

# Attitudes and perceptions of lecturers at Sakhnin College towards the integration of online teaching and innovative teaching methods and innovative teaching technologies

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## Abstract

This paper examines the perceptions of lecturers at Sakhnin College regarding online teaching during an emergency teaching. The sample consists of lecturers from Sakhnin College for teacher training, the population was diverse in terms of education and in terms of gender, years of experience in frontal work as well as online learning. Data was collected from a survey distributed to lecturers, and about 60 lecturers from all the departments of the college responded to the lecturer, and were analyzed using descriptive and inferential statistics. The results indicated an overall tendency for positive perceptions of online learning and teaching methods. While quantitative data revealed debated opinions about support coming from the institution, qualitative data indicated a need for pedagogical and technical support for students and instructors. Correlations related to demographic data and specific categories were identified. Significant differences in perceptions by specific demographics, categories and statements were found. The study offered a more comprehensive institutional support for students and instructors who combined: 1) self-learning; 2) evaluation and provision of technical and pedagogical training; 3) a solid technological infrastructure; 4) a learning community professional; Also-5) peer mentoring programs that respect diversity and include the more experienced online mentors as valuable resources. From the study, it was found that the attitudes of the lecturers are influenced by background characteristics and when it comes to their teaching methods, these methods are influenced according to their different characteristics towards distance teaching. Moreover, it was found that there is a relationship between attitudes towards distance learning and the background characteristics of lecturers and that young lecturers perceive distance learning as more legitimate and accepted than older lecturers. Therefore, there is a relationship between age and the perception of distance learning and age is a significant factor affecting teachers' attitudes. Moreover, it has been found that the teaching experience affects teachers, and that lecturers with more experience and tools will have a more positive attitude toward distance learning.

## Introduction

The aim of the present study is to understand the attitudes of lecturers at Sakhnin College towards distance learning, and to address the relationship between background characteristics of the lecturers themselves such as age, gender, nationality, use of technology, and the attitude towards distance learning. Accordingly, the research question is, what are the attitudes of the lecturers at Sakhnin College towards learning from afar? Is there a connection between gender, nationality and the use of

technology and attitudes? Is there a connection between distance learning and different teaching methods?

Distance learning is a general name for a very wide range of pedagogical teaching technologies and methods, advanced information and communication technologies and more. These are used to create an environment for exams in general and even for the matriculation exams in particular. This learning has different characteristics from normal learning, it is flexible in space, time, content and how knowledge is being used. The use of distance learning technology makes it possible

to make learning more interesting, interactive and faster than face-to-face learning, but it has many challenges and therefore has advantages and disadvantages for learners (Avniel-Avni, Levy, Makover, Schwartz and Ravid, 2020). The COVID-19 plague has disrupted the lives of students in different ways, they have had to move from one learning path to another, and even face its diverse challenges. At one point, everyone had to learn from home without prior planning. All this has led to far-reaching implications for the learning process itself, the academic success and even for the conduct of the lecturers and the students themselves. (Daniel, 2020)

1. The Corona crisis had far-reaching consequences for the economy in general and even for higher education systems and educational institutions in particular. These were forced to close and the future of students was bleak, however, distance learning has led to a variety of learning options (Dhawan, 2020). The corona crisis has forced schools to close, and the education system in Israel was inevitably mobilized to conduct a national experiment, as a result, the education system was forced to move to a state of online teaching, using teaching and distance learning as the exclusive way to continue studies during an emergency. These online studies have posed a great challenge to the lecturers and students in distance teaching in terms of conveying the content being taught, dealing with the teaching challenges, maintaining contact with the students, continuing the teaching material, the learning routine in the school and so on. As a result, this new phenomenon challenged the educational staff and tried to find a solution that would be convenient and effective for the lecturers and students (Avniel-Avni, Levy, Makover, Schwartz and Ravid, 2020). Because the change was sudden and lecturers had to adjust to it overnight, it greatly affected the educational staff and students alike. It is important to do this research, it has an academic and practical contribution. This phenomenon is new and has occurred suddenly, it has implications for the education system and the future of students, Also, the Arab education system uses traditional teaching methods and the use of technology is new to a large extent. Therefore, it is very important to do research on the subject in order to understand

how distance learning is perceived in the education system on its pros and cons and even ways to improve this learning. This study is new in the literature because no studies have been conducted on Arab society, moreover, it is of great importance for Arab society and presents the picture of the education system in this society and the changes that have taken place in it, also this study can form the basis for future studies. Moreover, this study makes a great contribution to society, so it is understandable how to deal with distance learning and challenges in general and in Arab society in particular and from the findings of this study to recommend different and varied recommendations for improving and changing online learning policy in education, give recommendations to lecturers for this learning, These are largely important as the Coronavirus is going to stay for many years in the existing society and therefore steps must be taken to improve learning and the existing situation. The work deals with four chapters, the first chapter is a literature review chapter that deals with the topic of distance learning, its causes, implications and so on. The second chapter is the research method chapter, for the purpose of conducting the study, a sample of 56 lecturers at Sakhnin College, male and female lecturers, was used to understand the distance teaching concept, the lecturers' attitudes, while referring to their background variables. The third chapter is the chapter on findings, which deals with the examination of the relationship between the research hypotheses and presents the results of the analysis and processing of the questionnaires. At last, the fourth chapter is the discussion chapter, dealing with the research conclusions, reference to the research hypotheses, its findings in comparison with the literature review, research limitations, suggestions for future research and applied recommendations.

## **Chapter I. Literature Review**

### **1.1 Distance learning: Definition**

Online learning is distance learning, where the pupil or student learns from his or her home and this includes the use of a variety of different technologies and courses that take place in correspondence, are learned through the

computer, video calls and so on. This learning method is learning where the content is delivered online through the computer and media and also the communication between the lecturers and students, lecturers for students or the students themselves are conducted online. Learning that takes place in the online space is learning that has different characteristics from traditional learning since it is based on the technological age only (Shrikki, 2014).

Online learning is a collective name for a variety of different pedagogical technologies and methods, advanced information and communication technologies that affect flexible learning in space. Also, these allow the use of various diverse and interactive learning applications and even through different models and ideas that cannot be implemented through frontal learning and even use different ways to teach effectively. This can be accompanied by many advantages, disadvantages, and even affect each student individually, since everyone can perceive this learning in a different way (Avniel-Avni, Levy, Makover, Schwartz and Ravid, 2020).

Distance learning occurs in all areas of life by distance education that has become an integral part of world education systems. Dominant online learning is done using the "ZOOM" software, which includes many features in it so that you can conduct online live lessons, online conferencing, online seminars, video calling and online meetings. This app allows people to learn and work from home successfully and thus can deal with the corona crisis and thus enable online learning to be a successful tool for learning by uploading content, learning through the camera, sharing and more (Dhawan, 2020).

Distance learning was forced on all schools in the world following the spread of the corona virus, they were forced to stop teaching face to face but remotely, this online teaching has become central and has been accompanied by many implications. This learning has led to uncertainty among many so the school management team has tried to adopt coping strategies to calm the existing situation, and of course to give students adequate confidence so that they can successfully cope with the challenge (2020, Daniel).

Online learning during the Corona period was a "cure" for the crisis, which allowed students to learn, be examined and even finish their studies on time. This learning has many implications, and because online learning will remain for a long time, it becomes a central part of life, the education system and institutions of higher learning are going to undergo a change from traditional learning to modern and digital one. Online learning, through programs and applications on the social network, affects the learning itself and its characteristics, even greatly affects the importance of this learning, which can lead to a successful alternative to the changes that take place face to face, and thus the situation can be successfully overcome (Dhawan, 2020).

### 1.1.1 Characteristics of distance learning

- Online learning is defined as learning that is done in whole or in part via the Internet, and that the learning outcomes are influenced by the way this learning is done and in accordance with their perceptions. This is characterized by the learning of many participants through online communication, interactions that include activities through the computer, synchronous and asynchronous learning and of course takes place when each participant learns from his or her private space. Learning is carried out by a teacher when he conducts the learning process and the students participate and the context is online through the use of a camera and uploading shared content. This learning can be used through social networks, smart devices, laptops and more. In addition, the learning products vary according to the nature and different perceptions in society and among the learners (Maskur & Tarihoran, 2021).

- Distance learning includes characteristics that set it apart from online learning as it is characterized by learning in the virtual environment. This learning developed rapidly due to the development of technology, this made distance education easier as it is network based, therefore, can be learned from anywhere, anytime and by any means. This is characterized by great flexibility that occurs through many ways and through diverse environments and thus can create a challenge for the learner. Through this learning, students participate in lectures, the interactions take place in real time between educators and learners and even immediate feedback can be

given to students. Furthermore, this learning provides opportunities for social interaction and can even be learned in groups by having a video chat with all the students in the class, watching lectures that have already been recorded, supervising the learning and more (2020, Dhawan).

### **1.1.2 Advantages and disadvantages of distance learning**

Online learning has pros and cons. The benefits of online learning are accessibility, saving time and resources. This is characterized by flexibility, different ways of learning that are tailored to students individually and so on. This way you can overcome various challenges such as. It is possible to study at any time and from anywhere, so it has a great advantage as it allows bridging gaps between the center and the periphery, is characterized by planning, flexibility, the ability to reach and learn by any means online and the like. What's more, it allows to save on various resources such as resources related to space, time, travel savings and more. Moreover, this learning allows to increase the potential of the students to a large extent because this learning environment is diverse which includes the use of different applications and thus the learning options of the students can be expanded and help them develop new skills anywhere and anytime (Dhawan,2020).

That is, this learning makes it possible to reduce gaps in society, so that one can be educated anytime and anywhere and even save resources and financial costs. Furthermore, a variety of students can be taught using computer software what cannot be done in the physical space and thus deliver many lectures. Online learning affects student engagement, so various failures related to time and space constraints can be addressed and allow many to participate (Nguyen,2015). Other findings contradict this, and although it has been argued that this learning is accompanied by disadvantages, one of the major disadvantages of online learning is not only that it does not reduce learning gaps but deepens gaps between students. During online learning, every student learns from home on his or her own computer and not every home has an atmosphere that is an infrastructure for learning and not all parents are able or willing to help their children. Worse is that there are gaps

between the parents themselves, there are educated parents who can help their children compared to others who are not educated and thus can lead to gaps in achievements (al et Bokayev,2021). Parents whose financial situation is difficult cannot help their children and even allow them to have all the necessary resources which can increase inequality and gaps in students' academic achievement and make those who have resources at home more successful than those who do not have resources (Methkal Algani Abd,2021).

It has been found that this learning method has additional drawbacks, these are manifested in accordance with the characteristics of modern technology which include teaching errors, installation problems, connection problems, audio problems, video and so on. Moreover, in some cases, students find online instruction uninteresting and not as fascinating as face-to-face instruction that includes activation.

In addition, this includes additional disadvantages such as lack of face-to-face interaction, loneliness, lack of personal attention and the like, all of which prevent the student from realizing his or her potential. Therefore, many students feel that different technical problems affect learning. It is important to note that this learning includes components of independent learning, which will make students feel great difficulty while dealing with the teaching and learning itself and even arrange the time independently. Finally, many students cannot follow the teacher independently in online learning and the teacher cannot pay attention to each student because there is no eye contact between the teacher and the students and between the students themselves. (Dhawan, 2020).

Further studies have addressed and even supported the independent learning component, it has been found that this learning requires the student to keep track of the learning itself, the study content, entry to lectures, learning at home and so on. Since this is self-learning, students need to conduct themselves independently and as a result invest resources in everything related to planning, therapy, effective focus on learning itself and more. All of this affects the student's learning, knowledge and skills and thus he feels many challenges when it comes to dealing with

independent learning. There are students for whom this learning is appropriate and enables them to progress compared to others who cannot successfully cope with this learning and are in need for a character to supervise and guide them on what to do, when to do and even activate them. (Methkal Abd Algani, 2021)

### **1.1.3 Students' perceptions of distance learning**

It has been found that many students perceive distance learning in a positive way and are even aware of its benefits, this is considered for them "comfortable" learning, because it allows them to learn in their free time and in a convenient method from home. They choose this learning because they have the technological knowledge, they love the technological world and do not have to move physically from place to place to learn, but do so from their private space without going out and investing additional resources required in frontal learning such as time and economic costs (Avniel-Avni, Makover and Ravid, 2020).

Other studies have opposed this, and it has even been found that this learning has led to many challenges for both students and their parents, especially families from low socioeconomic status and those who do not have access to technology. Many students and their parents do not know how to use a computer, neither do they have internet, technological knowledge and more. Besides, in learning from home the teacher cannot supervise the student, therefore, he or she throws the ball to the parent, and not all parents feel they can do it, so they face great difficulty because they have to monitor their children's learning. Many parents lack training and technological knowledge and hence will find it difficult to help their children in these situations and even allow them to overcome the challenges they experience in the education system (Bokayev et al, 2021).

### **1.1.4 Lecturers perception of distance learning**

Regarding the attitudes of lecturers towards online learning, similar to those of students, it was found that it is largely individual and varies between the lecturers themselves, each teacher can perceive it differently and it is influenced by personal, cultural, social and other characteristics. It has been found that the teacher's attitudes towards

online learning will be more positive when his level of education is higher, his technological knowledge will be richer and he will perceive the technology as a positive tool. The more modern an individual is, the more he uses technology in his daily life and the higher his level of education, the more positive he will feel when it comes to attitudes towards technology (Daniel, 2020). The development of online learning affects lecturers, and a study conducted on lecturers - using the quantitative research paradigm, found that 66% of sample participants perceived online learning as less effective than face-to-face learning. 28% of the sample participants believed that this learning had similar results to traditional learning and only 6% of the sample participants responded that this learning is more effective than frontal learning. Half of the sample participants responded that they do not have the tools needed to teach students online and even measure the effectiveness of online teaching. These attitudes vary and are influenced by the participants' background variables such as field of knowledge, personal experience, seniority, etc. (Goldschmidt, 2013).

It was further found, from further research findings of lecturers who participated in the study and their attitudes towards online learning were examined following the spread of the corona virus, it was found that they expressed an indifferent attitude towards this learning and do not believe in its effectiveness. They also argue that this is ineffective for students because they are not used to distance learning and there is not even a character who can supervise them when they are learning in this type of learning. Also, the lecturers felt reluctant to distance learning because they do not have the appropriate knowledge and training to teach well and that the school administration does not provide them with certain tools, training and support so that they can teach well and therefore do not know how to approach students or teach through this learning (Avniel-Avni, Makover and Ravid, 2020). A study of lecturers' attitudes toward online learning and its implications during the outbreak of the virus found that lecturers' attitudes are influenced by their lifestyle, and the way students experience this learning. From their answers it was found that they were asked about online learning

for adulthood, types of online learning and so on. It has been found that this online learning adversely affects students because they do not connect to sessions and do not perform all the tasks as required. The lecturers replied that this learning is not optimal and does not even replace the traditional frontal learning in the school. Distance learning has many benefits so these are more relevant to emergencies and therefore it cannot replace traditional learning. Many students do not connect and cannot even learn through the computer. Many lecturers question this learning as they cannot monitor students and even influence their perceptions and also do not have the tools required to teach this learning effectively (Avniel-Avni, Makover and Ravid, 2020).

From a quantitative and qualitative study conducted among teachers, it was found that lecturers use diverse teaching strategies to overcome the online challenges. Lecturers reported that they use more tasks that guide students to create products, and even allow them to engage in different authentic tasks.

## **1.2 Recommendations for Improving the Online Learning Process**

Online learning has advantages and disadvantages, and in order for it to be effective, it is important to successfully deal with the advantages and disadvantages through different ways. You can successfully handle the preparation of early video lectures, saving the lectures and the like. Also, in order for online courses to be relevant to students, they should include dynamics and interactive means, and lecturers should set time limits and reminders for students to keep them alert and attentive. Further to that, efforts should be made to engage students in the best way possible, to give them personal attention so that they can easily adapt to this learning environment, and even to communicate with the students themselves via social media and various group forums. Positive communication is essential when it is difficult to try to reach students through text messages, various messaging apps, video calls and the like. Therefore, students should be allowed to cope and enhance their various skills, constantly improve them and of course give them the best in an optimal way. In order for students to show interest, it is important to allow curricula to be

interactive, relevant, student-focused and so on and that educators must invest a lot of time in creating effective online instructional strategies. Effective online guidelines enable learners to provide immediate feedback, prompting them to ask questions and broadening their horizons for course content (Dhawan, 2020). Therefore, institutions should focus on pedagogical issues and emphasize collaborative learning, case learning and project-based learning. It is critical to recognize that the education system must demonstrate readiness for distance learning in order to quickly adapt to changes in the environment and thus prepare various programs to address the challenges associated with information communication, learning tools, digital learning resources, tutorials, content, lecturer motivation, and more. As a result, lecturers should be trained and made aware that online education can be used in a variety of teaching methods such as experiential learning, brainstorming sessions, games, various exercises, and so on (Dhawan, 2020). According to the findings of a study of lecturers who took part in the sample on their perceptions of online learning following the spread of the Corona virus, this learning has many benefits but should coexist with frontal learning rather than be completely replaced. It is critical to prepare for the new digital age, but not at the expense of learning, so that integration is effective. And thus, combining learning in small groups with computer learning is best. Also important is equipping lecturers with the right tools so they can instruct students in the most effective manner (Avniel-Avni, Makover and Ravid, 2020). More studies have focused on the issue of educating teachers; since this type of learning is still novel to them, adaptation is key. Lecturers must internalize how to effectively communicate the material and foster success among students in order to be trained to master online learning tools and transfer them with complete confidence through the Internet and the use of social networks. They must successfully comprehend the material covered in it, among other requirements (Abd-Algani, 2021). It is crucial to work on changing lecturers' attitudes toward distance learning because these attitudes have an impact on how information is transferred, students' attitudes and ways of

thinking, different teaching viewpoints, and how well students apply their learning. Positive attitudes among the lecturers will enable them to assist the students, inspire and reassure them, and even assist them in beginning the teaching and learning process. Lecturers are a key figure in the education system in general and in the success of online learning in general and therefore they should be nurtured and their satisfaction improved in relation to this learning (2020, Hoxha & Duraku). Therefore, the aim of the study is to examine the attitudes of lecturers towards online learning.

## Chapter 2. The research

### 2.1 Type of research

The type of study is quantitative, in order to examine the relationship between the variables and answer the research hypotheses, for this study, a sample of 56 lecturers teaching at Sakhnin College was used to examine how they perceive distance learning and how this learning is affected by their personal characteristics.

### 2.2 Research questions

- What are the attitudes of the lecturers at Sakhnin College towards distance learning?
- Is there a connection between gender, nationality and the use of technology and attitudes?
- Is there a connection between distance learning and different teaching methods?

### 2.3 Hypotheses

1. There is a direct connection between the perception of the lecturers at Sakhnin College regarding distance education and the perception regarding support and development.
2. There is a direct connection between the perception of the lecturers at Sakhnin College regarding distance education and the perception of the distance teaching process.
3. There is a direct connection between the perception of support and development and the perception of the distance learning process.

4. There is a difference between the sexes when it comes to the perception of the lecturers regarding distance education.

5. There is a difference between the age groups when it comes to the perception of the lecturers regarding distance education.

6. There is a difference in the perception of the lecturers regarding distance education when it comes to changing teaching experience.

7. There is a difference in the perception of the lecturers regarding distance education when it comes to experience in online teaching before the Coronavirus pandemic.

8. There is a difference between the types of training regarding the perception of the lecturers regarding distance education.

9. There is a difference in the perception of the lecturers regarding distance education regarding the teaching method during the Coronavirus pandemic.

## Chapter 3. Methodology

### 3.1 Research tools

A questionnaire about attitudes toward online learning that included 20 statements from a dissertation on the subject served as the research tool. This questionnaire included attitudes towards online learning in general in terms of learning, supervision, the importance of distance learning, the effectiveness of this learning and of course reference to distance learning versus frontal learning and its importance. The purpose of the research tool was to examine the attitudes and measure these attitudes with reference to background variables. The questionnaire is structured according to the Likert scale, a closed questionnaire except for background variables and the subjects filled in the answers when they rated their degree of agreement with the statements different from 5-1, with 1 expressing disagreement with the statement versus 5 expressing full agreement with the statement.

### 3.2 Research methods

The study took place during June, when the questionnaire was distributed to lecturers from Sakhnin College, to allow lecturers to participate with reference to the ethics in the study, the lecturers answered the questionnaire in their free time and therefore answered questions anonymously when their personal identity is unknown. All participants completed the questionnaire in their spare time, and the time it took to complete the questionnaire could not be calculated. It was distributed in the Hebrew

language and it is not clear whether they were influenced by a personal or social desire effect.

### 3.3 The research population

For the purpose of this study, 56 lecturers teaching at Sakhnin College participated in the sample, and the lecturers who participated were sampled from two schools. The sample is an improbable sample, a convenience sample because the lecturers who had contact with the study editor participated in it.

### 3.4 Data analysis - qualitative and quantitative data of the study participants

Age factor

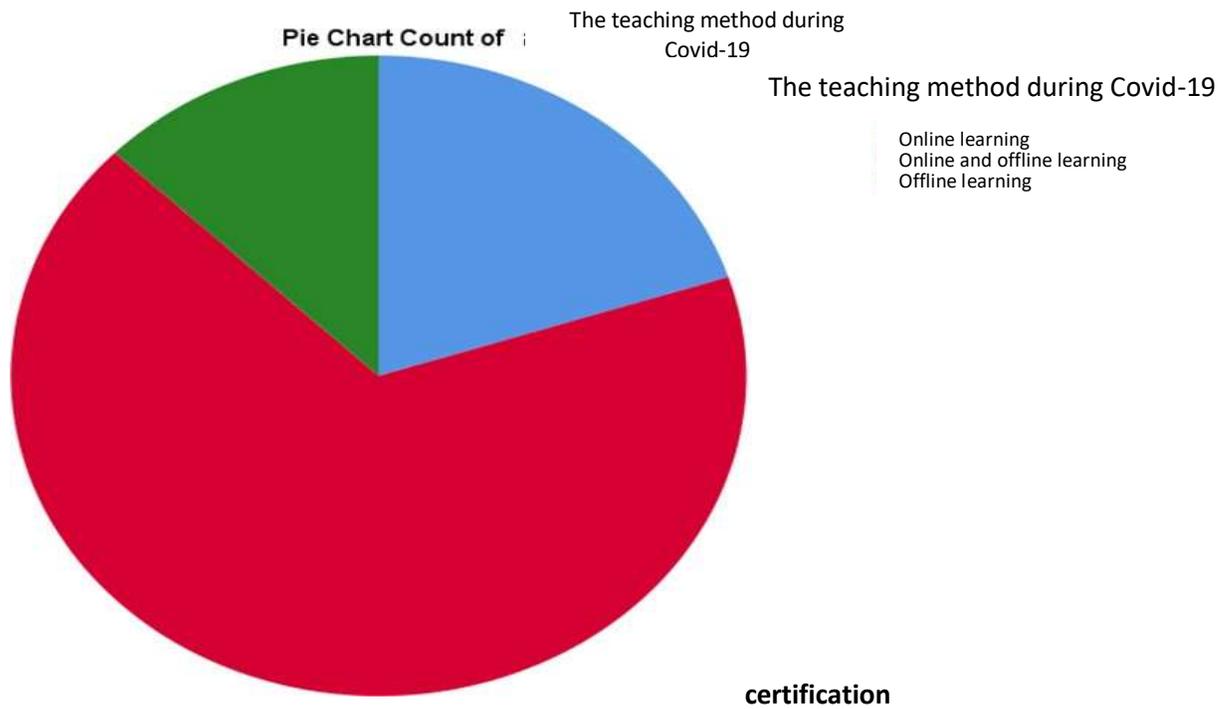
N size	56
Missing data	0
Average	3.21
Median	4.00
Mode	4
S.D	.967
Variance	.935

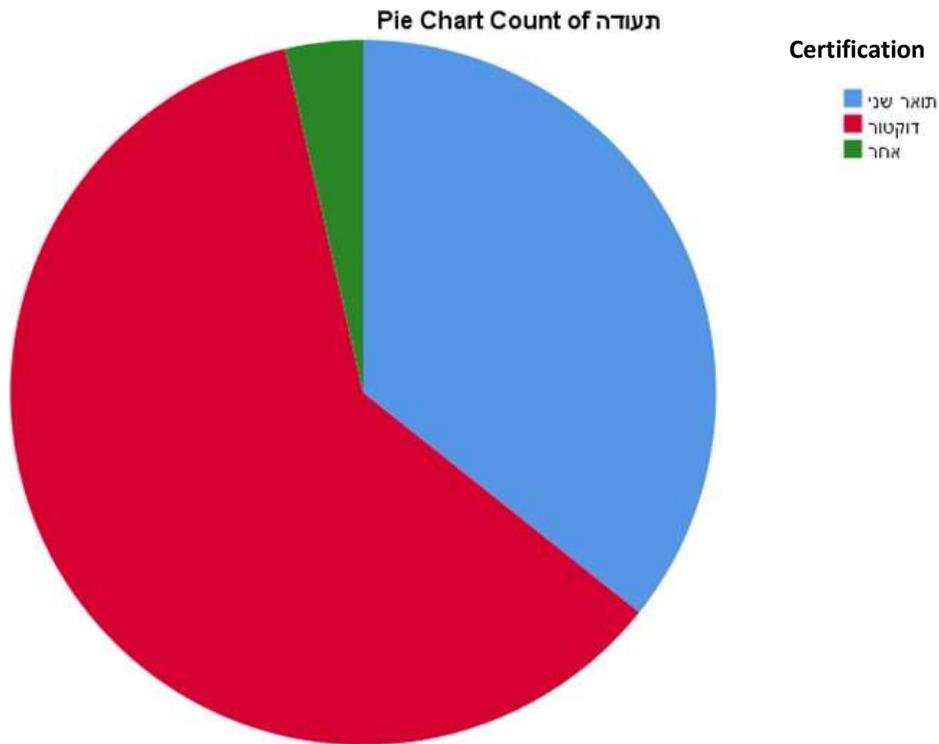
Teaching experience index

N size	56
Missing data	0
Average	4.07
Median	5.00
Mode	5
S.D	1.346
Variance	1.813

Teaching experience in online teaching

N size	56
Missing data	0
Average	1.45
Median	1.00
Mode	0
S.D	1.220
Variance	1488





**Chapter 4. Results**

**lecturers' perception of distance education and the perception of support and development.**

Inferential statistics.

**1. There is a direct connection between the**

Pearson correlation coefficient

perception of support and development	of lecturers' perception of distance education
perception of support and development	0.17
lecturers' perception of distance education	0.17

\*p<0.05 , \*\*p<0.01 , \*\*\*p<0.001

The research hypothesis was that it would find a direct link between the lecturers' perception of distance education and the perception of support and development. The study's findings indicate that the hypothesis was rejected and that there is no relationship between the two variables.  $r=0.17, p>.05$ .

**2. There is a direct connection between the lecturers' perception of distance education and the perception of the distance learning process.**

Pearson correlation coefficient

perception of the distance learning process	perception of the lecturers' perception of distance education
perception of the distance learning process	**0.47
lecturers' perception of distance education	**0.47

\* $p<0.05$  , \*\* $p<0.01$  , \*\*\* $p<0.001$

The research hypothesis was that it would find a direct connection between the lecturers' perception of distance education and the perception of the distance learning process. The findings of the study show that the hypothesis was confirmed, there is a relationship between the two variables.

$r=0.47, p<.01$ .

**3. There is a direct connection between the perception of support and development and the perception of the distance learning process.**

Pearson correlation coefficient

perception of the distance learning process	perception of the perception of support and development
perception of the distance learning process	0.13
perception of support and development	0.13

\* $p<0.05$  , \*\* $p<0.01$  , \*\*\* $p<0.001$

The research hypothesis was that it would find a direct link between the perception of support and

development and the perception of the distance learning process. The findings of the study show

that the hypothesis was rejected and there is no relationship between the two variables.  $r=0.13$ ,  $p>.05$ .

**4. There is a difference between genders when it comes to the lecturers' perception of distance education.**

T test to test the hypothesis

Averages and standard deviations of lecturers' perception of distance education as a function of gender

	Males			Females			t
	N	Average	SD	N	Average	SD	
Perceptions of lecturers regarding distance education as a function of gender	33	3.44	0.59	23	3.70	0.48	-1.74

\* $p<0.05$

It was found that the hypothesis was rejected, there is no difference between the sexes when it comes to the perception of the lecturers regarding distance education.

**5. There is a difference between the age groups when it comes to the perception of the lecturers regarding distance education.**

Significance of the model

	The sum of the squares	Degrees of freedom	The mean of the squares	F	Significance
regression	1.564	3	.521	1.723	.174
residuals	15.733	52	.303		
Total	17.297	55			

A one-way analysis of variance was performed to see whether there are differences between age groups in lecturers' perceptions of distance education, and the findings were non-significant. There are no significant differences between age groups in lecturers' perceptions of distance education:

$F(3,52) = 1.72$ ,  $P>0.05$

**6. There is a difference in the lecturers' perception of distance education when it comes to changing teaching experience.**

Significance of the model

	The sum of the squares	Degrees of freedom	The mean of the squares	F	Significance
regression	1.004	4	.251	.785	.540
residuals	16.293	51	.319		
Total	17.297	55			

A one-way analysis of variance was performed to determine whether there are differences in lecturers' perceptions of distance education in relation to changing teaching experience, yielding non-significant results. There are no significant differences in lecturers' perceptions of distance education in relation to changing teaching

experience:  
 $F(4,51) = 0.78, P > 0.05$

**7. There is a difference in the lecturers' perception of distance education in regards to experience in online teaching before the corona virus.**

Significance of the model

	The sum of the squares	Degrees of freedom	The mean of the squares	F	Significance
regression	.792	3	.264	.832	.483
residuals	16.505	52	.317		
Total	17.297	55			

A one-way analysis of variance was performed to determine whether there are differences in lecturers' perceptions of distance education in relation to experience in online teaching prior to the Corona virus. The results were inconclusive, indicating that there are no differences in lecturers' perceptions of distance education in relation to

experience in online teaching prior to the Coronavirus:  
 $F(3,52) = 0.83, P > 0.05$

**8. There is a difference between the types of training when it comes to the lecturers' perception of distance education.**

Significance of the model

	The sum of the squares	Degrees of freedom	The mean of the squares	F	Significance
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regression	.138	2	.069	.213	.809
residuals	17.159	53	.324		
Total	17.297	55			

A one-way analysis of variance was performed to determine whether there are differences between the types of training in terms of lecturers' perceptions of distance education. The results were inconclusive, indicating that there are no differences between the types of training in terms of lecturers' perceptions of distance education:

$$F(2,53) = 0.213, P > 0.05$$

**9. There is a difference in the perception of the lecturers regarding distance education as far as the method of study is concerned during the Corona virus.**

#### Significance of the model

	The sum of the squares	Degrees of freedom	The mean of the squares	F	Significance
regression	.047	2	.024	.071	.931
residuals	17.222	52	.331		
Total	17.269	54			

A one-way analysis of variance was performed to determine whether there are differences in lecturers' perceptions of distance education in relation to the study method during the Corona, and the results were inconclusive: there are no differences in lecturers' perceptions of distance education in relation to the study method during the Corona:  
 $F(2,52) = 0.07, P > 0.05$ .

## Chapter 5. Summary

The purpose of this study was to examine the attitudes of lecturers at Sakhnin College toward distance learning, as well as to refer to the lecturers' background characteristics and relate these characteristics to their attitudes toward distance learning. The quantitative research method was used to test the relationship between

the characteristics of lecturers and their attitudes toward distance learning in order to respond to the research. From the research, it was found that the lecturers' attitudes are influenced by background characteristics and in regards to their teaching methods, these methods are influenced according to their different characteristics towards distance teaching.

Furthermore, it was found that there is a relationship between attitudes towards distance learning and the background characteristics of lecturers and that young lecturers perceive distance learning as more legitimate and acceptable than older lecturers. As a result, there is a link between age and the perception of distance learning, and age is a significant factor influencing lecturers' attitudes. Furthermore, it was discovered that lecturers' teaching experience influences them, and lecturers with more

experience and tools have more positive attitudes toward distance learning.

On the other hand, no connection was found between online teaching experience and lecturers' attitudes toward distance teaching, the types of training they have received, etc., or the teaching methods. These studies contrast with studies in the research literature, which found that lecturers' attitudes toward the teaching profession are influenced by their level of knowledge, education, and tools. According to the literature, this learning has both advantages and disadvantages. The main advantages of distance learning include flexibility, saving time and space, accessibility because it allows learning anytime, anywhere, and so on (Dhawan, 2020). On the other hand, this learning has drawbacks such as widening gaps between groups, a variety of technical issues, independent learning that is not appropriate for everyone, and so on. As a result, attitudes toward online learning can differ between lecturers and students, and these can change depending on background variables, experience, and characteristics. (Dhawan, 2020)

From the literature, it was found that the stances of the lecturers are individual, and the majority of the lecturers disapprove of this learning, despite this, a relationship was found between attitudes towards distance learning and the background variables of the lecturers since there are background variables and personal characteristics that influence the lecturer. With regard to attitudes, it is argued that these can be influenced by social, cultural, educational characteristics and so on. The more the lecturer uses technology in his daily life, the more experience and education he has, the more positive his attitudes toward online learning will be, and vice versa, when his education is low and he has no experience, he will be characterized by more negative attitudes toward online learning. (Daniel, 2020)

These findings did not support the findings of the current study and no clear relationship was found between education, experience, etc. and attitudes towards the spread of the COVID-19.

According to studies conducted among lecturers prior to the spread of the Corona virus, attitudes are influenced by the tools they have. Furthermore, these attitudes change and are

influenced by the participants' background variables such as field of knowledge, personal experience, seniority, and so on. (Goldschmidt, 2013)

In the present study no similar positions were found and the findings of this study contradict the findings of the literature except for the age variable. This can be explained by the characteristics of the sample, the lecturers who participated in the sample are young and old, but all of them have not undergone training regarding online learning, they have no knowledge and it is new to them, they have a similar education and homogeneous characteristics, therefore, no significant differences were found except for age. It was also found, in this study, that kashrut does not affect their attitudes, therefore the gaps between the research and the literature can be explained by the fact that the lecturers did not undergo kashrut compared to the lecturers in the literature, nor was it checked whether they underwent kashrut training on the subject, and this is one of the main limitations of the study. Also, the lecturers were not asked about the manner in which they carried out the online learning, the manner in which it was manifested, its importance, and so on, so further research should be done on the subject.

### 5.1 Limitations of the study

- The first limitation is the size of the sample, in this study a sample of 56 lecturers from Sakhnin Teaching College was used, therefore this sample does not represent all lecturers.
- The second limitation is the research procedure, the participants answered the questionnaire independently and this is one of the limitations of the quantitative research, they may have been influenced by a personal or social desirability effect.
- The third limitation of the research tool is that it did not examine the training level of the participants, attitudes towards measuring the effectiveness of this learning and suggestions for improving online learning.

### 5.2 Suggestions for future researches

- Research should be done on a representative sample that will include men, women and even managers.

- A research should be conducted that it includes observations and in-depth interviews with a sample of lecturers to learn about their experiences, positions, and ways to improve the effectiveness of distance learning.
- Research should be done on lecturers and students, to examine how both groups perceive this learning and what can be done to improve it and reduce the gaps between what is desired and what is present.

### 5.3 Applied recommendations

- Lecturers should be trained on online learning and its importance, and even given knowledge so that they can teach effectively.
- Lecturers have be supported and empowered.
- The knowledge of the lecturers must be improved in everything related to the use of technological tools.
- Lecturers should be given the option to teach in diverse teaching methods through the online space.
- The effectiveness of online learning and the attitudes of the educational staff at the school towards it should be measured by questionnaires, interviews and of course their comments and clarifications should be implemented.

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