No	Statement	Agree %	Disagree %	Undecided %
15	I was familiar with e-learning approach	55.26	32.89	11.84
16	I was prepared to switch to e-learning mode	35.52	51.31	13.16
17	I have practiced e-learning before the outbreaks of the Corona virus	52.63	39.47	7.89
20	I was never encouraged to try using e-learning for studies	64.47	26.31	9.21
21	I will certainly use e-learning in the future for studies	39.47	38.16	22.37
22	I prefer fully-online learning to face-to-face	19.73	55.26	25
23	I am comfortable with the fully face-to-face than online learning	69.73	18.42	11.84

Category-III: Readiness to use e-learning

Figure 7. readiness to e-learning

Discussion

Analysis of data brought evidence confirming the positive attitudes of participants towards E-learning, their readiness, and their ability to manage online learning efficiently. This finding is significant in that both groups, teachers and students found the online learning mode efficient and it serves good teaching and learning platform. The analysis also confirmed that no major difficulties were encountered while delivering

sessions. However, at some point, a mismatch between teachers' and students' views was found which are addressed below in more detail.

A significant percentage of teachers who took part in this study confirmed that the practical benefits of the online mode are unequivocal. The data also lend support to the affirmation found in Rama et al. (2020) study's result that showed the positive attitudes of science teachers towards the online learning. That said, the positivity teachers hold towards online learning would reflect on the learning environment. This somewhat echoes Rama et al.'s (2020) claim that teachers' attitude is amongst the determinants of either the success or failure of the teaching process. Furthermore, teachers' positive attitude is consistent with the findings of Ali (2020) and Todd (2020).

On the whole, all participants assigned more weight to the availability of online tools. Furthermore, teachers and students alike were definite about the availability of useful resources. The advantage of flexibility in time and premises is overstated by almost all participants. The finding aligns with that of Smith et al (2019) who concluded that online mode offers learners with flexibility in time and premises and helps them to study at ease. The result further echoes a previous research (Thomson, 2010) where one of the participants stated that "No schedule restricts us... We meet and stay as long as needed in the virtual space" (p. 36).

A great number of participants confirmed the support and the encouragement was sufficiently provided to them as found by Mohalik and Sahoo (2020). Interestingly the explicit reference to disagreeing with the appropriacy of online learning for all students at all levels finds resonance in the study's result of Todd (2020) where teachers proclaimed that online learning is a challenge. The strength of this finding is allied with the participants' responses in Mishra et al.'s (2020) study, who declared that they were not able to know whether the student is actually present throughout the whole session. Another finding from the current survey which is found to resonate with that of Nambiar's(2020), was that students did not feel rested with online learning.

The findings of this survey elucidated teachers' and students' perceptions of the significance, convenience, practicality, and other benefits of online learning. Yet, due to the study's small sample, its finding may not be representative of the majority of teachers and students employing an online learning approach at KAU. Nonetheless, it sets the ground for other research that may enrich the literature on this prominent topic in the field of teaching and learning.

Conclusion

Due to the outbreak of COVID-19, the educational system worldwide, where Saudi Arabia is no exception, has experienced a drastic change. The study at hand aimed to investigate the perceptions of teachers and students at KAU and whether they have positive attitudes towards E-learning. Despite that E-learning was the only solution for education during the current crisis, the participants regarded their experience with the online approach as satisfactory. However, they opined that online learning is not efficacious for all students, especially those in practical courses.

In summation, the study concluded that virtual classes are an effective teaching and learning approach, however, they cannot substitute the physical ones. It is, therefore, this pandemic calls for to improve the educational policy by developing its system and incorporating various solutions that efficiently would help to deliver teaching at any upcoming crisis and fulfill the required teaching and learning outcomes. Furthermore, technical assistance, a well-thought strategy, tools efficiency as well as teachers' and students' readiness to adopt online learning should be well considered in the educational reforms.

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Appendices A

Questionnaire (for Teachers)

A: Personal information

1-Name (Optional): _____	1-الاسم: (اختياري): _____
2-Male / female	2-ذكر / انثى
3-Age: _____	3-العمر: _____
4-Standard of study: _____	4-مجال الدراسة: _____
5-Course/program: _____	5-المرحلة/ البرنامج: _____
6-Institutions: school/college _____	6-المؤسسات: المدرسة / الكلية _____
7-Do you have a personal computer (laptop or desktop)? Yes / No	7-هل لديك جهاز كمبيوتر شخصي (كمبيوتر محمول أو سطح مكتب)? نعم / لا
8-I have been using the computer for _____ years	8-أستخدم الكمبيوتر منذ _____ سنة

B: The section below has a set of statements about your attitudes, experience and perceptions of e-learning. Kindly, read the following statements and tick the choice which best describes your thinking. Your responses will only be used for research purposes, and be kept confidential.

ب: الجزء أدناه يتضمن مجموعة من العبارات عن المواقف والخبرة والتصورات اتجاه التعلم الإلكتروني. أرجو منك قراءة العبارات التالية ومن ثم اختيار الإجابة المناسبة لك. سيتم استخدام ردودك فقط لأغراض البحث

S.n.	Statements	Agree	Undecided	Disagree
Category-I. Perceived usefulness of E-learning				
1	E-learning is learning at one's own at your own pace through media. التعلم الإلكتروني هو التعلم بنفس السرعة التي تناسب الشخص من خلال وسائل الإعلام			
2	Studying through e-learning mode provides the flexibility to study at the time convenient to the learner. توفر الدراسة من خلال وضع التعلم الإلكتروني المرونة للدراسة في الوقت المناسب للمتعلم			
3	E-learning can enable learners to study, irrespective of where they are located in the world. يمكن للتعلم الإلكتروني تمكين الناس من الدراسة، بغض النظر عن مكان تواجدهم في العالم			
4	Tools are available to enable students to take tests and submit assignments electronically. الأدوات متاحة لتمكين المرء من الخضوع للاختبارات وتقديم الواجبات إلكترونياً.			
5	E-tools are available to enable interactive communication between instructors and students without meeting face-to-face. تتوفر الأدوات الإلكترونية لتمكين التواصل التفاعلي بين المعلم والطالب دون الاجتماع وجهاً لوجه			
6	E-learning can be interactive communication among students when participating in e-learning. يمكن أن يكون التعلم الإلكتروني اتصالاً تفاعلياً بين الطلاب عند المشاركة في التعلم الإلكتروني			
7	Live lectures are available over the internet, as is done in the classroom. تتوفر المحاضرات الحية عبر الإنترنت، كما هو الحال في الفصل الدراسي			
8	Studying through e-learning mode can increase students' learning effectively, as they will have easy access to learning materials (e.g. reading documents and recorded videos). يمكن للدراسة من خلال وضع التعلم الإلكتروني أن تزيد من التعلم بشكل فعال، حيث سيكون لدى وصول سهل إلى مواد التعلم (مثل قراءة المستندات ومقاطع الفيديو المسجلة)			
9	I don't foresee any usefulness of e-learning. لا أتوقع أي فائدة للتعلم الإلكتروني			
10	I believe e-learning platforms are user friendly. أعتقد أن منصات التعلم الإلكتروني سهلة الاستخدام			
11	Chatting is easily manageable. الدرشة يمكن التحكم فيها بسهولة			
12	Downloading a file is easy. تحميل ملف سهل			
13	Posting messages is difficult			

	نشر الرسائل أمر صعب			
Category-II. Attitude Toward Using E-Learning				
14	I like the idea of e-learning تعجبنى فكرة التعلم الإلكتروني			
15	I think e-learning is an innovative concept and must be encouraged. أعتقد أن التعلم الإلكتروني مفهوم مبتكر ويجب تشجيعه			
16	I don't believe e-learning is suitable for courses that need practical demonstrations لا أعتقد أن التعلم الإلكتروني مناسب للمواد التي تحتاج إلى عروض عملية			
Category-III. Readiness to use e-learning				
17	My institution is fully [prepared to utilize technology and e-learning. جامعتي مدرستي مستعدة تماماً للاستفادة من التكنولوجيا والتعلم الإلكتروني.			
18	I am ready to utilize e-learning. أنا على استعداد لإستخدام التعلم الإلكتروني.			
19	I prefer fully-online learning to face-to-face. أفضل التعلم على الإنترنت بالكامل على التعلم وجهاً لوجه			
20	I don't need any training in e-learning. لا أحتاج إلى أي تدريب للتعلم الإلكتروني.			
Category-IV. Practical experience				
21	No support was provided to teachers to prepare the basic facilities they will need for teaching remotely لم يتم تقديم الدعم للمعلمين لإعداد المرافق الأساسية التي سيحتاجون إليها للتدريس عن بُعد			
22	There wasn't a clear process on how to facilitate and monitor students' learning from home. لم تكن هناك عملية واضحة حول كيفية تسهيل ومراقبة تعلم الطلاب من المنزل.			
23	Implementing measures to ensure that all students have access to e-learning programs seems to be difficult يبدو أن تنفيذ التدابير لضمان وصول جميع الطلاب إلى برامج التعلم الإلكتروني أمر صعب			
24	The online learning environment may not be appropriate for all students at all grade levels قد لا تكون بيئة التعلم عبر الإنترنت مناسبة لجميع الطلاب في جميع مستويات الصفوف			

Thanks for your time

شكراً لوقتكم

Appendices B

Questionnaire (for Students)

A: Personal information

1-Name (Optional): _____	1-الاسم: (اختياري): _____
2-Male / female	2-ذكر / انثى
3-Age: _____	3-العمر: _____
4-Course/program: _____	4-المرحلة/ البرنامج: _____
5-Do you have a personal computer (laptop or desktop)? Yes / No	5-هل لديك جهاز كمبيوتر شخصي (كمبيوتر محمول أو سطح مكتب)? نعم / لا
6-I have been using the computer for _____ years	6-أستخدم الكمبيوتر منذ _____ سنة

B: The section below has a set of statements about your attitudes, experience and perceptions of e-learning. Kindly respond to the statements given below by ticking the choice which best describes your thinking. Your responses will only be used for research purposes, and be kept confidential.

ب: الجزء أدناه يتضمن مجموعة من العبارات عن المواقف والخبرة والتصورات اتجاه التعلم الإلكتروني. أرجو منك قراءة العبارات التالية ومن ثم إختيار الإجابة المناسبة لك. سيتم استخدام ردودك فقط لأغراض البحث وستبقى سرية.

S.n.	Statements	Agree	Undecided	Disagree
Category-I: Perceived usefulness of E-learning				
1	E-learning is learning at one's own pace through media التعلم الإلكتروني هو التعلم بنفس السرعة التي تناسب الشخص من خلال وسائل الإعلام			
2	Studying through e-learning mode provides the flexibility to study at the time convenient to the learner توفر الدراسة من خلال وضع التعلم الإلكتروني المرونة للدراسة في الوقت المناسب للمتعلم			
3	E-learning can enable learners to study, irrespective of where they are located in the world يمكن للتعلم الإلكتروني تمكين الناس من الدراسة، بغض النظر عن مكان تواجدهم في العالم			
4	Tools are available for us to take tests and submit assignments electronically الأدوات متاحة لتمكيننا من أداء الاختبارات وتقديم الواجبات إلكترونياً			
5	E-tools are available for us to interact with our instructors without meeting face-to-face تتوفر الأدوات الإلكترونية للتواصل التفاعلي بيننا و المعلم دون الاجتماع وجهاً لوجه			
6	E-learning can be an interactive tool of communication among students يمكن أن يكون التعلم الإلكتروني أداة للتواصل التفاعلي بين الطلاب			
7	Live lectures are available over the internet, as is done in the classroom تتوفر المحاضرات الحية عبر الإنترنت، كما هو الحال في الفصل الدراسي			

8	I don't foresee any usefulness of e-learning لا أتوقع أي فائدة للتعليم الإلكتروني			
9	I believe e-learning platforms are user friendly أعتقد أن منصات التعلم الإلكتروني سهلة الاستخدام			
10	Chatting is easily manageable الدرشة يمكن التحكم فيها بسهولة			
11	Downloading a file is easy تحميل ملف سهل			
Category-II: Attitude Toward Using E-Learning				
12	I like the idea of e-learning تعجبني فكرة التعلم الإلكتروني			
13	I think we should utilize e-learning with the help of teachers أعتقد أنه يجب علينا الاستفادة من التعلم الإلكتروني بمساعدة المعلمين			
14	I don't believe e-learning is suitable for practical subjects لا أعتقد أن التعلم الإلكتروني مناسب للمواد التي تحتاج إلى عروض عملية			
Category-III: Readiness to use e-learning				
15	I was familiar with e-learning approach كنت على دراية بنهج التعلم الإلكتروني			
16	I was prepared to switch to e-learning mode كنت على استعداد للانتقال إلى وضع التعلم الإلكتروني			
17	I have practiced e-learning before the outbreaks of the Corona virus لقد تدربت على التعلم الإلكتروني قبل تفشي الوباء			
18	I can ask questions and get immediate feedback when using e-learning, just as is done in the classroom في التعلم الإلكتروني، بإمكانني طرح الأسئلة والحصول على التعليقات الفورية من المعلم تماماً كما هو الحال في الفصل الدراسي			
19	Studying through e-learning mode can make learning more effective, as I will have easy access to learning materials (e.g. reading documents and recorded videos) يمكن للدراسة من خلال وضع التعلم الإلكتروني أن تزيد من التعلم بشكل فعال، حيث سيكون من السهل الوصول إلى مواد التعلم (مثل قراءة المستندات ومقاطع الفيديو المسجلة)			
20	I was never encouraged to try using e-learning for studies لم يتم تشجيعي على محاولة استخدام التعلم الإلكتروني للدراسة			
21	I will certainly use e-learning in the future for studies بالتأكيد سأستخدم التعلم الإلكتروني في المستقبل للدراسة			
22	I prefer fully-online learning to face-to-face أفضل التعلم على الإنترنت بالكامل على التعلم وجهاً لوجه			
23	I am comfortable with the fully face-to-face than online learning أنا مرتاح تماماً للتعلم وجهاً لوجه أكثر من التعلم عبر الإنترنت			

Thanks for your time

شكراً لوقتكم