

**THE EXPERIENCE OF DISTANCE EDUCATION IN LIGHT OF THE  
CORONA PANDEMIC FROM THE SCHOOL PRINCIPALS, TEACHERS  
AND STUDENTS' POINT OF VIEW IN THE ARAB SECTOR IN THE  
NORTHERN DISTRICT OF ISRAEL**

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**ABSTRACT:** *This study aimed to evaluate the experience of distance education in light of the Corona pandemic from the school principals, teachers and students' point of view by measuring the extent to which students in the Arab Sector in the Northern District of Israel benefit from the experience of distance education, their involvement in it and the challenges facing male and female teachers in using distance education in light of the Corona in order to improve this experience. To achieve the objectives of the study, the descriptive method was adopted where the questionnaire instrument was used to collect data. The study sample which the study was applied to consisted of (90) male and female principals, (320) male and female teachers in the Northern District of Israel and (169) male and female students at the same area. The study concluded many results, the most important were: The sample individuals responses were under the item "medium", which meant that the students' benefit from distance education was medium, whereas frequencies and percentages of school principals, teachers and students' responses about challenges facing them ranged from the highest challenge which was the sixth phrase which stated on "Easiness of cheating during the exams through distance education" with a percentage of (9.91%) to the lowest challenge (1.2%) which was the second that stated on "Lack of students training on using distance education system", where it is noted here that there were differences in the rates of challenges from one to another. Finally, the frequencies and percentages of the principals, teachers and students' responses concerning their point of view about improving the experience of distance education were counted, and a group of suggestions and solutions were introduced ordered from high to low based on the frequencies and percentages.*

**KEYWORDS:** Distance education, the Corona pandemic, Arab schools in the Northern District of Israel, Ministry of Education.

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## **INTRODUCTION**

Education is no longer limited to traditional grades in schools or universities in this age, because of circumstances that the world has witnessed resulted from the Corona pandemic through which official working hours was suspended, Ministry of Education has established educational platforms to continue distance education in order to convey its philosophy and mission to achieve the results. Not only that, it encouraged male and

female teachers to communicate through social media. With the technological progress, the educational process was affected by many developments, where societies started to search for new formula of learning depending on the learner himself “self-learning”, and lifelong learning to educate as many individuals as possible and meet their educational professional needs which led to distance education as it is a type of education that doesn’t restrict to definite time, place or age group.

When talking about distance education, many concepts are mixed up such as open learning and integral education. Although there many points of contact between them, but we can distinguish between them through many aspects; distance education is considered a method of teaching where the learner is far from the teacher in place, time or both of them. In order that teaching is transferred to learners, there should be visual, audio and printed subjects in addition to other technological and electronic means. Distance education has been preceded by open learning in the modern era where its beginnings refer to learning by messaging which is the oldest type of distance education. Whereas open learning is a type of learning which isn’t limited, conditional or restricted to a specific group, but it is available all and includes easiness of acceptance in institutions of education and obtaining educational opportunities. This term spread at the time of establishing the Open University in UK, where distance education is within the open education system and we don’t find the opposite because open learning works on enabling the learner to access science and control it using self-learning means, while distance education doesn’t necessitate to be open. The e-learning is a method of learning using modern means of communication such as a computer, networks and their diverted means of audio, image, drawings, search techniques and electronic libraries in addition to internet portals whether they are distance or inside the classroom to deliver information to the learner with the shortest time, least effort and biggest advantage. Distance education is one of the e-learning types as e-learning includes several types, where the most common goal of integral learning or intermixture is represented in combining among the best features of traditional learning and e-learning. The historical development of e-learning concentrates on methods of teaching and technology with intention to introduce teaching to students who are actually not in a traditional educational environment like teaching halls, which means that the student is separated by time, distant or both from the information resource, as e-learning in the nineteenth century depended on mail services, and London University claims that it is the first to introduce this method of distant learning. Chicago University president has developed the concept of expanded education where the university had educational faculties belonging to the expanded society. In 1892 the school sessions by messaging worked on strengthening education which was the idea set by Colombia University to be implemented, and in 1911 Queensland University in Australia has established he Department of Studies by Messaging. Lately, other methods rather than mail service were promoted to introduce education such as America where Carnegie Institution has funded the project 8 of educational means from 1964 to 1968 by bringing a group of various technologies and techniques which aimed to offer education outside university campus. The UK imported those thoughts when established the Open University in 1969 which depended in the beginning on TV and radio broadcasting, followed by

German University of Verna in Hagen in 1974. Nowadays there are many similar institutions all over the world were known as open universities which use techniques of distance learning as educational approaches, and others developed to be huge universities that contain more than 100000 students. Advantages and disadvantages of distance education are so many which could be evaluated by educational, economic, social and technical standards, where we find that distance education increases opportunities of education training, provides increasing opportunities to talk and training usually improves effectiveness of educational resources costs and supports the quality and variety of existing educational structure. The forms of distance education also provide many opportunities for students to participate whenever and however they want because of its flexibility, and it is also multi-sensory where some students learn from visual stimuli, and others learn through listening or interacting with computer programs, in addition it can provide a lot of interactions with students particularly the introverted ones who are usually shy to address questions in the classroom; these students become often open-minded when they are offered a opportunity to interact through social media or e-mail. The distance learning is less cost than in the traditional grades where the university degree in distance learning is less than in the university campus. There are also other benefits of the distance learning such as balance of inequality among age categories, geographical expand to reach education and introduce a mixture of education with work or family life and other countless benefits of distance education.

Just as distance education has advantages, it has different disadvantages; distance education requires prior planning where both the teacher and student sometimes have to introduce some sacrifice in order to achieve thing on time, and although distance education is cheap, it may accompanied with little costs, for example availability of smart and computer devices. Distance education doesn't respond directly, where students have to wait for the replies until the teacher revises his work and reply comparing with introducing the traditional lessons, and it doesn't always provide all of required subjects and training sessions since some of the school subjects require practical implementation. In fact, attendance for traditional grades is necessary to complete scientific degrees, and sometimes some of scientific degrees in distance learning aren't approved. Distance learning doesn't provide an opportunity to students to train on oral communication skills and they don't get the experience of verbal interaction with teachers and other students many times. Distance education has also another disadvantage in social isolation, where distance learners may feel isolated or loss of materialistic social interaction where it comes in the traditional classroom, whereas many participators reported that this feeling began to decrease with using of communication techniques such as boards of advertisements, discussions, talks and video conferences. The most important issue related to distance education is teachers' readiness and students' position of technology that it is useful; the teachers didn't develop the dimension of their essential skills and students didn't adopt a positive position towards technology. In distance education, you learn, qualify and study the subject you choose through internet with no need to come to school or university building, where through most of distance education students use internet, electronic

means, interactive video clips, e-mail and discussion boards to stay connected to their teachers and other students together, and mostly internet programs benefit from many common techniques to make students stay in touch and effectively communicate ideas easily than ever before. Distance education became a fact which introduces expanded choices in terms of where, when and whom they learn from, and it makes education available to more and more people; where the number of universities that introduce distance education may increase, and people who embrace distance education are increasing. The demand for Internet services may witness a noticeable increase in the next few years refers to the high speeds they offer in transferring information. The results of a field survey covered all of social and spatial categories of individuals conducted by Communications and Information Technology Commission in the Kingdom of Saudi Arabia to define the main reasons of using internet in the kingdom revealed that there were a group of reasons that come first in terms of its importance to the individual, browsing, looking for information and education, and explained that<sup>1</sup> the society witnesses transform towards the computerized world as a result of information revolution and growth of computer manufacturing<sup>2</sup>, and these huge changes of the world of technology and internet led to emergence of various methods and types of education<sup>3</sup> where it made the world a small village which resulted in the learner's need to an electronic rich environment of various resources<sup>4</sup> Distance education became common in university, where in 2001 it has been indicated that<sup>5</sup> universities have provided more than 50000 headquarters for distance education in 130 countries with various methods among them e-learning as Harvard University gained \$150 million in proceeds from the distance education programs which serve 60,000 students. Revising many studies, recommendations and conferences, it's recommended that there is an urgent need to evaluate the experiences of universities and schools and the extent of students' benefit from them, as the study recommended<sup>6</sup> that there is a need to continuous and comprehensive evaluation to distance education systems and involve learners, supervisors and beneficiaries in the evaluation process. He mentioned<sup>7</sup> that the evaluation of a teacher only won't give a complete image about the environment of distance education because his performance depends systematically on effectiveness of technological infrastructure, its supported services and quality of designing subjects. The care for distance education process is completed by teachers. In light of conditions that the world has witnessed of the Corona pandemic 2019 to 2020, and the big challenges and opportunities the education is going through, schools face nowadays difficult challenges represented in social and environmental conditions and infrastructures like electronic ones and others. In Israel, the Ministry of Education set plans to get benefit of in distance education to take the necessary procedures to set the educational situation in the best image in light of the corona pandemic so that students get the best educational opportunities as the effects of the Corona pandemic 2019 - 2020 affected educational system all over the world which led to close schools and universities to an expanded range. In March 16 of 2020, governments of 73 countries announced closing schools including 56 countries closed the schools in all parts of the countries and 17 countries closed schools within a specific range<sup>8</sup>. Closing of schools affected 421 million learners all over the world, while the specific range closing exposed 577 million learners to danger based on data issued by UNESCO in

March 10<sup>th</sup>. Closing schools and universities because of the Corona 19 spread left one out of five students outside school. According to visions of the current situation, it is noticed that people who are responsible for education in Ministry of Education felt of an urgent need to offer educational opportunities for thousands of people and solve the problem of closing schools which negatively affected the families of low income and their opportunity is less in accessing technology, internet, foods and others, in addition to students with disabilities and Students with disabilities and early childhood for children who are less than six years and prevented from education and the programs of early childhood. Therefore, what is the extent to which students have benefited from this experience and challenges facing teachers in this stage, and what is the male and female principals and students' point of view to the available educational opportunities and the extent of benefit from them. Thus, it is clear that all of these indications and beganing of them motivate us to think well of the experience of distance education in light of the Corona pandemic, the range of the reflection of this experience on learners, the extent of beneficial from it, challenges facing the parties to the educational process and the methods of improving them from the point view of principals, teachers and students.

### **Problem of study**

The current study coincided with the situation witnessed by the world nowadays as a disaster wasn't witnessed before or at least in its modern history, where its effects were reflected in all aspects of life on the world level as education didn't survive from it, otherwise it was one of the sectors most affected by that disaster, which was described by the Director-General of UNESCO, Audrey Azoulay as "We've never seen this level of disruption in education". The origin in education is that there are intended institutions which are schools and universities in order to provide educational and social services to teach, and offering all of the materialistic requirements among buildings, and human resources such as qualified and trained teachers and supervisors for this purpose. Thus, closing of schools to reduce spread of the Corona Virus resulted in emergence of problems and disorders in teaching millions of students who were in these institutions particularly those of private conditions and prohibited groups. As this experience is In need to a study and evaluation since it is a new one that helps the stakeholders to know the extent of its success and realize the strengths and weaknesses in it which may help decision makers to take the proper decisions towards these experiences to improve them and overcome difficulties and obstacles facing them so as to achieve the goals intended to. Here the need arises which requires to conduct more of such these studies from different aspects such as the modernity of the its subject and the field that the study deals which is distance education in the Arab Sector in the Northern District of Israel – which is considered of the largest sectors in Ministry of Education in Israel. In order to prepare a productive educated citizen and who can support scientific progress, it is essential to raise the scientific level of the learner and his efficiency using available various methods and ways among of them the distance education, increase of self-learning to the learner, develop the teacher professionally, innovate modern strategies to communicate with students in distance education, principals communicate with

teachers through official meeting and prepare suitable plans to raise the level of distance education.

From above, a group of questions were addressed about the experience of distance education: what is the reality of this experience? What is the extent to which students have benefited from this experience from their point of view and what are the challenges facing male and female teachers for the success of this experience, so that the study problem is summarized in the major following question:

What is the reality of using distance education in schools of the Arab Sector in the Northern District of Israel? Based on the main question, the following questions are branched out:

1. What is the degree of benefit of using the distance education system from school principals, teachers and students' point of view?
2. What are the challenges facing the teachers and students in distance education of the Arab Sector in the Northern District of Israel?
3. How can the experience of distance education in the Arab Sector in the Northern District of Israel be improved from the school principals, teachers and students' point of view?

### **Objectives of the study**

The study seeks to achieve the followings:

Evaluation the reality of using distance learning system education in the schools What is the extent to which students have benefited from this experience from their point of view from the school principals, teachers and students' point of view by identifying the followings:

1. What is the extent to which students of The Arab Sector in the Northern District of Israel have benefited from distance education?
2. What are the challenges facing the students and teachers in the Arab Sector in the Northern District of Israel of the experience of distance education?
3. How can the experience of distance education in the Arab Sector in the Northern District of Israel be improved from the school principals, teachers and students' point of view?

### **Importance of the study**

-Help students who use distance education to overcome their problems, raise the level of their skills and determine the extent to which they benefit from the system.

-Provide the authorities responsible for distance education with the results of the study to develop it in order to overcome the difficulties facing the in light of the Corona pandemic.

-Help teachers to benefit from the experience of distance learning and determine the challenges facing them to be overcome in light of the Corona pandemic.

-Help schools and their principals in evaluating the experience of distance education to realize how to deal with such these emergency experiences in light of the Corona pandemic.

-Introduce a proposed vision to be considered a model to improve the opportunity of the Arab sector in the Northern District of Israel in improving distance education and for the other directorates to participate in this system to face the emergency challenges like the Corona pandemic.

### **Terminology of study**

- Evaluation: the researcher defined evaluation procedurally as issuance of a comprehensive judgment about the experience of distance learning in the Arab sector in the Northern District of Israel in identifying the extent degree to which the students have benefited from the experience and challenges facing male and female teachers students, and improving the experience from the principals , teachers and students' point of view in the light of the Corona, and the researcher defined it procedurally as it is one of the modern teaching methods and it depends in its main concept on the existence of a learner in a time and place different from the source of the information, and in our fact in light of the Corona, it mainly depends on an electronic educational system and modern and developed teaching techniques.

- The Corona pandemic 2019-2020 or the Corona 19 resulted from Corona virus: It is a current international continuous pandemic of the Corona virus caused by the virus and dispensed the education system in many countries of the world which obliged them to adopt the distance learning.

### **Limits of the study**

The limits of the study restricted to the followings:

- Spatial limits: Schools of the Arab sector in the Northern Sector of Israel.
- Time limits: The first semester of the year 2020 in light of the Corona pandemic.
- Human limit: School principals, teachers and students in the Arab Sector in Northern of Israel in distance education system in light of the Corona pandemic.

Subjective limits: Evaluation of the reality of distance education system in schools of the Arab Sector in Northern of Israel in distance education system from school principals, teachers and students' point of view and challenges facing them and suggestions to improve usage of the system.

## **METHODOLOGY AND PROCEDURES OF STUDY**

### **The study method**

The study adopted the descriptive method since it suits the current study to evaluate the distance education in schools of the Arab Sector in Northern of Israel from school principals, teachers and students' point of view, and the study sample included (90) male and female principals and (320) male and female teachers and (169) male and female students.

### **The study instrument**

This study aimed to evaluate the reality of distance education system from school principals, teachers and students' point of view, and as the study adopted the descriptive

method, the questionnaire based on its goals was used as an instrument to implement the field part.

#### Building of the study instrument

The study instrument (questionnaire) was designed in a way which made it proper to answer the study questions, and it was prepared based on the study problem, objectives and questions. In light of the literature review and related studies, the questionnaire was formulated where its items included the followings:

A- First theme: degree of benefit from distance education and included (10) closed items, and the answer consisted of theme phrases based on Five-Point Likert Scale (very high, medium, weak, and very weak).

B- Second theme: challenges facing students in using distance education and included (11) closed items to answer with yes or no, and the answer consisted of the questionnaire theme phrases based on the rates of answers and frequencies about each item.

C- Third theme: Improving the North experience in using distance education system and included seven closed questions, where the answers consisted of questionnaire theme phrases based on the ratio of answers and frequencies on each item.

#### Validity of the study instrument

The study instrument was verified through the following:

Validity of the content or virtual validity to verify the validity of the content of the study, where the study instrument was introduced to a group of faculty members those who have competence and experience in universities and inspectors at the Ministry of Education, where they reached (15) male and female arbitrators in order to ensure the questionnaire's importance, clarity of phrases, the extent of property of vocabulary and items of the theme dimension, and give their opinion in the efficacy of the questionnaire in terms of its comprehensiveness, diversity of content, evaluation of verbal formula, final image and addition of any suggestions or recommendations. The arbitrators' notes and suggestions have been adopted, and the amendments were conducted in light of the arbitration body's recommendations such as delete and replacement of words, addition some items and amendment of their formula linguistically and structurally.

#### Validity of the internal consistency

After adopting the amendments and instructions of arbitrators, the instrument was adopted on a survey study consisted of (54) students, where the validity of the internal consistency of the questionnaire items was verified by using correlation coefficients of items with the whole degree of the theme it belongs to using Pearson Correlation Coefficient, where all of them were statistically significant at (01.0). We notice that the values of correlation coefficients ranged from (.60 to 78.0), and all of them are high values which confirms the validity of the questionnaire and belonging of vocabulary to the measured feature, which means that the items of the questionnaire have validity of the internal consistency, and thus, the instrument can be trusted with.



### **Reliability of the study instrument**

Reliability of the study instrument was verified through applying it to a survey study mentioned previously by counting reliability coefficient to each theme alone and the questionnaire as a whole using Cronbach Alpha where it was for the instrument (82.0) that indicates a high value, which means the study instrument has a high value of reliability.

## **THE STUDY RESULTS, THEIR DISCUSSION AND INTERPRETATION**

### **The answer of the first question and its discussion and interpretation**

First question: What is the degree to which students benefit from the distance education system in light of the Corona pandemic, from the school administrators, teachers and students' point of view?

To answer the first question, the arithmetic means and standard deviations were counted for each phrase of the theme of beneficiary from the principals, teachers and students, then the average was assessed as shown in table (1).

The results of table (1) shows that the sample individuals' responses came under the item "medium", which means that the student benefit from distant education system was medium, and this result agreed with the results of the study of Al-Hazimi, Al-Qarni, Al-Aftan and Al-Mahamdi.

It's noticed that the arithmetic means and standard deviations of principals, teachers and students' point of view towards benefit from distance education ranged from (30.2) to (76.4), in other words between the item (low) to (very high) based on the scale the study adopted which is the five-step Likert scale.

It was also clear from table (1) that the phrases got the highest arithmetic means which came under the item (very high) was one phrase which was "Distance learning is featured with a flexible environment according to time and place" No. 3 with an arithmetic mean of (76.4) and standard deviation of (68.0). The previous result interpretation is due to that the student is not restricted to a specific place or time to obtain the information, as he sits to his mobile or smart phone whenever and wherever he wants and take his lesson from any source, and it was related to the phrase which is followed by the fourth "Distance education makes study more interesting and easier", as it is under the item "high" with a mean of (64.4) and standard deviation of (91.0). The previous result can be interpreted to that it is due to that a student gets the information in various methods and more effectively without restricting to time or place which makes learning more interesting and available the subjects that depends particularly on indoctrination as most of the study subjects he learns in the schools, and result is approved by many literatures in the characteristics of distance education. It's clear that the lowest is phrase No. (10) "Distance education helps interaction among teachers and exchange ideas through various electronic conversations through using programs", with a mean of (30.2) and standard deviation of (71.1), and this is due to that the used educational platforms depended mainly on introducing the educational

| St<br>·<br>N<br>o. | Phrase   | Ve<br>y<br>lo<br>w | Low  | Medi<br>um | Hig<br>h     | Ver<br>y<br>high | Avera<br>ge | Stand<br>ard<br>deviati<br>on | Scale       | Orde<br>r |
|--------------------|--|--------------------|------|------------|--------------|------------------|-------------|-------------------------------|-------------|-----------|
| 1                  | Distance education helps in achieving objectives of learning process.                  | 0.8                | 3.4  | 43.2       | 2230<br>6.   | 22               | 3.966<br>7  | 1.1476                        | mediu<br>m  | 4         |
| 2                  | Distance education helps to improve education process                                  | 1.7                | 5.6  | 33.6       | 27.9         | 31.2             | 3.781<br>2  | 1.0671                        | mediu<br>m  | 6         |
| 3                  | Distance learning is featured with a flexible environment according to time and place. | 0.1                | 0.2  | 4.1        | 19.2         | 76.4             | 4.761<br>2  | 0.7821                        | Vey<br>high | 1         |
|                    | Distance education makes study more interesting and easier.                            | 1.2                | 1.2  | 20.9       | 38.4         | 35.8             | 4.038<br>6  | 0.9080                        | High        | 2         |
| 5                  | Distance education is considered a nice opportunity for self-learning.                 | 1.8                | 4,2  | 28.9       | 3332<br>1.0. | 33.0             | 3.903<br>5  | 0.9685                        | Mediu<br>m  | 5         |
| 6                  | Distance education helps in motivates student to learn..                               | 3.5                | 7.2  | 28.1       | 30.9         | 30.4             | 3.773<br>7  | 1.0670                        | Mediu<br>m  | 7         |
| 7                  | Distance education increased study hours   | 1.6                | 4.2  | 21.4       | 37.9         | 34.8             | 4.003<br>5  | 0.9355                        | High        | 3         |
| 8                  | Distance education increased students  | 24.<br>4           | 54.7 | 15.6       | 3.5          | 1.8              | 2.436       | 1.958                         | Low         | 9         |

|                            |   |      |       |      |      |     |        |        |        |    |
|----------------------------|---|------|-------|------|------|-----|--------|--------|--------|----|
|                            | attending free sessions from home   |      |       |      |      |     |        |        |        |    |
| 9                          | Distance education works on strengthen interaction skills between students and faculty members through debate sessions and audio conversations. | 25.8 | 30.2  | 14.0 | 25.8 | 4.2 | 2.9571 | 1.781  | Low    | 8  |
| 10                         | Distance education helps interaction among teachers and exchange ideas through various electronic conversations through using programs          | 34.6 | 31.16 | 22.5 | 6.7  | 4.7 | 2.3040 | 1.711  | Low    | 10 |
| V<br>e<br>r<br>a<br>g<br>e |   |      |       |      |      |     | 3.2667 | 0.9085 | Medium |    |

subject to the student by the direct indoctrination method and non-involving with his mates in the education process too much, and some male and female teachers depending on educational programs such as “Zoom Platform” and social media such as “Facebook” and “WhatsApp” without involving students through interactive models and methods with the teacher or among them. This result agreed with that the distance educational system needs more positive communication channels such as forums, e-mail and other various instruments that enable learners to discuss and exchange views through an electronic system gathers them although of long distances.

The result of sample individuals responses in choosing the item “medium” of the scale the study adopted came in four phrases out of ten, where the highest is No. (1) which was “Distance education helps in achieving the goals of the learning” with a mean of (96.3) and standard deviation(14.1). This result can be interpreted as distance education doesn’t contradict with the goals of education and enables the goals of education as it depends on direct indoctrination and teaching and doesn’t need much participation and interaction and many thinking process. Whereas we notice the lowest medium phrase is the sixth one which was “Distance education helps to motivate students for learning” with a mean of (77.3) and standard deviation of (06.1). This result may due to that

distance education doesn't help students in the learning process and sharing their thoughts and interact which leads to lack of motivation towards learning.

**The answer of the second question and its interpretation and challenges:**

The second question states on "What are the challenges facing students and teachers from the school principals, teachers and students' point of view in the Northern District in the experience of distance education?"

To answer this question, the frequencies and percentages to measure degrees of challenges facing teachers. The following is an interpretation of the obtained results, displayed according to the percentage starting at the top, as shown in Table (2).

| No. of item | Phrases   | Frequencies | Percentages |
|-------------|---|-------------|-------------|
| 1           | The high cost of the internet   | 114         | 23.8        |
| 2           | Lack of students' training to use distance education                            | 10          | 2.1         |
| 3           | Difficulty of technically using of distance education by teachers               | 14          | 2.9         |
| 4           | Poor of using computer skills by students                                       | 186         | 38.8        |
| 5           | Difficulty of applying the tests electronically                                 | 131         | 27.3        |
| 6           | Easiness of cheating during the test through distance learning                  | 440         | 91.9        |
| 7           | Some students do not own smart phones and computers                             | 368         | 76.8        |
| 8           | Restriction of the system to information without human and social experiences   | 422         | 88.1        |
| 9           | Distance education has developed the teacher professionally                     | 403         | 84.1        |
| 10          | Access the educational platforms was easy                                       | 357         | 74.5        |
| 11          | The teacher was able to innovate modern strategies to communicate with students | 388         | 81.1        |

The results of table (2) pointed to the frequencies and percentages of the school principals, teachers and students responses about challenges facing male and female teachers, students and principals in general where the highest challenge was the phrase

(6) which states on “Easiness of cheating during the tests through education” was with percentage of (9.91%), and the percentages ranged from the highest challenge (9.91%) to the lowest one (2.1), which is the second phrase “Lack of students’ training on using the distance education”, and it is noted that there were differences in the percentages of challenges from one to another. The sixth phrase which is the highest phrase of frequency of (440) and percentage (9.91) may be due to that the distance education doesn’t offer a complete protection of the tests system which leads to cheating among students, some parents answer the tests, some students use the books during the test and they most important thing they do that they form groups of whatsapp to leak exam answers. The lowest result was the phrase “Lack of training students on using distance education” where frequencies were (10) out of (479) with a percentage (1.2%) , and the reason may be due to that students possess high computer skills and dealing with distance education through educational platforms and social media such as “Facebook” and “Whatsapp” used by the male and female teachers in explaining lessons and required tasks are easily dealt by students. The highest challenge is followed by another one which was the eighth phrase “Restriction of the system to information without human and social experiences” with frequencies of (22) and percentage (1.88). This result agreed with the study of Bu Felfel and assured by many literatures such as the study of Mahmoud Shawqi which pointed to that among the obstacles facing this kind of education are feeling of isolation and absence of feeling, human side and lack of sense and interaction with relatives face to face.

### **The answer of the third question and its interpretation and discussion:**

How can the experience of distance education be improved from the school principals, teachers and students?

The frequencies and percentages of the school principals, teachers and students’ responses were counted related to their point of view to improve the experience of distance education system.

The following is an interpretation of the results obtained and will be presented based on the percentage, starting at the top, as shown in Table (3):

## (3) الجدول

| Item No. | Phrase  | Frequencies | Percentages |
|----------|---|-------------|-------------|
| 1        | Developing the experience of distance education in line with modern requirements of age.  | 49.2        | 10.2        |
| 2        | Providing motivational and moral incentives to students   | 66          | 13.8        |
| 3        | Developing a private system of tests like approving the eye print when inter the exam in a definite time to ensure not refer to the textbook. | 161         | 33.6        |
| 4        | Allocating a definite time to meet who are responsible for distance education to answer the students' questions                               | 10          | 2.2         |
| 5        | Developing the system where to ensure more interaction between teachers and students together   | 28          | 5.8         |
| 6        | Discharging teachers to teach students distance education   | 31          | 6.5         |
| 7        | Providing smart phones and computers to students  | 134         | 27.9        |

1. Developing a private system of tests like approving the eye print when inter the exam in a definite time to ensure not refer to anybody. This item got a percentage of (33.6), and this is interpreted that principals , teachers and students hope to improve the system of the tests which ensures not to cheat and give everyone his right in order to evaluate students within a range that achieves justice to all and distinguish among students output.

2. Providing smart phones and computers to students

This item got a percentage of (9.27), and this is interpreted as many students don't have smart phones and computers and parents couldn't provide them with these devices since that there is a poor area in the northern district, so the Ministry of Education distributed some computers to students to fill this gap.

3. Providing motivational and moral incentives to students

This item got a percentage of (8.13%), and it is interpreted as the students are continuously in need to motivations and moral support such as showing the excellence

ones and distributing certificates of gratitude and appreciation to keep a continuous contact with distance education and raise the level of public performance of students.

4. Developing the experience of distance education in line with modern requirements of age.

This item got a percentage of (2.10%), and it is interpreted as the experience of distance education needs to be developed continuously that keeps pace of the age requirements since we are in a quickly transforming era which needs technology and depends on it completely, so the distance education should be developed to fit the era requirements.

5. Discharging teachers to teach students distance education.

This item got a percentage of (5.6%), and it is interpreted as the teachers spend great efforts in explaining information and using various means of technology, social media and educational platforms to transfer and explain information. As the teachers have many burdens on them and delay to answer student's messages in addition to many students in the classroom, there was a need to reduce the burden on the teachers.

6. Developing the system where to ensure more interaction between teachers and students together.

The percentage of this item was (8.5%) from the principals, teachers and students' point of view about improving the experience of distance education in the northern district, and this may due to we need more interaction between student and teachers together in distance education because educational platforms and social media lack a real interaction that ensures students obtain his social opportunity for communication and interaction.

7. Allocate a definite time to meet who are responsible about distance education to answer students' questions.

The percentage of this item reached (2.2%) from the principals, teachers and students' point of view about the experience of distance education in the northern district, and the reason may be due to some of difficulties they facing and listen to their visions and suggestions.

### **Recommendations**

In light of the above results, the study set a lot of recommendations which may contribute in developing the reality of distance education in the northern district, and these recommendations are the followings:

1. The axis of success in distance education is the teacher, so the teacher should be developed in all technological skills and various teaching skills.
2. Seeking help from the experiences of the Jewish side and developed countries in the experience of distance education and reflected them on the Arab education system in the Northern District.
3. Providing the infrastructure in schools, among students and parents of lab tops and smart phones to fill the gap between the existence of information and the ability to obtain it because of lack of means of communication.
4. Alerting parents and students to their role that the goal of education is not the mark, but developing the students' level and build his personality and skills.

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## Margins

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