

Surveying Teachers Perspectives on Using Face-to-Face vs. E-Teaching Post COVID-19 Pandemic

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Abstract

The aim was to investigate and assess teachers perspectives on using Face-to-Face vs. E-teaching post COVID-19 pandemic. Quantitative research is carried out with the aim to assess teachers perspectives on using Face-to-Face vs. E-Learning post COVID-19 pandemic. It uses a survey-based methodology to obtain data from the respondents. The data were collected within a period of about 30 days. The author received a total of 180 questionnaire responses. A 12- item survey instrument was developed particularly for this research study. The first part concerns with the demographic information, while the second parts concerns with scale items for the four variables: Interaction with student(3 items), knowledge gained(3 items), Easiness(3 items), and Flexibility(3 items). Each item is followed by three choices: a) In face to face b) In E learning c) comparable. The results of this study showed that teachers were satisfied with interaction with students, knowledge gained in both face-to-face vs. e- teaching, easiness regarding face-to-face vs. e- teaching, and flexibility regarding face-to-face vs. e- teaching.

Keyword:

Teachers perspectives, Face-to-Face, E-Learning, COVID-19 pandemic

1. Introduction

Those interested in pedagogy say that one of the most important steps to reform the educational process is the interest in the teaching profession[1]. Because the development and improvement of the quality of education and its outcomes can only be achieved by finding a teacher who possesses high professional skills, and who is interested in his field of work and profession[2]. Thus, the teacher will leave his mark on the behavior of his students, their morals, their minds, their personalities and their way of thinking in the future[3].

We are now living and dealing with a society that enjoys a tremendous intellectual, scientific, technical and research openness[4]. Therefore, it requires each of us to possess and enjoy more skills and ways of critical and deductive thinking to solve problems and derive solutions, and these must be acquired or available in every teacher in our time[5]. There is a high need and obligation for us to develop the teacher, and perhaps it has become a moral and legal duty for us educators[6]. This is due to the expansion and speed of the world's development, the rapid

and continuous technological development in our social life, benefiting from the results of educational studies and research and their application to the reality of education, the weakness and shortcomings of teacher preparation and development programmes[7], and increasing the teacher's awareness of his openness to the outside world and the nature of the educational process in the field of teaching different sciences, and finding ways Innovative teaching in the field of pure sciences and humanities teaching [1].

2. Literature Review

Traditional Learning TL

It is education based on giving educational lessons in the classroom face to face, and both the teacher and the learner must be present at the time and room of the lesson[8]. This style of education has been in use for several centuries, or since the beginning of the educational system in the world, and the traditional education style relies on traditional culture, which is the mainstay in the transfer of knowledge, as the teacher is the center of the educational process, and is the ideal educational means to transfer knowledge and information and teach it to students[9]. The role of the learner is passive, and he is just a recipient of the information, and memorizes it without any effort to discover it[10]. The traditional teaching method is based on three main axes: the teacher, the learner, and the book, including the information it contains. Therefore, there are no innovative or technological teaching aids. We can say that traditional education consists of the teacher, the student, the blackboard and the book in the classroom[11]. One of the advantages of the (traditional) attendance education is the face-to-face meeting of the teacher with his students, which is a direct means of communication in transferring information and knowledge from the teacher to the learner. their response to it [8]. Therefore, we find that most learners, especially in the elementary stages, are affected by the teacher's words and personality more than their parents because they consider the teacher their role model and their spiritual father [12].

As for the disadvantages of traditional education, it is the negative role of the student, who is completely dependent on the teacher through memorization and memorization of information, as the focus is on this aspect and the other aspects are left to the learner [13], because the study material focused on the aspect of memorization and

indoctrination, and neglected the aspect of acquiring experience and knowledge by discovering the material and information from the student himself, and also it is not possible to take into account individual differences accurately due to lack of time, and the large number of students in the classroom[8]. In this style of education, it leads to the obliteration of the spirit of critical thinking and innovation among students. Because of the reliance on memorization and memorization of the material and the teacher's approval of the exam score as the criterion for success[14]. Consequently, any activities outside the classroom will be neglected.

E-Learning EL

It is a type of education based on the use of technical devices such as: the use of a tablet computer, and its multimedia of images, sound, drawings, shapes, tables, and others [15], and it is also known as online education [16]. E-learning is an innovative and effective way to teach students if it is used correctly as a new educational concept using the means of information and communication technology. The digital-technological field, but on the other hand, there are those who reject the idea of e-learning [17]. In this type of education, educational lessons are presented via the Internet to students in the form of educational videos, pictures, computer-printed files, and other means. Therefore, e-learning is a modern revolution in the field of teaching methods and methods [18]. The nature of e-learning depends on the method of delivering educational information and lessons electronically or virtually. Electronic media is used to communicate, receive data, acquire skills, and interact between the teacher and the learner, and between the learner and the school, and it may be between the teacher and the school as well. This style of learning does not require the presence of classes. It eliminates most of the physical components of education, and we can describe it as a virtual education with its educational means and realistic with its results [19].

3. Aims

The aim was to investigate and assess teachers perspectives on using Face-to-Face vs. E-teaching post COVID-19 pandemic.

4. Research Questions

This study seeks to give answers to the following questions:

1. How are teachers satisfied with interaction with students?
2. How are teachers satisfied with knowledge gained?
3. How are teachers satisfied with easiness regarding Face-to-Face vs. E- teaching ?
4. How are teachers satisfied with flexibility regarding Face-to-Face vs. E- teaching ?

5. Significance

This study could contribute to the literature on Face-to-Face vs. E-Learning. The study is concerned with assessing teachers perspectives on using Face-to-Face vs. E-Learning post COVID-19 pandemic. This may provide guidelines for Umm Al Qura University, and other higher education universities in the kingdom to implement Face-to-Face and E-Learning effectively ,hoping to facilitate students learning.

6.Method

Quantitative research is carried out with the aim to assess teachers perspectives on using Face-to-Face vs. E-Learning post COVID-19 pandemic. It uses a survey-based methodology to obtain data from the respondents.

Sample and data collection

Special education teachers from Makka were targeted. The inform consent form and the questionnaires were sent through Google Drive™ software. Teachers were asked to fill them out by an access link. A convenience sampling method was used to recruit participants in this study. The inclusion criteria were as follows: special education teachers and both sexes(males and females). After a brief written informed consent at the beginning of the survey, questionnaire was required. The data were collected within a period of about 30 days .The author received a total of 180 questionnaire responses.

Instrument

A 12- item survey instrument was developed particularly for this research study . The first part concerns with the demographic information, while the second parts concerns with scale items for the four variables: Interaction with student(3 items), knowledge gained(3 items), Easiness(3 items), and Flexibility(3 items) . Each item is followed by three choices: a)In face to face b) In E learning c) comparable. The internal consistency of the survey was measured through Cronbach's alpha estimated at 0.87, 0.85, 0.83, and 0.87, for Interaction with student, knowledge gained, Easiness and Flexibility respectively. The content validity of the scale was examined by a group of 4 experts. They assessed the relevance of each item using a four-point Likert scale (where 1 represents "irrelevant" and 4 represents "highly relevant").They provided suggestions and comments. The 20 items were judged to be quite or highly relevant. A content validity index was calculated at the item level (I-CVI = 0.90).

7.Results

Regarding the first question" How are teachers satisfied with interaction with students?", figure 1. shows teachers'

levels of satisfaction with interaction with student . As for the first item" I can interact with students well " , 9.4% of the tested sample indicated that they were satisfied with E-teaching, while 13.8% indicated that they were satisfied with face to face learning. However the majority of tested teachers(76.8%) indicated that both methods were comparable. As for the second item" This interaction continues even after class " , 2.2% of the tested sample indicated that they were satisfied with E-teaching only,

while 5.5% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(92.3%) indicated that both methods were comparable. As for the third item" This interaction is fruitful" , 8.3% of the tested sample indicated that they were satisfied with E-teaching only, while 10.5% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(81.2%) indicated that both methods were comparable.

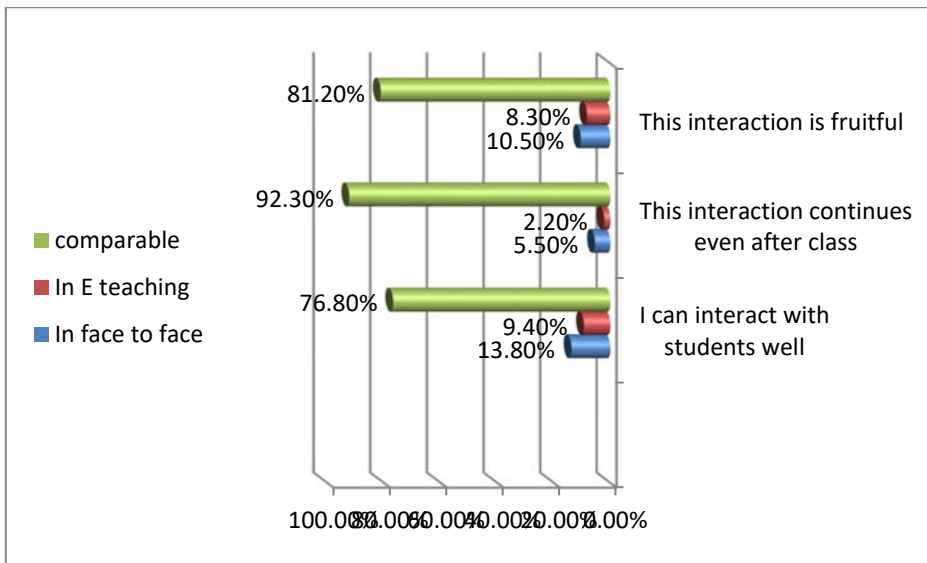


Figure 1. Teachers' levels of satisfaction with interaction with student

Regarding the second question" How are teachers satisfied with knowledge gained?", figure 2. shows teachers' levels of satisfaction with knowledge gained. As for the first item" Students understand the course well " , 8.8% of the tested sample indicated that they were satisfied with E-teaching, while 7.7% indicated that they were satisfied with face to face learning. However the majority of tested teachers(83.5%) indicated that both methods were comparable.

As for the second item" Students gain more knowledge " , 6.6% of the tested sample indicated that they were satisfied with E-teaching only, while 6.1% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(87.3%) indicated that both methods were comparable. As for the third item" Students feel more of a desire to learn " , 11.1% of the tested sample indicated that they were satisfied with E-teaching only, while 8.3% indicated that they were satisfied with face to face learning only. However the majority of tested teachers (80.6%) indicated that both methods were comparable.

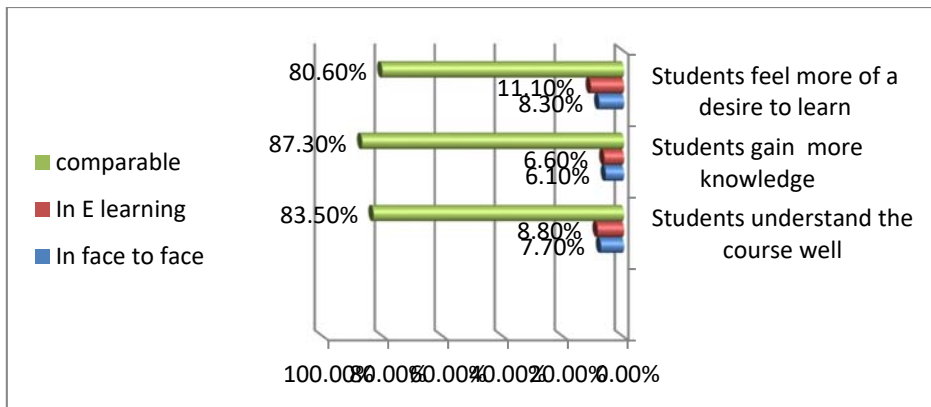


Figure 2. Teachers' levels of satisfaction with knowledge gained

Regarding the third question "How are teachers satisfied with easiness regarding Face-to-Face vs. E-teaching?", figure 3. shows teachers' levels of satisfaction with easiness regarding Face-to-Face vs. E-teaching. As for the first item "It is easy to prepare lessons", 12.1% of the tested sample indicated that they were satisfied with E-teaching, while 8.9% indicated that they were satisfied with face to face learning. However the majority of tested teachers(87.00%) indicated that both methods were comparable. As for the second item "It is not difficult for to get high marks", 8.6% of the tested sample indicated

that they were satisfied with E-teaching only, while 8.4% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(83.00%) indicated that both methods were comparable. As for the third item "Assignments gives are easy to get achieved", 12.1% of the tested sample indicated that they were satisfied with E-teaching only, while 12.9% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(75.00%) indicated that both methods were comparable.

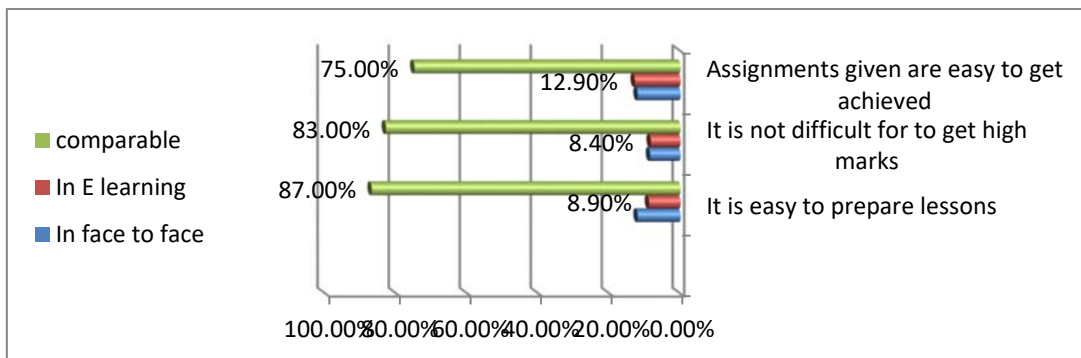


Figure 3. Teachers' levels of satisfaction with easiness regarding Face-to-Face vs. E-teaching

Regarding the fourth question "How are teachers satisfied with flexibility regarding Face-to-Face vs. E-teaching?", figure 4. shows teachers' levels of satisfaction with flexibility regarding Face-to-Face vs. E-teaching. As for the first item "My schedule is more flexible", 8.8% of the tested sample indicated that they were satisfied with E-teaching, while 7.7% indicated that they were satisfied with face to face learning. However the majority of tested teachers(83.5%) indicated that both methods were comparable. As for the second item "I can organize my teaching materials", 6.6% of the tested sample indicated that they were satisfied with E-teaching only, while 6.1% indicated that they were satisfied with face to face learning only. However the majority of tested teachers(87.3%)

indicated that both methods were comparable. As for the third item "I can work at my own pace", 11.1% of the tested sample indicated that they were satisfied with E-teaching only, while 8.3% indicated that they were satisfied with face to face learning only. However the majority of tested teachers (80.6%) indicated that both methods were comparable.

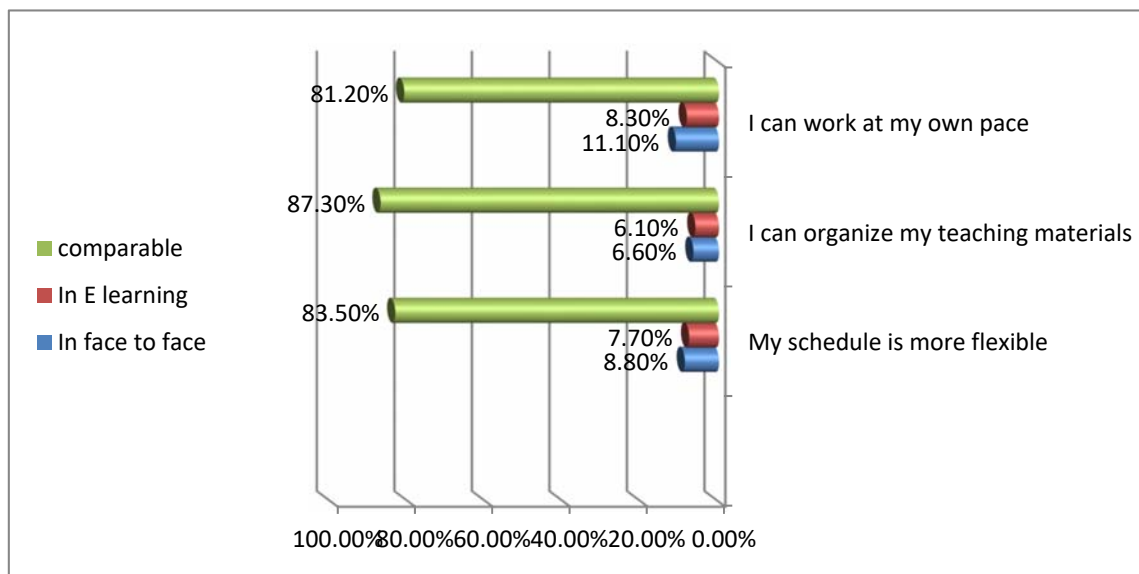


Figure 4. Teachers' levels of satisfaction with flexibility regarding Face-to-Face vs. E- teaching

8. Discussion

The aim was to investigate and assess teachers perspectives on using Face-to-Face vs. E-teaching post COVID-19 pandemic. The results of this study showed that teachers were satisfied with interaction with students, knowledge gained in both face-to-face vs. e- teaching, easiness regarding face-to-face vs. e- teaching, and flexibility regarding face-to-face vs. e- teaching.

And if one of the advantages of the (traditional) attendance education is the face-to-face meeting of the teacher with his students, which is a direct means of communication in transferring information and knowledge from the teacher to the learner, as the student can watch the teacher's movement and his feelings and feelings inside the class as well as the teacher watches the feelings and feelings of the students while delivering the lesson and their response to it. Therefore, we find that most learners, especially in the elementary stages, are affected by the teacher's words and personality more than their parents; Because they consider the teacher their role model and their spiritual father, e-learning and teaching, as a result of modern technology, has received great attention, which made it no less important than face-to-face education.

In terms of benefiting from the experience that universities have experienced as a result of the pandemic, it has become clear that digital education has become a strategic choice for every country that consciously appreciates the importance of the educational sector in the prosperity and development of society, and an indispensable alternative not in exceptional circumstances, as it is now. To face the

repercussions of the "Covid 19" pandemic, but also to build a new generation capable of benefiting from the data of the Fourth Industrial Revolution, and possessing the knowledge and skills that will enable it to engage in the jobs of tomorrow. In the end, we see that distance education can achieve its goals if the conditions are met for its success so that we can formulate appropriate scientific policies to deal with this future.

The pandemic has posed significant challenges in the day-to-day activities of education[20]. Distance education is not new. It has been known for decades in some developed countries. It has become an urgent necessity, especially in times of crises and the spread of epidemics that require social distancing. In 1892, the University of Chicago founded the first independent Department of Correspondence Education. In 1956, Chicago Community Colleges introduced television service in teaching through educational channels, and NYSES University is the first open American university established in response to the desires of learners to make higher education available to them through non-traditional methods. Thus, the trend towards "digital education" was not something strange, it was expected, but the "Covid 19" pandemic hastened its emergence and pushed it to the fore.

E-learning comes as a response to the explosion of knowledge, so the electronic medium is the link between the teacher and the learner so that the educational interaction takes place and the educational technology achieves the increase in the positive participation of students (modification) of digital education leads to the satisfaction

of the needs of the learners and brings the information closer to their reach in the easiest way.

E-learning provides the learner with the burdens of moving to classrooms and educational centers and bypassing the physical barriers that hinder the educational process. Modern technology provides a rich environment for the learner that allows him to freely think, experiment, and try and make mistakes without fearing the costly physical and moral consequences of practicing experimentation, and providing laboratories high cost.

9. Conclusion

It is not possible to dispense with the traditional (attended) education method or pattern. On the other hand, it is not possible to rely entirely on the method of e-learning, whether in schools or universities, because there are advantages that characterize each type of traditional education and e-learning. Rather, it can be said that the presence of in-person and e-learning in an educational institution, one is complementary to the other. This comes in line with many studies that indicate and emphasize the blended learning method, which is a form of education that uses e-learning through educational platforms, with attendance at the classroom at school or university, in order to ensure that the student is tested and evaluated formally and morally. In the flipped learning style or the flipped class, the possibility of integrating the attendance and e-learning style, where the teacher can meet, discuss, ask, test and his students face to face in the classroom and communicate with them electronically by preparing and planning an educational lesson sent in advance through the educational platform. Therefore, we find many results of studies that apply the flipped learning strategy as a type of blended education, and confirm that students' performance and educational levels are improving and increasing compared to other types of education, whether traditional or electronic.

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Education and Rehabilitation.

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