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Difficulties Faced by English Teachers in e-learning: A Comparative Study among Teachers of Palestinian and the Occupied Palestinian Territories Schools

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ABSTRACT

This comparative paper has made a number of significant contributions to the field of e-learning. The paper explored the difficulties of using e-learningamong teachers in Palestine and Occupied Palestine Territories. This paper is based on four questions andfourhypotheses were formulated.For data collection, the researchers used a questionnaire.The Statistical Package for the Humanities (SPSS V. 23)is used for analyzing the data.Our results go beyond previous reports, showing that teachers in both areas face tremendous difficulties related to the student themselves and the subject itself. However, our results are opposite to the findings of the study of Al-Subaie (2017) and Al-Harash, Mufleh, and Al-Dahon (2010), which showed that the difficulties related to hardware and software are the most noticed obstacles.Planned comparisons also revealed thatthere are no differences in the degree of teachers' use of e-learning.Even though we did not replicate the previously reported studies in 2020 and 2021, our results state that there were differences due to the place variable in favor of West Bank teachers.The paper recommends teachersreduce the burdens in the classroom to encourage students to focus during e-learning. Future investigations are necessary to validate the kinds of conclusions that can be drawn from this study. Future studies could fruitfully explore this issue further by conducting a study on teachers' competencies related to e-learning between the aforementioned areas.

Key Words: English teachers; e-learning; teaching difficulties; Occupied Palestine Territoriesschools; Occupied Palestinianschools,burdens; and Covid-19.

INTRODUCTION AND LITERATURE REVIEW

The phenomenon of e-learning has been widely observed in Palestine.In 2020, education was thrown into disarray by the outbreak of the Coronavirus, and as a result of the epidemic's widespread spread, countries around the world decided to close educational institutions. A major change was shifting the burden of school education back to the family after a long period of it being shifted to school institutions.

According to UNESCO,138 countries have closed or partially closed their educational institutions, including schools, affecting over 1.4 billion pupils globally (Ghanayem, 2020).Mahmoud (2020) explains how the educational process is producing uncertainty among students and those in charge of education. According to Ghaneim (2020), the effects of

the pandemic on education and students are significant, including educational losses, high drop-out rates, educational inequality, especially among poor students.

Kenawy (2020) added that the countries most affected by the pandemic are those with low learning outcomes and high dropout rates and that long-term school closures will impact students' access to fewer opportunities to learn at home. In addition, the financial burden on parents is caused by students staying out of school for an extended period of time, Also, challenges of finding adequate childcare for their children while they work outside the home. The pandemic has also resulted in accelerated educational curricula that do not meet the basic educational needs of students to acquire essential skills, as the majority of these curricula require students to sit and watch videos, read cartoon files, or listen to presentations, which causes boredom and keeps students away from school.

Additionally, the pandemic has produced accelerated educational curricula that do not meet the basic educational needs to acquire vital skills, as the majority of these curricula require students to sit and watch videos, read cartoon files or presentations, which raises boredom in the hearts of students and keeps them away from education.

According to Jared and Atallah (2020), the Corona pandemic, which prompted the shift to distance education, has caused students to perceive distance learning as insufficient, resulting in varying degrees of seriousness in receiving knowledge through e-learning, as they see the academic burden as a result. This added to their psychological stress, as they explained that they "don't know what to do, or how to study," in addition to the psychological pressure that came with sitting at home for extended periods of time. Technical training, on the other hand, is insufficient to handle the obstacles of e-teaching because some challenges are beyond the teachers' ability to overcome. For example, it was discovered (Setyawan&AryatiPrasetyarini, 2020) that students' poor internet connectivity impedes the progress of educational activities since it causes students to be slow to respond to online learning activities and inhibits teachers' ability to assess students directly.

Similarly, Pham et al., 2015 discovered that a lack of IT competency and communication, as well as a lack of ICT facilities, large classes, a heavy teaching load, a lack of technical support, and a lack of support from relevant authorities. The aforementioned impede the use of information and communication technology in education, and thus e-learning. Given the requirements of e-learning in the West Bank, we find many difficulties and obstacles that prevent its effectiveness.The most notable of which is the lack of school infrastructure and information and communication technology skills (Sabah et al., 2020). Schools in the West Bank generally lack computer labs, adequate computers, and equipment (Hanawi and Najm, 2019).

Dr. Abu Asba believes that "the Ministry of Education recorded a catastrophic failure in the experience of the distance education system, both terms of unpreparedness at the country level and lack of computing projects in Arab schools, or the digital divide between teachers and parents on the one hand, and on the other hand, it has qualified schools with their administrative, educational, and student cadres to adapt education and technology" (Najjar, 2006).

It is clear from the precedence of introducing and integrating computerization into education in Arab schools in Israel that they still face many of the same problems and obstacles as the reality of education and its difficulties in the West Bank. These facts prompted the researchers to conduct a more in-depth study and compare the reality of school e-learning in the West Bank and Arab schools in Israel. Moreover, the prospect of finding answers to similar challenges in both environments, as well as benefiting from their experiences to enhance e-learning quality.

The statement of theproblem

The current study seeks to conduct a comparative study on the difficulties facing English language teachers in Palestinian schools and the occupied Palestinian territories at the basic stage in light of e-learning.

The study questions

1. What are the difficulties that English language teachers in primary schools face in e-learning?

2. Are there differences in the difficulties that English language teachers face in primary schools in e-learning between Palestinian schools and the occupied Palestinian territories?

3. Do teachers have different perceptions of the difficulties that English language teachers face in primary schools in e-learning related to some demographic characteristics?

4. What are the teachers' perceptions of the mechanism of overcoming the difficulties they face in this education?

The importance of the study

1. The study is useful for teachers in helping them to identify the methods and means that enable them to overcome the problems that hinder effective e-learning. These problems require teachers to plan, cooperate and integrate roles between them and the school administration as well as parents, to reduce their effects on the students' scientific future.

2. The results of the study are useful for local community bodies, as these bodies, with their different roles in the education sector, will be an important supporter and helper in reducing the effects of the transition to e-learning through their contribution to curricular and extracurricular activities in schools and in the local community.

3. Determining the aspects of material and moral support that the various parties can provide to facilitate the educational process with the least possible number of problems.

Methodology

The descriptive-analytical approach will be used, which is the approach that is based on describing a specific phenomenon and collecting information about it, and this requires impartiality during the description, as well as a case study and comprehensive survey or sample survey.

Population and sample

The study complex will consist of primary school English teachers in Palestinian schools and schools in the Occupied Palestinian Territories.A convenient sample was selected that included approximately (50) English language teachers who teach in primary schools in the West Bank and the same English language teachers in Palestinian schools in the occupied territories. The following table shows the distribution of the sample of participants according to their demographic variables.

		Number	Percentage
Place	West Bank	31	62.0%
	Occupied Territories in 1948	19	38.0%
Gender	Male	7	14.0%
	Female	43	86.0%
Qualification	Diploma	3	6.0%
	Bachelor's	31	62.0%
	MA & higher	16	32.0%
Experience	0-5 years	19	38.0%
	6-10 years	7	14.0%
	More than10 years	24	48.0%

It is clear from the above table that 62% of the participants are teachers in West Bank schools, while the percentage of teachers participating in the study could work in the schools of the occupied Palestinian territories was 38%. Females constituted the majority of the participants by 86%, while the percentage of male participants was 14%. It also noted that 62% of the participants hold a bachelor's degree,32% hold a master's degree or higher, 6% hold a diploma, 48% of the participants have more than 10 years of experience, 38% of the participants have experience ranging from 0-5 years, and 14% have experience ranging from 0-5 years. Between 6-10 years.

The instrument for data collection

The study used one of the scientific research tools represented by a questionnaire that consisted of (30) items, divided into two domains, which includes (17) paragraphs. The answers were rated on a five-point Likert scale (very highly, highly, moderately, slightly, very little).

The apparent validity of the tool was presented to a group of arbitrators who verified the suitability of the contents of the questionnaire to the objectives of the study and its ability to provide answers to the questions and hypotheses formulated by the researcher. The arbitrators suggested making some modifications that were implemented.Gadget stability to extract the stability factor of the tool used by the study, the stability factor was calculated using the Cronbach Alpha test for each area of study, where the first area of use of e-learning by the teacher was found to have a high degree of stability (0.904, 90%) and the second area found that the difficulties faced by teachers in e-learning were highly stable (0.936, 94%), which met the purposes of the study.

Statistical treatments

The data was processed by computer through the use of the Statistical Packages Program (SPSS V. 23).Descriptive statistics was performed.Independent Sample T-test and OneWay ANOVA tests were conducted, as well as Cronbach Alpha test for tool reliability.

RESULTS AND DISCUSSION

This section presents the results of the study whichexamined the difficulties faced by English teachers for the basic stage under e-education. The study used a questionnaire to collect data on this subject. The data collected then was analyzed through the Statistical Package of the Humanities(SPSS). The following is a presentation of these results that

are divided into two parts. The former are answers to the main study questions whereas the latter provides a statement of the results of the study hypotheses test. Answering study questions

Level of e-learning utilization by teachers in Palestinian schools and schools in the Occupied Palestinian Territories.

Table 2: Means and standard deviations of the participants' responses to the degree of use of e-learning by teachers in Palestinian schools and schools in the Occupied Palestinian Territories

Item	M.	SD.	Degree
The teacher sends assignments by email.	3.20	.968	Moderate
The teacher instructs the students to collect information using the Internet	3.06	.793	Moderate
The teacher presents the lessons using the PowerPoint program.	3.76	1.001	High
The teacher instructs students to submit assignments via email.	3.06	1.038	Moderate
The teacher engages the students in doing a project using the Internet.	3.06	.977	Moderate
The teacher directs the students to read books, articles, and pamphlets.	3.16	1.094	Moderate
The teacher directs students to educational websites on the Internet.	3.62	.901	High
The teacher shows model lessons using the computer.	3.98	.868	High
The teacher directs the students to view a particular lesson on the Internet.	3.60	.925	High
The teacher asks the students to solve the questions on the Internet related to the lesson.	3.32	1.114	Moderate
The teacher uses the Internet to display pictures or figures related to the lesson.	4.00	1.010	High
The teacher asks the students to prepare the presentations for the lesson (PowerPoint).	3.00	1.049	Moderate
The teacher communicates with the educational supervisor electronically.	3.78	1.035	High
The degree of use of e-learning by the teacher	3.43	.673	High

The previous table shows that the degree of teachers' use of e-learning is high with an average calculation of 3.78 and a standard deviation (0.67), confirming that teachers adopt e-learning strategies and pay attention to it as a tool for modern education. It is clear that images of teachers' use of e-learning in their classrooms vary, but the most common among them is the use of teachers on the internet to display images or forms associated with the lesson with an average calculation of (4.00) and standard deviation (1.04). The use of computers to display model lessons (Mean= 3.98, standard deviation = 0.868), the teacher communicates electronically with the educational supervisor (Mean= 3.78, standard deviation = 1.03), and the teacher presents lessons using the Presentation Program (PowerPoint) (MyMean= 3.76, standard deviation = 1.00).Teachers also encourage students to take advantage of the possibilities of e-learning by directing teachers to students on online educational sites (Mean= 3.62, standard deviation = 0.901).Directing students to view a particular lesson on the internet (Mean= 3.60, standard deviation = 0.925). The second study question states: − What are the difficulties teachers face in e-learning? To answer this question, calculation averages and standard deviations of participants' answers were calculated from teachers spread across areas: hardware and software difficulties, teacher-specific difficulties, student and subject difficulties.

Table 3: Meanand standard deviations of participants' answers to the field of difficulties faced by teachers in e-learning: hardware and software difficulties.

Item	M.	SD	Degree
Lack of availability of necessary hardware and software.	3.72	1.178	High
Unavailability of a security component	3.20	1.106	Moderate
Lack of computer maintenance	3.60	1.124	High
The high financial cost of e-learning	3.86	1.178	High
Hardware and software difficulties	3.59	1.003	High

Through the previous table, teachers in Palestine and the Occupied Palestinian Territories face difficulties in e-learning related to hardware and software significantly, with average arithmetic of their answers (3.59). Participants consider that the greatest difficulty in education is the high financial cost of e-learning with a Mean(3.86), followed by a lack of availability of hardware and software required with a Mean(3.72).Hence, the lack of computer maintenance with a Meanof (3.60) and ranked last in difficulties. Participants do not have the security element with a Mean(3.20).

Table 4: Meanand standard deviations of participants' answers to the area of difficulties faced by teachers in e-learning: teacher-specific difficulties

Item	M.	SD.	Degree
Lack of teacher training to employ it in teaching.	3.50	1.015	High
Teachers stick to traditional teaching methods	3.38	1.047	Moderate
Low awareness of the importance of e-learning	3.50	.994	High
Thinking that using it is a waste of time	3.26	1.136	Moderate
The low suitability of the educational material for e-learning.	3.18	.983	Moderate
The teacher's workload.	4.28	.965	Very High
Teacher's difficulties	3.51	.762	High

Table 4 above shows that there are significant difficulties for teachers in using e-learning with an average calculation of 3.51 and standard deviation (0.76). The most prominent source of difficulties for teachers in e-learning is the high burden teachers have to perform on aMean(4.76). 28) Standard deviation (0.965), followed by lack of training of teachers in the recruitment of e-learning in teaching as well as low awareness of the importance of e-learning with aMean(3.50), standard deviations of (1.01) and (0.99) on Respectively, teachers adhered to traditional teaching methods with an average calculation (3.38) and a standard deviation (1.04).

Table 5: Means and standard deviations of participants' responses to the dimension of the difficulties faced by teachers in e-learning: student and subject-specific difficulties

Item	M.	SD	Degree
E-learning is poorly suited to the capabilities and potentials of students	3.80	1.010	High
the weakness of the students' level of English language.	3.96	.968	High
Poor students' computer skills.	3.44	1.033	High
Little knowledge of students using types of e-learning.	3.54	1.014	High
Decreased student motivation towards using e-learning.	3.92	1.121	High
Lack of suitable internet for e-learning	4.00	1.142	High
The lack of a suitable atmosphere for this style in the homes	4.18	1.024	High
Student and subject-specific difficulties	3.83	.865	High

Examining the hypotheses of the study

The first hypothesis states that: There are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learningdue to the change of place.

An independent sample T-Test test has been conducted to examine differences in the degree of use of e-learning by teachers and the difficulties they face, and the following table presents the test results.

Table (6): Results of independent sample T-Test for differences in the degree of use of e-learning by teachers and the difficulties they face are due to the change of place

Dimension	Place	Number	Arithmetic average	Standard deviation	Level of significance
Degree of use for e-learning by teacher	West Bank	31	3.25	.630	.830
	Occupied territories in '48	19	3.71	.661	
Hardware and software	West Bank	31	3.94	.784	.112

difficulties	Occupied territories in '48	19	3.02	1.079	
Teacher-specific difficulties	West Bank	31	3.62	.651	.070
	Occupied territories in '48	19	3.34	.911	
Student and article difficulties	West Bank	31	4.08	.618	.062
	Occupied territories in '48	19	3.42	1.058	
Difficulties faced by teachers in e-learning	West Bank	31	3.88	.506	.001
	Occupied territories in '48	19	3.30	.936	

The previous table shows that there are no statistically significant differences at the level of significance (α=0.05) in thedifficulties faced by english teachers in e-learningdue to the change of place in the areas of use of e-learning by the teacher, difficulties for hardware and software, difficulties for the teacher, and difficulties for the student and the subject as the table shows that there are differences of statistical significance in the field of statistics in the field. For difficulties (difficulties faced by teachers in e-education), these differences were in favor of teachers in the West Bank with aMean(3.88) compared to teachers in the Occupied Palestinian Territories and their arithmetic average (3.30).

The second hypothesis states that: There are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learning attributable to the sex change.

An independent sample T-Test test has been conducted to examine differences in the degree of use of e-learning by teachers and the difficulties they face, and the following table presents the test results.

Table (7): Results of independent sample T-Test results for differences in the degree of use of e-learning by teachers and the difficulties they face are due to the gender

Domain	Gender	N.	M.	SD.	p-value
Degree of use for e-learning by teacher	Male	7	3.64	.629	.555
	Female	43	3.39	.680	
Hardware and software difficulties	Male	7	3.85	.814	.331
	Female	43	3.55	1.033	
Teacher-specific difficulties	Male	7	3.78	.941	.259
	Female	43	3.47	.735	
Student and subject-specific difficulties	Male	7	3.97	.779	.705
	Female	43	3.81	.884	
Difficulties faced by teachers in e-learning	Male	7	3.88	.752	.933
	Female	43	3.63	.751	

The previous table shows that there are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learningattributable to the gender in the areas of use of e-learning by the teacher and the overall area of difficulties (difficulties faced by teachers in e-learning) and its sub-areas.

The third hypothesis states that: There are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learning due to the variable qualification.

The One Way Anova test was conducted to examine differences in the degree of use of e-learning by teachers and the difficulties they face. The following table presents the test results.

Table (8): Results of the One Way Anova test for differences in the degree of use of e-learning by teachers and the difficulties they face are due to the change in qualification

Dimension		Sum of squares	DF	Mean squares	F	p-value
Degree of use for e-learning by teacher	Between groups	1.114	2	.557	1.240	.299
	Within groups	21.111	47	.449		
	Total	22.225	49			
Hardware and software difficulties	Between groups	4.043	2	2.022	2.097	.134
	Within groups	45.318	47	.964		
	Total	49.361	49			

Teacher-specific difficulties	Between groups	.028	2	.014	.023	.978
	Within groups	28.597	47	.608		
	Total	28.625	49			
Student and subject-specific difficulties	Between groups	5.086	2	2.543	3.785	.030
	Within groups	31.581	47	.672		
	Total	36.668	49			
Difficulties faced by teachers in e-learning	Between groups	1.902	2	.951	1.746	.186
	Within groups	25.609	47	.545		
	Total	27.512	49			

It is clear from the table above that there are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learningattributable to the variable scientific qualification in the areas of the use of e-learning by the teacher and the total area of difficulties (difficulties faced by teachers in e-learning) and its sub-areas except in the area of difficulties of the student and the subject, has been conducted The LSD test for remote differences shows the following table results of the analysis**:**

Table 9 Results of the LSD dimension test results for differences between participants in student and article difficulties depending on the variable of scientific qualification

Qualification	**Diploma**	**BA**	**MA & higher**
Diploma		-.21198-	.48214
BA	.21198		.69412*
MA & higher	-.48214-	-.69412-*	

From the previous table, it is clear that the differences came in favor of master's degree holders higher than the other degree holders of diploma and bachelor's degree.

The fourth hypothesis states that: There are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learning due to experience differences.

The One Way Anova test was conducted to examine differences in the degree of use of e-learning by teachers and the difficulties they face, and the following table presents the test results.

Table (10) Results of the One Way Anova test for differences in the degree of use of e-learning by teachers and the difficulties they face are due to the change in years of experience

Dimension		**Sum of squares**	**DF**	**Mean squares**	**F**	**p-value**
Degree of use for e-learning by teacher	Between groups	1.238	2	.619	1.386	.260
	Within groups	20.987	47	.447		
	Total	22.225	49			
Hardware and software difficulties	Between groups	6.874	2	3.437	3.802	.029
	Within groups	42.487	47	.904		
	Total	49.361	49			
Teacher-specific difficulties	Between groups	.443	2	.222	.370	.693
	Within groups	28.182	47	.600		
	Total	28.625	49			
Student and subject-specific difficulties	Between groups	.731	2	.365	.478	.623
	Within groups	35.937	47	.765		
	Total	36.668	49			
Difficulties faced by teachers in e-learning	Between groups	.742	2	.371	.651	.526
	Within groups	26.770	47	.570		
	Total	27.512	49			

It is clear from the table above that there are no statistically significant differences at the level of significance (α=0.05) in the difficulties faced by english teachers in e-learning due to the change of years of experience in the areas of the use of e-learning by the teacher and the overall area of difficulties (difficulties faced by teachers in e-learning) and its sub-areas except in the area of difficulties related to hardware and software, and has been conducted. The LSD test for remote differences shows the following table results of the analysis**:**

Table 11 Results of the LSD Dimension Difference Test for **Differences between Participants in Hardware and Software Difficulties Depending on The Years of Experience Variable**

Experience	0-5 years	6-10 years	10 years and older
0-5 years		-.11090	-.76864-*
6-10 years	.11090		-.65774-
10 years and older	.76864*	.65774	

From the previous table, it is clear that the differences came in favor of those with experience from 10 years or more compared to those with fewer years of experience.

CONCLUSION

The current study aimed to reveal the degree of use of e-learning by teachers in the West Bank and the Occupied Palestinian Territories and the difficulties they face in the teaching process. It was found through the study that teachers use e-education to a large extent, as found in the Study of Hamada, Al-Ghasab (2018) and Rumi (2017). The preceding iscontrary to the findings of the Al-Subai'i study (2017). Al-Subai'ifound a low degree of teachers' use of e-learning. Teachers also face significant difficulties in e-learning, according to the Rumi Study (2017) and the Kearns Study, 2012). These difficulties are largely linked to the inputs of the educational process represented by hardware and software, teacher, student, and subject. The difficulties related to the student and the subject ranked first contrary to the findings of the study of Al-Subai'i (2017) and Al-Harsh, Mufleh, and Fat (2010). Theirresults showed that difficulties related to hardware and software are the most difficult for teachers in e-learning.It was also found that there were no differences in the degree of use of e-learning by teachers and the difficulties they faced due to the sex change, while there were differences attributable to the change in space for West Bank teachers. Furthermore, there were differences associated with the variable of scientific qualification in the area of difficulties related to the student and the subject. In addition, there were differences in hardware and software difficulties for those with 10 years and more consistent experience and the findings of the Al-Subai'i study (2017) and the study of Hamada and Al-Ghasab (2018).

RECOMMENDATIONS

In light of the results of the study, the researchersrecommend:

1. Reduce the burdens and requirements teachers have to do to give them more time to focus on e-learning.
2. The Ministry of Education and non-governmental institutions concerned with education must agree and the Ministry of Communications to provide internet for all homes at affordable prices to suit the needs of students for e-learning.
3. The Ministry of Education can bid for the supply of electronic devices to be sold to students at affordable prices and train them in e-learning and skills.
4. Conduct a study on the adequacy of teachers related to e-education and what they need to raise the level of their proficiency.

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