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The degree of Arabic language teachers' use of e-learning in public schools in Najran, Saudi Arabia

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Abstract

E-learning is among the best educational methods that contribute to providing education requirements at the lowest costs. It does not require a presence within a particular educational institution; it can be done from home, provided that there is a good internet connection. E-learning provides reliable and confirmed scientific material for students. Therefore, it became possible for any student to access the basic and correct source of information with the utmost ease at any time and anywhere. This study identifies the degree of use of Arabic language teachers in public secondary schools for e-learning and the differences therein according to the variables of gender, educational qualification, and years of experience. To achieve the aim of the study, the descriptive approach was used in the survey method. A questionnaire consisting of (17) items was applied to a sample consisting of (113) male and female teachers of the Arabic language in public secondary schools in Najran, Saudi Arabia, in the second semester of the academic year 2022-2023. The results showed that the total degree of Arabic language teachers in public secondary schools for using e-learning from the point of view of the study sample came with an arithmetic mean of (2.89) and a medium degree. Also, the results revealed statistically significant differences in the degree of use of Arabic language teachers in public secondary schools for e-learning from the point of view of the study sample, due to the variables of educational qualification and years of experience. The difference came for postgraduate studies and the experience level of fewer than 10 years. Finally, no statistically significant difference due to the gender variable existed.

Keywords: e-learning, Arabic language teachers, secondary school, the kingdom of Saudi Arabia

Introduction

E-learning is one of the most important modern e-learning environments and models that have developed tremendously in the education sector in the second decade of the twenty-first century. It is becoming more popular than ever before and gaining wide acceptance among various circles of the educational and humane community. It is a "non-traditional" method of accessing education (Kisanga, 2016). All over the world, including the Kingdom of Saudi Arabia, which was one of the first Arab countries to move towards modern models and environments in technology-based education and employed employ e-learning in teaching (Al-Jefri & Taib, 2015). Educational institutions have increasingly tended to employ e-learning to support and enhance learning and teaching activities. E-learning refers to all types of electronically supported learning (both in networked and offline environments). Learners interact with teachers, educational content, and other learners, regardless of place and time (Tawfiq, 2019).

E-learning is a type of education that relies on modern communication mechanisms, such as computers, the Internet, satellites, interactive video, CDs, etc. in its delivery of educational material. It takes place in two ways, synchronous

and asynchronous and may complement and support traditional learning (Mahmoud, 2018). Interest in modern technologies is increasing due to their connection to the needs of societies, especially educational institutions and global and local trends in searching for new educational methods and models to meet many challenges at the global level. These challenges relate to the increase in demand for education, the decrease in the number of educational institutions, and the increase in information in all different branches of knowledge. There is also a need to benefit from technical developments in the field of education, and to emphasize the use of various synchronous and asynchronous electronic education models. This helps learners to learn at their convenient place and time, through interactive content. It relies on multimedia (texts-sound-image-motion) and is presented through electronic media such as computers, the Internet, etc. (Al-Omari & Al-Anzi, 2020).

The scientific and technical development and the emergence of e-learning technology innovations have led to the generation of various interests among various educational institutions. E-learning has become used as a tool to confirm learners' learning (Al-Dhalei, 2020). Perhaps, the availability and use of the e-learning system in education puts students in stimulating and thought-provoking situations and teaches them to solve their problems creatively and scientifically. It also develops positive participation among students through diversity in the presentation of lessons and enables the teacher to present the scientific material in an orderly and well-mannered to invest teaching time in the best way and to follow modern systems consistent with the spirit of originality and modernity. In addition, it has a role in raising the productivity of the educational institution in quantity and quality (Issa & Saleh, 2019). Therefore, e-learning is a new type of education imposed by the scientific and technological changes that the world is witnessing to this day. The traditional ways and methods can no longer keep up. Therefore, the need has become urgent to adopt e-learning, which has been widely used in educational institutions and has played a vital role in helping teachers and students to engage in the learning process successfully (Alasmari, 2022). Perhaps, the most important advantage of e-learning in the field of school education is that it allows teachers to use the lecture management system; it allows students to record and store lectures. It also contributes to presentation slides and various software, with the ability to explain and comment on them. In addition, teachers can use it in programming study materials in an interactive electronic manner. This contributes to simplifying scientific concepts and presenting them in a way that is far from complicated (Al-Adwan, 2021). Further, e-learning systems support learning centered around learners of all educational levels. These systems include different tasks that help learners organize themselves while completing educational tasks and then create their knowledge structure. Learners can handle the knowledge presented to them in an organized manner. The more learners can organize themselves while learning, the more they can prioritize their learning. This helps them develop their abilities to acquire knowledge and raise their level of skill performance (Azzam, 2019).

The teacher is the main element in the educational process. Also, he is the effective human element that bears the greatest burden in using e-learning and benefiting from it in transferring students from traditional education to self-exploration learning (Chien, Wu, & Hsu, 2014). Therefore, the success of the educational system rests with the teacher, who represents the key to the success of any school program. He is the only outlet for these different and varied programs and the direct outlet for the technical and technological applications that are used. He also plays an important role in the academic and cognitive achievement of learners and the development of their abilities, tendencies, and attitudes toward learning and school (Al-Thaqafi, 2021). Therefore, the teacher's abilities to use technological innovations and keep pace with scientific and technological development in the teaching process have a significant impact on the delivery of information to students. In addition, he also has an impact on providing them with the distinctive skills and experiences that make them effective individuals (Karaca, et al., 2013).

Statement of problem

The problem of this study emerged from the results of previous studies, such as the study of Youssef (2019), which showed that Arabic language teachers suffer from a significant weakness in the use of e-learning. This weakness hinders them from benefiting from the various advantages of e-learning in conveying understanding to students, whether it is in traditional or other (virtual) classes. Al-Rashoud's (2021) study showed that the attitudes of public school teachers in Saudi Arabia towards e-learning were not at the educational level required. Alasmari (2022) also showed a noticeable discrepancy among Saudi public school teachers toward the use of e-learning in teaching in general. The study also recommended conducting more studies to explore the use of e-learning by teachers of all specializations and at different educational levels in each region of the Kingdom of Saudi Arabia. Thus, there is very little research that explored Arabic language teachers' perceptions of e-learning in secondary education classes. Based on the foregoing, the problem of this study sought to identify the degree of use of Arabic language teachers in public secondary schools for e-learning in Najran, Saudi Arabia. The study attempted to answer the following questions:

1. What is the degree of use of e-learning by Arabic language teachers in public secondary schools?

2. Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the gender variable?

3. Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the educational qualification variable?

4. Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the variable of years of experience?

Study objectives

This study aimed to identify the degree of use of Arabic language teachers in public secondary schools for e-learning in the city of Najran, Saudi Arabia. It also revealed statistically significant differences in the average responses of Arabic language teachers (the study sample) according to the demographic variables of gender, educational qualification, and years of experience.

Study significance

This study gains its significance by providing the Arabic and Human Library with theoretical knowledge in the field of using Arabic language teachers in public secondary schools for e-learning in the Kingdom of Saudi Arabia and the differences among them according to demographic variables such as gender, educational qualification, and years of experience. This gives a degree of knowledge diversity and understanding of the studied phenomenon and its nature. Also, Arabic language teachers in public secondary schools may benefit from the results of this study in having a deeper understanding of these variables and their association with some demographic variables. They demand the use of e-learning to achieve the desired educational goals of teaching the Arabic language. In addition, it is hoped that educators, educational officials in the Ministry of Education, and education departments will benefit from the current study results by presenting clear results on the degree of Arabic language teachers' use of e-learning in public secondary schools in the Kingdom of Saudi Arabia. This may contribute to the development of plans, standards, strategies, and training programs for teachers that enrich the use of e-learning efficiently and competently.

Delimitations of the study

The generalization of the results of this study is determined in the light of topic delimitations. The study was delimited to identify the degree of Arabic language teachers' use of e-learning in public secondary schools in Najran, Saudi Arabia. It was also delimited to teachers of the Arabic

language in public secondary schools. In addition, the study was applied in public secondary schools in Najran region, south of the Kingdom of Saudi Arabia, in the second semester of the academic year 2022-2023. Furthermore, the generalization of the results of this study depends on the external validity and the psychometric characteristics of the study tool (characteristics of validity and reliability). The study tool is not one of the codified tools; therefore, the results depend on the extent of accuracy in extracting indications of the validity and reliability of the tool and the objectivity and seriousness of the responses of the study sample.

Methodology

In this study, the descriptive survey method was used to identify the degree of Arabic language teachers' use of e-learning in public secondary schools in Najran, Saudi Arabia. The study tool (questionnaire) was applied to teachers of the Arabic language for e-learning.

Population

The study population consisted of (270) teachers of the Arabic language in public secondary schools in the city of Najran, south of the Kingdom of Saudi Arabia, in the second semester of the academic year 2022-2023. These numbers are based on the statistics of the General Administration of Education in the Najran region in 2022-2023.

Study sample

The sample of the study was chosen following the stratified random methods and consisted of (113) male and female teachers of the Arabic language in public secondary schools in the city of Najran in the second semester of the academic year 2022-2023. Then, they were distributed based on the study variables: gender, educational qualification, and years of experience, after limiting their responses to the study tool. Table 1 shows the results.

Table 1. Frequencies and percentages of the study sample distribution according to the study variables

Variable	Category	No.	%
Gender	Male	50	44.2
	Female	63	55.8
Qualification	Bachelor	78	69
	Higher studies	35	21
Experience	-10 years	39	34.5
	10 years and above	74	65.5
Total		113	100

Study tool

The researcher developed the study tool (questionnaire) in order to investigate the degree of Arabic language teachers' use of e-learning in public secondary schools. For this purpose, previous studies related to e-learning were referred to such as Al Abdul Karim (2019), Barakat et al. (2019), Youssef (2019), and (Alasmari, 2022). The tool, in its final version, consisted of (17) statements divided into two domains: the use of synchronous e-learning (1-7 items), and the use of asynchronous e-learning (8-17 items). The respondent puts a sign (√) in front of each statement of the questionnaire to indicate the degree of use of Arabic language teachers in

secondary schools for e-learning, according to a five-point Likert scale (very high, high, medium, low, very low). The tool was corrected by giving the following values: (5, 4, 3, 2, 1) for the aforementioned degrees. To judge the level of the arithmetic averages of the statements, domains, and the tool as a whole, the statistical standard was adopted using the following equation:

Degree= highest degree- lowest degree/ number of degrees= 1-5/3=4/3=1.33. Table 2 shows the results.

Table 2. Statistical standard for determining the degree of Arabic language teachers' use of e-learning in secondary schools

Mean	**degree**
1.00-2.33	Low
>2.33-<3.67	Medium
3.67-5.00	High

Tool validity

To verify the content validity of the tool, the researcher presented it in its initial version to ten experts with expertise and specialization from faculty members in educational technology, measurement, and evaluation in Saudi universities. They checked the suitability of the tool to measure the study objectives. In light of the opinions and suggestions of the experts, an agreement of (80)% of the experts on the importance of the amendment was applied. They agreed on the validity of the tool after rephrasing some statements to make them clearer and measurable to the respondents. The researcher took care of all the observations. In light of this, the tool was produced in its final version, consisting of (17) statements.

Tool reliability

To ensure the reliability of the study tool, it was piloted to a sample of (25) male and female teachers of the Arabic language in public secondary schools. They were chosen from outside the study sample. Then, the reliability coefficient was calculated using the internal consistency method using Cronbach's Alpha equation on the tool and its fields. Table 3 illustrates the results.

Table 3. Cronbach's alpha reliability coefficients for the domains of the study tool and the tool as a whole

No.	Domain	Cronbach's alpha reliability coefficients
1	synchronous e-learning	0.88
2	asynchronous e-learning	0.85
	Total	0.91

Table 3 shows that the reliability coefficients of the fields of the study tool according to the "Cronbach alpha" equation were high values. This result justifies the reliability of the tool to achieve the purpose of the study.

Study procedures

The study tool was developed in its initial version. Then, ethical approval was obtained for applying the study tool from the official authorities at Najran University and the General Administration of Education in Najran region after obtaining the data necessary to implement the study. After that, the indications of its validity and reliability were verified in the Saudi context. In addition, the phone numbers and personal e-mails of the study community of Arabic language teachers in secondary schools were counted in cooperation with the educational supervisors after obtaining the approval of the official authorities to implement the study. Then, the link to the tool was distributed electronically through the application (Google Drive). The study tool was distributed to the respondents to collect data after clarifying the aims and purposes of the study and the procedures for answering the study tool. After that, the data was collected, and the statistical package for social analysis (SPSS) was used to analyze the data. Finally, the results were extracted and discussed.

Results

Results of the first research question: What is the degree of use of e-learning by Arabic language teachers in public secondary schools?

Arithmetic means and standard deviations were calculated for the study sample's responses to the degree of Arabic language teachers' use of e-learning in public secondary schools from the point of view of the study sample. Table 4 depicts the results.

Table 4. Arithmetic means and standard deviations of the degree of Arabic language teachers' use of e-learning

No.	Domain	Means	Standard deviations	Rank	Degree
1	synchronous e-learning	3.01	.550	1	Medium
2	asynchronous e-learning	2.81	.400	2	Medium
	Total	2.89	.360		Medium

Table 4 shows that the total degree of using Arabic language teachers in public secondary schools for e-learning from the point of view of the study sample was medium (M=2.89, SD= 0.36). The first domain: the use of synchronous e-learning ranked first with a medium degree (M= 3.01, SD= 0.40). The second domain: the use of asynchronous e-learning ranked second with a medium degree (M= 2.81, SD= 0.40).

Results of the second research question: Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the gender variable?

To answer this question, the arithmetic means of the study sample's response on the use of Arabic language teachers in government secondary schools for e-learning were calculated according to the gender variable. The t-test was also used to indicate the significance of the differences between the arithmetic means. Table 5 shows the results.

Table 5. T-test for the significance of the differences between the arithmetic means about the use of e-learning due to gender

Domain	Gender	No.	Means	Standard deviations	t	df	Sig.
synchronous e-learning	Male	50	3.03	0.53	.404	111	.687
	Female	63	2.99	0.57			
asynchronous e-learning	Male	50	2.77	0.42	.902	111	.369
	Female	63	2.84	0.38			
Total	Male	50	2.88	0.35	.329	111	.743
	Female	63	2.90	0.37			

Table 5 shows no statistically significant differences at (0.05) in the estimates of the study sample about the use of Arabic language teachers in public secondary schools for e-learning due to the gender variable in all domains and the total score.

Results of the third research question: Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the educational qualification variable?

To answer this question, the arithmetic means of the study sample's response to the use of Arabic language teachers in public secondary schools for e-learning were calculated according to the qualification variable. The t-test was used to show the significance of the differences between the arithmetic means. Table 6 shows the results.

Table 6. T-test for the significance of the differences between the arithmetic means about the use of e-learning due to qualification

Domain	Qualification	No.	Means	Standard deviations	t	df	Sig.
synchronous e-learning	Bachelor	78	2.92	0.56	2.459	111	.015
	Higher studies	35	3.20	0.48			
asynchronous e-learning	Bachelor	78	2.71	0.37	3.990	111	.000
	Higher studies	35	3.02	0.38			
Total	Bachelor	78	2.80	0.33	4.243	111	.000
	Higher studies	35	3.09	0.35			

Table 6 shows statistically significant differences at (0.05) in the responses of the study sample to the use of Arabic language teachers in public secondary schools for e-learning in all domains and the total score due to the qualification variable. The differences came in favor of higher studies.

Results of the fourth research question: Are there statistically significant differences in the average responses of Arabic language teachers in public secondary schools about their use of e-learning due to the variable of years of experience?

To answer this question, the arithmetic means of the study sample's response to the use of Arabic language teachers in public secondary schools for e-learning were calculated according to the experience variable. The t-test was used to show the significance of the differences between the arithmetic means. Table 7 shows the results.

Table 7. T-test for the significance of the differences between the arithmetic means about the use of e-learning due to experience

Domain	Qualification	No.	Means	Standard deviations	t	df	Sig.
synchronous e-learning	-10 years	39	3.17	0.62	2.268	111	.025
	10 & above	74	2.92	0.50			
asynchronous e-learning	-10 years	39	2.96	0.43	3.161	111	.002
	10 & above	74	2.72	0.36			
Total	-10 years	39	3.05	0.40	3.553	111	.001
	10 & above	74	2.81	0.31			

Table 7 shows statistically significant differences at (0.05) in the responses of the study sample to the use of Arabic language teachers in public secondary schools for e-learning in all domains and the total score due to the variable of years of experience. The differences were in favor of the level of experience of fewer than 10 years.

Discussion

The results showed that the overall degree of using Arabic language teachers in public secondary schools for e-learning, from the point of view of the study sample, was medium. This result may be due to some difficulties and challenges facing teachers of the Arabic language, such as the lack of skills of some teachers in dealing with educational technology, especially aspects of synchronous and asynchronous e-learning, or the lack of adequate training on e-learning. The results may also be attributed to the lack of evidence that shows how to use e-learning in a highly effective manner and the lack of capabilities needed to prepare teachers before service and train them to use or deal with e-learning with high efficiency (Youssef, 2019). Also, the results showed that the use of synchronous e-learning came with an arithmetic mean of (3.01) and a medium degree. Perhaps, this result is due to teachers' weakness in using virtual classroom programs on the Internet and their weakness in using the basic skills to deal with the windows system (Windows). The result may also be attributed to their failure to exchange the contents of the lessons directly with the students during the e-learning process. This result is probably due to insufficient training, and most of the systems and programs use the English language (Alasmari, 2022). In addition, the use of asynchronous e-learning came with an arithmetic mean of (2.81) and a moderate degree. Perhaps, this is due to teachers' weakness in using the electronic homework space to publish homework assignments and activities for students and solve them whenever they want and the weakness of owning an internet page in which they explain recorded lessons that students follow at any time and place. Also, the weak ability of teachers to use

the Internet in developing lessons for students to learn on their own has led to this result. In addition, this result may be due to the scarcity of guidelines that explain how to use e-learning and e-assessment tools in a highly effective manner (Al-Rushoud, 2021).

The results showed no statistically significant differences in the responses of the study sample to the use of Arabic language teachers in public secondary schools for e-learning in all domains and the total score due to the gender variable. Perhaps, this result is due to the fact that e-learning is one of the modern concepts in the field of education, which study plans did not adequately address at different levels of university studies. Thus, the opportunity for teachers to train before service was at the same level. Also, the training programs carried out by the Ministry of Education in the Kingdom of Saudi Arabia for in-service teachers were available to all and were not limited to one educational level. This may, in addition, be due to the fact that the challenges and problems faced by teachers in their use of e-learning may be the same due to the similar conditions and policies of education in the Ministry of Education (Al-Anzi, 2019).

The results revealed statistically significant differences in the responses of the study sample to the use of Arabic language teachers in public secondary schools for e-learning on all domains and the total score due to the qualification variable in favor of higher studies. This result may be because teachers with higher qualifications have been able to obtain sufficient education about e-learning. Postgraduate programs in Saudi universities focus heavily on e-learning and the skills to deal with it (Al-Enezi, 2019).

The results revealed statistically significant differences in the responses of the study sample to the use of Arabic language teachers in public secondary schools for e-learning in all domains and the total score due to the variable of years of experience in favor of the level of experience of fewer than 10 years. This result may be since teachers who have less experience than recent university graduates have more e-learning experience because their era of e-learning is still very recent. Therefore, they realize the value of e-learning and its significant role in facilitating the task of teaching, saving effort and time for teachers and students, and providing them with the necessary knowledge and skills. Also, these teachers are considered to be in the age group under the age of thirty. Therefore, they are considered from the generation of technology and information and communication technology. Also, they have extensive knowledge compared to teachers with long experience, who lack the skills of dealing with e-learning and prefer traditional education compared to e-learning. Azzam (2019) indicated that new teachers in the service use e-learning because they realize its great value that supports student-centered learning. They are also aware of its role in helping students to organize themselves while completing educational tasks and to create their knowledge structure, by enabling them to deal with the knowledge provided to them in an organized manner. This helps them improve their academic achievement.

Recommendations

In light of the results of this study, the researcher has presented a set of recommendations. The results of the study showed that there is an average level of the use of Arabic language teachers in the secondary stage of e-learning. Therefore, the Ministry of Education in the Kingdom of Saudi Arabia must work on making more efforts to develop the skills of Arabic language teachers at the secondary level to use e-learning when teaching. This is done by setting up a comprehensive national training program; it can play a role in enhancing teachers' abilities to use synchronous and asynchronous e-learning. Also, the study showed that there is an educationally unacceptable level in the use of Arabic language teachers in the secondary stage of e-learning from the categories of those with bachelor's degrees and more years of experience. Therefore, the public education administration in Najran region must work on developing a strategic plan and holding training courses for these groups, in order to optimally contribute to their use of synchronous and asynchronous e-learning in teaching Arabic, and employing it in teaching situations. In addition, further studies similar to this study may address larger communities and other variables such as educational area, school stage,

specialization, and age level. This gives additional value and a measure of knowledge diversity about the phenomenon of Arabic language teachers in the secondary stage using e-learning.

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