

# Teachers' Belief on the Effect of Online Learning on Arabic Reading Performance among Elementary Students in Riyadh

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**Abstract** – Despite the interest of the Kingdom of Saudi Arabia in reading and directing many electronic programs for this purpose, especially for elementary school students whose basic skills in reading are the cornerstone for them. There is a phenomenon of low academic achievement among some elementary school students and their poor performance in reading, and their inability to read. The aim of this research was to find out the extent of teachers' belief in the effect of online learning on Arabic reading performance and to study the effect of teachers' beliefs in the educational implementation of online learning on Arabic reading performance among elementary school students in Riyadh. To achieve this, qualitative research methods (interviews) were used. It was found that online learning is one of the educational methods that contributed to enhancing the effectiveness of learning and encouraging students to engage in the educational process, as it enabled students to assume greater responsibility than traditional education, and students acquired skills of analysis, synthesis, interpretation and self-control. The results also indicated that online learning is an effective educational method in teaching reading skills as an alternative form of learning from traditional learning. However, this type will not be able to replace traditional reading instructions. Online learning is effective in learning students' reading skills through the contribution of visual and audio elements to e-books.

**Key words:** *Online Learning; Arabic Reading; Academic Achievement; Elementary School; Reading Performance*

## I. INTRODUCTION

The modern era is characterized by the spread of technology, the speed of the exchange of with the tremendous developments taking place in today's world, many concepts that govern humans have changed, and perhaps the concept of education is one of the concepts that has been strongly affected by the development of information and communication technology. Where a variety of terms have emerged for online learning, including: online education, digital education, Internet-based education, face-to-face learning, distance education, technology-based training, web-based training, computer-based training (Bakia et al, 2012; Dziuban, et.al., 2018).

Distance learning is one of the educational methods that have contributed to enhancing the effectiveness of learning and encouraging students to engage in the educational process, as it enabled the students to assume greater responsibility from a traditional education, students'

shortage of qualified faculty members and trainees in some acquired the skills of analysis, synthesis, interpretation, and self-control. Similarly, online learning aims to fill the fields and to make training more flexible and freer from complex obstacles where the study takes place without attendance and temporal and spatial obstacles and the need to travel to university centers and training institutes, to achieve justice in training opportunities, and to make training a true A project for everyone. Online learning also contributes to raising the cultural, scientific and social level of community members, working on training and continuing education, and working to provide various and multiple educational resources, thus helping to reduce individual differences between trainees, by supporting institutions with diversity and interactive teaching methods and techniques (Alonso et al., 2006; Stoyanova & Yuvkov, 2016)

The greatest role of the teacher is in online learning, and teachers' belief in how online learning will impact through online curriculum delivery systems should be to check that some targeted learning process takes place while students are doing their activities and interacting with each other, so a teacher in learning systems Electronic It is not informative but rather a learning facilitator, as it provides instructions and allows learners to discover learning materials for themselves without interfering with their learning path (Norton, & Hathaway, 2008). The teacher who plays the leading role in the virtual classroom makes him an effective and efficient working cell both at the individual and group level, where he dedicates the interests of the students to achieve the desired goals, and they take their hands all the time for the hard and fruitful work (Condi and Livingston, 2007).

It also affects teachers' belief in online learning because of its direct impact on the educational material; it affects the performance of reading, writing and arithmetic. Reading is a cognitive process consisting of symbols and letters with a presentation to communicate meaning (reading comprehension) or construct appropriate meaning, it is a means of language acquisition, communication and sharing of information and ideas (Haleem, Javaid, Qadri & Suman, 2022). Student reading is a special kind of reading job that has always been important to students. All core subjects like sciences, mathematics, social studies and spelling are mandatory for students to read. At the secondary and university levels, the learner's literacy becomes more important. Also, older students must read to understand a variety of topics (Yuliani & Baroca, 2017). Given the importance of reading, especially since we are in the era of Corona and the shift from traditional learning to online learning, this study came to prove teachers' belief in how online learning affects the reading performance of the Arabic language among elementary school students in Riyadh.

In current situation, online learning is the most significant. The world is currently witnessing an event that

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may threaten education with a massive crisis that may be the most serious of our modern age. The Coronavirus (COVID-19) pandemic has caused a large number of children and young people to drop out of education in many countries around the world. Despite the interest of the Kingdom of Saudi Arabia in reading and the direction of many electronic programs for this purpose, especially for elementary school students, whose basic skills in reading and writing are the cornerstone for them, there is a phenomenon of low academic achievement. Some elementary school students have poor reading performance, and their inability to read. This problem occupied all Saudi educational circles, the family and society as a whole, and there were many questions about who was responsible for this deterioration: Is it the elementary school? The family or the house? Or the curriculum? Or teachers' belief in educational implementation of online learning and their remedial ways of dealing with the challenges that elementary school students face in online learning of reading in Riyadh?

Therefore, this study aims to explore teachers' beliefs pertaining the effects of online learning and how it influences the implementation of instructional, in addition to investigating the challenges faced by elementary school student in learning to read through online learning. Thus, the three (3) research questions are, (i) What are teachers' beliefs on the effect of online learning on Arabic reading performance among elementary students in Riyadh? (ii) How teachers' beliefs influence instructional implementation on online learning on Arabic reading performance among elementary students in Riyadh? (iii) How teachers deal with the challenges that elementary students face in online learning to learn reading in Riyadh?

#### *Teachers' belief influences instructional implementation on online learning*

Educational technology has contributed to providing the means and techniques aimed at developing learning and teaching methods (Al-Arabi, 2014), which would provide an effective learning environment, motivate students, raise their interests, and keep pace with individual differences that may arise between them. them, and encouraging them to think, especially critical thinking, and since we are now living in an era of technology and a technological, knowledge and cultural explosion, it is very necessary for us to keep pace with this development and move in it, live with it and emulate it, translate our creativity to others, and show our ability to innovate, and perhaps one of the most important skills Contemporary teaching is the skill of using and employing the computer for the benefit of academic subjects and teaching, and breaking out of the repetitive routine that often confuses our teaching performance in the classroom.

The teacher occupies a special place in the educational process, and this process is successful only with the help of the teacher, and the role of the teacher has evolved when the transition from traditional education to online learning occurred. Besides the educational situations in which students will be engaged; To help them solve problems, and become a guide, supervisor, manager and follower of its progression process instead of explaining the information, in addition to the need to possess the necessary

technical skills, and its ability to employ online learning in the educational process (Dar Saleh, 2010). Today, the world is witnessing a continuous and tremendous development in scientific knowledge and modern technologies in an unprecedented and accelerating manner as a result of the Corona Virus (COVID-19) pandemic, and the world in general, and health organizations in general, are going through the obstacles of this epidemic, as it was a sudden test for the countries of the world of their readiness to confront Such problems (Al-Hamd, Al-Samarrai, Al-Azzawi, 2020). Educational institutions have realized the importance of online learning techniques, and the effectiveness of using e-learning platforms for the continuation of education in the current situation, as it is an educational method that responds to the needs of individuals and groups for learning, because it is flexible and adapts to different situations (Amer, 2013; Van Geel, M. et al. (2023).

Educational institutions have been keen to train and qualify the teacher to carry out his emerging roles to keep pace with technical progress, with the aim of developing many of his skills, and possessing many educational competencies such as teaching planning, classroom management and evaluation, in addition to the technical competencies that have become one of the most important competencies of the teacher in the digital age. A set of electronic skills and knowledge that are used by technology teachers, which raise their level of performance to a certain degree of mastery with the help of tools, devices and means measured by observation (Babeer, 2020).

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#### *Online learning in Riyadh*

The Kingdom of Saudi Arabia has not been left behind in the global integration of information and educational technologies into education. It is important to note that as an effective means of redesigning the education system, Saudi

Arabia has adopted the National Information Technology Plan to guide the effective uptake of e-learning in public and private education institutions (Al-Asmar, 2014). Since it was implemented in the 1990s, the campaign has grown exponentially. The continuous expansion of the project in 2001 aims to link schools to education guides through a Wide Area Network (WAN) that includes all schools in the country in collaboration with Intel and government stakeholders, a local software company created a software platform that showcases all national curricula, and created an online library platform that allowed educators to design and adapt their e-lessons. This platform has been designed with accessibility and affordability in mind to ensure not only that teacher can design their own classrooms but that students can easily access it. By 2002, the country had a fully functional electronic resources and e-learning platform with more than 50,000 books and 2,500 courses (Aljaber, 2018).

However, one of the most important challenges facing Saudi Arabia is the government's inability to reconcile high-quality educational needs with a growing population. This gap has prompted the government to search for an alternative method that can coincide with national planning and industry diversification. One of the prevailing challenges in this regard is the insufficient number of faculty members, especially at the higher education level. During the past twenty years, the population of the kingdom has nearly doubled. As a result, educational institutions in urban areas are overcrowded, and faculty members are fatigued to the point of impotence. For this reason, many parents in traditional and rural areas are increasingly sceptical about sending their children to study in big cities. Although Saudi Arabia has allocated a large budget to fund the education system, there is still a huge gap in terms of human resources and availability of faculty members. One solution includes faculty members from other countries such as the UK, US, Pakistan, India and Egypt. Following these challenges, local stakeholders, regional partners and global partners are joining together to support e-learning as a means to enhance globalization, access to education and economic well-being in Saudi Arabia in particular, and within the Middle East region in general.

#### *The effect of online learning on Arabic reading*

Despite the burgeoning literature on the impact of online education at scale and the growing demand for online education in general, and teacher education and professional development in particular, there are mixed results about the effectiveness of these approaches, particularly with regard to active participation by a participant in the learning experience. Its effect on teacher retention and the effect of participants on subsequent student achievement (Hew, 2009; Arthur & Bradley, 2023) for example, when discussing online professional development for educators, Colgan, Higginson, and Sinclair report that most research on the topic of online professional development is limited to statements of vision, opinions, curriculum integration ideas, and descriptions of supposed benefits attributed to the web and other networks (Lebec, 2007).

Base on Al-Asmar, & Khan, (2014) conducted a study aimed at evaluating the current experience of online learning at both the Arab Open University and the General

Organization for Technical Education and Vocational Training in the Kingdom of Saudi Arabia from the students' point of view, and this study expanded to answer the feasibility of applying online learning in the Kingdom of Saudi Arabia. The study found that the student's interaction with e-learning was affected by the lack of clarity of the online learning method for a large number of them, and the applicability of online learning depends on some factors such as the student's mastery of computer use and knowledge of technology, and it was found that a high percentage of the study sample believes that the financial costs of Internet connection and the absence of a teacher when needed are among the main obstacles to e-learning (Abd Albari, 2017).

According to Al-Majali, (2019), study also aimed to determine the degree to which an online learning strategy is used among elementary school teachers. The results showed that the degree of using the online learning strategy among elementary school teachers was medium, and that there were statistically significant differences due to the gender variable in favor of female teachers, and the supervisory authority variable (public schools, private schools) in favor of private schools (Al-Majali, 2019).

## II. METHODOLOGY

According to a review of studies related to the research topic, different approaches were used to examine the effect of online learning on the ability to read in Arabic, including both quantitative and qualitative methods. Given the objectives of the research, which attempts to assess the effect of online learning on the ability to read in Arabic among elementary school students in Riyadh, the study sample size is often small.

#### *Research Design*

This study employed qualitative approach and the research design used is a case study. The goal of the case-study methodology is to highlight the situation's distinctive qualities and fascinating contrasts. The case-study method is commonly employed in idiographic research, which focuses on unusual situations and unique results as a subjective phenomenon (Sammut-Bonnici, & McGee, 2015). To collect data, this study uses interviews to ensure that the data collected is kept with a level of accuracy and reliability and it also allows the researcher to compare easily between the data collected due to the ability to standardize it. An interview guide consisting of ten questions was used to determine the extent of influence of teachers' beliefs in educational implementation of online learning on Arabic reading performance among elementary school students in Riyadh and to identify teachers' remedial ways of dealing with the challenges that elementary school students face in online learning of reading in Riyadh. The interviews will be conducted within a period not exceeding one hour and after taking the participants' consent to participate in the study, where the interview will be recorded after the approval of the participants, so that the researcher can refer to them when needed.

### Data Resources

In this research, the research design used is a case study, and the method used in this study is qualitative, and the research strategy used is the personal interview, which is the most appropriate method for data collection. The researcher used the personal interview for the study, which was developed for the purpose of collecting information from primary sources; instead, the researcher conducted online interviews via Zoom with 4 elementary school teachers. An interview guide was used to determine the impact of teachers' beliefs in the pedagogical implementation of online learning on Arabic reading performance among elementary school students in Riyadh and to identify teachers' remedial methods for dealing with challenges faced by the elementary school. Instead, the researcher conducted online interviews via Zoom with 4 elementary school teachers, two of whom were first grade teachers and two of them were second grade teachers. The focus was on these classes because they are an essential stage for learning to read, where the first graders learn to read letters and some short words and the second elementary school learns to read short sentences.

### III. RESULT AND DISCUSSION

The respondents' responses that were collected from the online interviews were contently and thematically analyzed. The content analysis of the qualitative data aims to provide a deeper understanding of the study problem obtained from the views of the elementary school teachers interviewed. Therefore, both explanations and quotes from those respondents are provided to illustrate the results of the study.

- *RQ1: What are teachers' beliefs on the effect of online learning on Arabic reading among elementary students in Riyadh?*

Regarding respondents' responses to the first question, all of the respondents considered online learning as one of the most prominent relatively modern methods of education in the Kingdom of Saudi Arabia, as this system is known and applied globally, yet Corona has played a major role in heading to it in the Kingdom of Saudi Arabia as an innovative new pattern through which learning can continue and at the same time preserve the health and safety of the sons and daughters of the Kingdom. According to the teacher, "...E-learning is a modern process...Certainly, about the important of electronic learning...Kingdome of Saudi Arabia has large experience and efforts in e-learning"-Respondent 1

They also showed that the e-learning process in Saudi schools is a modern and old system at the same time, where although this pattern of learning has been active recently in the countries of the world in light of the Corona pandemic, but that the Kingdom of Saudi Arabia has previous experience in applying this type of learning in its schools on a large scale, as it appeared in the military conflict with Yemen in the southern border in 2016, and pushing the Kingdom to switch to distance online education in it and developing many programs and television channels for education, such as the Ain Educational Channel, which is a

group of Saudi channels owned by the Ministry of Education in the Kingdom of Saudi Arabia, covering the news of the Ministry of Education and its activities, and it broadcasts lessons through 12 educational channels. Respondent 2 explained that, "...Many platforms and programs have been applied...The pandemic is the main reason which transfers the educational system in KSA from conventional to e-learning..."

In addition to that the channel has a platform that broadcasts via YouTube, which has been very active during the military operations of the Arab coalition against the Houthis, to provide lessons to students residing in the southern Saudi region and its activity increased during the Corona pandemic, and other great efforts and initiatives that the Kingdom has pursued in providing various distance e-learning platforms, whether they are Classera, Future Gate, Blackboard or others, which are technically equipped with a high degree due to the country's high financial capabilities and its keenness on the necessity of continuous learning, as explained by Respondent 3, "...Distance learning is still at young stage...Participation of the students...Rich elements of e-book...Setback of e-book...Benefits of e-book's interface".

Moreover, the results are supported by Respondent 4, "There are many techniques in managing classes in e learning process...Teachers focus on programs that provide activities...Teachers focus on programs that provide a package of supportive educational tools ... Teachers focus on programs that help them to follow their students' progress...". Overall, the result obtained through the respondents' responses to the first question indicate the interest of the Kingdom, and its capital, Riyadh, to adopt all educational methods and means that enhance the online educational process, which is consistent with what was found in the studies of (Oraif, & Elyas, 2021; Hoq, 2020; Sankar, et.al., 2020), which confirmed that the Kingdom of Saudi Arabia was able to present a unique Saudi model in online learning that added to the nation's successes in facing the Corona pandemic at all levels, and showed that even before COVID-19, there was a rapid expansion and acceptance of educational technology in the Kingdom of Saudi Arabia, where the Kingdom invested greatly in e-learning and used a lot of online tools (such as video conferencing, webinars, virtual private lessons, etc.). The studies also showed the Saudi Ministry of Education (MOE) keenness and efforts to make the online learning process successful in the Kingdom by using television and social networks to transfer education to all grades, where about 127 administrators and teachers were nominated to provide regular teaching in 112 enlightening sessions through 19 television channels (broadcast locally from a classroom in Riyadh).

- *RQ2: How teachers' beliefs influence instructional implementation on online learning on Arabic reading performance among elementary students in Riyadh?*

All the respondents' answers were unanimous in the fact that despite the effectiveness of online learning platforms and methods in teaching, as mention by Respondent 1, "...Uncertainty about the effective of e

*learning...It considers time consumer..."*

In addition, Arabic reading to students, they have not yet reached the effectiveness of traditional methods of tracking students' reading mistakes, correcting them directly, and helping them to spell and pronounce the correct expression. Respondent 2 showed that, saying: *"I do not think so, as e-learning, no matter how interactive it is, one form or another reduces my ability to interact with the students and enables them to read and improve their letter exits and train them in spelling, reading letters and words and forming sentences"*, Respondent 2 also added that. *"There is a gap in pursuing their reading skills...Assured about the effectiveness of the online methods to meet individual differences...Flexibility..."* Hence, whatever the possibility of direct communication with students, however, there is still a gap in pursuing their reading skills."

Respondent 3 also showed that she tries to imitate the style of traditional classroom methods, so she holds direct reading classes online and listens to students' readings and corrects their reading errors, *"Digital educational provided higher levels of motivation...Digital content supported by visual and audio elements...Digital educational content increase autonomy..."*

but that is cumbersome and takes a lot of time compared to traditional learning, and this was confirmed by Respondent 4 who said: *"I do not think so, as the teacher is more able to communicate with students in the classroom than in e-learning, sometimes the quality of communication may shift from hearing the teacher to reading his students and the exits of his letters, and the students 'lack of experience in dealing with e-learning, especially when they are young where they will not be able to take advantage of the literacy activities provided by the teacher, so continuing the student's reading in e-learning is more difficult and less beneficial in my view."* This study has shown that if the teachers themselves are not aware of these strategies, and thus, they cannot apply them to their teaching (Rahim, et.al., 2015)

When the question was about the nature of the reading assistance provided by online learning and whether it is similar to traditional learning assistance, the extent to which methods of teaching online reading take into account individual differences among students, the availability of motivation and excitement in the digital content for reading for students and the strategies used to encourage students to read online and about the most appropriate assessment mechanism for students' online reading skills, the answers were as follows by Respondent 4, *"Test sessions held simultaneously with the students...Correct students' mistakes and address their weaknesses...Use some related activities to assess students..."*

- *RQ3: How teachers deal with the challenges that elementary students face in online learning to learn reading performance in Riyadh?*

In order to achieve the third objective of this study, which is to examine how teachers deal with the challenges that elementary students face in online learning to learn reading performance in Riyadh, the researcher asked the four respondents another group of four questions related to this new theme, where the first question was inquiring from the respondents to evaluate of the electronic learning process for

Arabic reading, and to identify the most important problems that face them as teachers, whether with students or anything else (technical, strategic, etc.).

Very newly, according to Respondent 2, *"The importance of the family role in the learning process...Use other educational tools...The critical role of parents in the educational process..."*. This show family play a role in deal with the challenges that elementary students face in online learning to learn reading performance in Riyadh

In fact, all teachers agreed that the electronic learning process for the Arabic language is good and suitable for students as an alternative to the traditional learning process in light of crises. As stated by Respondent 1, *"Teachers' evaluation is good... Positive attitude like increasing autonomy and self-learning...Negative side... The lack of experience...Waste their time...Boredom..."*

However, Respondent 1 also clarified that despite all the defects and problems that the teacher, students and parents faced, it succeeded in compensating students for traditional learning and ensuring continuity of their learning and their acquisition of basic Arabic reading skills, where she added: *"My evaluation of this process is good, and I find that this process, despite all the defects and problems that faced the teacher, students and parents, has succeeded in compensating students for traditional learning and ensuring the continuity of their learning and their acquisition of basic learning skills"*. The most prominent problems were technical and technical related to the strength of the Internet and the weakness of the technological infrastructure necessary for the application of distance education and e-learning, it cannot be considered that the ability to connect to the Internet is available and possible for all students, in different countries of the world there are many remote or rural areas, or some social groups are not available They have the ability to connect to the Internet".

Nonetheless, Respondent 4 mention *"Use e-books ...Provide suitable training...Innovative that increase self-learning and anatomy..."*, Respondent 4 also emphasized this good evaluation, as she indicated that it is a good and temporary alternative to the process of teaching Arabic reading in the traditional way, but she does not prefer it as a permanent alternative, due to the many problems that prevented it from being effective, which was shown in her saying: *"I evaluate it as a good and temporary alternative to the traditional educational process, but I do not prefer it as a permanent alternative, as there are many technical and strategic problems that have prevented students from acquiring and acquiring reading skills in the required manner, especially the limited skills of students in the early school stages in dealing with the Internet, and their need..."*. Besides, Respondent 4 also support the view of Respondent 1, as the respondent stated *"...to the diligent follow-up of parents who are usually part-time, the lack of prior preparation for teachers to use the Internet, technological tools and applications in the field of education, and the need for teachers to train professionally to complete all educational tasks via the Internet..."*

In addition, when asked about the most important problems faced by students when learning to read online and the most important methods used by teachers to overcome difficulties and problems faced by students, family is an important element to help teachers' teaching as well as

students' learnings, as mentioned by respondent 1, respondent 4 and now supported by respondent 3's answer is "*The effective relationship between teachers and parents...Flexibility...Online games and different activities ...*".

#### IV. CONCLUSION

The Coronavirus (Covid-19) pandemic has caused a large number of children and youth to drop out of education in many countries around the world. This came at a time when the world is already suffering from a global educational crisis, as there are many students in schools, but they are not receiving the basic skills they need in working life. Distance learning has become an urgent necessity now; it has become an alternative to traditional education in circumstances that necessitated the necessity of physical separation between students.

The Kingdom of Saudi Arabia is like other countries affected by the emerging coronavirus pandemic, the challenge facing all teachers in Saudi institutions and around the world now is the sudden shift to mutual learning that was imposed as a measure to prevent the spread of the new Coronavirus. The e-learning process in Saudi schools is a modern and old system at the same time, although this pattern of learning has been active recently in the countries of the world in light of the Corona epidemic, the Kingdom of Saudi Arabia has previous experience in applying this type of learning in its schools on a wide range. Participants emphasized that online learning is one of the most prominent relatively modern educational methods in the Kingdom of Saudi Arabia, as this system is known and applied globally, yet Corona has played a major role in heading to it in the Kingdom of Saudi Arabia as an innovative new pattern through which learning can continue at the same time. The interest of the Kingdom of Saudi Arabia in adopting all educational methods and means that enhance the educational process via the Internet, and there has been a rapid expansion and acceptance of educational technology in the Kingdom of Saudi Arabia.

Online learning is considered an effective educational method in teaching reading skills as a form of alternative learning from traditional learning. However, this type will not be able to replace traditional reading instruction. Online learning was effective in learning their reading skills through the contribution of the visual and auditory elements of e-books, for example, to higher levels of motivation, interest, and participation in the readers. Online learning can be an effective alternative to learning to read Arabic, because Online learning platforms provide programs, technologies, media, and dynamic sound effects that add a vital personality to the reading process, thus contributing to the creation of higher levels of motivation, interest, and participation among readers. There are a variety of platforms and programs that teachers use for online education, such as (the Nomu live online platform, Madrasati platform, the Ain al-Wataniya portal platform). The online methods of teaching Arabic reading take into account the individual differences between students and give them an equal opportunity to participate in reading and learning, especially those students who feel shy and hesitant to read in front of their colleagues.

There is a significant impact of teachers' beliefs in the educational implementation of online learning on the performance of reading in Arabic among elementary school students in Riyadh. The most important methods that can be used to overcome the difficulties and problems facing students are communicating with students' families and asking for cooperation and patience from them to make the educational process a success and help their children acquire the basic reading skills they need, as well as creating useful videos on how to do this. Dealing with technological and electronic platforms and sending them to their families.

#### Recommendations

In light of the findings of the study, the researcher recommends a number of the following recommendations. Firstly, the need to activate distance learning as an alternative to traditional learning. Secondly, the necessity of cooperation between the family and the school to address the problems of students' lack of technical skills, simultaneously, the necessity of making many transformative changes in traditional education methods, developing innovative solutions such as training for parents on teaching. As well as the necessity to design electronic books and curricula such as electronic books with multimedia features and lastly, the need to provide adequate training for teachers and professional preparation for them in dealing with these students electronically and about the most prominent electronic means and methods that encourage them to read.

#### Future works

Based on the above, the researcher presents some of the suggestions that may be taken in preparing future studies in concerned with determining the actual impact of online learning on reading skills and elementary school students' performance according to the teacher's beliefs and educational experience. Alternatively, conducting more studies and research related to studying obstacles that affect the effectiveness of applying online education in educating elementary school students also to investigate the views of students and their parents regarding the effectiveness of online education.

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