

## The Attitudes of Public-School Teachers towards E-learning in Saudi Arabia

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### Abstract

The COVID-19 pandemic has impacted education in Saudi Arabia. During this crisis, in 2020-2021, public schools in Saudi Arabia began to fully exploit the possibilities of e-learning for the first time by launching the Madrasati Platform. This study aims to investigate the attitudes of Saudi public-school teachers towards e-learning and their views concerning its advantages and disadvantages. A quantitative method involving the use of a Google Form questionnaire was employed. The study collected responses from 202 public-school English teachers from different regions in Saudi Arabia. The results show that the teachers generally had neutral attitudes towards e-learning, positive views of its advantages, and neutral opinions about its disadvantages. The researcher recommends that more studies explore teachers' attitudes in different fields and the advantages and disadvantages of e-learning in each region of Saudi Arabia. The results of this research are important for both teachers and educational stakeholders in Saudi Arabia in terms of further developing the e-learning process in the future.

**Keywords:** attitude, COVID-19, e-learning, English teachers, Madrasati Platform, pandemic, public-school, Saudi Arabia, school, teachers

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## Introduction

On March 11, 2020, the World Health Organization (WHO) identified COVID-19 as a global pandemic (WHO, 2020). This pandemic has affected the entire world, and most countries announced social distancing measures and lockdown policies. One of the main fields that was significantly impacted was education, as more than 850 million students worldwide had their original learning plans disrupted (Chen et al., 2020).

Saudi Arabia is one of the countries in which education has been affected by COVID-19. On March 8, 2020, schools, institutions, and universities declared closures to prevent the spread of the disease. Since then, e-learning has become the primary learning format for students. While universities have been using e-learning since the pandemic, public schools encountered difficulties when they began using e-learning. As a result, schools began to rely on iEN television channels, with students being required to complete certain assignments using Future Gate and communicating with students via social media. At the beginning of the 2020-2021 academic year, the Ministry of Education declared that schools would begin using the Madrasati Platform, and the implementation of this platform was regarded as the first extensive use of e-learning in Saudi public schools. Following this declaration, Saudi school teachers and students began to rely fully on e-learning for the first time. Furthermore, on January 20, 2021, the Ministry of Education announced that it intends to continue to use e-learning after the COVID-19 pandemic (YaHalaShow, 2021).

Many studies have found that the success of the e-learning process largely depends on teachers' attitudes towards it (Teo, 2011; Xhaferi et al., 2018), which means that teachers' attitudes will play an important role in promoting the ongoing use of e-learning in the future. Thus, the aim of this study is to examine the attitudes of Saudi public-school teachers towards e-learning, and their views concerning its advantages, and disadvantages.

This research will investigate three main research questions:

- 1- What are the attitudes of public-school teachers towards the full use of e-learning for the first time in Saudi Arabia?
- 2- What are the advantages that school teachers find while using e-learning?
- 3- What are the disadvantages/difficulties that school teachers face while using e-learning?

## Review of Related Literature

### *E-learning and Its Role During COVID-19*

E-learning is a term usually used to describe the process of teaching through technology (Behera, 2012). Karmakar and Behera (2015) reported that, "E-learning is most expedient way in learning and training without having to go to school and training centers" (p. 1). According to Kumar (2017), it can be regarded as the most effective way of teaching, as it enables teachers to teach a large number of students while maintaining the same quality of education for all students. It has been widely accepted and used in higher education in many countries (Xhaferi et al., 2018), but its importance increased after the declaration of COVID-19 as a global pandemic in 2020. In the face of the pandemic, schools, institutions, and universities worldwide announced closures to prevent the spread of the disease. During the COVID-19 pandemic, e-learning has been widely used and has played a vital role in helping teachers and students engage in the learning process successfully.

### ***Teachers' Attitudes Towards E-learning Around the World***

Attitude plays a crucial role in using technology (Krishnakumar & Rajesh, 2011). In general, the term attitude refers to a person's positive or negative opinion about something. Kumar (2017) described attitude as playing an important role in guiding a person to engage in actions intended to achieve specific objectives and goals. Because the success of any information system depends on its users (Almaiah, 2018), as mentioned earlier, the success of e-learning largely depends on teachers' attitudes towards it (Teo, 2011; Xhaferi et al., 2018).

Around the world, many studies have been conducted on teachers' attitudes towards e-learning in higher education both before and during the COVID-19 pandemic. For example, Krishnakumar and Rajesh (2011) found that teachers at the Colleges of Engineering and Technology in Tamil Nadu, India, had favorable attitudes towards e-learning, especially those who were familiar with the technology. Mahmoud et al. (2015) also stated that more than two-thirds of the teaching staff in the Faculty of Nursing at Assiut University had positive attitudes towards e-learning. Meanwhile, Xhaferi et al. (2018) indicated that a great number of teachers at the University of Tetovo in Macedonia did not agree with replacing traditional teaching with e-learning. Alqudah et al. (2020) also investigated the e-learning experience of 23 Jordanian academic ophthalmologists during COVID-19 and found that 86.4% of the academic ophthalmologists disliked the use of e-learning as a sole teaching method.

However, while there are numerous studies related to higher education, there have been fewer studies conducted on teachers' attitudes towards e-learning in public schools. Karmakar and Behera (2015) found that higher secondary school teachers in Purulia District, West Bengal, India, had neither positive nor negative attitudes towards e-learning. Alhumaid et al. (2020) investigated the attitudes of teachers at the school, college, and university levels in Pakistan, who were shown to have favorable attitudes towards e-learning during the lockdown period of the COVID-19 pandemic.

### ***E-learning in Saudi Arabia***

Saudi Arabia highly prioritizes education. For over a quarter of a century, Saudi Arabia has worked to improve the instructional process by integrating computers into the field of education (Alturki, 2014). In 1993, King Fahad University of Petroleum and Minerals was the first university in Saudi Arabia to be connected to the internet (Chanchary & Islam, 2011). By 2008, Saudi Arabia had devised a national plan to adopt information technology in higher education (Chanchary & Islam, 2011). Consequently, higher education has not faced difficulties using e-learning during the COVID-19 pandemic.

### ***Saudi Studies About Teachers' Attitudes Towards E-learning***

In Saudi Arabia, most research on teachers' attitudes towards e-learning before and during the COVID-19 pandemic has been carried out in universities. Alkhalaf et al. (2012) stated that faculty members at both King Abdulaziz University and Qassim University had positive attitudes towards e-learning. During the COVID-19 pandemic, Hoq (2020) investigated teachers' preferences with regard to e-learning in the Management and Information Technology Department of Jubail Industrial College and found that they had favorable attitudes towards e-learning. Almaghaslah and Alsayari (2020) also found that more than half of the academic staff at the College of Pharmacy at King Khalid University had positive attitudes towards e-learning.

In contrast, little attention has been paid to public school teachers' attitudes towards e-learning in Saudi Arabia. Thus, "there is a dearth of research that explored e-learning perceptions in mainstream K-12 classes" (Alwahoub et al., 2020, p. 116). Prior to the COVID-19 pandemic, Alwahoub et al. (2020) investigated the opinions of teachers and students in primary schools regarding e-learning in a technology-supportive school in Riyadh. The researchers found that both teachers and students had positive attitudes towards e-learning.

Before COVID-19, schools did not use e-learning effectively although many trials were conducted. For example, in 2016, the Ministry of Education launched Future Gate platform to activate e-learning gradually until 2020 (Masmali, 2020). However, by March 2020, at the time of the declaration of the closure of schools in Saudi Arabia, this platform was not yet being used effectively in many public schools. At that time, "it was embracing almost 3700 middle and senior high schools, leaving out more than 50% of middle and senior high schools as well as primary schools and early childhood schools" (Aljabri & Bhutoria, 2020, p. 375). Consequently, the Ministry of Education made lessons available asynchronously through iEN channels (Almaghaslah & Alsayari, 2020). Then, at the beginning of the 2020-2021 academic year, the Ministry of Education launched the Madrasati Platform. Teachers attended obligatory training programs to learn how to use this platform. By means of using this platform, e-learning is now being used effectively in public schools in Saudi Arabia.

### ***Advantages and Disadvantages of E-learning***

Using e-learning as the only means of learning and teaching during the COVID-19 pandemic has had advantages and disadvantages, which many studies have discussed. For example, flexibility in terms of time and place is one of the most noticeable advantages of e-learning (Arkorful & Abaidoo, 2015; Hoq, 2020; Srivastava, 2018). Also, Hoq (2020) stated that e-learning helps teachers share the same materials with all students, thus offering all students the same quality of learning. Niculescu-Aron et al. (2007) believed that a major advantage of e-learning lies in the elimination of formal barriers, which is achieved by removing distances, offering flexibility, and creating a new type of relationship between teachers and students.

Despite these advantages, the use of e-learning has some disadvantages. For example, due to limited social interaction, students are increasingly responsible for keeping themselves motivated (Karmakar & Behera, 2015). Arkorful and Abaidoo (2015) also summarized the disadvantages of e-learning that have been identified in some studies, including a lack of face-to-face interaction, difficulty of using effective e-learning methods and controlling cheating on tests. In addition, financial issues regarding repairing, operating, and developing the e-learning platform can be regarded as disadvantages (Hoq, 2020). Shraim and Khlaif (2010) also found that teachers in Palestine faced technical problems using online courses. In general, to further develop the e-learning process, it is necessary to determine the advantages and disadvantages of e-learning.

This study was conducted to investigate the attitudes of public-school teachers towards the first full implementation of e-learning in Saudi Arabia. Furthermore, it was intended to identify the advantages and disadvantages of using e-learning in public schools from the teachers' perspectives.

## Methodology

This research examined the attitudes of Saudi public-school teachers towards e-learning as well as its advantages and disadvantages. The participants, instruments, and procedures used in this study are presented below.

## Participants

The sample was selected randomly from different regions (east, west, middle, south, and north) in Saudi Arabia. The sample consisted of 202 female English language teachers at elementary, intermediate, and secondary public schools. Table 1 presents descriptive data on demographic characteristics, including the region in which the teachers worked and the educational stages of their students.

Table 1. *Descriptive Data of Demographic Characteristics*

Teachers' Regions	No.	%
1- East (Dammam, Khobar, Al Jubail, etc.)	25	12.4
2- West (Jeddah, Makkah, Taif, etc.)	78	38.6
3- North (Hail, Tabuk, Al Jouf, etc.)	18	8.9
4- South (Abha, Khamis Mushait, Jazan, etc.)	41	20.3
5- Middle (Riyadh, Al-Kharj, etc.)	40	19.8
Students' Stages	No.	%
Primary	80	39.6
Intermediate	62	30.7
Secondary	60	29.7

## Instruments

This study used the descriptive research method because the researcher wanted to identify the teachers' attitudes towards using e-learning and their opinions concerning its advantages and disadvantages. A quantitative approach was used to collect data from the participants. Data were gathered from a Google Form survey consisting of 21 questions, using Google Form. This survey consisted of a 5-point Likert scale in which 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. In the questionnaire, there were nine questions measuring teachers' attitudes towards e-learning, six questions measuring the advantages of e-learning, and six questions concerning the disadvantages of e-learning (see Appendix). IBM's Statistical Package for the Social Sciences (SPSS) was used to analyze the data.

## Procedures

This questionnaire was conducted from February to March 2021 among English language teachers in different regions of Saudi Arabia. Before the questionnaire was distributed, it was revised by three professors at the College of Languages and Translation at King Khalid University. A researcher also piloted the questionnaire and asked the participants to inform her if they found any items difficult to comprehend. The final version of the survey was developed based on the feedback of the three professors and the pilot group. The survey's reliability was measured by Cronbach's alpha and scored 0.866. The survey was sent to teachers via WhatsApp and Telegram. It was difficult to collect data from English teachers in the north of Saudi Arabia. Once the data were collected, SPSS was used to determine the mean of each sentence, the weighted mean, the survey's reliability, and standard deviation.

## Results

### *Teachers' General Attitudes Towards Using E-learning*

The results of the study indicate that the participants had neutral attitudes towards using e-learning for the first time in Saudi Arabia, as the weighted mean of their attitudes was 3.2. These results are shown in Table 2.

Table 2. *Teachers' General Attitudes Towards Using E-learning*

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	No.	%	No.	%	No.	%	No.	%	No.	%		
1- I like the e-learning method of teaching.	41	20.3	66	32.7	57	28.2	16	7.9	22	10.9	3.44	1.213
2- I prefer teaching face-to-face classes.	78	38.6	28	13.9	59	29.2	15	7.4	22	10.9	3.62	1.349
3- E-learning is more effective than face-to-face learning.	15	7.4	28	13.9	45	22.3	82	40.6	32	15.8	2.56	1.137
4- Teaching is easy using online platforms.	40	19.8	70	34.7	48	23.8	26	12.9	18	8.9	3.44	1.200
5- Learning outcomes are better achieved in e-learning.	16	7.9	48	23.8	50	24.8	59	29.2	29	14.4	2.82	1.181
6- The starting time of online classes is less convenient than the starting time of face-to-face classes.	28	13.9	50	24.8	48	23.8	43	21.3	33	16.3	2.99	1.295
7- Assessing students' understanding is easy in online classes.	18	8.9	44	21.8	48	23.8	61	30.2	31	15.3	2.79	1.205
8- The training program that was introduced at the beginning of the year helped me use the Madrasati platform.	34	16.8	78	38.6	47	23.3	24	11.9	19	9.4	3.42	1.178
9- I think using e-learning in Saudi Arabia for the first time has succeeded.	78	38.6	40	19.8	50	24.8	19	9.4	15	7.4	3.73	1.270
Weighted Mean											3.199	

As shown in Table 2, 107 teachers (53%) agreed that they liked the e-learning method of teaching while 106 (52.5%) preferred teaching face-to-face classes. More than half of the respondents (56.4%) found that e-learning was less effective than face-to-face learning. Furthermore, the majority of those who responded to the survey (54.5%) felt that teaching via using online platforms was easy. Moreover, in response to whether the starting time of online

classes (at 9 a.m. in intermediate and secondary schools, and 3 p.m. in primary schools) was less convenient than the starting time of face-to-face classes (at 7 a.m.), the participants were neutral. However, 88 teachers (43.6%) felt that learning outcomes were not better achieved through e-learning, and 92 teachers (45.5%) expressed disagreement regarding the ease of assessing students' understanding in online classes. Over half of the teachers (55.4%) reported that the training program introduced at the beginning of the year was helpful. Moreover, a large number of the investigated teachers (58.4%) agreed that using e-learning in Saudi Arabia for the first time has succeeded.

### ***Advantages of E-learning from Teachers' Points of View***

It is apparent from the results that the school teachers agreed on most of the advantages of e-learning presented in the questionnaire, as the weighted mean was 3.5. Table 3 presents these results.

Table 3. *Teachers' Opinions About the Advantages of E-learning*

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	No.	%	No.	%	No.	%	No.	%	No.	%		
1- Online learning is flexible.	42	20.8	88	43.6	35	17.3	20	9.9	17	8.4	3.58	1.170
2- The percent of absentee students has decreased while using e-learning.	33	16.3	74	36.6	43	21.3	36	17.8	16	7.9	3.36	1.181
3- Students are more active in e-learning.	23	11.4	29	14.4	58	28.7	60	29.7	32	15.8	2.76	1.216
4- Designing and correcting online exams are easier.	110	54.5	38	18.8	28	13.9	11	5.4	15	7.4	4.07	1.254
5- My technical skills as a teacher have developed.	86	42.6	57	28.2	36	17.8	11	5.4	12	5.9	3.96	1.167
6- E-learning saves students' and teachers' time.	56	27.7	60	29.7	37	18.3	24	11.9	25	12.4	3.49	1.339
Weighted Mean											3.536	

From the data in Table 3, it can be seen that more than half of the teachers (64.4%) agreed that e-learning is flexible. Furthermore, one of the main advantages of e-learning that 52.9% of the teachers agreed upon is that the percent of absentee students decreased while using e-learning. However, 92 teachers (45.5%) noted that students were less active in e-learning. In contrast, the majority of teachers (73.3%) stated that it was easier to design and correct online exams. Also, 143 teachers (70.8%) felt that their technical skills as teachers had developed. One hundred and sixteen teachers (57.4%) also stated that e-learning saved time for both students and teachers.

### ***Teachers' Opinions About the Disadvantages of E-learning***

The final question that was investigated in this research was regarding the disadvantages of e-learning from the perspective of school teachers. From the analyzed results, it can be seen that

the participants had neutral attitudes about the disadvantages of e-learning, as shown in the weighted mean 3.12. Table 4 presents these findings.

Table 4. *Teachers' Opinions About the Disadvantages of E-learning*

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	No.	%	No.	%	No.	%	No.	%	No.	%		
1- The internet connection usually interrupts my classes.	36	17.8	72	35.6	52	25.7	25	12.4	17	8.4	3.42	1.166
2- The lack of personal interaction makes the learning process more difficult.	28	13.9	66	32.7	63	31.2	32	15.8	13	6.4	3.32	1.097
3- Students are less motivated when they use e-learning.	26	12.9	63	31.2	46	22.8	51	25.2	16	7.9	3.16	1.174
4- Managing the classroom is more difficult while using online platforms.	18	8.9	35	17.3	50	24.8	62	30.7	37	18.3	2.68	1.214
5- My students have difficulties attending online classes.	10	5.0	52	25.7	68	33.7	57	28.2	15	7.4	2.93	1.017
6- Students don't focus during online lessons.	26	12.9	63	31.2	63	31.2	31	15.3	19	9.4	3.23	1.145
Weighted Mean											3.121	

As shown in Table 4, the findings indicate that 53.4% of the teachers agreed that the internet connection usually interrupted their classes. Moreover, the lack of personal interaction made the learning process more difficult for 46.6% of the school teachers. According to 44.1% of the teachers, students were less motivated when they used e-learning. However, managing an online classroom was not difficult for 49% of the teachers. In addition, no significant differences were found among the responses to the fifth statement: "My students have difficulties attending online classes." However, 89 of the teachers (44.1%) agreed that their students do not focus during online classes.

## Discussion

The major objectives of this study were to investigate the attitudes of Saudi public-school teachers towards the full implementation of e-learning and to determine the advantages and disadvantages of e-learning from their perspectives. In general, the current study revealed that school teachers tend to view e-learning neutrally, agree on most of the e-learning advantages, and have neutral views towards e-learning's disadvantages.

It is encouraging to compare the results related to teachers' general attitudes with the study by Karmakar and Behera (2015), who found that higher secondary school teachers had



neither positive nor negative attitudes towards e-learning in West Bengal, India. However, the findings of the current study do not support previous research conducted in Saudi Arabia on teachers' attitudes towards e-learning. For example, Alwahoub et al. (2020) found that primary school teachers and students in a technology-supportive school in Riyadh had positive attitudes towards e-learning. In Saudi universities, both before and during this pandemic, teachers have also indicated positive attitudes towards e-learning (Alkhalaf et al., 2012; Almaghaslah & Alsayari, 2020; Hoq, 2020). These differences may be related to the active use of e-learning before this pandemic.

In addition, a large proportion of the surveyed teachers (64.4%) in this study agreed on the flexibility of e-learning. This finding seems to be consistent with other research summarized in the literature review, which found that flexibility is one of the main advantages of e-learning (Arkorful & Abaidoo, 2015; Hoq, 2020; Niculescu-Aron et al., 2007; Srivastava, 2018). There are also similarities between teachers' views concerning the disadvantages of e-learning reported in this study and those described by Shraim and Khalif (2010). In the current study, 53.4% of the teachers indicated that their internet connection interrupted their classes, while Shraim and Khalif (2010) found that teachers in Palestine also faced technical problems during online courses.

It is interesting to note that in some statements in the questionnaire about teachers' attitudes (1<sup>st</sup>, 4<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> statements), more than half of the teachers showed positive attitudes towards e-learning. Furthermore, 118 of the participating teachers felt that using e-learning in Saudi Arabia for the first time had succeeded. These findings present a significant possibility for developing teachers' attitudes towards e-learning. The training program introduced at the beginning of the year helped 55.4% of the teachers use the Madrasati Platform. This may highlight the importance of enhancing teachers' technical skills by introducing a variety of training programs, as the Ministry of Education intends to continue using e-learning after the pandemic.

On the one hand, the results of this study show that most of the surveyed teachers agreed on the advantages of e-learning. More than half of the teachers agreed regarding the flexibility of e-learning, its positive impacts on decreasing the percentage of absentee students and its ability to save the time of both teachers and students, the ease of designing and correcting online exams, and the development of teachers' technical skills. These results may contribute to the continuity of e-learning following the COVID-19 pandemic. In contrast, 45.5% of the surveyed teachers found that students were less active in e-learning, which may indicate the need to study students' attitudes towards e-learning.

On the other hand, the findings of this study regarding the disadvantages were neither positive nor negative. The result that 44.1% of the teachers found that students were less motivated and did not focus during online classes might suggest the need to develop a training program intended to teach students the appropriate way to participate in online classes. However, 49% of the surveyed teachers did not agree regarding the difficulty of managing an online classroom, which may serve as a good indication that teachers can effectively deal with the e-learning process. In general, a neutral view towards the disadvantages of e-learning may result from differences among regions and stages.

### Conclusion and Recommendations

Like many other countries, the educational system of Saudi Arabia has been disrupted by the COVID-19 pandemic. In response to this crisis, Saudi Arabia has used e-learning. While Saudi universities have used e-learning effectively since the beginning of this pandemic, public schools faced difficulties at the beginning of the COVID-19 pandemic because they had not used e-learning before. However, that problem was solved by launching the Madrasati Platform. This paper has set out to determine public school teachers' attitudes towards e-learning, its advantages, and its disadvantages.

The results show that teachers had neither positive nor negative attitudes towards e-learning and its disadvantages. However, they had a positive view of its advantages. These kinds of results will be helpful for education stakeholders in the Saudi Ministry of Education to continue the use of e-learning after the pandemic, as Kisanga (2016) found that the identification of teachers' attitudes provides education stakeholders with useful knowledge about the effectiveness of learning methods. According to the findings of this study, it is appropriate and would be effective to introduce more training programs for teachers. In addition, stakeholders can cooperate with teachers to reduce the disadvantages of e-learning in each region of Saudi Arabia.

However, more research on this topic needs to be undertaken because this study focuses only on English language teachers. There is a strong possibility that the results may vary from one field to another. In addition, more research is needed in each region of Saudi Arabia to accurately determine the advantages and disadvantages of e-learning. These attitudes may also vary for both teachers and students once training programs have been applied in the future. This increases the need for more research in this field. Because this study employed a quantitative method, further research might use a qualitative or mixed-method, which might offer more details about e-learning. Finally, research needs to be conducted to investigate students' attitudes because they are one of the main factors that affect the success of the learning process.

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## Appendix

Dear teachers,

The aim of this study is to investigate your attitudes towards using e-learning for the first time in public schools. There is no correct or wrong answer. Your responses will be highly confidential and used only for research purposes.

- I fully understand the purpose of this questionnaire and I agree to participate:
  - Yes
  - No

## Section A:

### Demographic Information

#### In which region do you work?

- A. East (Dammam, Khobar, Al Jubail, etc.)
- B. West (Jeddah, Makkah, Taif, etc.)
- C. North (Hail, Tabuk, Al Jouf, etc.)
- D. South (Abha, Khamis Mushait, Jazan, etc.)
- E. Middle (Riyadh, Al-Kharj, etc.)

#### What is the stage of your students?

- A. Primary
- B. Intermediate
- C. Secondary

## Section B:

Choose ONE answer that best reflects your opinion of the given statement.

**I. Teachers' Attitudes:**

**1. I like the e-learning method of teaching.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**2. I prefer teaching face-to-face classes.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**3. E-learning is more effective than face-to-face learning.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**4. Teaching is easy using online platforms.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**5. Learning outcomes are better achieved in e-learning.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**6. The starting time of online classes (at 9 a.m. in intermediate and secondary schools, and at 3 p.m. in primary schools) is less convenient than the starting time of face-to-face classes (at 7 a.m.).**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**7. Assessing student's understanding is easy in online classes.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**8. The training program that was introduced at the beginning of the year helped me use the Madrasati platform.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**9. I think using e-learning in Saudi Arabia for the first time has succeeded.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**II. Advantages of E-learning:**

**1. Online learning is flexible.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**2. The percent of absentee students has decreased while using e-learning.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**3. Students are more active in e-learning.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**4. Designing and correcting online exams are easier.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**5. My technical skills as a teacher have developed.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**6. E-learning saves students' and teachers' time.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**III. Disadvantages of E-learning:**

**1. The internet connection usually interrupts my classes.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**2. The lack of personal interaction makes the learning process more difficult.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**3. Students are less motivated when they use e-learning.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**4. Managing the classroom is more difficult while using online platforms.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**5. My students have difficulties attending online classes.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

**6. Students don't focus during online lessons.**

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

Thank you for your cooperation