

The Reality of the Distance Learning Experience During the Corona Pandemic from the Point of View of Kindergarten Teachers

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Abstract

The study aimed to investigate the actual reality of the implementation of distance learning for kindergarten teachers during the Corona pandemic and to determine the most prominent advantages of distance teaching in the kindergarten stage. The researchers used the descriptive approach. The researchers built a questionnaire that was applied to a sample of (N=201) female teachers who were randomly selected from kindergarten teachers in Saudi Arabia. The results demonstrated that teachers use various strategies to teach, motivate and evaluate their students. The results also showed that teachers employ social communication methods to facilitate their communication with parents. Teachers reported that distance learning is a safe and secure strategy for children during emergencies. The researchers recommend encouraging other researchers to study methods of enhancing the positive aspects and overcoming the difficulties faced by teachers and children and conducting continuous evaluation studies of the effectiveness of distance learning for children.

Keywords

Distance learning - kindergarten - kindergarten teachers - Corona pandemic - synchronous education - asynchronous education

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Introduction

In response to the ramifications of the Corona pandemic, which has cast a shadow over all educational systems, most countries throughout the world have implemented distance education. Distance education is an educational system that aims to create an enriched interactive environment that complements academic content, fulfills its objectives, and improves learners' abilities (Antopolskaya, Zhuravleva, & Baybakova, 2017; Askar) The Saudi Ministry of Education realizes the role of kindergarten in the development of children's physical, psychological, social, and mental needs, so it created a curriculum based on scientific concepts (Masud, Ahmad, Jan, & Jamil, 2016) In 2020, The Saudi Ministry of Education launched "My Virtual School and Kindergarten" platforms to facilitate the educational process during the closure of schools (Antopolskaya et al., 2017) AD). However, more than 5 million children from public kindergartens, nearly 423 teachers, and more than one million parents have benefited from this application (the statistics of the Ministry of Education 20/21). Due to the novelty of the distance learning experience in the Kingdom and the scarcity of previous research in this area, the researchers aimed to investigate the reality of distance education as a new experience in education at the kindergarten level, to identify its positives as well as the challenges that teachers encountered in the implementation of distant learning. The results of this research may contribute to adding new knowledge to literature in this area. Educators may also benefit from the findings of the study in providing this new experience in teaching children Kindergarten.

Statement of Problem

The outbreak of the Corona pandemic has resulted in the closure of educational institutions at every level. To assure interaction between the learner and the curriculum, several countries throughout the world have turned to distance education and the development of e-learning platforms. Numerous studies have confirmed that female kindergarten teachers confront multiple technical, professional, behavioral, and structural challenges when dealing with educational platforms (Amer, 2021) one of the most significant obstacles being the teachers' need for competencies and skills (Almaiah, Al-Khasawneh, & Althunibat, 2020) in dealing with e-learning. Through the researchers' knowledge and their extrapolation of the contemporary reality, this topic was chosen as the focus of the research to identify the reality of the distance learning experience in the kindergarten stage from the teachers' perspective as a novel and pioneering experience in the field, and to reveal the advantages of this learning method in teaching children. Through answering the following questions:

1. What is the actual reality of the experience of kindergarten teachers in distance education during the Corona pandemic?
2. What are the advantages of the distance education experience in kindergarten from teachers' perspective?
3. What are the challenges faced by kindergarten teachers in distance education during the Corona pandemic?

Research Goals

The current study aimed to investigate the actual reality of the experience of kindergarten teachers in distance education during the Corona pandemic and to identify the most prominent advantages of distance education in the kindergarten stage. In addition to identifying the challenges faced by kindergarten teachers in using e-learning. The significance of this research lies in the topic it addresses which is the implementation of distance learning for the kindergarten stage, especially in an emergency, as the results of this research may contribute to improving the e-curriculum and the services provided by the ministry of education for this critical education stage.

Literature Review

Distance Learning

The outbreak of the Corona pandemic has led to a complete closure of schools and universities around the world forcing most countries to adopt distance education. It is defined as a field of education that focuses on the pedagogy, technology, and instructional systems to deliver education to students who are not physically "on-site" (Ali et al., 2021) where students can practice their learning beyond the limits of place and time (Al-Hussein, Mohammad, & Al-Zahrani, 2021) in an interactive learning environment (Almaiah et al., 2020) using contemporary technology. One of the most valuable methods of distance education is e-learning platforms which provide educational and training programs using images or video that allow learners to access learning at high levels (Shu & Gu, 2018) Self-learning is a modern successful learning strategy by which a learner can choose the courses he wants to study, engage in exclusively educational activities, and evaluate his learning (Basilaia & Kvavadze, 2020) Furthermore, kindergarten teachers can also involve parents in accessing the interactive electronic activities to provide integrated knowledge for their children or to evaluate their children's performance. Several types of distance learning are recognized by which are: *Synchronous Learning* where both sides of the educational process, the "teacher" and the "learner," must be present at the same time for the interactivity to work, and it is referred to as direct education. Chatting and video conferencing are examples of this sort. Asynchronous learning, also known as indirect education, does not require the teacher and the learner to be present at the same time (i.e. Search, E-mail). However, (Caturegli, 2021) claims that distance learning is the most important education system because it serves groups of people who can't access traditional education such as children with special needs. However, it lacks social and verbal communication, which can cause learners to become distracted, particularly those who are interested in smart devices and websites that are unrelated to academic content, as well as the lack of practical applications for some educational content in some courses, which can affect the acquisition process.

Kindergarten

Kindergarten is a critical stage in the educational system since a child's knowledge and behaviors in dealing with the community are created throughout his first five years (Jader; Stahl, McBride, & Elbeltagi, 2010). It is defined as a private social education institution that complements the function of the family, as it is concerned with raising children from 2-5 years before they enter the primary stage, to achieve their growth properly During the outbreak of the Corona pandemic, the Saudi Ministry of Education has established "My School and Virtual Kindergarten", an e-learning platform based on a constructive philosophy that incorporates both individual traits and children's abilities. It provides stimulating, instructional, and interactive content using visual interfaces (Tarek Abdelraouf Esmael, Sadek Hosny, Mostafa Kamal Sabry, & Morad Abdelmohsen, 2020), where teachers design interactive enrichment lessons that are commensurate with the skill of the kindergarten children. However, kindergarten teachers may confront several challenges in distance learning (Nero et al., 2018) (such as poor communications and Internet infrastructure, which prevents the teacher or child from fully benefiting from teachings via electronic platforms (Noor, Isa, & Mazhar, 2020) (In addition, there is a lack of prior training on how to use computerized educational platforms for all areas of the educational process, as well as a lack of teacher follow-up with students, particularly during lessons and activities. Distance learning for the kindergarten stage is based on two theories, namely,

Maslow's hierarchy of needs claims that people are motivated by five basic categories of needs: physiological, safety, love, esteem, and self-actualization (Rabeeh, Mentob, & Abdullah, 2020). And this theory can be applied in the current research, as teachers must consider the needs of children at this stage through activities that enhance the values of academic content, highlight their talents, and develop their abilities through social activities via distance educational platforms, considering the teacher's ability to apply Self-control of children's behaviors by communicating with parents and identifying methods that help them overcome these behaviors. Hull's motivation theory is based on reinforcement, which necessitates a reduction in motives, like the habit, in terms of whether it represents a behavioral change in the individual's behavior (Zhang & Lin, 2020) The theory applications can be benefited from through the teacher's ability to support

the correct behaviors of children through educational platforms, whether they are educational, motor, or skill behaviors with direct and indirect reinforcement, because early reinforcement of these behaviors turns them into habits that the child gets used to in his life.

Previous Studies

Several studies have addressed the effectiveness of e-learning and its impact on students' academic performance. (Francis, 2012) conducted a study to identify the effectiveness of distance learning compared to conventional learning in the Czech Republic, using the comparative descriptive approach. The study found that distance education affects the results of student achievement in general education stages in the Czech Republic as a result of the diversity of experiences provided and techniques used to enhance the course content. (Wani & Mehraj, 2014) identified the effectiveness of distance learning compared to direct education in the achievement of first-year secondary students in the Arabic language in Jordan, using the descriptive-analytical approach and the questionnaire as a tool, which was applied to (35) from Jubbah Secondary School for Boys by comparing their achievement in the Arabic language classes. Findings revealed that direct education achieved a large percentage of the objectives of the Arabic language course compared to distance learning. (Pregowska, Masztalerz, Garińska, & Osial, 2021) sought to reveal the reality of using distance education platforms in light of the Corona pandemic, to identify the obstacles facing the beneficiaries, and to present proposals that contribute to their improvement using the descriptive survey method. The researcher applied a questionnaire to (200) of those responsible for the My School and Kindergarten platform, the virtual portal, and the Al-Ain portal in the Ministry of Education, in addition to several students in the stages of public education in Saudi Arabia. The study found that several obstacles face male and female students in general education stages, especially primary and kindergarten, such as their insufficient knowledge of dealing with the platform and communicating with teachers through educational platforms. Using a descriptive-analytical method, (Zhang & Lin, 2020) examined the level of satisfaction of secondary school students with virtual education and online education by applying a questionnaire to (226) students in secondary schools and (15) teachers in a virtual school in the Midwest in the United States of America. The results showed that there are positive trends in virtual education, and the results also confirmed the importance of teaching based on the Internet from kindergarten to the twelfth grade. The results of (Gul, Khan, Mazhar, & Tahir, 2020) study demonstrated a positive impact of distance education in light of the Corona pandemic from the secondary school student's perspective. Where the researcher used the descriptive survey method to measure the study variables, which were applied to (167) students in the secondary stage in public schools in Jordan. The study, (Caturegli, 2021) aimed at revealing the level of schools' abilities to continue the educational process in light of the Corona pandemic through the use of educational platforms. in the state of Georgia. It was found that the weak motivation of children in the kindergarten stage in distance learning resulted from the school curriculum's lack of activities that enhance its concepts and skills. A descriptive survey study by Abdel Aziz & (Gul et al., 2020) revealed the approval of the study sample which consists of (568) academics and educators at Kuwait University and the Public Authority for Education the Ministry of Applied Education and the Ministry of Education stressed the use of virtual education as one of the most important solutions to confront the problem of disruption of studies during the Corona pandemic. It also suggests the need to reduce the content of academic courses to increase student absorption rates through electronic platforms.

conducted a study entitled "Kindergarten Teaching Practices in the Light of the Corona Pandemic", which aimed to identify the practices of teaching kindergarten during the Corona pandemic. A descriptive-analytical approach was used, and a direct interview was applied to (20) Pakistani kindergarten teachers. The results revealed that the lack of compatibility between professional development programs and the educational content provided to children hinders the kindergarten teachers from achieving the goals of the kindergarten education process. To reveal the most important challenges facing the application of e-learning in Libyan educational institutions in light of the Corona pandemic crisis, (Gul et al., 2020) conducted a study using the inductive and deductive approach. The results showed the lack of legislation, laws, and regulations necessary for the use of these electronic technologies, and the weak infrastructure necessary for this. In (Masud et al., 2016) study entitled "The most important challenges facing

kindergarten teachers with distance education in the city of Jeddah," the researcher used the descriptive survey method, and the questionnaire as a tool, which was applied to (300) public and private kindergartens teachers in Jeddah. The study concluded that Kindergarten teachers face many challenges in distance learning such as technical challenges, obstacles related to the child, and challenges related to the educational process. Prior research has stressed the relevance of distance learning as a strategic choice in the face of the Corona pandemic, as it contributes to ensuring the continuity of the educational process as intended, however, various challenges prevent the good implementation of distance learning in kindergarten. The current research is similar to previous studies in the method used, which is the descriptive survey method. On the other hand, this research differs from the study of (Basilaia & Kvavadze, 2020; Wani & Mehraj, 2014; Zhang & Lin, 2020) in the method used, where the studies used the descriptive-analytical method, and with which used the comparative descriptive approach, and the study of (Pregowska et al., 2021) which employed the inductive and deductive method, while the current research used the descriptive survey method. The current research differs from the study of (Noor et al., 2020) in the tool used, where the corresponding study used interviews, but this research used the questionnaire. The previous studies aided the researchers in developing an intellectual foundation for the subject of the study by evaluating the literature, the research problem, developing the research method, and interpreting the results. The current study differs from past studies in that it tries to reveal the reality of the distance classroom experience in kindergarten in light of the Corona pandemic, the roles and responsibilities assigned to teachers, the obstacles they confront, and solutions for overcoming them.

Methodology

The Research Method

The descriptive (survey) method was used as it studies the phenomenon as it is in reality; it accurately describes it, collects information, and then classifies and expresses it quantitatively and qualitatively; this leads to an understanding of the phenomenon's reality. As a result, it is the most suited scientific approach for the current investigation.

Research Limitations

The research was applied in the governorates of Al-Khobar, Dammam, Jubail, and Al-Ahsa in the Eastern Province, and Jeddah Governorate in the Western Region of the Kingdom of Saudi Arabia in the academic year 1441-1442 AH corresponding to 2020-2021 AD.

Population and Sample

The current research population comprises all kindergarten teachers in public and private kindergartens in the Kingdom of Saudi Arabia's eastern and western regions who used the distance education system during the academic year (2020-2021), participating in electronic groups of kindergarten teachers affiliated with kindergartens. Where the study sample consisted of (n=201) teachers who were selected by the simple random method. Teachers were divided into pilot sample (n=50) teachers, and basic sample (n=151) teachers (see Table 1).

Table 1

Distribution of the participants according to years of experience & qualification

Years of experience			Educational level		
Experience	Frequency	%	Education	Frequency	%
>5 years	54	26.87%	Diploma	20	9.95
5-10 years	89	44.27%	Bachelor's	1	89.05
< 10 years	58	28.86%	PhD	2	1.00
Total	201	100%	Total	201	100%

The demographic of the participants show that (179) of the female teachers (89.05%) hold Bachelor's degree, (20) of them (9.95%) obtained a diploma, while only (2) of them (1.00%) hold a Ph.D. Regarding their educational experience, (58) teachers (28.86%) are within the category

(< 10 years) experience, (54) of them (26.87%) have (>5 years) experience, where (89) teachers (44.27%) practiced education from (5 to 10 years).

Instrument: The researchers designed the questionnaire after reviewing the previous studies, it was utilized as a data collection method due to its relevance to the research aims, methodology, and society, as well as the difficulty in answering its questions. In its final form, the questionnaire consisted of three main sections and open questions to obtain quantitative and qualitative data on the reality of female teachers' practices in distance education. The first section includes the general data of the participants and an introduction to the research objectives, and a pledge to use them for scientific research purposes only. The second section includes 42 statements divided into four dimensions. The first dimension includes (13) items measuring the reality of using technology during distance education and the teacher's readiness to use technology. The second dimension consisted of (11) items that measure the teacher's instructional skills (the skill of preparing scientific content - the skill of class management - the skill of evaluating children). The third dimension contains (10) items describing the social and personal skills of the teacher during e-learning, including (skills for dealing with parents - skills for dealing with children - and skills to maintain security and safety) where the fourth dimension comprises (8) items that measure children's distance learning skills (Acquisition of academic skills - children's learning skills - social and personal skills for children). The questionnaire was presented in its initial form to (7) experts in the fields of child learning and education, measurement, and evaluation, to ensure the appropriateness of the vocabulary for the dimension and the clarity of the wording of the statements which obtained 95% agreement.

Instrument Correction Procedure

A 3-point Likert scale was utilized to obtain the responses of the participants using these responses (yes - to some extent – no) giving each of the responses a score (Yes (3) degrees, some extent (2) two degrees, no (1) one degree). Using the equitation. The following range was used: (1.00 – 1.67) No; (1.68-2.34) to some extent; (2.35- 3.00) Yes. The scale was calculated by using the following equation: (upper end of the scale (3) - the lower end of the scale (1) / Number of classes required (3) = 1.67 add to the end of each category. The length of the range was used to obtain an objective judgment on the average responses of the participants after processing it statistically. To check the validity and reliability of the research tool, it was applied to the pilot sample of (50) teachers from outside the research sample. The validity of the tool means making sure that it measures what it was prepared for and that it includes all the elements of the questionnaire. The internal consistency of the questionnaire was obtained by calculating the correlation coefficients between each of the items of each dimension and the total score for the same dimension as shown in Table (2).

Table 2

The internal consistency of the instrument

Dimensions	Items	Cronbach Alpha
Technology implementation	12	0.430-.740**
The teacher's instructional skills	12	0.459 - .750**
Teacher's social & personal skills	12	0.433-.745**
The child's learning skills	12	0.401 - .837**

The correlation coefficient for the items of the dimension was as follows, the first dimension ranged between (0.430 - ** 0.740), the second (0.459-** 0.750), the third (0.433 - **0.745), and the fourth (0.401-0.837). All these values are statistically significant at the level (0.05-0.01), which are high values indicating the extent to which each paragraph is related to its dimension, which indicates the consistency of the items of each dimension of the distance learning scale. Construct validity is considered one of the instruments validity ways that measure the extent to which the instruments' goals have been achieved. It shows the extent to which each of the dimensions of the questionnaire is related to the total score of the items of the questionnaire (see Table 3).

Table 3

Spearman's correlation coefficient

Dimensions	Correlation coefficient
Technology implementation	.861**
The teacher's instructional skills	.725**
Teacher's social & personal skills	.901**
The child's learning skills	.851**

*. Correlation is significant at the (0.05) level

**. Correlation is significant at the (0.01) level

The construct validity was verified showing that the values of Spearman's correlation coefficient ranged between (.725- .901), which are very high and significant correlation values at the level of significance (.05-.01). Therefore, all Scale dimensions are valid. The reliability of the instrument was validated by using Cronbach's Alpha (α) reliability coefficient, where the overall reliability ratio was (0.886), indicating a high degree of reliability so it can be applied.

Procedures

After verifying the validity and reliability of the questionnaire, and its validity for application, we applied it in the field by administering it electronically to kindergarten teachers. 151 questionnaire was retrieved. The Statistical Package for Social Sciences (SPSS) was used to obtain frequencies, percentages, Weighted Mean, Mean and Standard Deviation.

Results and Discussion

Results of the first question: "What is the actual reality of the experience of kindergarten teachers in distance learning during the Corona pandemic?"

The first dimension: The actual reality of educational practices in distance learning during the Corona pandemic. The descriptive analysis of the participants' responses was as follows:

1. The results of teachers' responses to distance learning methods during the Corona pandemic (see figure 1).

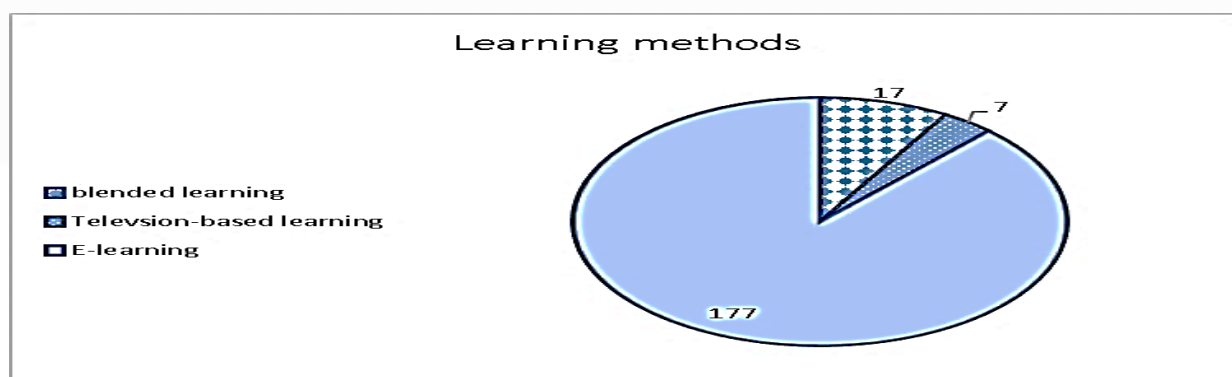


Fig.1.Teachers' learning methods

Pie chart (1) shows that (177) of the female teachers used the e-learning method with children during the Corona pandemic, (17) of them used blended learning, and only (7) teachers utilized television-based learning.

2. Results of teachers' responses to methods of communication with children

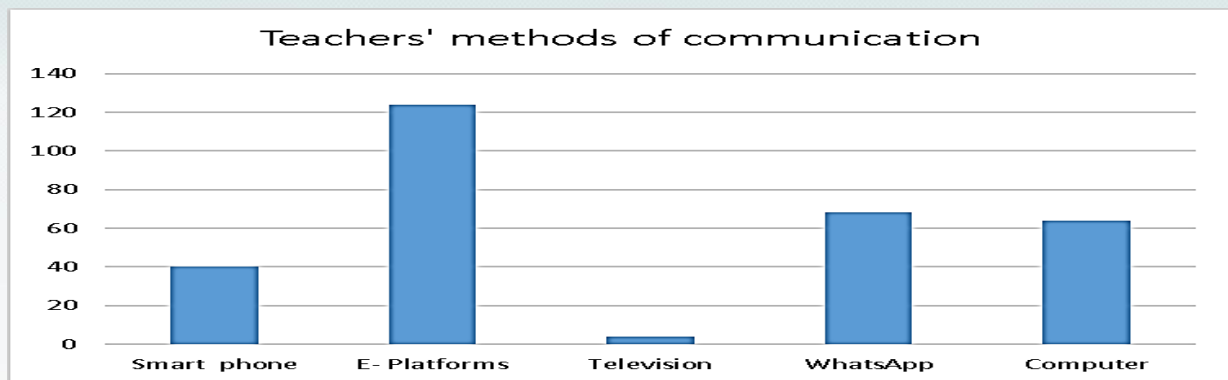


Fig 2. Teachers' method of e-communication during Corona pandemic

Figure (2) shows teachers' methods of communication with the students during education in the Corona pandemic. E-platforms were the most learning style used by teachers with a frequency of (124), (68) of the teachers used WhatsApp, and (64) teachers employed computer as a communication tool, while (40) teachers used smartphones to communicate with the child during the educational process during the Corona pandemic. The least used method was television as only (4) teachers used this learning method.

3. Results of female teachers' responses to e-content in distance education:

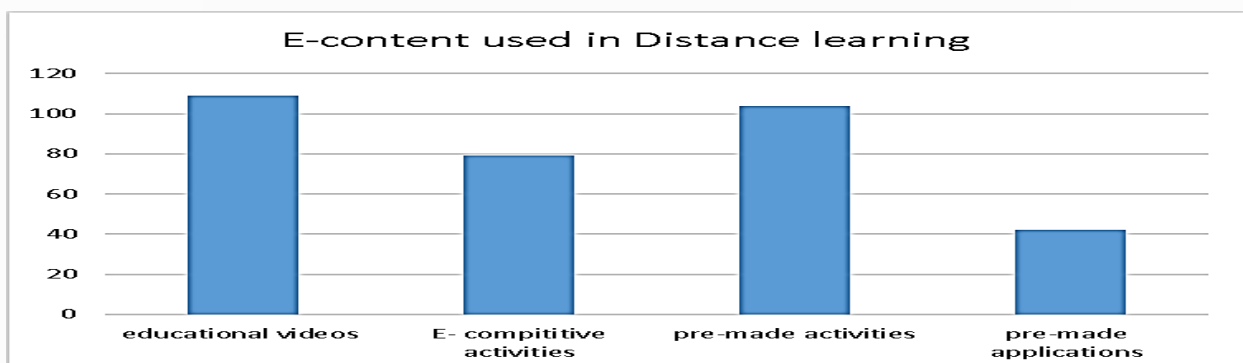


Figure 3. E-content used in distance education

Figure (3) illustrates that (109) female teachers used educational videos, (104) of them preferred to use pre-made activities in their instruction, (79) teachers preferred to use e-activities accompanied by competitions, while (64) of the teachers used pre-made presentations, few teachers (42) used ready-made applications.

The second dimension: Teaching skills and children's evaluation methods applied during distance learning:

Statements 1-6 represent the participants' responses regarding the teaching skills during distance learning. Teacher use of technology in communicating with students came first, followed by the program inclusion of activities that raise awareness about the Coronavirus, and distance learning has helped teacher's commitment to the teaching plan. In the fourth place came the statement which reads "teacher manages time effectively during the electronic class" followed by the teacher's ability to effectively present group activities such as the seminar and the last meeting. While teacher's ability to face emergencies during distance learning rank last.

Table 4

Participants' responses regarding the teaching skills during distance learning

N	Item	Freq %	Response			Mean	SD	Rank
			Yes	To some extent	No			
6	Is it simple for the teacher to use technological means to communicate with the students?	Freq. 102 % 67.5	44 29.1	5 3.3	2.65	0.546	1	
4	Did the program include any activities to raise awareness about the Coronavirus?	Freq. 104 % 68.9	38 25.2	9 6.0	2.63	0.596	2	
1	Did the teacher's dedication to the teaching plan improved as a result of distance learning?	Freq. 82 % 54.3	59 39.1	10 6.6	2.48	0.620	3	
2	Can the teacher properly manage time during the electronic class?	Freq. 97 % 64.2	38 25.2	16 10.6	2.54	0.681	4	
5	Can the teacher properly be presenting group activities such as the seminar and the most recent meeting?	Freq. 69 % 45.7	52 34.4	30 19.9	2.26	0.770	5	
3	Can the teacher deal with cases of emergency while providing distant education?	Freq. 54 % 35.8	81 53.6	16 10.6	2.25	0.635	6	

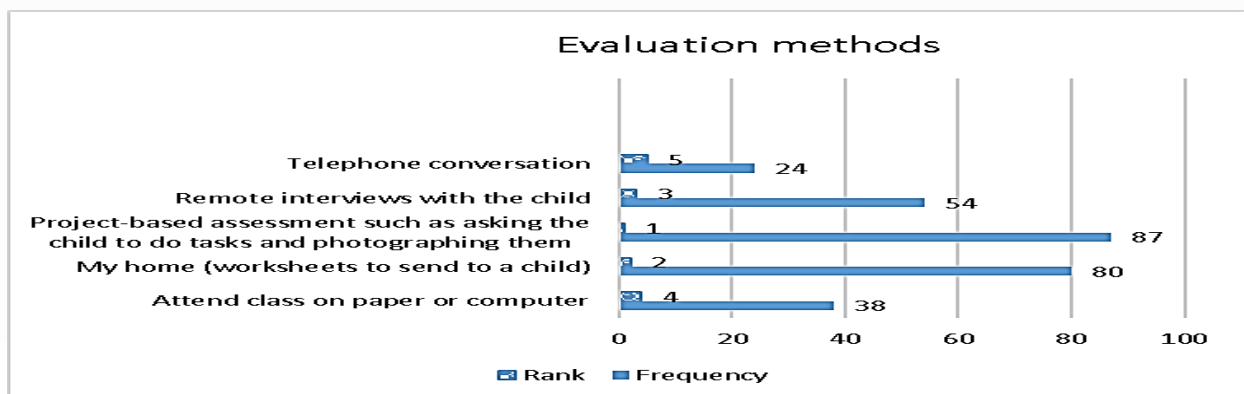
**Fig 4.** Children's evaluation methods used during distance learning

Figure (4) shows that 87 of the evaluation methods were project-based assessments in which the child is asked to perform a task and photograph it, 80 were of the assessment methods done at home (worksheets sent to a child), 54 were distance interviews with the child, and 38 were the presence in class on paper or a computer, where 24 of the assessment methods teachers followed during the Corona pandemic were through making phone calls.

The third dimension: The social and personal skills of the teacher during distance learning

Table 5 included items (10, 5, 9, 8, 4, 1, 3, 6) which represent the participants' responses regarding teachers' social and personal skills. The teacher's ability to communicate with parents faster during distance learning came in the first place followed by the teacher's ability to motivate children during distance learning. The contribution of distance learning in forming a good relationship between the children and the teacher ranked third followed by the teacher's ability to control class. The statement which reads "Can the teacher make the activities fun and lively?" came in fifth place followed by the teacher's ability to encourage children to participate positively. The

teacher's ability to attract children's attention ranked seventh, teacher's ability to deal with emergency conditions during distance learning came at the eighth place followed by the teacher's ability to control children's behavior. Where in the last place was the teachers' ability to communicate verbal and non-verbal (signals) in dealing with children during distance learning.

Table 5.

The social and personal skills of the teacher during distance learning

N	Items		Yes	To some extent	No	Mean	SD	Rank
10	Can the teacher communicate with parents faster in distance learning?	Freq. %	116 76.8	25 16.6	10 6.6	2.70	0.586	1
5	Can a teacher motivate children in distance learning?	Freq. %	100 66.2	47 31.1	4 2.6	2.64	0.535	2
9	Did e-learning contribute to the formation of a good relationship between children and the teacher?	Freq. %	97 64.2	38 25.2	16 106	2.54	0.681	3
8	Can the teacher control class?	Freq. %	81 53.6	63 41.7	7 4.6	2.49	0.587	4
4	Can the teacher make the activities fun and lively?	Freq. %	82 54.3	59 39.1	10 6.6	2.48	0.620	5
1	Can the teacher encourage children to participate positively?	Freq. %	72 47.7	70 46.4	9 6.0	2.42	0.604	6
3	Can the teacher attract children 's attention?	Freq. %	71 47.0	69 45.7	11 7.3	2.40	0.623	7
6	Can the teacher handle an emergency in distance learning?	Freq. %	69 45.7	52 34.4	30 19.9	2.26	0.770	8
7	Can the teacher control the students' behavior?	Freq. %	54 35.8	81 53.6	16 10.6	2.25	0.635	9
2	Can the teacher communicate verbally and nonverbally (signs) with children in distance learning?	Freq. %	44 29.1	78 51.7	29 19.2	2.10	0.690	10

The fourth dimension: Children's learning skills and the activities they learned

Table 6 shows that the participants' responses for the items of this dimension came in the following order (1, 2, 8, 4, 6, 5, 7, 3), indicating that statements read "children respond to the teacher's instructions" and "children benefit from the platform" came in two the first places. When the teachers were asked whether distance learning was useful for children, 44 teachers say "yes" while 29 said "No".

Table 6

Children's learning skills and the activities they learned during distance learning

N	Items	Freq. %	Responses			Mean	SD	Rank
			Yes	To some extent	No			
1	Can the children respond to the teacher's instructions in the e- classroom?	Freq. 102 % 67.5	44	29.1	5	2.65	0.546	1
2	Can children benefit from the platform's functions in communication?	Freq. 104 % 68.9	38	25.2	9	2.63	0.596	2
8	Does the child learn language activities during distance education?	Freq. 97 % 64.2	38	25.2	16	2.54	0.681	3
4	Does the child teach recreational activities during distance learning?	Freq. 81 % 53.6	63	41.7	7	2.49	0.587	4
6	Does the child learn motor activities during distance learning?	Freq. 72 % 47.7	70	46.4	9	2.42	0.604	5
5	Does the child teach storytelling activities during distance learning?	Freq. 71 % 47.0	69	45.7	11	2.40	0.623	6
7	Did the child learn math activities during distance learning?	Freq. 69 % 45.7	52	34.4	30	2.26	0.770	7
3	Was distance learning useful for children?	Freq. 44 % 29.1	78	51.7	29	2.10	0.690	8

The results of the second question: "What benefits do kindergarten teachers gain from using distance learning during the Corona pandemic?"

Regarding the benefits of distance learning, 115 participants see that one of the advantages of distance education during the Corona pandemic is its contribution to achieving security and safety for children, while (113) of them see that distance learning helped demonstrate the teacher's skills in using technology, and (100) of them believe it was a successful solution for the continuation of children's education during the Corona pandemic. Of the participants, (40) reported that electronic means are more attractive to the child than sensory means.

Results of the third question: What are the challenges faced by female teachers in the implementation of distance learning in kindergarten during the Corona pandemic from their perspective?

Table 7

The benefits of distance learning

Advantages of distance education during the Corona pandemic	Freq	Rank
A successful solution for continuing children's education during the Corona pandemic	100	3
Contributed to the safety and security of children	115	1
Contributed to the development of the child's ability to adapt to emergencies	79	6
Helped demonstrate the teacher's skills in using technology	113	2
Facilitated the use of child-friendly electronic learning and assessment strategies	69	8
Helped the teacher make time for her to get vocational training	70	7
Strengthened the social bond between the child and his family	83	5
strengthened the relationship between the child and kindergarten	40	11
It is more attractive to the child than sensory means	40	12
Helped families reassure their children	99	4
Contributed to increasing the linguistic outcome through the applications used	48	10
The child acquired a lot of scientific concepts	52	9

Table 8

Challenges face by kindergarten teachers regarding distance learning

Challenges	Freq.	Rank
Internet vulnerabilities	116	1
Teacher's use of technology	52	9
Obtaining electronic content	46	13
Training on the use of technology	48	11
Time to prepare content	72	5
Children's poor response to the teacher's instructions	54	7
Poor control of children during teaching	51	10
Difficulty identifying undisciplined children	42	15
Difficulty using educational platforms for children	48	12
Children can't focus in front of electronic screens for a long time	95	2
Difficulty in nonverbal education with children	36	16
Loss of self-control in a child	33	17
Not being able to come into direct contact with children	43	14
Not understanding the child's requirements during the lesson	29	19
Lack of understanding of the child's feelings and lack of dialogue with him	53	8
Poor internet in children	95	3
Weak experience of mothers in dealing with learning platforms	74	4
Lack of confidentiality in keeping information and data	22	20
Absence of children from the stage	68	6
Difficulties you encountered in evaluating children during distance education	32	18

Table 8 demonstrates that (116) of the participants perceive that among the challenges they faced in distance education during the Corona pandemic were challenges related to the weakness of the Internet Web, while (95) of them reported that it was difficult for children to focus in front of electronic means for a long time, and (95) of them say that children internet connection was weak. Furthermore, (22) of the teachers indicate that one of the issues they face is a lack of confidentiality in protecting information and data, which limits their confidence in technical safety while using remote education methods.

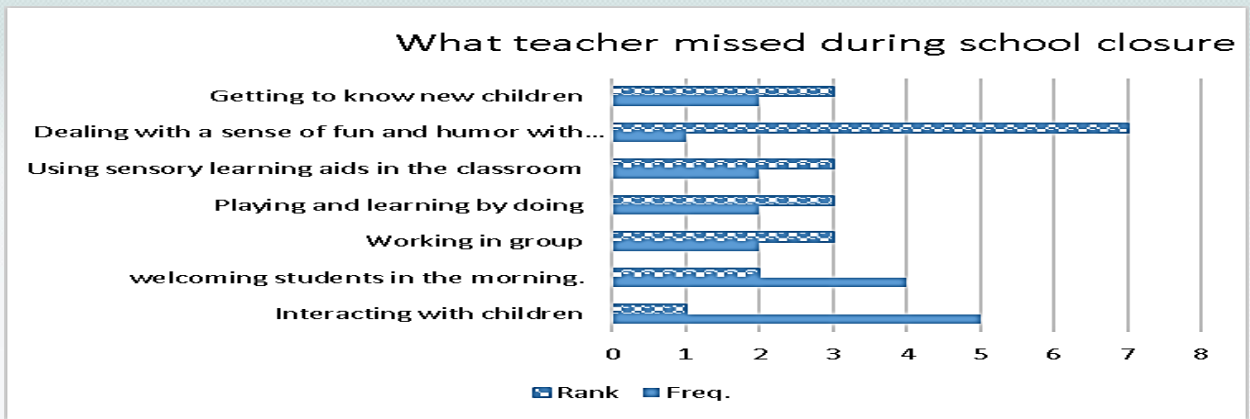


Fig 5. What teachers missed during the distance learning period

Table (11) indicates what the teachers missed out on their actual interaction with their students followed by missing welcoming their students in the morning which was reported by (4) participants.

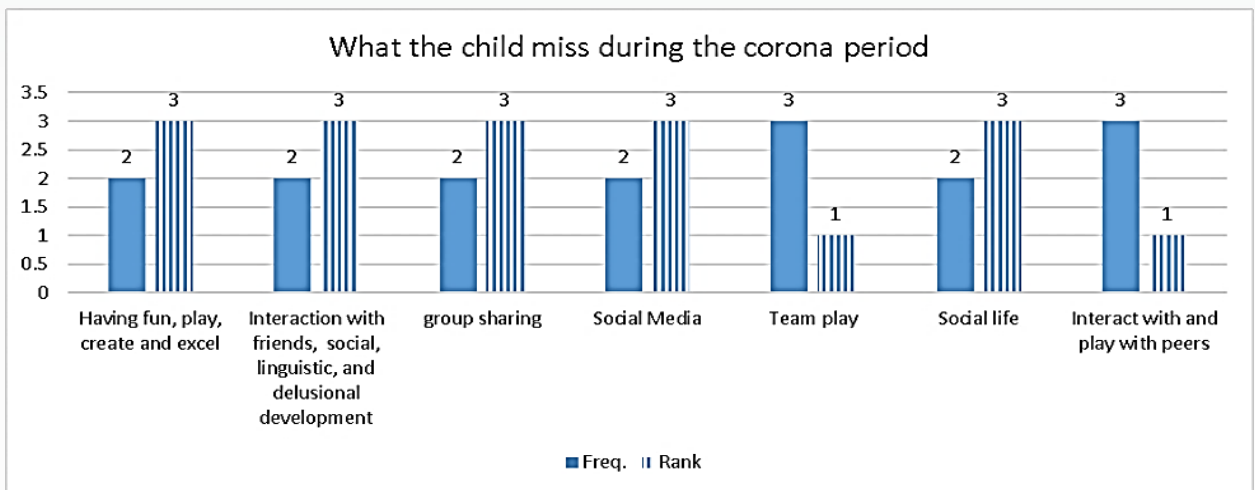


Fig 6. What children missed out from their teachers' perspective

The most important thing that the child missed out as reported by (3) participants was group play, as well as their interaction with peers, followed by their lack of social life. This result is consistent with the result of (Almaiah et al., 2020) which revealed that many obstacles facing male and female students in general education, especially primary and kindergarten, are represented in their insufficient knowledge of dealing with the platform and communicating with teachers through educational platforms.

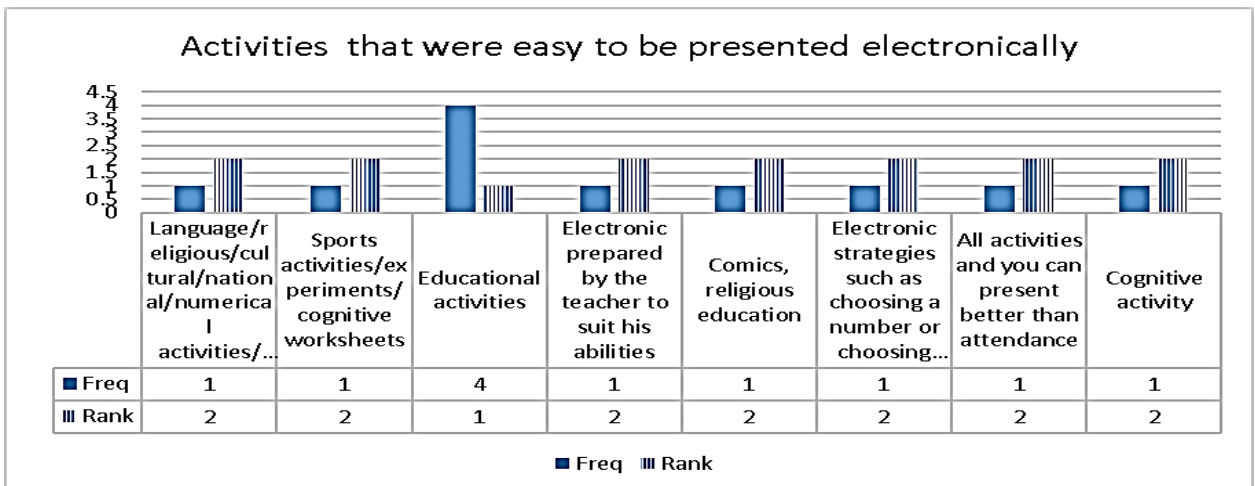


Fig 7. The activities that can be easily introduced to the child electronically

The data in Table 13 indicate that (4) participants see that the most prominent activities that can be easily used electronically to the child are educational activities.

Table 9

Activities that participants find difficult to present to children in distance learning

What activities did you find difficult to introduce to children from a distance?	Freq	Rank
Writing activities.	1	3
Persuading parents that the teacher has to keep an eye on their child during the learning process by using a camera	1	3
Not printing the worksheet out or doing them	1	3
Sensory and kinesthetic	1	3
Motor activities	5	1
Scientific activities	2	2
Language and math activities	1	3
Writing and leisure activities	1	3
As a child in the foundation stage, it is difficult to read and write skill activities	1	3

Concerning the activities that teachers find difficult to convey in distance learning, (5) teachers believe it is motor activities, and (2) teachers believe it is scientific activities.

Discussion

To answer the first question, which states: What is the actual reality of the experience of kindergarten teachers in distance education during the Corona pandemic? The results of this question are consistent with the result of (Zhang & Lin, 2020) that there are positive trends about virtual education and education via the Internet, and that at the student level, interaction with learning content was the only significant predictor of satisfaction, which was positively and significantly associated with teachers' adoption of educational roles. The results confirmed the significance of internet-based teaching from kindergarten to twelfth grade, while it differed with the findings of as their study was applied to secondary school students while the current study was applied to kindergarten students. As a result, the findings of this question were viewed as providing a variety and speedy means of interacting with parents. Furthermore, encouraging children through distant learning is still possible and was unaffected by the presence of children, and this result is compatible with Hull's motivation theory, which demonstrated the relevance of motivation in boosting motivation. According to the findings, the participants' most prevalent opinions highlighted their ability to contact parents more quickly during distant learning. This study demonstrates how distance learning allows teachers to profit from the benefits of technology in communication, making it easier for teachers to connect with parents more quickly during distance learning. There is no question that communication with parents is a major requirement for teachers to get parental support for their educational function, and this conclusion is compatible with Maslow's theory of needs, which states that need is the primary driver of conduct. Regarding the second question, which states: What are the benefits that kindergarten teachers gain through using distance learning during the Corona pandemic? The findings of this question are congruent with the findings of (Pregowska et al., 2021) study, which demonstrated the effect of distance education on student accomplishment outcomes due to the variety of experiences provided and methodologies used. It also agrees with the results of (Masud et al., 2016) study, which showed that there is a positive impact of distance education in light of the Corona pandemic from the perspective of secondary school students, and it also differs in terms of age group and that Miqdadi's study measures the secondary school students' perspectives. This finding is consistent with the findings of Abdel study, which identified virtual education as one of the most important solutions to the problem of study disturbance during the Corona pandemic, with the need to reduce the content of academic courses to increase student absorption rates via electronic platforms. It also agrees with the findings of the (Zhang & Lin, 2020) study, which found that there are positive trends in virtual education and Internet education and that at the student level, interaction with learning content was the only significant predictor of satisfaction, which was

positively and significantly associated with teachers' adoption of educational roles. The findings demonstrated the significance of internet-based education from kindergarten to twelfth grade. As reported, one of the benefits of using distance learning in kindergartens during the Corona pandemic was its contribution to the activation of modern methods of evaluating children; this is highlighted by the interest in the personal role of children, as evidenced by the children's implementation of the projects on which the child is asked to work and photograph. It also helped to demonstrate the teacher's technological abilities. The stimulus component for youngsters is undoubtedly the key factor highlighted by the mentioned benefits, which is congruent with the concept of Hull's motivation theory, which highlights the relevance of motivation in improving enthusiasm. As for the third question, what are the challenges facing kindergarten teachers in distance education during the Corona pandemic? The result of this question is consistent with the result of the (Masud et al., 2016) which showed that kindergarten teachers face many challenges in distance education, the first of which are technical challenges, then challenges related to the child, and challenges related to the educational process and the progress of its programs. The inability to achieve the possible benefit of distance education, especially, in the kindergarten stage, is due to the lack of female and male teachers employing the skills of using modern technology in the educational process due to the high costs of designing and producing educational software. It also aligns with the findings of Basiliaia and study, which revealed a lack of student enthusiasm in the kindergarten level in distance learning due to a lack of activities that increase the child's concepts and skills in the curriculum. It also aligns with (Al-Hussein et al., 2021; Ali et al., 2021) findings in that students do not know how to deal with and communicate with teachers through educational platforms. The results of this question concerning the challenges faced by female teachers in distance learning in kindergartens during the Corona pandemic attributed to technical challenges which represent the most prominent of what female teachers faced, and this is due to the amount of pressure on the Internet, especially during the implementation of distance learning, where it was not widely used as the preparations for using this method were not yet completed. While the teachers also struggled to keep the children's attention for lengthy periods, this is owing to the lively, dynamic nature of youngsters who resist staying in one location, which is difficult in distance learning settings.

Recommendations

Based on the findings of the study, it is suggested that the efficacy of distance kindergarten education be improved by addressing the issues that impede its effectiveness and undertaking a constant evaluation of the reality of the efficiency of distant kindergarten education. In addition to providing requirements that promote the success of distance kindergarten education and creating an atmosphere that supports the effectiveness of distance kindergarten education. The researchers suggest that future studies be conducted to determine the issues that kindergarten teachers have while using distance learning to reduce these hurdles. It is also suggested that efforts be made to remedy educational loss in terms of children's motor activities.

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