



The Effectiveness of E-Learning in Light of the Spread of the Corona Pandemic from the Point of View of Teachers at King Faisal Primary School

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ABSTRACT

The effectiveness of e-learning in light of the spread of the Corona pandemic from the point of view of teachers at King Faisal Primary School. Due to the Corona pandemic, educational institutions suddenly found themselves forced to switch to distance learning to ensure the continuity of the educational process, so they resorted to using the Internet, smartphones and computers to communicate remotely with students. This study seeks to reveal the effectiveness of e-learning in light of the spread of the Corona virus from the viewpoint of teachers at King Faisal Primary School in Yanbu, identifying obstacles to the use of e-learning, the level of interaction between students and teachers in the e-learning environment, and analyzing the main difficulties that teachers faced during the application of online learning in the hope of coming up with recommendations to address the phenomenon of weak motivation towards education among students and increase the interaction between teacher and student, and to develop practical and workable solutions to address weak learning motivation among students and weak interaction between students and teachers. This study released on the descriptive analytical method. To achieve the objectives of the study, the researcher formulated a questionnaire of (40) items, directed to teachers at King Faisal Primary School in Yanbu who applied e-learning during the Corona pandemic. The questionnaire was distributed to a sample of (38) teachers at King Faisal Primary School in Yanbu. The questionnaire's paragraphs dealt with four topics as follows:

E-learning continuity: (14) paragraphs.

Obstacles to e-learning: (10) paragraphs.

Teachers' interaction with e-learning: (10) paragraphs.

Students' interaction with e-learning: (6) paragraphs.

The study confirmed the effectiveness of e-learning in light of the spread of the Corona virus from the teachers' point of view, and the results of the questionnaire demonstrated that the continuity of education was not affected by the Corona thanks to the transition to e-learning with the availability of all elements of the educational process. The study indicated that there are easy obstacles represented in the process of exchanging ideas and opinions with students through the Internet, which was naturally less effective when compared to the traditional teaching method. The study also stressed the need to raise the efficiency of teachers and train them on the most effective ways to deal with large numbers at once in e-learning platforms, and the need to strengthen the current evaluation mechanism.

Keywords: Corona pandemic, e-learning, distance learning, learning continuity

INTRODUCTION TO RESEARCH

The sudden novel coronavirus (COVID -19) in 2019 led to many immediate closures around the world including education (Umoh et al., 2020). Most countries have imposed common rules to contain the spread of COVID -19 such as social distancing, the use of face masks or even a complete lockdown. Thus, governments have found themselves forced to implement the closure of educational institutions as a necessary precaution to limit the spread of the epidemic (Viner et al. 2020).

Novel Coronavirus outbreak has been first appeared in Wuhan , China, a virus capable of infecting anyone regardless of their age, but the elderly and those with health conditions such as diabetes, heart disease, cardiovascular disease, immune suppression, etc., were the most exposed to harm. In addition, there appear to be gender differences in mortality and susceptibility to disease (China CDC, 2020).

The sudden shift to online learning completely changed the form of normal teaching practice, prompting teachers and institutions to devise more innovative teaching methods to support students during this growing crisis. Due to the exceptional situation resulting from the COVID-19 crisis , the impact on education systems and its components including schools, universities, teachers and students has become a topic of great interest to many researchers around the world. Research efforts on best practices and effective educational outcomes have been a rich field for research (Iyer, 2020 , Aziz , Ojcius).

As the pandemic continues and its mutations spread around the world, it is envisaged to collect more data on the impact of ongoing institutional closure on learning. In general , online learning has always been an alternative or supplement to traditional learning. However, this type of education has become a critical component of keeping schools and universities active during the COVID -19 pandemic around the world. Online learning has various advantages such as low cost, latest technology, freedom to choose the required educational materials, and access to educational activities from anywhere and at any time (Hamid et al., 2020).

Although there are many solutions available for online learning, the validity of online student performance assessments may be the most challenging part of online learning. In fact, many universities have been interested in how to fairly and equitably assess and value students' learning goals (Hamid et al., 2020).

As with countries around the world, Saudi Arabia has responded to the pandemic by closing schools. On February 1, 2020, the Ministry of Education announced and implemented precautionary measures. On the 3rd of February 2020, the Ministry issued urgent supplementary measures in connection with the outbreak of the Coronavirus.

In response to the crisis, Saudi Arabia's national government-led approach has had particularly strong participation from local education authorities, school administrators, and teachers. During the school closure period in Saudi Arabia, officials felt that students were learning, but with less educational attainment than they would have achieved in actual attendance at schools and focusing on fewer subjects. Compared to other countries, teachers in Saudi Arabia had strong access to support from principals, peer networks and trainings during the closure.

The Ministry of Education in the Kingdom of Saudi Arabia has proven its ability and efficiency in performing its task without stopping the teaching and learning process after the decision to suspend studies due to the pandemic, and quickly moved to working with educational alternatives remotely, and providing the curriculum around the clock for male and female students in their homes, which confirms the contribution of the measures taken by the Ministry to ensure the continuation of the students' educational journey.

According to a report by the Saudi Press Agency, the Ministry of Education has harnessed all its efforts to initially broadcast educational content from a school in Riyadh directly to all regions and governorates of the Kingdom, according to a specific time plan consistent with the study plan, and announced schedules that specify the dates of lessons and their broadcast dates, where the Minister of Education stood on its launch itself, and with it, the educational journey began remotely through educational platforms, without educational loss for male and female students, and the ministry continued its mission to fulfill its mission to the fullest, and made education and learning in the home available to six million male and female students.

The Ministry of Education was consistent in providing the educational process remotely with the current conditions and keeping pace with the educational development, as its educational platforms were distributed to satellite broadcasting and e-learning, using all tools that suit the capabilities of students; until the syllabus reaches them without decreasing, which is what actually happened; thanks to the great efforts made by teachers and parents at home, and the interaction of male and female students with educational platforms.

The Ministry of Education has defied the exceptional circumstances brought about by the coronavirus pandemic and completed the second semester using various platforms that provide a wide range of content. Six educational platforms were used to complete the second semester during the COVID-19 lockdown, benefiting millions of students across all school levels. Future Gate, one of the ministry's first platforms, recorded 20 million visits as more than 700,000 intermediate- and secondary-level students completed over 1 million assignments and 430,000 exams prepared by 64,000 teachers. More than 4,000 live-broadcast satellite channels were available to students, with 61 million views so far. Ein TV, another one of the ministry's educational platforms launched on YouTube, provided more than 54,000 teaching sessions. Its sister platform, iEn National Education Portal, included over 45,000 educational subjects and more than 2,000 digital textbooks. The Unified Education System (VSchool.sa) attracted more than 52 million visits, benefiting more than 1 million students and 200,000 teachers. The platform provided more than 330,000 exams and 970,000 assignments. The ministry said the platforms will continue throughout the summer vacation, and will include educational curricula and science competitions.

However, the process was marred by other phenomena represented in the weak learning motivation of a group of students and the absence of meaningful interaction between the teacher and the student, and the recurring cases of absence and irregularity among the students, which prompted the researcher to study this phenomenon and know its causes and work to reach the necessary recommendations for its treatment, especially in light of the continuing Corona pandemic and the possibility of repeating the closures of educational institutions during periods of outbreak or when similar crises occur.

STUDY PROBLEM AND QUESTIONS

E-learning plays an important and essential role in the success of the educational process, in light of the great technological development and with the spread of modern means of communication such as computers, the Internet, and multimedia, such as: audio, image, and video, which are means that allowed a large number of people to receive education with ease, and with minimal time and effort (Dadu, 2016).

Due to the conditions that the whole world is suffering from , represented by the spread of the Corona pandemic, educational institutions suddenly found themselves forced to switch to distance learning to ensure the continuity of the educational process, and resorted to using the Internet , smart phones and computers to communicate remotely with students (Yulia, 2020). And King Faisal Primary School in Yanbu is one of the schools that suddenly found itself forced to switch to e-learning, and to employ means of communication that were not used before, and the teachers there communicated with students in different ways.

Despite the efforts made by the government and the capabilities it harnessed in order to overcome the crisis and ensure the smooth running of the educational process, the researcher noticed through his work a weakness of students' motivation towards learning and weakness in effective communication between students and teachers, with frequent cases of absence and failure to complete homework assignments. From this point of view , the research problem is summarized in the following questions:

How effective is e-learning in light of the spread of the Corona virus from the point of view of teachers at King Faisal Primary School?

From this main question, the following sub-questions emerge

1. What is the level of continuity of the e-learning process in King Faisal Primary School?
2. What are the obstacles to the use of e-learning in King Faisal Primary School?
3. What is the level of teachers' interaction with e-learning in King Faisal Primary School?
4. What is the level of students' interaction with e-learning in King Faisal Primary School from the teachers' point of view ?

Objectives of the study

1. Disclosure of the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers b King Faisal Primary School in Yanbu.
2. Determine obstacles to using e-learning, and the level of interaction between students and teachers in the e-learning environment.
3. Analyzing the main difficulties that teachers encountered during the implementation of online learning, hoping to come up with recommendations to address the phenomenon of weak motivation towards education among students and increase the interaction between teacher and student.

Develop practical and workable solutions to address students' weak learning motivation and weak interaction between students and teachers.

THE STUDY SIGNIFICANCE

First: Theoretical significance:

- Through its theoretical presentation, this study provides new knowledge for researchers on how to overcome the phenomenon of weak learning motivation among students and weak communication between teacher and student during crises.
- Previous studies that were presented in this study were of great benefit to those interested in learning as they reviewed the best practices in dealing with Covid 19 at the global level.

Second: The practical significance:

- The results of this study benefit King Faisal Primary School and primary schools in general in improving the performance of the e-learning system.
- Developing human cadres, material capabilities, and trends in selecting the teaching methods used and setting future plans for e-learning as an alternative to in-person learning.
- Measuring the effectiveness of the e-learning system in primary schools during crises and pandemics
- The research derives its importance because it is contemporary with a realistic phenomenon represented in the spread of the Corona virus, and the results of this study can be used in similar phenomena and crises.

STUDY TERMS

E-Learning

There are as many definitions of e-learning as there are educational scientists in the world. In order to get a better overview of the various academic definitions of e-learning, let's take a look at some examples from different academic institutions and educational researchers. Sarah Guri-Rosenbilt from the Open University of Israel explored the exact definition of e-learning in great detail in her 2005 research paper "'Distance Education' and 'E-Learning': Not the Same Thing". She defined e-learning as electronic media used for various learning purposes ranging from conventional classroom add-on functions to online substitution for face-to-face meetings with online encounters. Clark and Mayer defined E-learning as instructions delivered through digital devices with the intent of supporting learning in their 2016 research paper "E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning." Arkorful and Abaidoo defined e-learning as using information and communication technologies to for enabling access to online teaching and learning resources in their 2015 research paper "The role of e-learning, advantages and disadvantages of its adoption in higher education." Ruiz, Mintzer and Leipzig defined e-learning as using Internet technologies for enhancing performance and knowledge in their 2006 research paper "The Impact of E-Learning in Medical Education." Moving onto Internet resources, eLearningNC.gov has defined e-learning as learning by utilizing electronic technologies for accessing educational curriculums outside of traditional classrooms.

As it appears, answering the question of what is the definition of e-learning is not as easy as it might first seem. The differences between e-learning and distance learning are subtle but important, and it's important to make distinctions between the two.

Motivation

According to B.F. Skinner, "Motivation in school learning involves arousing, persisting, sustaining and directing desirable behavior." According to Woodworth, "Motivation is the state of the individual which disposes him to certain behavior for seeking goal." Tawq and Adas (1984) define it as the internal or external states that motivate behavior and direct it towards achieving a specific goal or objective and maintain its continuity until that goal is achieved. Al-Dihan (2001) defined it as a latent force that motivates students to behave in a certain way to achieve a goal or to satisfy a specific need. Abu Hatab et al. (2009) defined it as an internal state in the organism that leads to the excitation of behavior, its continuation, regulation and directing it towards a specific goal (Abu Hatab et al., 2009).

Efficiency

Fraser (1994, p. 104) defined it thus: Efficiency. This is a measure of the resources used (costs) to achieve stated goals. It is unfortunate that governments frequently confuse quality in higher education with efficiency. Low-standard goals might well be achieved at low cost. (Fraser, 1994, p. 104). Erlendsson (2002) defines efficiency as: performing tasks with reasonable effort ('doing things the right way')

The UNESCO definition is: Efficiency (educational): An ability to perform well or to achieve a result without wasted resources, effort, time, or money (using the smallest quantity of resources possible). Educational efficiency can be measured in physical terms (technical efficiency) or in terms of cost (economic efficiency). Greater educational efficiency is achieved when the same amount and standard of educational services are produced at a lower cost, if a more useful educational activity is substituted for a less useful one at the same cost, or if unnecessary educational activities are eliminated. A programme or a higher education institution may be efficiently managed, but not effective in achieving its mission, goals, or objectives. (Vlăsceanu et al., 2004, p. 38)

Study Methodology

This study relied on the descriptive analytical approach, which depends on collecting data from the study sample of teachers using the questionnaire prepared for the purposes of this study, and studying and analyzing teachers' responses.

Members of the sample

This study was applied to a sample of (38) teachers at King Faisal Primary School in Yanbu, where the study sample was randomly selected from various disciplines and the questionnaire was distributed to them through e-mail and social media.

Limitations of the study

- Human limits: This study was applied to (38) teachers at King Faisal Primary School in Yanbu.
- Spatial limits: This study was applied in King Faisal Primary School in Yanbu City.
- Time limits: This study was implemented during the year school year (2021-2022).
- Objective limits: This study deals with the weakness of learning motivation and interaction between teachers and students through distance e-learning in light of the spread of the Corona pandemic in King Faisal Primary School in Yanbu.

Study Tool

To achieve the objectives of the study, the researcher formulated a questionnaire of (40) items, which was directed to teachers at King Faisal Primary School in Yanbu who applied e-learning during the Corona pandemic . The researcher built the questionnaire after reviewing previous studies that dealt with e-learning, such as (Yulia, 2020) and (Basilaia , Kvavadze , 2020).

The researcher also benefited from the standards used in the previous studies, chose some paragraphs and reformulated them, and formulated some paragraphs in the light of the theoretical literature formed by them about distance learning.

The questionnaire, in its final form, consisted of (40) paragraphs, corresponding to a five-grading criterion (strongly agree = 5 , agree = 4 , neutral = 3 , disagree = 2 , strongly disagree = 1).

The questionnaire dealt with four topics as follows:

- E-learning continuity: (14) paragraphs.
- Obstacles to e-learning: (10) paragraphs.
- Teachers' interaction with e-learning : (10) paragraphs.
- Students' interaction with e-learning: (6) paragraphs.

Validity of the study tool

The questionnaire was presented in its initial form to seven assessors with experience in the field of scientific research and teaching at Leeds International Collge with the aim of assessing the paragraphs of the questionnaire, and identify the extent of its clarity and comprehensiveness of all aspects of e-learning in light of the spread of the Corona virus from the point of view of teachers at King Faisal Primary School in Yanbu , as well as the appropriateness of the formulation of the paragraphs, and the expression of opinion on the method of correcting the questionnaire. The opinions of the assessors focused on the linguistic reformulation of some of the paragraphs, and the researcher modified the questionnaire in the light of the opinions of the assessors.

Stability of the study tool

The questionnaire was applied electronically on an exploratory sample other than the study sample consisting of (38) teachers at King Faisal Primary School in Yanbu , the Cronbach 's Alpha test was used to test the stability of the questionnaire. between (0.895) and (0.731).

STATISTICAL ANALYSIS

Data were collected using the study tool; a questionnaire, and then unloaded into an Excel file , organized and entered into the statistical program (SPSS) to analyze the study data after coding the answers. The analysis process relied on descriptive statistics measures (percentage, frequency , arithmetic mean, standard deviation) to show the characteristics of the sample, and the results were evaluated according to the five-point Likert scale, where grade 5 indicated strongly agree, grade 4 to agree, grade 3 to neutral, and grade 2 to Disagree, Grade 1 to Strongly Disagree The threshold has been calculated and the highest Likert scale, where the pentagonal Likert scale was converted into a triple, according to the following: Range = (5 - 1) = 4, number of categories = 3, category length = $4/3 = 1.33$. To become the categories, the range from (1-

2.33) indicates weak, the range from (2.34-3.67) to medium, and the range from (3.68 - 5) to strong.

DATA ANALYSIS AND DISCUSSION

Demographic data

Table (1): Demographic data

Feature	Category	Number (ratio)
Academic qualification	Without university	2 (5.3 %)
	University	9 (84.2 %)
	Above university	4 (10.5 %)
Years of Experience	Less than 10 years	7 (18.4 %)
	10 to 14 years old	7 (18.4 %)
	15 to 19 years old	8 (21.1 %)
	From 20 years and over	16 (42.1 %)

As shown in Table No. (1) above, the majority of the sample members (84 %) had a university qualification and that (5%) did not have a university qualification, while (10.5%) of them had a post-university qualification, and that (18 %) of them have practical experience of less than 10 years, and (18%) have practical experience ranging between 10-14 years , while (63%) of them have experience of 15 years or more.

Analyzing the results of the questionnaire

Table No. (2): Continuity of e-learning in light of the spread of Corona

The axis	Arithmetic mean	standard deviation	Assessment
Students were trained by the school to use e-learning by giving them some qualifying lessons during the pandemic.	4	1.09	Strong
The techniques used in e-learning are effective and cover all aspects of the curriculum.	4.1	0.80	Strong
There is a smooth transition from traditional education to e-learning in light of the Corona pandemic.	4.1	0.88	Strong
I am satisfied with using the e-learning system as an alternative to the traditional education system in light of the Corona crisis .	4.4	0.71	Strong
Sending and receiving educational materials remotely was without technical obstacles.	3.8	0.98	Strong
The school provides training electronic courses that explain the mechanism of using the e-learning system for teachers during the Corona crisis.	4.2	0.98	Strong

The axis	Arithmetic mean	standard deviation	Assessment
Teachers have sufficient skills to design and produce effective online content.	4.1	0.82	Strong
The design of the website provided for e-learning facilitates the presentation of the material in an interesting way.	4.3	0.73	Strong
The e-learning system provides direct communication between the members of the educational system (administration , teacher, student).	4.0	0.93	Strong
The school provides appropriate technical support to facilitate the use of technology in the educational material.	4.0	0.82	Strong
E-learning technology effectively contributes to the continuity and success of the educational process in light of the Corona crisis.	4.3	0.74	Strong
Logistical support from the school is available to follow up the educational process.	4.2	0.83	Strong
A guide for using the site has been provided for the educational material for students.	3.8	0.98	Strong
The school administration is constantly evaluating the mechanism of distance teaching.	4.1	0.81	Strong
overall average	4.1	0.86	Strong

Table No. (2) shows the continuity of e-learning in light of the spread of Corona, and it is noted from the above averages and standard deviations that there is a discrepancy in these factors according to the opinions of the respondents. In general, the arithmetic mean was in this axis (4.1) , a value that falls within a strong degree with a standard deviation of (0.86) . It is also noted that there is a clear positive tendency among the study sample members towards agreeing to all the questions of the factors affecting the continuity of e-learning in light of the spread of Corona . The lowest degree in both sending and receiving educational materials remotely was without technical obstacles, and evidence of using the site for the educational material was provided for students with a strong degree (3.8) and a standard deviation (0.98), while the highest degree was in the sample members' feeling of satisfaction with the use of the electronic education system as an alternative to the traditional education system in light of the Corona crisis) with a strong degree (4.4) and a standard deviation of (0.77), which indicates the convergence of the respondents' answers.

Table No. (3): Obstacles to E-Learning

The axis	Arithmetic mean	Standard deviation	Assessment
The e-learning system is compatible with the type of subjects, both theoretical and practical.	3.5	0.92	Average
All teachers have sufficient and appropriate experience and skills to use computers and the Internet .	3.7	0.89	Strong
Internet speed is suitable and I can give any lecture without any interruption.	3.4	0.95	Average
Training courses and preparing teachers were held before the Corona crisis to learn about the mechanism of using e-learning.	4.1	0.76	Strong
A power outage occurs while you are in the learning process.	2.8	0.90	Average
There is difficulty in direct communication between teachers and students (where ideas and opinions can be exchanged through personal confrontation).	3.1	1.03	Average
Teachers have problems preparing video lessons.	3.1	1.06	Average
There is a difficulty for teachers to keep track of the large numbers of students through the available e-learning tools.	3.6	1.06	Average
The student faces problems and obstacles when studying the material electronically.	3.3	1.04	Average
Students' interaction with e-learning and lessons was affected by difficult or special living conditions.	3.4	0.95	Average
Overall average	3.4	0.96	Average

Table No. (3) shows obstacles to e-learning. It is noted from the above averages and standard deviations that there is a discrepancy in these factors according to the respondents' opinions. In general, the arithmetic mean in this axis was (3.4), a value that lies within a mean degree with a standard deviation (0.96) . It is also noted that there is a clear positive tendency among the members of the study sample towards agreeing to some of the factors affecting the obstacles to e -learning . The respondents' opinions were not to agree that a power outage during the educational process is considered one of the obstacles to e- learning with an average of (2.8) and a standard deviation. (0.9), while the highest degree was in "teacher training and preparation before the Corona crisis was to identify the mechanism of using e-learning" with a mean (4.1) and a standard deviation (0.76).

Table No. (4): Teachers' interaction with e-learning

The axis	Arithmetic mean	S tandard deviation	Assessment
I think that remote tests are an appropriate way to assess students' achievement .	3.1	1.10	Average
E-learning is more effective in terms of using time than traditional education .	3.6	1.18	Average
There is high credibility in evaluating students through the e-learning system .	2.9	1.28	Average
The teacher at King Faisal Primary School is satisfied with the e-learning system .	3.9	0.85	strong
The evaluation methods used are appropriate and are carried out in a variety of ways .	3.7	0.90	Strong
The student is continuously evaluated during the distance learning process .	3.9	0.88	Strong
The educational material is attached to the students easily and conveniently .	4.2	0.82	Strong
The teacher answers easily the students' inquiries about the attached scientific material .	4.3	0.66	Strong
You are committed to the e-learning system based on the school plan .	4.4	0.60	Strong
The educational content includes exercises and assignments that help in learning .	4.1	0.91	Strong
overall average	3.81	0.92	Strong

Table No. (4) shows the interaction of teachers with e-learning, and it is noted from the above averages and standard deviations that there is a discrepancy in these factors according to the opinions of the respondents. In general, the arithmetic mean in this axis was (3.81), a value that lies within a strong degree with a standard deviation of (0.92). It is also noted that there is a clear positive tendency among the study sample members towards approval of teachers' interaction with e-learning . The respondents' opinions were moderately high in credibility in evaluating students through the e-learning system, with a mean (2.9) and a standard deviation (1.28), in addition to that remote tests are an appropriate way to assess students' achievement with an average (3.1) and a standard deviation (1.10), while the highest degree in this axis was "the commitment of teachers to e-learning system based on the lesson plan" with an average (4.4) and a standard deviation (0.60), which indicates the convergence of the respondents' opinions between agree and strongly agree.

Table No. (5): Students' interaction with e-learning in light of e-learning

The axis	Arithmetic mean	Standard deviation	Appreciation
I am satisfied with the extent to which students benefit from e-learning	4	0.89	Strong
Students interact with the e-learning system on an ongoing basis	3.9	0.78	Strong
The e-learning method helps in understanding the scientific material clearly and smoothly	3.7	0.80	Strong
Viewing the material electronically provides the student with additional skills	4	0.79	Strong
The student can ask any questions and inquiries through e-learning	4.2	0.78	Strong
The e-learning system allows the student to access the educational material at any time	4.1	0.96	Strong
overall average	3.98	0.83	Strong

Table No. (5) shows Students' interaction with e-learning in light of the Corona pandemic , and it is noted from the above averages and standard deviations that there is a discrepancy in these factors according to the opinions of the respondents. In general, the arithmetic mean in this axis was (3.98), a value that lies within a strong degree with a standard deviation of (0.83) . It is also noted that there is a clear positive tendency among the study sample members towards approval of students' interaction with e-learning in light of e-learning, especially with regard to the student's questions and inquiries through e-learning with a mean (4.2) and a standard deviation (0.78), followed by that e-learning system allows the student to access for the subject at any time with a mean (4.1) and a standard deviation (0.96), while the lowest score in this axis was that e-learning method helps in understanding the scientific material clearly and smoothly with a mean (3.7) and a standard deviation (0.80).

FINDINGS AND RECOMMENDATIONS

This study aimed to reveal the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers at King Faisal Primary School in Yanbu, specifying obstacles to the use of e-learning, and the level of interaction between students and teachers in the e-learning environment , an analysis of the main difficulties that teachers encountered during the application of online learning, hoping to come up with recommendations to address the phenomenon of weak motivation towards education among students and increase the interaction between teacher and student, and develop practical solutions that are feasible to address weak learning motivation among students and weak interaction between students and teachers.

In the following lines, I try to answer the study questions, which include identifying the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers in King Faisal Primary School, the level of continuity of the e-learning process, the obstacles to the use of e-learning, the level of teachers' interaction with e-learning, and the level of students' interaction with e-learning from the teachers' point of view.

Answer the study questions

The first question: How effective is e-learning in light of the spread of the Corona virus from the point of view of teachers at King Faisal Primary School?

Referring to the results of the analyzes, it became clear that the arithmetic mean of the effectiveness of e-learning in light of the spread of the Corona virus from the teachers' point of view reached (3.81), a value that lies within a strong degree with a standard deviation of (0.92).

These results are attributed to the fact that the school is among other schools that applied face-to-face learning, and has put in its plans the adoption of e-learning, so it suddenly switched to e-learning, and it needed a little time to build expertise in this field . This result is also due to the fact that e-learning requires the existence of an infrastructure of computers, phones, and software that is tested and approved in education, and the purchase of special programs for the school to ensure the participation of the largest number of students in e-learning. The only obstacle was that some teachers did not receive sufficient training to effectively lead the e-learning process during crises, despite the participation of some of them in training courses to learn about the mechanism of using e-learning . A medium percentage also expressed difficulty in direct communication between teachers and students through e- learning mechanisms, compared to the effectiveness of exchanging ideas and opinions with students through personal confrontation. Also, a medium percentage of teachers faced problems in preparing video lessons, and teachers had difficulty in following up on through the available e-learning tools due to the large numbers of students.

The results of this study are similar to the results of Draissi , Yong, (2020), who revealed that the response to the outbreak of (COVID-19) and the implementation of distance education in Moroccan universities was facing some difficulties and challenges for both the teacher and the student, and Yulia (2020) which revealed that the Corona pandemic affected the reshaping of education in Indonesia, where the traditional method of education declined, and e-learning spread more because it supports learning from home and thus reduces the mixing of individuals with each other, and reduces the spread of the virus, and Basilaia, Kvavadze (2020) who revealed the experience of moving from school education to online learning during the spread of the Corona virus epidemic in Georgia was successful, and the system and skills acquired by teachers, students and school management in the post-epidemic period can be benefited from in different cases such as those with special needs who need extra hours, or by increasing the effectiveness of group teaching or increasing student independence and acquiring new skills.

Answer the study's sub-questions

The first sub-question stated the following: What is the level of continuity of the e-learning process in King Faisal Primary School?

Referring to the results of the questionnaire, we find that the majority indicated that the students had been trained by the school to use e-learning by giving them some qualifying lessons during the pandemic , and the study sample indicated that the techniques used in e-learning are effective and cover all aspects of the curriculum, and that there has been a smooth transition from traditional education to e-learning, and the majority also stated that they are satisfied with using the e-learning system as an alternative to the traditional education system in light of the Corona crisis and that sending and receiving materials in distance education was carried out without technical obstacles. With regard to the school's provision of indicative electronic training courses explaining the mechanism of using the e-learning system for

teachers during the Corona crisis, the respondents confirmed that the school was interested in providing courses on how to use the e-learning system. The majority also confirmed that teachers possess sufficient skills to design and produce effective electronic content, and that the design of the website that was provided for e-learning facilitated the presentation of the material in an interesting way , and that the e-learning system provides direct communication between members of the educational system (administration , teacher, student), the school provides appropriate technical support to facilitate the use of technology in the educational material , and that e-learning technology contributes effectively to the continuity and success of the educational process in light of the Corona crisis, and that logistical support from the school was available to follow up the educational process . The surveyed sample also confirmed that a guide was provided on the use of the website for the educational material for students , and that the school administration was constantly evaluating the mechanism of remote teaching . Thus, it is clear that the e- learning process continued without human or technical obstacles and that the level of continuity was high.

The second sub-question stated the following: What are the obstacles to the use of e-learning in King Faisal Primary School?

Referring to the results of the questionnaire, it was found that all teachers had sufficient and appropriate experience and skills to use computers and the Internet , and that training courses had been held and preparing teachers before the Corona crisis to learn about the mechanism of using e-learning. As for the difficulty of direct communication between teachers and students (where ideas and opinions can be exchanged through personal confrontation) , half of the respondents expressed that the exchange of ideas and opinions through the Internet was naturally less effective when compared to the traditional teaching method, in which the teacher can he interacts with students more effectively, as students are in front of his eye without a barrier. This confirms the need to provide some training courses for teachers on increasing the level of interaction between teachers and students in a way that simulates traditional interaction.

The respondents' opinions also varied regarding the problems faced by teachers during the preparation of the video lessons , and the follow-up of the large numbers of students through the available e-learning tools , as the results showed the presence of some obstacles regarding the preparation of the video lessons and the follow- up of large numbers at once through the Internet , which also confirms the need to raise the efficiency of teachers and train them on the most effective ways to deal with large numbers at once in e-learning platforms, and to provide some studied guides on preparing video lessons smoothly and quickly. Respondents' opinions differed regarding the compatibility of the e-learning system with the type of materials on both the theoretical and practical sides, understand some scientific topics such as the science curriculum, for example.

The third sub-question states the following: What is the level of teachers' interaction with e-learning in King Faisal Primary School?

Referring to the results of the questionnaire, a large proportion of the respondents expressed the ineffectiveness of remote tests as an appropriate method for assessing students' achievement , and this is due to the presence of some gaps that may affect the student's assessment, as some students resort to cheating in answering test questions or obtaining support from loved ones to pass the article.

A significant percentage of the researchers (40%) indicated that there is a shortcoming in evaluating students through the e-learning system . This confirms the need to strengthen the current assessment mechanism so that the teacher can evaluate students' performance effectively, for example, by preparing more accurate and indirect tests that show the extent to which the student understands and accommodates the lesson away from typical tests

A medium percentage of the study sample also expressed that e-learning is not more effective in terms of using time when compared to traditional education , and this is of course due to the fact that e - learning requires allocating some time to follow up on each student individually, while in traditional education the teacher can follow up on all students in the classroom at once and engage with them more effectively.

The vast majority expressed their satisfaction with the level of the e-learning, and that the educational material is easily and easily attached to the students, and that they do not find it difficult to respond to students' inquiries about the attached scientific material.

The fourth sub-question stated the following: What is the level of students' interaction with e-learning in King Faisal Primary School from the teachers' point of view?

The results of the questionnaire showed that the majority of respondents expressed their feeling of satisfaction with the extent to which students benefit from e-learning , and stressed that students interact with the e-learning system on an ongoing basis , and that the method of e-learning in understanding the scientific material is clear and smooth, but it needs further evaluation to compensate for the shortfall due to the absence of laboratory activities. As indicated by the majority of the respondents, presenting the material electronically provides the student with additional skills , and that the student can ask any questions and inquiries through e-learning, and that the e-learning system allows the student to access the educational material at any time.

Thus, it becomes clear that The level of students' interaction with e-learning at King Faisal Primary School from the teachers' point of view is strong, except for the shortcomings due to the lack of laboratory activities due to the inability to implement them quarterly in light of the Corona pandemic.

RECOMMENDATIONS

- Applying motivational methods and integrating them with the educational process to increase students' motivation to learn online, such as allocating prizes to the participants.
- The need to raise the efficiency of teachers and train them on the most effective ways to deal with large numbers at once in e-learning platforms.
- The necessity of providing some training courses for teachers on increasing the level of interaction between teachers and students in a way that simulates traditional interaction.
- Conducting more studies and research to find out the effectiveness of e-learning in the presence of harsh conditions and holding conferences and seminars for the development and advancement of e-learning.

- Providing a suitable learning environment for the application of e - learning and to reduce technical and technical obstacles that prevent proper application.
- Improving the professional growth and skill of the teacher and developing his electronic competencies in line with technological development.
- Investing in the positive directives for students and teachers towards e-learning, developing plans and programs to benefit from these directives, and providing more training courses in the field of e-learning for both students and teachers.

Study difficulties

Time -related difficulties

- Difficulties represented in the delay of the respondents in filling out the questionnaires, and the lack of enthusiasm of many of them to respond to the researcher.
- Difficulty in following researchers in their different workplaces to get answers.

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