

Kindergarten Teachers' Attitudes Towards The Effectiveness Of Distance Education In Early Childhood In Light Of The Corona Pandemic

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Abstract

Aims: The study aimed to identify the attitudes of kindergarten teachers towards distance education in early childhood, and trying to highlight the most important challenges facing kindergarten teachers in positive interaction with children in light of distance education, and provide some suggestions that contribute to achieving this interaction. **Methods:** To achieve the objectives of the study, the descriptive approach was used, and to collect the data, a questionnaire was prepared to measure the kindergarten teachers' attitudes towards distance education, and it was applied to the study sample, which numbered 216 female teachers. At the level of "agree to some extent" from the point of view of the study sample, with a mean of 2.20. The degree of approval at the level of phrases ranged between agreeing and agreeing to a certain extent, and the degree of approval on the total axis of challenges facing the kindergarten teacher in distance education at the level of "agree" from the point of view of the study sample with an arithmetic mean 2.38, and the degree of approval of the total of proposals for developing the distance education experience was at the "agree" level, with a mean 2.81 on all statements at an agreeable level as the study of differences clarified. **Results:** In the responses of the study sample according to the variable years of experience, there are no statistically significant differences at the level of significance 0.05 whether with regard to the kindergarten teacher's attitudes towards the effectiveness of distance education or the challenges facing the kindergarten teacher in distance education, while there are significant differences in favor of the distance education group. From 10 to 15 years in the center of proposals to develop the distance education experience. **Conclusion and Recommendations:** The study recommended the development of educational activities and programs that are compatible with distance education in early childhood, assisting the child in self-learning and helping him to carry out tasks and assignments independently, as well as urging kindergarten teachers to use modern technologies and activating the use of e-learning and educational media in the kindergarten stage.

Keywords: distance education, kindergarten, early childhood, Corona.

Introduction

Since ancient times, the world has been exposed to a series of successive challenges and crises, represented by wars, epidemics and disasters, which posed a great challenge to humanity, which has suffered from its negative effects for many years, and the world today is suffering from the most severe types of epidemics, which has become known as the emerging epidemic of the Corona

pandemic (COVID19), which posed a challenge Great for all countries of the world in all aspects of health, economic, social and educational. The World Health Organization directed to address the spread of the pandemic (COVID19), so it encouraged the countries of the world to take a number of general protection measures, and to strengthen the capabilities of health systems and preventive measures to try to mitigate the spread of

the epidemic, and among the most important measures taken by most countries of the world are quarantine, and comprehensive closure, with Adopting epidemiological mitigation strategies as optimal steps to limit the spread of the epidemic. Although these measures had a positive impact in limiting the spread of the Corona epidemic, on the other hand, large sectors within societies were affected, especially the economic, social and educational sector (Alzahrah, 2020) [1]. The education sector is one of the sectors most affected by the pandemic, due to the closure of all educational institutions as a precautionary measure to prevent the spread of the epidemic, and because of the importance of the education sector and its link to achieving sustainable development and a comprehensive renaissance in other sectors, it was necessary to maintain its continuity by using the possible and available means, accordingly, the importance of employing technical and technological efforts to maintain the continuity of the learning process, as many countries of the world were forced to move from traditional education to distance education to ensure the progress of the educational process [2] (Rabaa, 2021), and distance education includes under e-learning as it is based mainly on the presence of the student in a place different from the place of the teacher, that is, the transfer of the educational program in the classroom to geographically dispersed places such as homes through electronic systems such as educational platforms [3] (Al-Shawmi and Ghazali, 2021). The importance of distance education is that it works to protect the student's right to learn and ensure the continuity of the educational process in all circumstances and conditions, and to enhance the principle of self-learning and the effectiveness of knowledge through easy access to information, and saving time for everyone, so the teacher does not need to give the same content repeatedly, and flexibility in The delivery of educational content and access to it by students, the multiplicity of sources of knowledge and not being limited to the book only, and the ease of communication with the teacher at any time and asking questions that he wants answers to, and it also helps to expand the scope of education and contribute to the immediate evaluation and identification of results and

correction of errors [4] (Awaysha, 2021). Kazim (2021) [5] explained that distance education has become an urgent necessity and an alternative to continuing education in conditions that impose physical distancing, as it came as a result of technological developments, especially after the educational process was directly affected by the development of artificial intelligence technology, and the information technology revolution that stormed the classroom and became an integral part Including, distance education and in light of the great technological development and with the spread of modern means of communication from a computer, the Internet, and multiple media, such as audio, image, and video, are means that allowed a large number of learners to receive education with ease and ease and with minimal effort. Despite the importance of distance education in the continuation of the educational process, the employment of distance education quickly and suddenly created a state of confusion in the educational systems and faced many challenges, as they were not sufficiently prepared to provide the necessary infrastructure for the implementation of distance education and the provision of computerized curricula. In a way that enables students to benefit from the distance education process optimally and in the best way and to obtain distinguished educational services of high quality, and it is not appropriate for all age stages, specifically students in early childhood and kindergarten who face great challenges in using technology in the learning process [2] (Rabaa, 2021). The early childhood stage is a purposeful educational stage that is no less important than the rest of the other educational stages, as it is a distinct educational stage, independent of its own, with its own educational philosophy, behavioral objectives and educational psychology. Acquisition of a lot of language and social skills and the formation of sound attitudes towards the educational process. The child is considered the main focus in all its activities. It always invites him to self-activities, develops the element of experimentation, trying and discovery, encourages him to play freely, and rejects the principle of coercion and coercion, but rather focuses on the principle of flexibility and creativity and renewal and inclusion [6] (Abusaa, 2014). The process of distance education by

electronic means is accompanied by many difficulties that constitute a challenge in achieving the requirements of the educational curriculum for each stage, especially in the kindergarten stage, where this type of teaching requires skill and experience, which are not sufficiently available to kindergarten teachers, in addition to that there are There is a lack of societal and institutional readiness to give full confidence to this type of education, and there is a difficulty in quality control of this new type of teaching and education, especially for young children in kindergarten [7] (Ezz al-Din, 2021)

The study problem

Despite the success achieved by distance education in all stages of education, the kindergarten stage still faces a set of challenges and difficulties to achieve positive interaction between the teacher and the child and between the child and his peers. The early childhood stage is characterized by movement and a love of exploration through nature and learning through the senses. Distance education in the kindergarten stage requires special skills and certain possibilities according to the specifics of this stage. The transition of the child from the stage of playing in the natural real space with his peers to a virtual reality leads in turn it has a profound effect on the psychological and emotional balance of the child. Distance education in early childhood is a major challenge for the teacher, the child and the family, so this study came as an important tool to reveal these challenges and try to find ways to confront them from the point of view of kindergarten teachers, and the current study attempts to answer the following questions:

- 1- What is the level of kindergarten teachers' attitudes towards distance education in early childhood in light of the Corona pandemic?
- 2- What are the challenges faced by kindergarten teachers in positive interaction with children in distance education in light of the Corona pandemic?
- 3- What are the proposals to achieve positive interaction for distance education from the point of view of kindergarten teachers in light of the Corona pandemic?

- 4- Are there statistically significant differences in the degree of kindergarten teachers' attitudes due to the variable (qualification - years of experience)?

Objectives of the study

1. Recognizing the attitudes of kindergarten teachers towards distance education in early childhood.
2. Highlighting the challenges facing kindergarten teachers in positive interaction with children in distance education, in light of the Corona pandemic
3. Reaching for some proposals that contribute to achieving the positive interaction of distance education in the early childhood stage in light of the Corona pandemic.
4. Studying the differences in the responses of the study sample members of the female teachers according to the variables (qualification - years of experience).

The importance of studying

1. The importance of the study emerges from the importance of the topic it addressed, which is distance education in early childhood
2. Determining the variables that can take a prominent role in the effectiveness of distance education in early childhood.
3. The results of this study add new scientific knowledge about distance education in early childhood, from which other researchers start conducting other studies.
4. The study contributes to diagnosing strengths and weaknesses in teachers' attitudes, which may represent a basis for developing and upgrading child preparation programs.
5. The results of this study help educators, planners and designers of educational and educational programs in early childhood to identify the reality of distance education at this stage, and the teachers' attitudes and satisfaction with them.
6. The results of the study may be useful in developing an educational and educational curriculum for distance learning that is compatible with the nature, characteristics and needs of the early childhood stage.
7. Activating the partnership between the kindergarten and the family in providing a positive interactive environment for distance education.

The limits of the study

The limits of the study are as follows:

Human limits: the current study was limited to kindergarten teachers

Spatial limits: the current study was limited to kindergartens in Najran city

Time limits: The study was applied in the first semester 2021-2022 AD

Objective limits: The current study was limited to kindergarten teachers' attitudes towards distance education in early childhood.

Terminology of study

Direction

It is defined as the response of individuals to a particular topic or idea, and these responses may be positive or negative and arise through individuals going through a particular experience [8] (Mohammed, 2015). It was also defined as a relatively stable acquired emotional readiness that determines an individual's feeling and behavior towards certain topics and includes a judgment of acceptance or rejection [9] (Ali, 2016). Attitudes are defined as a learned psychological or nervous preparation for a positive or negative response to people, things, situations, situations or symbols in the environment that this response provokes [10] (Al-Sorti, 2003).

Kindergarten teacher

She was known to be responsible for raising a group of children and bringing them up and taking their hand towards adaptation and growth, providing them with experiences and skills that are commensurate with their different characteristics at this stage [11] (Fakher, 2013). The kindergarten teacher is also known as a specialized teacher who is based on raising, educating, caring and upbringing children and provides them with experiences and skills in proportion to their characteristics, and contributes to the development of the child mentally, linguistically, behaviorally, emotionally and socially [12] (Al Saud, 2022).

Distance education

Distance education is defined as the process of transferring knowledge to the learner at his place of residence or work instead of the learner's transfer to the educational institution, and it is based on the delivery of knowledge, skills and educational materials to the learner through different technical media and methods, where the learner is distant or separated from the teacher or based on Educational process [13] (Al Hammami, 2020). Al-Awaisha (2021) [14] defines distance education as that method relied on in modern and non-traditional educational means, which depend mainly on the use of technology and modern educational means, as communication and communication tools and techniques that depend mainly on the Internet with the aim of delivering information to students in an easier and clearer manner than It stimulates the student to think and create. Distance education has also been defined as the delivery of educational materials to the learner through the use of interactive educational software, electronic networks, and smart devices to ensure physical distancing during the spread of the Corona virus, so that the learner can access this information at any time and place (Kazim, 2021) [5].

Early childhood

The early childhood stage was defined as the stage that extends from the second year of a child's life to the sixth year. During this period, the child's awareness of independence grows, the main features of his personality are defined, and he begins to rely on himself in his actions and movements with a great deal of confidence and spontaneity [15] (Al-Ghamdi, 2019).

Procedural definition

It is the stage that extends from two to six years, during which the child learns some basic skills such as language and some basics of using the computer and other smart devices.

Corona pandemic

The disease caused by the emerging coronavirus, SARS-CoV-2, was named by the World Health Organization (WHO) after the organization discovered this emerging virus on December 31, 2019, after a group of viral pneumonia cases were

reported in Wuhan, People's Republic of China (Mardiah, 2020) [16].

Previous studies

Madawi (2018) [17] study aimed to identify the attitudes of kindergarten teachers towards the use of digital learning and the degree to which they possess digital learning skills. The descriptive method was used with the help of a questionnaire that was applied to a sample of kindergarten teachers in Riyadh, the size of which was 120 teachers, and one of the most prominent results of the study is the presence of positive trends towards digital learning. And others got average ranks, as well as paragraphs that occupied lower ranks in terms of their averages. The study reached a set of recommendations, the most important of which was enriching the teacher preparation programs with courses related to e-learning and the use of computers and the Internet in education. Madani (2021) [18] conducted a study to identify the most important challenges facing kindergarten teachers in distance education during the spread of the Corona virus, and to collect data for this purpose, the researcher used a questionnaire on a random sample of kindergarten teachers in public and private schools. Several results were obtained, the most important of which was that one of the most challenges that teachers face is dealing with modern technologies. Al-Adham (2020) [19] conducted a study aimed at identifying the difficulties faced by the directors of kindergartens in Gaza governorate towards the use of electronic education in light of the Corona pandemic, and the results of the study showed that the directors of kindergartens in the Gaza region face difficulties in dealing with e-learning in light of the Corona pandemic to a large extent, and the study showed ways to reduce these difficulties, including educating the community about the importance of e-learning, and activating training courses for directors to develop their electronic skills. The study Foti 2020 aimed to describe the main objectives and conditions for distance education in kindergarten schools in the third region in the city of Athens, Greece during the period of school closure due to the Corona crisis (COVID-19). On a sample of kindergarten teachers whose size was 101 teachers, and one of the most important results

that was reached is the confirmation of the study sample that distance education is characterized by the ease of communication and use between teachers and learners, while the majority of the sample confirmed that despite the importance of education Remotely as a safe solution to the non-spread of the Corona virus, but it cannot replace real-life live education that promotes active interaction towards knowledge acquisition. Al-Nafei's study (2021) [20] aimed to identify the obstacles to teaching kindergarten during the Corona pandemic in the city of Taif from the point of view of the teachers, and it followed the descriptive approach, and used the questionnaire. Obstacles to teaching kindergarten in a medium degree, and general obstacles were in the first place, which came to a large degree, and the obstacles of teaching related to planning and then implementation came to a medium degree. The study recommended the need to prepare training programs to overcome the prominent obstacles to teaching among kindergarten teachers. The study (Suzana, 2020) [21] whose subject is distance education as a tool for learning in early childhood, attempted to identify the negative and positive effects of the Internet in early childhood, West Java, Indonesia, and one of the most important findings of the study: that the use of appropriate smart gadget technology for children as a means of distance learning can create an interactive and attractive environment, and the study found that excessive use of tools has many problems, including difficulty sleeping. The results also revealed that parents had difficulty providing smart devices for children at home and were subjected to a set of financial constraints to provide for the costs of distance education lessons. It appears from the previous presentation of the previous studies that they all dealt with distance education in early childhood and the extent to which teachers or children themselves have the skills of digital education. The current study differed in trying to identify the kindergarten teachers' attitudes towards the effectiveness of distance education in early childhood, and the current study agreed with some previous studies in the curriculum used and the study tool and differed with each other. The current study benefited from previous studies in the

theoretical literature, preparing a search tool and analyzing the results.

Methodological procedures of the study

After the study reviewed the theoretical framework, including the general framework of the study and previous studies, the study presents in the following a systematic presentation of the field study and its procedures, by presenting its approach, building and codifying the study tool, the study population and sample, and statistical treatment methods, followed by presentation, interpretation and discussion. The results obtained are as follows:

First: Study Methodology

The current study used the analytical descriptive approach to suit the subject of the study.

Second: the study tool

The field study used the questionnaire for the purpose of collecting data from the study sample. This tool was prepared in the light of the theoretical side of presentation and analysis of previous studies, and the specialized scientific literature in the field of study.

The two researchers arbitrated this tool, and ensured its validity by calculating the stability and internal consistency coefficients for it, as follows:

I- The validity of the study tool

The apparent validity of the questionnaire and the validity of the content were confirmed by presenting it to a group of arbitrators with expertise and experience in the field of study; In order to arbitrate it after reviewing the title of the study, its questions, and its objectives, the arbitrators were asked to express their opinions and observations

about the questionnaire's statements in terms of the suitability of the statements to the subject of the study, and their sincerity in revealing the desired information for the study, as well as in terms of the connection of each statement with the axis to which it belongs. The extent of the clarity of the expressions, their formulation, and the suggestion of ways to improve them by referring to deleting, keeping, or modifying the expressions, considering the scale's gradation, its suitability. Based on the opinions and observations of the arbitrators, some phrases were modified, and some phrases were also added and deleted so that the questionnaire became valid for application, and the questionnaire in its final form consists of three axes, the first: the kindergarten teacher's attitudes towards the effectiveness of distance education and includes 12 phrases, and the second: The challenges facing the kindergarten teacher in distance education, which includes 13 phrases, and the third: proposals for developing the distance education experience, which includes 8 phrases, and table (1) shows the description of the study tool. The study used a three-way Likert scal (agree - somewhat agree - not agree) to determine the degree of agreement of the study sample on each of the questionnaire statements.

2- Internal consistency of the study tool

After confirming the apparent validity of the study tool, it was field-applied to a pilot sample consisting of (50) parameters. The consistency of the study tool was identified by calculating the correlation coefficients between the degree of each statement and the degree of the axis to which it belongs, using the Pearson Correlation coefficient, table (1) shows the results of calculating the internal consistency of the study tool.

Table 1: the internal consistency of the study tool

The third axis: proposals to develop the distance education experience		The second axis: the challenges facing the kindergarten teacher in distance education		The first axis: the kindergarten teacher's attitudes towards the effectiveness of distance education	
correlation coefficient	paragraph number	correlation coefficient	paragraph number	correlation coefficient	paragraph number
**0.88	1	**0.89	1	**0.75	1

**0.85	2	**0.86	2	**0.74	2
**0.87	3	**0.89	3	**0.82	3
**0.82	4	**0.76	4	**0.83	4
**0.77	5	**0.83	5	**0.84	5
**0.78	6	**0.81	6	**0.41	6
**0.78	7	**0.80	7	**0.57	7
**0.83	8	**0.80	8	**0.52	8
		**0.83	9	**0.60	9
		**0.86	10	**0.76	10
		**0.72	11	**0.61	11
		**0.82	12	**0.61	12
		**0.75	13		

** Significant value at the level of significance 0.01, where the tabular value of the correlation coefficient is 0.36 at 48 degrees of freedom.

It is clear from Table (1) that all the expressions of the study tool are related to the axis to which it belongs with a statistically significant correlation coefficient at the level of significance 0.01, while the correlation coefficients ranged from 0.41 to 0.89, which confirms the internal consistency of the study tool.

3- The stability of the study tool

Reliability was calculated using Cronbach's alpha method, where the Cronbach's alpha coefficient is the most appropriate method for calculating the reliability of questionnaires and trend measures where there is a specific range of possible scores for each item or phrase, table (2) shows the reliability coefficients for the study tool.

Table 2: Reliability coefficients for the study instrument

stability level	Cronbach's alpha coefficient	number of phrases	The axis
high	0.89	12	Kindergarten teacher's attitudes towards the effectiveness of distance education
high	0.97	13	Challenges facing the kindergarten teacher in distance education
high	0.96	8	Suggestions for developing the distance education experience
high	0.92	33	Total Study Tool

It is clear from table (2) that the value of Cronbach's alpha coefficient for the stability of the study tool amounted to 0.92, and that the stability

coefficients for the axes of the study tool were all high; Where it ranged from 0.89 to 0.97, and the stability analysis indicates the good stability of the

questionnaire and thus confidence in the results of the field study and its generalization.

Third: the study population and sample

The field study aimed to identify the attitudes of kindergarten teachers towards distance education in early childhood in the city of Najran from their point of view, and therefore the study community is represented in the kindergarten teachers in the kindergarten administration in Najran, and their

number is 216 teachers, and the researcher distributed The questionnaire electronically on the target study population in December of 2021 AD, and the researcher obtained 115 complete responses, which represents a sampling percentage of 53.24% of the total study population, and the study sample can be described according to the initial characteristics (qualification - years of experience). As shown in table (3).

Table 3: Description of the study sample by qualification and years of experience

Percentage	the number	Variable
Qualification		
%85.22	98	Bachelor
%14.78	17	Master
Years of Experience		
%35.65	41	less than 5 years
%32.17	37	From 5 to 10 years
%14.78	17	to 15 years old 10
%17.39	20	From 15 years and
%100.00	115	Total study sample

It is clear from table (3) that the study sample according to the qualification variable included 98 from the bachelor's category with a percentage of 85.22%, and 17 from the master's category with a percentage 14.78%, and according to the variable of years of experience, the study sample had It included 41 from the category of less than 5 years with a percentage 35.65%, 37 from the category from 5 to 10 years with a percentage 32.17%, and 17 from the category from 10 to 15 years with a percentage 14.78%, and 20 from a group of 15 years and over with a percentage 17.39%, which reflects the proportionality with the characteristics of the sample and the characteristics of the study population.

Fourth: Statistical methods and treatments

Some descriptive and inferential statistical methods were used to analyze the responses of the study sample, which included the following:

- 1- **Frequencies and percentages of responses:** to detect the least and most frequent responses, the frequency of each response (agree - somewhat agree - disagree) was calculated as more expressive compared to the same frequencies.
- 2- **Arithmetic average:** to identify the average responses of the sample members, and through the value of the arithmetic average for each phrase or axis, the corresponding degree of approval (agree - somewhat agree - disagree) can be known, as shown in table (4).

Table 4: Judging the degree of approval in light of the arithmetic mean

The term	degree of approval

Negative phrases*	positive phrases	
From 2.34 to 3	From 1 to 1.66	not agree
From 1.67 to 2.33	From 1.67 to 2.33	somewhat agree
From 1 to 1.66	From 2.34 to 3	agree

* Note that the negative phrases are phrases Number (6, 7, 8 and 12) from the first axis.

The terms of each axis were also arranged according to the arithmetic mean of the degree of approval, and when the arithmetic means were equal, they were arranged according to the standard deviation from the lower values to the greater values.

3- Standard deviation: to determine the extent to which the responses of the sample members are dispersed around its arithmetic mean.

3- Mann-Whitney test: to identify the significance of the differences in the responses of the study sample according to the qualification variable (Bachelor/Master), and the differences between the categories are significant or statistically significant if the statistical significance of the calculated “Z” value is less than or equal to 0.05.

4- Kruskal-Wallis test: to test the statistical significance of the differences in the responses of the study sample according to the variable years of experience (less than 5 years/from 5 to 10 years/from 10 to 15 years/from 15 years and over), and the differences between groups are significant. Or statistically significant if the statistical significance of the calculated “H” value is less than or equal to 0.05.

6- Programs used in statistical treatments: The results of the study were analyzed using the Statistical Package for Social Sciences (SPSS), the twenty-fifth edition of 2017, and Microsoft Excel.

The nonparametric inductive methods represented by the Mann-Whitney test and the Kruskal-Wallis test were used to study the differences in the responses of the study sample according to qualification and years of experience, respectively, given that the Kolmogrove-Smirnov test showed that the distribution of scores for all axes does not follow the normal distribution.

Fifth: Presentation and analysis of the results of the study

The results of the field study are presented and analyzed by presenting and discussing the results of each of the axes of the study tool, and then studying the differences in the responses of the study sample according to the primary variables (qualification - years of experience), as follows:

The first axis: the kindergarten teacher's attitudes towards the effectiveness of distance education

Table (5) shows the frequencies, percentages, arithmetic averages, standard deviations, and the order of the phrases according to the responses of the study sample to the phrases of the kindergarten teacher's attitudes axis towards the effectiveness of distance education.

Table (5) Results of the study sample's responses to the kindergarten teacher's attitudes axis phrases towards the effectiveness of distance education

Ranking	Standard deviation	Arithmetic average	Degree of approval			The phrase	No
			Not agree	somewhat agree	agree		
5	0.72	2.47	15	31	69	I see that the distance education environment is a safe and flexible environment to face educational difficulties and challenges	1
			%13.04	%26.96	%60.00		
3	0.67	2.51	11	34	70	I think that the technology used in distance learning platforms is appropriate for the level of the child	2
			%9.57	%29.57	%60.87		
6	0.76	2.38	19	33	63	I see that distance education helps me to be creative and innovative in teaching methods	3
			%16.52	%28.70	%54.78		
8	0.84	2.02	39	35	41	I feel that distance education increases the motivation and enthusiasm for learning in the child	4
			%33.91	%30.43	%35.65		
7	0.77	2.29	22	38	55	I see that distance education develops the skills of self-learning and self-reliance in the child	5
			%19.13	%33.04	%47.83		
12	0.73	1.57	16	33	66	I feel that distance education reduces opportunities for positive group interaction and participation in children.	6
			%13.91	%28.70	%57.39		
10	0.80	1.78	27	36	52	I see that distance education negatively affects the development of the child's language and writing skills	7
			%23.48	%31.30	%45.22		
11	0.83	1.75	28	30	57	I find it difficult to be able to discern the individual differences of each child	8
			%24.35	%26.09	%49.57		

Ranking	Standard deviation	Arithmetic average	Degree of approval			The phrase	No
			Not agree	somewhat agree	agree		
4	0.71	2.50	14	30	71	I think that distance education saved a lot of effort and time for the teacher and the family.	9
			%12.17	%26.09	%61.74		
2	0.60	2.64	7	27	81	I see that distance education develops the child's technological skills	10
			%6.09	%23.48	%70.43		
1	0.58	2.69	7	22	86	I think that distance education contributed to activating the role of the family in educating the child and following up on his academic development	11
			%6.09	%19.13	%74.78		
9	0.78	1.83	26	43	46	I find it difficult to accept the adequacy of distance education as a substitute for traditional education	12
			%22.61	%37.39	%40.00		
—	0.44	2.20	The kindergarten teacher's total attitudes towards the effectiveness of distance education				

It is clear from table (5) that the degree of approval of the kindergarten teacher's total attitudes towards the effectiveness of distance education is at the level of "somewhat agree" from the point of view of the study sample with an arithmetic mean 2.20, and the arithmetic averages ranged for the degree of approval at the level of phrases From 1.57 to 2.69, that is, the statements came to somewhat agreeable level or agreeing with all of them. These results, which came (somewhat agree) can be explained due to the teachers' conviction of the importance of direct traditional education, and the fact that distance education is a new pattern for the kindergarten environment. This result is consistent with the findings of the study [22] (Foti 2020), which showed the confirmation of the majority of the study sample that despite the importance of distance education as a safe solution to the non-spread of the Corona virus, it cannot replace real education that promotes active interaction towards knowledge acquisition. These results also indicate

that all the positive statements came at an agreeable level, except for the two statements (4 and 5), which came at a somewhat agreeable level. The level, which can be explained by the fact that the child at a young age needs guidance from others, and self-reliance and self-learning is a skill that requires time to train the child. The approval of the phrase "I feel that distance education increases the child's motivation and enthusiasm for learning" came at a somewhat agreeable level, which can be explained by the fact that distance education is an unfamiliar pattern of child education, especially since the child's education depends more on the tangible reality. Therefore, the teachers see that distance education increases the child's motivation and enthusiasm for learning to somewhat agreeable level. This result is consistent with what was indicated by the study of [2] Rabaa (2021), which showed the difficulty of providing children with many skills that need direct education and which are difficult to acquire for the child through

distance education. As for the negative statements that came in the scale, the statement (6) “I feel that distance education reduces the chances of interaction and positive group participation in children” came at an agreeable level, and this can be explained, because distance education does not enable the child to directly participate with his peers, Rather, it is done through a virtual electronic platform that does not enable him to interact and participate collectively in real time and directly, while the other negative statements (7, 8, 12) were “somewhat agreeable”. It can be explained that statement (7) at this level “I see that distance education negatively affects the development of the child’s linguistic and writing skills, given that language and writing skills are direct skills that are formed through direct contact and mixing with others, correction and instantaneous follow-up”. These results are consistent with the findings of the Al-Adham study [19] (2020) that e-learning may prevent the child from group activities that shape his personality, which may reduce his acquisition

of many writing and language skills. It can also be explained that the two statements (8, 12) are at a somewhat agreeable level, “I feel difficulty in being able to distinguish the individual differences for each child,” and “I feel difficult to accept the adequacy of distance education as a substitute for traditional education,” because distance education Virtual education does not enable the teacher to follow the child directly and more accurately so that she can know the strengths and weaknesses of each child, and the kindergarten teacher is not accustomed to distance education in the kindergarten stage.

The second axis: the challenges facing the kindergarten teacher in distance education

Table (6) shows the frequencies, percentages, arithmetic averages, standard deviations, and the order of the phrases according to the responses of the study sample to the phrases of the axis of challenges facing the kindergarten teacher in distance education.

Table 6: The results of the study sample's responses to the expressions of the challenges facing the kindergarten teacher in distance education

ranking	standard deviation	Arithmetic average	degree of approval			the phrase	No
			Not agree	somewhat agree	agree		
11	0.79	2.23	25	38	52	Limited interactive activities accompanying the curriculum and serving the distance learning process for children.	1
			%21.74	%33.04	%45.22		
7	0.73	2.37	17	38	60	Poor achievement of some developmental, social, motor and sensory skills of the child.	2
			%14.78	%33.04	%52.17		
9	0.73	2.31	18	43	54	Difficulty in the momentary interaction between the teacher and the child during the presentation of lessons	3
			%15.65	%37.39	%46.96		

ranking	standard deviation	Arithmetic average	degree of approval			the phrase	No
			Not agree	somewhat agree	agree		
3	0.68	2.48	12	36	67	Children get bored of the long period of time for distance educational lessons	4
			%10.43	%31.30	%58.26		
4	0.68	2.47	12	37	66	The difficulty that parents face in controlling children to attend remote educational lessons	5
			%10.43	%32.17	%57.39		
2	0.63	2.53	8	38	69	The child is exposed to a lot of distractions of thinking and attention during distance educational lessons	6
			%6.96	%33.04	%60.00		
8	0.71	2.34	16	44	55	Difficulty in sensory and emotional communication between the teacher and the child	7
			%13.91	%38.26	%47.83		
1	0.59	2.57	6	37	72	Problems with the availability of devices to attend educational lessons and the weakness of the Internet	8
			%5.22	%32.17	%62.61		
12	0.81	2.06	34	40	41	The difficulty of building and designing interactive lessons that are attractive to the child that are compatible with distance education	9
			%29.57	%34.78	%35.65		
13	0.77	1.91	39	47	29	The teacher's lack of knowledge of computer skills and its applications in the distance education process.	10
			%33.91	%40.87	%25.22		
6	0.71	2.39	15	40	60	The many tasks and teaching loads for the kindergarten teache	11
			%13.04	%34.78	%52.17		

ranking	standard deviation	Arithmetic average	degree of approval			the phrase	No
			Not agree	somewhat agree	agree		
10	0.74	2.23	21	46	48	Poor computer skills for some children	12
			%18.26	%40.00	%41.74		
5	0.73	2.45	16	31	68	Inconsistency of the virtual classroom time in distance education with the time of the working mother	13
			%13.91	%26.96	%59.13		
—	0.53	2.34	Total challenges facing the kindergarten teacher in distance education				

It is clear from table (6) that the degree of approval of the total challenges facing the kindergarten teacher in distance education is at the “agree” level from the point of view of the study sample with an arithmetic mean of 2.38, and the arithmetic averages of the degree of approval at the level of phrases ranged from 1.91 to 2.57, that is, the statements came to the degree of approval of all of them at the level of agreeing or somewhat agree. These results indicate that most of the challenges axis phrases (2, 4, 5, 6, 7, 8, 11, 13) that face the kindergarten teacher in distance education are at the level of “agree” from the point of view of the study sample, and this can be explained That these challenges were imposed by the new experience of using distance education, which caused confusion in these aspects of the educational process, and the results of this study are consistent with the findings

of the Al-Adham study (2020), which showed that the directors of kindergartens in the Gaza region face difficulties in dealing with e-learning in light of the Corona pandemic. Also, the phrases (1, 3, 9, 10, and 12) in the challenges axis were at a somewhat agreeable level. This is consistent with the study of [20] Al-Nafei (2021), which showed that there are obstacles to teaching kindergartens in light of the Corona pandemic, to a moderate degree.

The third axis: proposals to develop the distance education experience

Table (7) shows the frequencies, percentages, arithmetic averages, standard deviations, and the order of the phrases according to the responses of the study sample to the axis phrases of proposals to develop the distance education experience.

Table 7: The results of the study sample's responses to the axis phrases of proposals to develop the distance education experience

ranking	standard deviation	Arithmetic average	degree of approval			the phrase	No
			Not agree	somewhat agree	agree		
7	0.54	2.73	5	21	89	Work on developing the teacher's skills in using devices and applications appropriate for the age group you are teaching	1
			%4.35	%18.26	%77.39		

ranking	standard deviation	Arithmetic average	degree of approval			the phrase	No
			Not agree	somewhat agree	agree		
6	0.51	2.75	4	21	90	Preparing and designing interactive lessons and teaching aids by specialists in early childhood education.	2
			%3.48	%18.26	%78.26		
5	0.42	2.81	1	20	94	Diversification of educational games and interactive activities that increase the child's enthusiasm	3
			%0.87	%17.39	%81.74		
3	0.40	2.83	1	18	96	Distribution of the number of children in the virtual classroom in proportion to the number of parameters	4
			%0.87	%15.65	%83.48		
4	0.43	2.82	2	17	96	Providing educational equipment for each child and strengthening internet networks	5
			%1.74	%14.78	%83.48		
2	0.37	2.86	1	14	100	encourage the family to work on creating the appropriate atmosphere for the education of the child	6
			%0.87	%12.17	%86.96		
1	0.36	2.87	1	13	101	Follow-up of absent and cut-off children, researching the causes and proposing solutions for that.	7
			%0.87	%11.30	%87.83		
3	0.40	2.83	1	18	96	Encourage parents to enable the child to be self-reliant in carrying out learning tasks and activities	8
			%0.87	%15.65	%83.48		
—	0.35	2.81	Total proposals to develop the distance education experience				

It is clear from Table (7) that the degree of approval of the total axis of proposals for the development

of the distance education experience is at the level of “agree” from the point of view of the study

sample with a mean of 2.81, and the arithmetic averages of the degree of approval at the level of phrases ranged from 2.73 to 2.87, meaning that the statements were all agreed upon at an agreeable level. These results can be explained by the kindergarten teachers' conviction of the importance of distance education as an important alternative to traditional education and its appropriateness in various changing circumstances and conditions, especially with the reality that societies experienced under the Corona pandemic and the social distancing measures imposed by the pandemic.

b- Examining the differences in the responses of the study sample according to the primary variables

Table (8) results of the study of differences in the responses of the study sample according to the qualification variable.

Statistical significance	"Z" value	"U" value	average rank	standard deviation	Arithmetic average	the number	Qualification	the term
0.47	0.73	741.00	57.10	0.46	2.19	98	Bachelor	Kindergarten teacher's attitudes towards the effectiveness of distance education.
			63.41	0.19	2.28	17	Master's	
				0.44	2.20	115	Total	
0.88	0.15	814.50	58.19	0.54	2.34	98	Bachelor	Challenges facing the kindergarten teacher in distance education
			56.91	0.46	2.32	17	Master's	
				0.53	2.34	115	Total	
0.00	2.81	521.50	54.82	0.37	2.78	98	Bachelor	Suggestions for developing the distance
			76.32	0.12	2.97	17	Master's	
				0.35	2.81	115	Total	

It is clear from table (8) that: **The first axis (kindergarten teacher's attitudes towards the effectiveness of distance education):** The value of

The differences in the responses of the study sample were studied according to the variables or the primary characteristics of the study sample (qualification - years of experience), and the results were as follows:

1- Studying the differences in the responses of the study sample according to the qualification variable

To study the differences in the responses of the study sample according to the qualification variable (Bachelor/Master) the Mann-Whitney test was used, and the results were as shown in table (8).

"Z" was 0.73 with a statistical significance of 0.47, which means that there are no statistically significant differences at the level of significance

0.05 in the responses of the study sample according to the qualification variable , where the highest averages were for a master's category with an arithmetic mean 2.28 and an average of ranks 63.41, and the lowest averages were for a bachelor's category with an arithmetic mean 2.19 and an average of ranks 57.10, which reflects the convergence between the average responses of the two categories regardless of the degree of qualification, and this can be explained by The nature of the training that female teachers receive of different educational qualifications, as they receive the same training programs related to the importance of employing electronic education in the kindergarten stage, which is consistent with the study of Al-Arifi and Al Saud (2022) [12], which indicated that there are no statistically significant differences in the attitudes of kindergarten teachers towards The use of some Arab iPad applications according to the educational qualification.

The second axis (the challenges facing the kindergarten teacher in distance education): The value of "Z" was 0.15 with a statistical significance of 0.88, which means that there are no statistically significant differences at the level of significance 0.05 in the responses of the study sample according to the qualification variable , where the highest averages were for a bachelor's category with a mean of 2.34 and an average of ranks 58.19, and the lowest averages were for a master's class with an arithmetic mean 2.32 and an average of ranks 56.91, which reflects the convergence between the average responses for the two categories, regardless of the degree of

qualification, and this can be explained by the fact that Kindergarten teachers in the early childhood distance education experience are subject to the same challenges they face, regardless of their degree of qualification. As for the qualification, which was in favor of the higher educational qualification of the university.

The third axis (suggestions for developing the distance education experience): The value of "Z" was 2.81 with a statistical significance of 0.00, which means that there are statistically significant differences at the level of significance 0.05 in the responses of the study sample according to the qualification variable, and it was higher The averages for a master’s category had an arithmetic mean 2.97 and an average of 76.32 and the lowest averages were for a bachelor’s category with an arithmetic average 2.78 and an average of 54.82, and this can be explained due to the impact of the academic qualification on the personality of the teacher, who appoints her in research and access to international studies and experiences, and a suggestion Methods and strategies for developing the distance education experience.

2- Studying the differences in the responses of the study sample according to the variable years of experience

To study the differences in the responses of the study sample according to the variable years of experience (less than 5 years / from 5 to 10 years / from 10 to 15 years / from 15 years and over) the Kruskal-Wallis test was used, and the results were as shown in table (8).

Table 9: Results of the study of differences in the responses of the study sample according to the variable years of experience

Statistical significance	"H" value	Average rank	Standard deviation	Arithmetic average	The number	Qualification	The term
0.63	1.72	53.21	0.42	2.14	41	less than 5 years	Kindergarten teacher's attitudes towards the effectiveness of distance education.
		60.19	0.36	2.25	37	From 5 to 10 years	
		64.76	0.61	2.25	17	From 10 to 15	
		58.03	0.45	2.21	20	From 15 years and	
			0.44	2.20	115	Total	

Statistical significance	"H" value	Average rank	Standard deviation	Arithmetic average	The number	Qualification	The term
0.31	3.61	58.11	0.55	2.33	41	less than 5 years	Challenges facing the kindergarten teacher in distance education
		60.93	0.46	2.40	37	From 5 to 10 years	
		65.24	0.59	2.43	17	From 10 to 15	
		46.20	0.53	2.15	20	From 15 years and	
			0.53	2.34	115	Total	
0.05	7.84	51.65	0.42	2.74	41	less than 5 years	Suggestions for developing the distance education experience
		63.54	0.28	2.88	37	From 5 to 10 years	
		70.44	0.19	2.93	17	From 10 to 15 years old	
		50.20	0.40	2.73	20	From 15 years and	
			0.35	2.81	115	Total	

It is clear from table (9) that: **The first axis (kindergarten teacher's attitudes towards the effectiveness of distance education):** The value of "H" was (1.72) with a statistical significance of 0.63, which means that there are no statistically significant differences at the level of significance 0.05 in the responses of the study sample according to the variable years' Experience, where the highest averages were for a category of 10 to 15 years with an arithmetic mean 2.25 and an average of ranks 64.76, and the lowest were for a category of less than 5 years with an arithmetic mean 2.14 and an average of ranks 53.21, which reflects the convergence between the averages of the responses of the categories, no matter what. Their years of experience have reached, and this can be explained by the fact that female teachers have had positive attitudes towards e-learning methods through their attendance of training courses and enrichment programs on e-learning methods and strategies, whether they are students in higher education or kindergarten teachers. Female teachers towards the effectiveness of distance education in early childhood, which is consistent with the study of Al-Thaqafi (2021) [23], which indicated that there are no statistically significant differences in the attitudes of male and female teachers of Islamic education towards distance education using the Madrasati platform. Electronic is attributed to years of experience. It also agrees with the study of

Al-Arifi and Al Saud (2022) [12], which indicated that there are no statistically significant differences in the attitudes of kindergarten teachers towards the use of some Arabic iPad applications according to the years of experience.

The second axis (the challenges facing the kindergarten teacher in distance education): The value of "H" was 3.61 with a statistical significance of 0.31, which means that there are no statistically significant differences at the level of significance 0.05 in the responses of the study sample according to the variable years' Experience, where the highest averages were for a group of 10 to 15 years with an arithmetic mean 2.43 and average ranks 65.24, and the lowest averages were for a group of 15 years and over with an arithmetic mean 2.15 and average ranks 46.20, and this can be explained that kindergarten teachers, regardless of their experience, are subject to For the same challenges in the experience of distance education in early childhood, and this result contrasts with the results of the Madani study (2021) [18], which indicated that there are statistically significant differences in the challenges faced by the kindergarten teacher in distance education, in terms of experience, which came in favor of those with experience of 10 years or more.

The third axis (suggestions for developing the distance education experience): The value of "H" was 7.84 with a statistical significance of 0.05, which means that there were statistically significant differences at the level of significance 0.05 in the responses of the study sample according to the variable years of experience. The highest averages were for a category of 10 to 15 years with a mean of 2.93 and an average of ranks 70.44, and the lowest averages were for a class of 15 years and over with a mean of 2.73 and an average of ranks 50.20, and this can be explained to the role of years of experience gained by the teachers through their work in the field. In providing visions and suggestions, as well as touching them on the important methods and needs in developing the distance education experience.

Summary of the study results

The field study on kindergarten teachers' attitudes towards distance education and the challenges and proposals related to it in early childhood in the city of Najran revealed a set of results, the most prominent of which are the following:

- The degree of approval on the total axis of the kindergarten teacher's attitudes towards the effectiveness of distance education came at the level of "somewhat agree." from the point of view of the study sample, with an arithmetic mean (2.20), and the degree of approval at the level of phrases ranged between agreeing and somewhat agree.
- The degree of approval of the total axis of the challenges facing the kindergarten teacher in distance education came at the level of "agree" from the point of view of the study sample with a mean of (2.38), and the degree of approval at the level of phrases ranged between agreeing and agreeing to some extent.
- The degree of approval of the total axis of proposals for developing the distance education experience is at the level of "agree" from the point of view of the study sample, with a mean of (2.81), and the degree of approval of all statements is at an agreeable level.
- The study of the differences in the responses of the study sample according to the qualification variable (Bachelor/Master) using the Mann-Whitney test showed that there are no

statistically significant differences at the level of significance (0.05) both with regard to the kindergarten

- Teacher's attitudes towards the effectiveness of distance education or the challenges facing the kindergarten teacher in distance education, while there are significant differences in favor of a master's class in the axis of proposals to develop the distance education experience.
- The study of the differences in the responses of the study sample according to the variable years of experience (less than 5 years / from 5 to 10 years / from 10 to 15 years / from 15 years and over) using the Kruskal-Wallis test showed that there are no statistically significant differences at the level of Significance (0.05) whether with regard to the kindergarten teacher's attitudes towards the effectiveness of distance education or the challenges facing the kindergarten teacher in distance education, while there are significant differences in favor of a group of 10 to 15 years in the axis of proposals to develop the distance education experience.

Study recommendations

- Work to provide suitable learning environment for the application of e-learning in kindergartens and strive to integrate traditional education with e-learning.
- Overcoming the difficulties that limit the use of kindergarten teachers for e-learning and distance learning in their teaching.
- Developing educational activities and programs that are compatible with distance education in early childhood, assisting the child in self-learning and helping him to carry out tasks and assignments independently.
- Establishing training courses for kindergarten teachers in the field of employing e-learning and strengthening the teachers' attitudes towards it in the field of teaching methods, examples and educational applications.
- Strengthening the relationship of the kindergarten with the family and strengthening the means of communication between them.
- Developing teaching methods and strategies in kindergartens.

- To encourage kindergarten teachers to use modern technologies and activate the use of e-learning and educational media in the kindergarten stage.
- Benefiting from international experiences in distance learning in early childhood, and developing special educational methods and strategies for this stage.

Study suggestions

- Conducting a study (evaluation of the performance of kindergarten teachers in light of the distance education experience).
- Conducting a study on (the attitudes of parents of Riyadh children towards the effectiveness of distance education in early childhood).

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