Level of Satisfaction of the Practical Studies Teachers with the Distance Education Experience in Kuwait in Light of the CoronaVirus COVID-19

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Abstract

The study aimed to identify the level of satisfaction of the practical studies' teachers with the distance education experience in Kuwait in light of the coronavirus covid-19 pandemic. To achieve that, the researchers used the survey method. It was applied on a sample of (120) male and female practical studies' teachers in Mubarak Al-Kabeer governorate in the first semester of the academic year 2020/2021. The researchers built a questionnaire consisting of (20) items to measure the level of their satisfaction with the distance learning experience, and verifying its validity and reliability. The results of the study showed that the level of satisfaction of the practical studies' teachers with the distance education experience in Kuwait was moderate. The results also revealed that there are no statistically significant differences at (α = 0.05) in the level of satisfaction of the practical studies' teachers due to the gender variable. While there are statistically significant differences at (α = 0.05) in the level of satisfaction due to the variable of educational experience and in favor of who hold an experience with less than (5) years.

Keywords: distance education, practical studies, Kuwait

1. Introduction

The world is witnessing the outbreak of a new type of epidemic known as the Corona virus COVID-19. It is a type of coronavirus that can lead to a group of pathological ailments, from the common cold disease to the acute respiratory syndrome (Desk, 2020; WHO, 2020).

The Corona epidemic has swept most countries of the world. This is forced all educational institutions to switch from face-to-face education, which provides physical closeness that constitutes an opportunity for infection to spread, to e-learning or distance education. While 1.5 billion children and youth in 188 countries around the world has had to stay in their homes after the closure of schools and higher education institutions (Affouneh, Salha, & Khlaif, 2020).

1.1 Theoretical Review

Distance education (Open Distance Learning ODL) or electronic learning (Electronic-Learning EL) is a type of learning that has long been talked about and argued about the need to integrate it into the educational process before the Corona pandemic. However, it became an alternative and an urgent necessity to continue education in conditions that impose physical distancing. Koumi (2006) believes that e-learning came as a result of technological developments, especially after the educational process was directly affected by the automation of the industry, the development of "artificial intelligence" and "Internet of things" technology, as well as the information technology revolution that has entered and become an integral part of the classroom.

Distance education is defined as education provided on the Internet. This is through the use of modern electronic technologies to reach everything related to educational materials outside the traditional educational classroom (Koumi, 2006). Basilaia and Kvavadze (2020) believe that distance education is an organized process that aims to achieve educational outcomes using technological means that provide sound, image, films and interaction between the learner, content and educational activities at a suitable period and time.

Distance education aims to open the horizons of learning in all aspects and provide the opportunity to the individual for learning wherever he is and at any time. In addition to taking account the students' needs in

proportion to their circumstances, keeping abreast of continuous scientific and technological developments, and achieving the principle of equal opportunities and educational democracy. As well as providing lifelong education and training opportunities, developing and improving educational content, and providing solutions to problems facing the normal education process, as happened in the Corona pandemic (Durak, 2017; Egwuoben, Nwofukwa, & Aga-Okrie, 2016).

Distance learning provides a variety of teaching methods by using the Internet, as well as the possibility of simultaneously or asynchronously teaching (Garcia & Jorge, 2006). Students can benefit from the educational content on the electronic platforms by relying on it completely. According to Patricia (Patricia, 2009), distance education can provide the following: Content management systems, and this system is responsible for the delivery of all educational resources and content to students. Education management systems and this type of system facilitate the use of the elements included in the education process. Collaborative learning systems supported by computers, and this system contributes to the use of cooperative learning strategies. Create a virtual environment of teachers and students, as they work on using the desired strategies in managing information and knowledge.

There are many benefits and advantages offered by distance education, which make it superior to traditional educational methods, which are (Ferriman, 2014):

- Reducing costs, as it saves the costs of creating new classrooms to conduct educational courses and seminars, and saves electricity, water and other materials used in the school. In addition, there is no need to go to schools and educational centers, and this will reduce transportation costs.

- Available for all individuals and age groups. All individuals, regardless of their age, can benefit from the meetings and courses offered on the Internet, and gain new skills and experiences away from the restrictions of traditional schools.

- Flexibility, as it is not related to a specific time, so individuals can learn at any time that suits them.

- Investment the time and increasing learning, as useless interactions between students decrease by reducing chatting and excessive questions that waste time, which leading to increase the student learning without any disruptions or obstacles.

- Makes education more structured and neutral, in addition to evaluating tests in a neutral and fair way, and accurately following up the achievements of each student.

- Environmentally friendly, as there is no use of papers and pens that may harm the environment when disposing them.

In addition, distance education will be the dominant educational pattern in the future, as the current generation is distinguished by its connected to smart phones and the use of various applications, so the integration of technology in the educational process has become a global trend. Also, interaction with educational activities through mobile devices has become a catalyst for learning instead of Sufficiency in traditional study (Yulia, 2020).

Despite the many benefits of distance education, it has some drawbacks (Hetsevich, 2017):

- It is highly technology-dependent, and although e-learning is available to all individuals, many of them may not have smart phones, computers, or a network.

- Low level of motivation and organization, because e-learning is self-directed, and some people may find it difficult to motivate themselves to learn and resist playing, and to organize the learning process.

- Isolation and loneliness, it arises due to the students' interaction with computers and smart phones instead of directly communicating and interacting with each other.

Both (Yulia, 2020) (Basilaia & Kvavadze, 2020; Yulia, 2020) argue that distance education can be effective if teachers do the following:

1- Organizing the educational content: teachers may resort to adopting an educational design to prepare an educational material that effectively achieves the objectives, studying the students 'educational needs, determining the appropriate goals and means to achieve them, and choosing the tools of measurement and feedback.

2- Choosing the appropriate educational means: In distance education, the choice of educational means is determined by choosing the appropriate educational software for communication, and the effective and widespread means of communication among students.

3- Defining measurement tools: Because distance education suffers from a weakness in the reliability of evaluation and the difficulty of controlling the implementation of tests, and the monitoring process was not possible to avoid cheating, so teachers resorted to formative evaluation during interaction with students, or the use of real evaluation.

4- Individualizing learning and meeting different learning needs and styles: taking into account the diversity of learning styles among students, taking into account their computer competencies, and taking into account their circumstances in terms of study times and the different quality of networks and devices they have.

5- Professional growth: the teacher continuously improves his electronic competencies, and improves the level of readiness to use modern technology in the education process.

The increase in the number of teachers and students who use computers, the Internet and smart phones in the distance learning process is due to the characteristics of distance education and its positive effects. (Yulia, 2020) undertook a descriptive study that aimed to clarify the ways in which the Corona pandemic affects Reshaping education in Indonesia, where she has explained the types and strategies of learning that teachers use in the world remotely due to the closure of universities to limit the spread of the Corona virus. The study also clarified the advantages and effectiveness of using learning through the Internet, as the study concluded that there is a high speed of the Corona epidemic impact on the education system, where the traditional method of education retreated to spread, instead of distance learning, because it supports learning from home and thus reduces the mixing of individuals with each other, and reduces the spread of the virus (Peters, 2020).

In a study conducted by (Basilaia & Kvavadze, 2020) that aimed to study the experience of moving from education in schools to learning via the Internet during the spread of the Corona virus epidemic in Georgia, as it was based on the statistics of the teaching process in the first week at a private school and its experience in the transition from education in person, where they discussed the results of e-learning during the Corona pandemic. The EduPage and Gsuite platforms were used in the educational process, and based on the statistics of the teaching process in the first week, the researchers concluded that the transition between traditional and distance education was successful. The system and the skills acquired by teachers, students and school administration in the post-epidemic period can be used in various cases, such as those with special needs who need extra hours, or by increasing the effectiveness of group teaching or increasing the independence of the student and obtaining new skills (Yilmaz, 2017; Schulte, 2010).

Hodges, Moore, Lockee, Trust and Bond (2020) conducted a study aimed to revealing the difference between distance teaching in emergency situations and online education, where the researchers designed a model consisting of evaluation conditions and a set of questions through which teaching can be evaluated emergency situations, and measuring the success of online distance learning experiences. The study concluded that online learning experiences differ from learning in emergencies in terms of the quality of planning, and in terms of online courses provided in response to a crisis or disaster, and the colleges and universities must work on preserving education during the COVID-19 pandemic.

1.2 Study Problem

Given the conditions that the whole world suffers from at the present time represented by the spread of the Corona virus, educational institutions have suddenly found themselves forced to switch to distance learning to ensure the continuity of the teaching and learning process, and use the Internet, smart phones and computers to communicate remotely with students. The Ministry of Education in the State of Kuwait suddenly found itself forced to switch to distance education, and to employ means of communication that had not been used before, so the ministry provided electronic educational platforms so that they could be used in distance learning, because of its great importance in providing students with necessary scientific knowledge according to their level and capabilities. However, the researcher, with his experience in supervising in the Department of Practical Studies, noticed that many teachers complained about the experience of distance education, as they were skeptical about the results of electronic tests for the lack of concrete indications of students 'commitment to the exam instructions, which generates doubts about the effectiveness of e-learning among students, as some problems appeared in the application of e-learning, including poor employment of some e-learning software because the Kuwaiti Ministry of Education did not follow e-learning or distance learning beforehand. In addition to the exist weakness that appeared in the e-learning infrastructure which requires the adoption of specific software and the provision of Internet networks, smart phones and computers for every student. Therefore, an urgent need has emerged to find out and evaluate the effectiveness of the distance education experiment in the State of Kuwait from the point of view of practical studies teachers.

1.3 Study Questions

The study aimed to answer the following questions:

1. What is the level of satisfaction of practical studies teachers with the distance education experience in the State of Kuwait in light of the Corona virus COVID-19 pandemic?

2. Does the level of satisfaction of practical studies teachers differ from the experience of distance education in the State of Kuwait according to the variables of gender and educational experience for the teacher?

1.4 Study Objectives

This study aims to reveal the level of satisfaction of teachers of practical studies with the experience of distance education in the State of Kuwait in light of the Corona virus COVID-19 pandemic, and whether this level differs according to some demographic variables (gender, experience).

1.5 Study Importance

The importance of the study is represented by the decision-makers in the Ministry of Education in the State of Kuwait to provide feedback on the distance education experience, by surveying the opinions of teachers in the field about the success of that experience. The study also informs the theoretical literature related to the Corona pandemic and distance education.

1.6 Study Limits

- Human limits: represented by male and female practical studies teachers.

- Spatial limits: Mubarak Al-Kabeer Governorate in the State of Kuwait.

- Time limits: the first semester of the 2020/2021 academic year.

- The study results are determined by the validity and reliability of the study tool, and the objectivityof the respondents.

2. Method & Procedures

2.1 Study Approach

This study relied on its procedures on the descriptive approach, which relies on collecting data from the study sample, teachers of practical studies, using the questionnaire prepared for the purposes of this study.

2.2 Study Population

The study population consisted of all teachers of practical studies in Mubarak Al-Kabeer Governorate in the State of Kuwait in the first semester of the 2020/2021 academic year, and they are (224) male and female teachers, according to the statistics of the Ministry of Education.

2.3 Study Sample

The study sample was selected by stratified randomized method according to the study variables (gender, experience), and they are (120) male and female teachers, and by (53%) of the study population. The following table shows the distribution of the study sample according to its variables.

Table 1. Distribution of the sample according to the variables of the study

Educational experience			Gender		
More than 10 Y	From 5 – 10 Y	Less than 5 Y	Female	Male	variable
35	38	47	52	68	
	120			120	Total

2.4 Study Tool

To achieve the goals of the study, the researchers built a questionnaire consisting of (20) items. The questionnaire was developed by reviewing studies that dealt with distance education as (Yulia, 2020) and (Basilaia & Kvavadze, 2020) studies. The researchers benefited from the measures used in previous studies, where he selected some paragraphs and reformulated them, and drafted some paragraphs in light of the theoretical literature formed to him regarding the distance learning. The questionnaire consisted in its final form a (20) paragraphs corresponding to a five-point scale (strongly agree = 5, agree = 4, neutral = 3, disagree. = 2, strongly disagree = 1).

Study tool validate: The questionnaire was presented, in its initial form, to a referees with experience and

competence in the field of scientific research and teaching, with the aim of judging the paragraphs of the questionnaire, and knowing the extent of clarity and comprehensiveness of its paragraphs for all aspects of distance education in light of the spread of the Corona virus from the viewpoint of the practical studiesteachers, as well as the appropriateness of formulating its paragraphs, to express their opinion on the method of correcting it. The opinions of the referees focused on re-drafting some of the paragraphs, and the researchers modified the questionnaire in light of their opinions.

Study tool Stability: The questionnaire was applied electronically to an exploratory sample other than the study sample consisting of (30) practical studiesteachers, and Cronbach's Alphatest was used to test the stability of the questionnaire. Where the stability rate of the resolution reached (0.89). This value is acceptable for the purposes of the current research.

2.5 Statistical Treatment

To answer the study questions, arithmetic averages and standard deviations were extracted to answer the first question, and for the second question, the independent T test was used for the independent samples (the independent T test) for the gender variable, and One Way ANOVA test for the educational experience variable.

The Fifth Likert Scalehas also been converted to Third Scales follows:

(5 - 1) = 4

4/3 = 1.33

I used this value to determine the length of the scaling period as follows:

1 - 2.33 Weak Satisfaction Level

2.34--3.67 Moderate Satisfaction Level

3.68--5.00 High Satisfaction Level

3. Study Results and Discussion

Results of the first question: What is the level of satisfaction of practical studies teachers with the distance education experience in the State of Kuwait in light of the Corona virus COVID-19 pandemic?

To answer this question, the arithmetic average and standard deviations of the study sample responses to the study instrument were calculated, and the following table explains that:

Level	SD	M	Paragraph	No.
moderate	1.84	3.17	The techniques used in distance education are effective	1
moderate	1.17	3.12	All aspects of the curriculum are covered in distance education	2
moderate	1.93	3.06	There is a smooth transition from traditional education to distance education in light of the Corona pandemic	3
moderate	1.08	2.94	Students interact well using distance education	4
moderate	1.37	2.91	I feel satisfied in using the distance education system as an alternative to the traditional education system in light of the Corona pandemic	5
moderate	1.41	2.88	Communication with students was easy and smooth	6
moderate	1.54	2.83	Students have been previously trained to use distance education during the Corona pandemic	7
moderate	1.93	2.73	The Ministry provides training courses explaining the mechanism of using the distance education system for teachers during the Corona pandemic	8
moderate	1.14	2.72	The distance education system provides direct communication between members of the educational process	9
moderate	1.57	2.64	The applications adopted by the Ministry for distance education are effective	10
moderate	1.96	2.51	The ministry logistical support is always available	11
moderate	1.53	2.47	Teachers have sufficient skills to design content for distance learning	12
weak	1.83	2.31	Distance education can be adopted after the Coronavirus pandemic as part of the educational learning process	13
weak	1.82	2.29	Distance education helps in understanding the scientific material clearly and effectively	14
weak	1.29	2.14	A guide was provided for student to use the educational material site	15
weak	1.86	2.04	The Ministry is continuously evaluating the distance education experience	16
weak	2.01	1.87	Students facing problems and obstacles in distance education less than traditional education	17

Level	SD	M	Paragraph	No.
weak	1.74	1.80	I feel satisfied about the benefit that the students gained from distance education	18
weak	1.09	1.73	There is high credibility in evaluating students through the distance education system	19
weak	1.41	1.60	The distance education system complies with the requirements of practical studies	20
moderate	1.576	2.488	Total	

The Table 2 shows that the paragraphs of the "Level of Satisfaction with the Distance Education Experience in Light of the Spread of Corona" Tool ranged between a weak and a medium degree. The paragraph "The techniques used in distance education are effective" came in first place with an arithmetic average of (3.17) and a standard deviation of (1.84) with a medium degree. The paragraph "The distance education system is consistent with the requirements of practical studies," came last, with an arithmetic average of (1.60) and a standard deviation of (1.41) with a weak degree.

Accordingly, it can be said that the level of satisfaction of practical studies teachers with the experience of the State of Kuwait in distance education in light of the Corona pandemic was below the required level, as all their response was moderate and below average, i.e. weak. Perhaps this is due to the Ministry of Education in the State of Kuwait adopting face-to-face learning, and its plans did not adopt distance education before the Corona pandemic, so it suddenly turned to distance education, and this reduces its experiences in this field, and makes this type of Education as a newcomer needs practice to improve it. This result is also attributed to the fact that distance education requires the existence of an infrastructure of communication systems, computers, phones, and tested and approved software in education, and computer skills possessed by both the teacher and the student. As distance education was imposed on them suddenly as a result of the Corona pandemic, the capabilities were weak and were not calculated. On the other hand, perhaps the educational content of practical studies subjects needs more relevant education and practical application in workshops and laboratories more than other academic subjects, and maybe all of this contributed to making the teachers 'satisfaction moderate and weak.

Results of the second study question: Does the level of satisfaction of practical studies teachers differ from the experience of distance education in the State of Kuwait according to the variables of gender and educational experience for the teacher?

To answer this question, for the gender variable an independent T test was used and the following table illustrates the results:

Table 3. Results of the t-test for independent samples for the responses of the study sample to the study instrument, according to the gender variable

Sig.	fd	T	SD	M	Gender
0.342	118	0.956-	1.18	2.48	Male
			1.27	2.59	Female

It is evident from the previous table that the value of (T) reached (-0.956), which is not statistically significant at the level of significance ($\alpha = 0.05$), and this indicates that there are no differences in the estimates of the study sample on the study tool according to the gender variable (males, females).

This is due to the fact that teachers of different genders interacted with distance education in one way, which made them at the same level of satisfaction with the experience of distance education, as distance education came suddenly with the Corona pandemic for all teachers of different gender, and this type of education was not used by teachers in the State of Kuwait before the Corona pandemic, which resulted that there were no differences in the level of satisfaction between male and female teachers.

As for the educational experience variable, the One Way ANOVA test was used, and the following table shows the results:

Table 4. The results of One Way ANOVA analysis of variance test for the responses of the study sample to the study instrument depending on the educational experience variable

Sig.	F	Mean squares (MS)	fd	Sum of squares (SS)	Source of Variance
0.000	*2.09	2.616	3	7.850	Between Groups
		1.250	120	154.047	Through Groups
			123	161.897	Total

* Statistically significant at $\alpha = 0.05$

It is noticed in the previous table that the value of (F) reached (2.09), which is a Statistical function at the level of significance(0.000), that indicates the existence of statistically significant differences at the level of significance($\alpha = 0.05$) in the responses of the study sample to the study tool according to the experience variable. In order to find out which categories of educational experience the differences were, a Scheffetest for Post Hoc Comparisons was used, and the following table shows that

Table 5. Scheffetest for Post Hoc Comparisons

Mean Difference(I-J)	Educational experience(J)	Educational experience(I)
0.413*	(10-5)Y	Less than 5 Y
0.748*	More than 10 Y	

* Statistically significant at $\alpha = 0.05$

It is noted in the previous table that when comparing the averages of experienceyears, the differences were statistically significant at the level of significance ($\alpha = 0.05$) and in favor of experience years of (less than 5 years), and this means that the study individuals whosenumber of educational experienceyears was less than 5 years, they have a higher level of satisfaction with the distance education experience than other teachers with more teaching experience.

Perhaps this is due to the fact that practical studies teachers who have many years of experience in education feel bored and unwilling to apply modern teaching strategies such as distance education, especially with their desire to follow the traditional pattern in education, and their age may lead to their lack of the technological skills necessary to implement education After which negatively affected their level of satisfaction with the distance education experience.

4. Recommendations

In light of the study results, the researchers recommends the need for the Ministry of Education to pay attention to the results of the current study and similar studies to take feedback on its experience in distance education as a kind of field evaluation. In addition to that the ministry must provide the necessary training for teachers and students to deal with distance education techniques. Paying attention to the scientific content of practical studies curricula to suit the nature of distance learning, and encouraging teachers, especially the most educational experience, to adopt modern teaching strategies such as distance education.

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