

**An Analysis of Student's Engagement During
Distance Learning in Abu Dhabi Schools**

تحليل مدى اندماج الطلبة في التعلم
عن بعد في مدارس أبو ظبي

by

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ABSTRACT IN ENGLISH

As resources and contemporary technology become more freely accessible, distance learning courses are growing more popular. New learning approaches have also been developed. In which online learning systems, now have the capacity to increase student participation and engagement, which can also be used to assess students' degrees of positive and negative outcomes during distant learning. Teachers' attitudes on supporting, promoting, and accepting e-learning activities for their students will be investigated in this study. The goal is to gather useful information about instructors' and students' perspectives of distance and online learning in the Abu Dhabi area. The results of this research will help to map out how to increase student and teacher satisfaction and productivity with distance learning during and after the epidemic. To conducting the study, a quantitative approach has been taken to effectively find the data and results for the desired objectives. The most efficient method would be by using the descriptive research technique or instrument, in which it would be used to obtain effective findings from the quantitative research method that would be the research design kind. It is for this reason that a descriptive research method or instrument would be extremely beneficial in obtaining detailed information regarding students', instructors', and parents' personal analyses. Furthermore, effective survey questioning has been done among the respondents to analyze and compile the results of the research-based students, teachers, and parents. Most students have good attitudes regarding the educational learning process and believe participating in such processes to be beneficial, according to the study. Student satisfaction was shown to be influenced by course outline, teacher feedback, self-motivation, learning preferences, engagement, and instructor facilitation. Moreover, when it comes to expressing with academic staff at certain times, students are not restricted or confined in any manner. Due to the pandemic prevalence and repercussions, face-to-face lectures have been replaced with online distance learning, which was considered as an alternative learning strategy based on the use of technology. Such as smartphones, computers, and other devices in both organized and unstructured scenarios.

ABSTRACT IN ARABIC

مع زيادة سهولة الوصول إلى الموارد والتكنولوجيا المعاصرة، زادت شعبية دورات التعلم عن بعد. حيث تم تطوير مناهج تعليمية جديدة تمكن استخدام أنظمة التعلم عبر الإنترنت، ولدى هذه الأنظمة القدرة على زيادة مشاركة الطلاب وانخراطهم. كما يتم أيضاً توفير سهولة الوصول لدرجات الطلاب من النتائج إيجابية أو سلبية أثناء التعلم عن بعد عبر هذه الأنظمة. سيتم التحقيق في مواقف المعلمين حول دعم وتعزيز وقبول أنشطة التعلم الإلكتروني لطلابهم في هذه الدراسة. الهدف من هذه الدراسة هو جمع معلومات مفيدة حول وجهات نظر المدرسين والطلاب عن أنظمة التعلم عبر الإنترنت في منطقة أبو ظبي. حيث ستساعد نتائج هذا البحث في تحديد كيفية زيادة رضا الطلاب والمعلمين وإنتاجيتهم بالتعلم عن بعد أثناء الوباء وبعده. ستكون الطريقة الأكثر فعالية هي استخدام تقنية أو أداة البحث الوصفي، حيث سيتم استخدامها للحصول على نتائج فعالة من خلال طريقة البحث الكمي، والتي من شأنها أن تكون نوع تصميم البحث. ولهذا السبب، ستكون طريقة أو أداة البحث الوصفي مفيدة للغاية في الحصول على معلومات مفصلة بشأن التحليلات الشخصية للطلاب والمعلمين وأولياء الأمور. علاوة على ذلك، تم إجراء أسئلة استقصائية فعالة بين المستجيبين لتحليل وتجميع نتائج قائمة على البحث بين الطلاب والمعلمين وأولياء الأمور. وفقاً للدراسة وجدنا أن غالبية الطلاب لديهم مواقف جيدة فيما يتعلق بعملية التقدم في مجال التعلم ويعتقدون أن المشاركة في مثل هذه العمليات ستكون مفيدة. كما تبين أيضاً أن رضا الطلاب يتأثر بمخطط المسار، وردود فعل المعلم، والتحفيز الذاتي، وتفضيلات التعلم، والمشاركة، وتيسير المعلم للمسار. بالإضافة إلى ذلك، عندما تعلق الأمر بالتعبير مع أعضاء هيئة التدريس في أوقات معينة، لم يتم تقييد الطلاب بأي شكل من الأشكال. ونظراً لانتشار الوباء وتداعياته، تم استبدال المحاضرات التي كنت متاحة وجهاً لوجه بالتعلم عن بعد عبر الإنترنت، والذي أصبح يعتبر بمثابة استراتيجية تعليمية بديلة تعتمد على استخدام التكنولوجيا. مثل الهواتف الذكية وأجهزة الحاسوب والأجهزة الأخرى في سيناريوهات منظمة وغير منظمة.

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Table of Contents

1	Introduction	1
1.1	Background of Study	2
1.2	Purpose of Research	3
1.3	Research Questions	4
1.4	Significance of the Study	4
1.5	Research Structure	4
2	Literature Review	6
2.1	Teachers’ perceptions about students’ engagement levels prior to the pandemic	6
2.2	What are teachers’ perceptions about students’ engagement levels during distance learning in Abu Dhabi schools?	10
2.3	What are students’ perceptions about their experience of learning pre- and post-pandemic?	13
2.3.1	Pre pandemic	13
2.3.2	Post pandemic	16
3	Methodology	19
4	Research Method	20
5	Research Type	21
6	Research Instrument	22
7	Sample	23
8	Data Collection Method	24
8.1	Ethical Considerations	24
9	Data Analysis	25
10	Findings, Analysis, and Discussion	26
10.1	Student Questionnaire of Distance Learning E-Learning	26
10.2	A Teacher Questionnaire to Analyze the Extent of Student's Interaction	40
10.3	Discussion	66
11	References	74
12	Appendices	80

1. Introduction

1.1 Background of Study

Before the pandemic, various academic institutions in various nations were at various stages of e-learning use, if at all. The necessity for and capability to adapt to a new distant learning system shortly after the pandemic's emergence sparked a lot of debate, cause, and opportunity. Research is one of the new avenues for discussing difficulties and opportunities for best practices in education, as well as filling gaps to assure education's future beyond the epidemic (Pokhrel et al., 2021). COVID - 19 has been a thorn in the side of everyone wanting to be productive and get on with their lives because it has placed limits on even the most basic of activities. Several adjustments were required because of the pandemic, all of which were unexpected to those who had to deal with them, and one of these changes was the introduction of distance or online schooling. The COVID-19 epidemic, which is currently spreading around the globe, has produced a shift in the learning approach for students in schools. Distance learning has radically transformed the face-to-face instruction that was once the norm in institutions (Affouneh et al., 2020). Distance learning in education is not a recent phenomenon in academia, but it may be unfamiliar to middle and high school learners, instructors, and families. In fact, during the COVID-19 epidemic, it grew in prominence as a novel way to expand research and reading communities. In this case, one of the best things to do is to use network systems and information skills to build a teaching approach, such as the remote teaching method, digital training, or e-learning, or online learning design (Dhawan, 2020).

Distance learning courses are becoming more popular as materials and modern communications become more readily available. In addition, new learning methodologies have been proposed. Students' levels of positive and negative outcomes during distance learning can be based on online learning platforms, which can promote student participation and engagement (Kusmaryono et al., 2020). One of the problems of this endeavor is that many students and teachers have experienced elevated levels of stress because of learning remotely rather than face to face. In a similar vein, Masoud & Bohra's (2020) paper highlights the issues that the COVID – 19 epidemics has brought forward in the wake of distant learning, notably in the UAE. Distance learning was shown to present more obstacles than opportunities, as students suffered from isolation because of having to always stay at home, even while obtaining their education, and away from their connections.

From the beginning of 2020 till now, in 2021, the COVID-19 outbreak has prevented all learners or teachers and administrators from engaging in face-to-face interaction. Several nations are still constructing a distance learning way to protect the spread of COVID-19. The premature and inevitable implementation of distant learning results in an unbalanced and ultimately unsatisfying academic experience, further discrediting distance learning as a legitimate educational program.

According to Abuhassna and Yahaya (2018), remote training, distance education, web-based learning, virtual schools, e-learning, and digital training are all phrases that are frequently used indiscriminately to characterize contemporary broad and quickly shifting unconventional instruction. The studies describe distance learning as a process that combines an interactive web model and a training management platform, as summarized from diverse sources. Distance education is defined as formalized institution-based instruction in which the function is based segregated by time and distance. Learning management systems are interlaced with a dynamic communications network to connect students, facilities, information, and instructors. Few key elements characterize distance education: a distinction among distance learning and learner autonomy, educational establishment distance education; segregation of educators and pupils in terms of location, duration, and wisdom to be instructed; and some shape of engaging long-distance communications must be essential for students to use (Mahlangu, 2018).

Another big issue that affects student involvement is that some learners do not have sufficient internet or electrical equipment with which to undertake their online courses. Bettayeb et al. (2020), on the other hand, took a different approach to distant learning. To better comprehend the intricate relationships between the learner and the educational environment, conceptualizing student involvement as a multifaceted entity seems interesting. This research will entail students' learning as well as the greater school environment to better understand the "educational environment." Current educational researchers have thoroughly recognized the obstacles in changing classroom practice. In other words, many programs struggle to maintain the classroom and alter the interaction among teachers and students. Their research demonstrated the effectiveness of this type of learning. It disclosed that motivation and functionality play a significant role in effectively providing online education to students, notably in the UAE because once students are motivated, they can tolerate and even overcome any challenges that online

learning may present. Students choose to take online education to prevent needing to commute to class and having to deal with schedule issues. The proportion of students in both face-to-face and distance education had no technology concerns. Both groups agreed that the teacher's communication was satisfactory. Students who took the course online said the instructor was quick to respond to their inquiries. Online students, on the other hand, thought peer communication happened considerably less frequently. Both versions had similar levels of course satisfaction.

Hussein et al. (2020), on the other side, investigated this component of the topic among UAE undergraduate students, which is perhaps the most requiring education level, and found that conducting it remotely can affect students' engagement levels to a large extent, making teaching tougher than it already was. The study revealed that the most influenced factors about distance learning for these students were the constant bouts of either internal or external distractions, the burden of work getting felt a lot more, the lack of focus and issues with technology. The survey found that continual periods of either internal or external distractions, the burden of work being felt a lot more, a lack of attention, and challenges with technology were the most influencing aspects for these students when it came to distance learning. Instructors and learners are in the attempt to adapt to this innovative teaching style, as this e-learning tide is a modern phenomenon. As per another research by (Fidalgo et al., 2020), in the current situation of virtual teaching and the establishment of a new baseline of teaching-learning procedure, it is even more crucial to study learners' opinions and to discover learners' willingness towards this innovative educational process, such as their extent of adjustment and, if any, amendments they would like to recommend for about the same, or their desire to reject it entirely. Considering this, the purpose of this study is to investigate the perception of e-learning during the COVID-19 lockdown phase.

1.2 Purpose of Research

The study's major purpose is to assist parents, teaching and evaluation specialists, and decision-makers in increasing student commitment and ensuring flat material deliverance, as well as improving learner routine and motivating constructive involvement with remote learning. Furthermore, the study will investigate teachers' perceptions of supporting, encouraging, and embracing e-learning initiatives for their learners. The purpose is to assemble the desirable

information shimmering the teachers and student perceptions of distance and online learning in the Abu Dhabi region. The outcome of this learning will aid to successfully map how to boost students and teacher's engagement and fulfillment with distance learning during and after the period of the pandemic. The following people will gain from the findings of this research: Instructors, guardians, and the Abu Dhabi Department of Awareness and Training, as well as the Ministry of Educational programs, will be able to devise methods to accomplish the goals.

1.3 Research Questions

The questions of this research are

1. What are teachers' perceptions about students' engagement levels prior to the pandemic?
2. What are teachers' perceptions about students' engagement levels during distance learning in Abu Dhabi schools?
3. What are students' perceptions about their experience of learning pre-and post-pandemic?

1.4 Significance of the Study

The Significance of conducting this research is that the factor that was influenced the most by the pandemic issues by COVID – 19 is the educational sector. Shedding some light on these sectors, with the focus upon the engagement of students and what factors are affecting them the most, is important because their education is on the line here. Conducting this research will bring forth awareness on this important aspect, will pave the way towards possible solutions that can help the students foster their engagement with their studies in distant learning and improve the conditions of this sector in the Abu Dhabi schools. All of this is important because the pandemic is not going away soon and adherence towards it is a must.

1.5 Research Structure

The research has five chapters, including introduction, literature review, methodology, findings, analysis, discussion, and conclusion. The first chapter of the introduction provides the study's background, rationale, objectives, aims, questions, and significance. This introduction provides detail to the reader about the content covered in the research. Chapter two is the literature review providing the details on the relevant research to form the basis and develop a basic understanding

of the research. Topics like teacher perceptions about students prior to pandemic, perceptions of distance learning in Abu Dhabi region and students' perceptions of learning pre and post pandemic are discussed. Chapter three presents the selected methodology's rationale for this research, including research philosophy, design, and approach, and methods, population, sample, and data analysis. Chapter four analyses the collected data and provides the research findings from the data analyzed. This chapter also discussed the findings by comparing them with the literature on whether the research has highlighted the context. In the last sixth chapter, a comprehensive conclusion is given with a set of justified and practical recommendations to improve the methods and interactions by better managing the distance learning platforms among parents, teachers, and students.

2. Literature Review

2.1 Teachers' perceptions about students' engagement levels prior to the pandemic

Instructors' aims for their students in the class are mirrored in their educational methods, highlighting their underlying learning assumptions. In the achievement motivation literature, teachers' reports of their instructional practices are commonly referred to as approaches to instruction and explore on student perceptions has chiefly paid attention to mastery and presentation approaches to coaching, like study on students' engagements (Radovan and Makovic, (2015). Research has not fully exploited the potential of involvement as a multidimensional construct involving behavior, emotion, and cognition. Like a theoretical framework that connects the three components based on behavioral, emotional, and cognitive in a substantial manner, involvement has a lot of potentials. Involvement, in this sense, can be regarded of as a Meta concept. Instead of concentrating on one or two of the elements, combining these into a multidimensional construct that emphasizes learners and their interactions with the learning setting can aid in better having a thorough understanding of learners. Research on teachers' perceptions of the preceding epidemic structure has been significantly understudied compared to students' impressions. Studies in this vein have solely used the Peer-Assisted Learning System mentioned by Longfellow et al. (2008) to determine whether educators in their lectures emphasized mastery of quality teaching strategies and found that educators varied in their use of mastery- and quality strategies. When teachers alter the curriculum to satisfy the expectations of learners, they are said to be demonstrating mastery methods of instruction, give a variety of behaviors, and stress reduction and effort. Several of these elements are accepted by teachers who consider that the objective of appealing in learning and carrying out academic assignments is for pupils to build capability Teachers but at another hand, display a performance-based move toward to instruction when they contrast learner achievement, spotlight and reward high achievers, and enhanced learning rivalry. Many of these rewards are also reinforced by teachers who think that the objectives of engaging in learning and completing academic activities are for individuals to exhibit competence (Sharpley et al., 2016). Aside from supporting the two-factor structure, research on teachers' teaching methodologies has paying attention to personality variables that forecast

instructors' approval of either mastery or performance orientations, as well as learner and teacher outcomes of a variety of classroom goal structures. Personal passion for learning among teachers has become one of the individual factors analyzed.

Teachers own accomplishment goals, in accordance with research, influence not only their personal instructional methods but rather how students view these practices. For instance, research suggests that teachers who are goal-oriented towards their personal satisfaction are more likely to report and be viewed as using mastery approaches to education by students (Haerens et al., 2015). Individual characteristics such as age, gender, and ethnicity and teacher opinions about their skill and shock on student education have been observed to manipulate professors' approaches to teaching in accumulation to personal goal orientation. Individual demographic factors and teacher perspectives will be examined more in this chapter and should be among the survey method in the current study. Despite not being extensively investigated, instructional styles have been found to have a varied impact on student conduct, engagement behavior and teacher beliefs (Bartholomew et al., 2018). According to the findings of a structural equation modeling, students were more likely to use self-handicapping tactics in classes where teachers reported implementing more performance-oriented teaching strategies. Furthermore, the researchers noted that teachers' evaluations of assignment teaching practices did not affect students' usage of self-handicapping procedures, according to findings that highlight the significance of teacher-reported performance methods to instruction and their relationship to behavior problems, motivation, and student engagement. Nevertheless, depending on the environment of the institution and individual characteristics, students' views of the classrooms can differ. A study as to how educational institutes contextual elements, such as school SES, influence learners' views of the classrooms social environment is still in its initial phases. Skaalvik & Skaalvik (2017) found that educational institute's motivational environment and objective structure influence learners' impressions of the instructors' actions, providing students with an early awareness of this link. Nevertheless, the extensive research on educational institute's context characteristics including school socioeconomic status (SES) and ethnic diversity has now been linked to learner accomplishment. Individual issues, like varied behavior from instructors might still influence learners' perceptions (Chen et al., 2016). Although learners are in the same class with the same instructor, but may not have the same education system, according to learner reports. Furthermore, personal attributes and

histories influence learners' interpretations of the educational experiences that impact their conduct. Individual attributes such as age, skill level, gender, and other factors might influence learners' impressions of instructor methods.

The rationale of this study was to look at the impact of both student-reported and teacher-reported classroom objective systems on student information of misbehavior (Larson et al., 2018). The observations found that professor reports of competition approaches to learning were associated with the level of misbehavior displayed by students. There was no correlation found between professors reports of knowledge approaches to instruction and learners' patterns of misbehavior. Mastery-oriented methods to education by instructors were connected to teacher efficacy and teachers' attitudes about their role in treating students' mental health issues and engagement (Schiefele et al., 2015). Furthermore, outcomes showed that, when investigated across all school levels, teachers' performance-oriented methods to instruction were not associated with teacher efficacy or mental health role views but did exhibit effects on both outcomes when examined exclusively at the elementary school level. The findings of the preceding research show association between teachers' reported approaches to instruction and student engagement and teacher outcomes. Learner's engagement has been characterized as learners' need, desire, and determination to participate in and be successful in the learning process. Program offering in distance learning courses necessitates pedagogical practices that maximize chances for learning and interaction. Engagement focuses on learners' dispositions or mindsets toward classroom experiences and life-long learning, focusing on past cognitive skills obtained or accomplished. Learner engagement can also be defined as a learner's amount of involvement when they engage with others in the class and their desire to learn about the topics (Briggs, 2015).

Attitude, personality, drive, effort, and self-confidence are all affective elements that influence student involvement. The degree of engagement inside the course settings appeared to be strongly connected to academic performance in distance learning courses by Jaggars and Xu (2016). Teachers could quite successfully organize classes and actions which might inspire learners to be much more active participants in their learning and coursework by analyzing learner involvement and incorporating those effective characteristics. Learner expertise of course learning goals, detainment, and learners' attitudes of fulfillment are some of the conventional methods of

calculating teaching efficiency, so although the concern of the effect of educational activities on learner engagement offers a much comprehensive view of the instructional dynamic. Teachers can alter current instructional approaches in reaction to variations in learners' inspiration, interest, and perspective toward the courses and educational objectives by evaluating levels of learner engagement in view of (Mandernach, 2015). Teachers in distance learning settings have a variety of methods at their disposal to collect unstructured data regarding learner participation in the course. Instructors can use surveys, reviews, debates, and other assessment tools to analyze data logging, time spent online, the number of learners who used the lesson related packages online, and learners' own information of the events.

It is critical to evaluate each course's level of academic difficulty based on the amount of effort put in, the amount of time spent, possibilities for contact with teachers and learners, joint training and group work, meaningful academic knowledge of learners. It could be consummate through conducting informal, formal surveys of students and analyzing the data to improve instructional procedures for future students. Faculty can efficiently and actively analyze learner perceptivity by the contribution and subject performance by assessing both informal and formal measures of student engagement, which sustenance and relieve training throughout subjects, the layout of the timetable, and further on the intellectual encounter (Martin and Bolliger, 2018). Educators contend that we lack a clear knowledge of what constitutes student participation. Since an instructor phrased this, "a clear understanding about just what we understand as interaction or why it is vital is lacking," demonstrating the feature's complexity. There is a lack of understanding in terms of what one truly meant by involvement and why is it necessary, as one educator put it, highlighting the complexity of the notion. However, there is some consensus on what learner's perception is; with the characteristics contribute an important foundation for comprehending a learner's perception. Learner participation is characterized as a level of motivation and willingness to share and succeed in an educational experience those results in higher thinking and long-term comprehension.

According to Barkley and Major (2020), student involvement in the mental state in which students are when they are learning, reflecting the intersection of feeling and thinking. We believe that "learning engagement necessitates a psychological investment on the learner's part, as well as

persistence in completing the learning task. Several interconnected factors, such as motivation, attention, involvement, and intellectual effort, can also help to promote engagement efforts. Finally, instructor acts can elicit participation. In one study, researchers discovered that students in classes where instructors employed more nonverbal urgency behaviors performed better. When program structure featured figurative communication, color, coherence, visualization, and sound; time gap, duration, time of the day or, and comment regularity in communities; and kind and punctuality of responses via marking and email, student engagement was higher (Dixson et al., 2017). There is a need to have a particular knowledge of student involvement in an online setting to engage online learners. Similarly, teachers must comprehend the concept from the viewpoint of pupils who are or are not engaged. Instructors should also be knowledgeable of the typical characteristics and components of online training development and evaluation that can aid in learner engagement.

2.2 What are teachers' perceptions about students' engagement levels during distance learning in Abu Dhabi schools?

Students' engagement is boosted when the relation between student and teacher is healthy, like the traditional one to one physical learning in class. When instructors judge their students to be compassionate, successful, and skilled, there is student engagement (Brown and Birght, 2017). According to a study discovered that online students outperformed traditional students in macroeconomic fundamentals as mentioned in Tila, (2020). Student variables such as sexual identity, racial group, culture, and past economic courses did not affect the outcomes. Their approach, meanwhile, was significantly less complicated, comprising a basic comparison of test score means and variance analysis to look for variations in student characteristics. In the middle of this rigid custom and workplace culture, e-learning has proven to be a boon by permitting students to communicate and be present on campus at any moment and from any place. Students are not constrained or bound in any way when it comes to communicating with academic staff at specified times (Mirza & Al-Abdulkareem, 2011). Furthermore, according to their teacher perceptions, female students at Zayed University are uncomfortable engaging with male academic staff. This problem has been remedied to a large extent by online learning since female students have effectively dealt with this issue and establish themselves in a better spot to participate in in-

class debates. Female students gained confidence in voicing their ideas on online forums with the support of e-learning control systems because they are not compelled to speak up in the classroom. Therefore, individuals overcome their cautious and hesitant character and become more comfortable in expressing their views and beliefs. Moussa-Inaty & Vega (2013) provided positive confirmations to the previous research and participated in the topic by claiming that increased e-learning capabilities have transformed adults' perceptions by overcoming physical factors and challenges. To put it another way, before the emergence of e-learning technologies, students were needed to personally visit the school. The problem is exacerbated when educational institutes and colleges are in remote places and students are required to physically visit facilities to attend classes.

The incapacity to move to university campuses and schools has been partially alleviated by the deployment of an e-learning system. Women performed reportedly poorly in a face-to-face situation, scoring about six per cent grades lower on the assessment, although no significant difference was detected for either gender group in the hybrid or online settings. Furthermore, when it comes to online courses, discovered that women have a more pleasant learning environment than men (Yoo and Huan, 2013). Student participation in distance learning contexts, emphasizing the significance of teachers developing meaningful interactions to support learning. According to Samson, (2015), professors should actively include chances for students to learn from each other in the order to foster a feeling of school context, which could potentially increase student engagement. Czerkawski et al, (2016) aimed to investigate activities and instructional methods that could contribute to increased student participation in a distance learning context. According to the data, there seems to be no simple assignment that will automatically encourage learners to be more involved in distant learning sessions. Czerkawski advised online instructors to include numerous and significant methods of interacting with learners, as well as to build online tutorials that inspire and require learners to connect with one another. Communication appeared to be a crucial component of remote learning (Malan, 2020) even in the context of learning and perceptions of Abu Dhabi. Distance learning, according to, will provide students with a variety of instructional aides and communication methods. This is due to the numerous technologies used in distant learning, such as computer-based knowledge, web-based education, virtual classrooms, and digital collaborations (Pituch and Lee, 2006). Furthermore, online learning enabled students to

contribute despite of their physical setting, regardless of time or place. Distance learning and online learning are terms that are used interchangeably. Distant learning covers all digital communication such as the online, portals, databases, and World Wide Web publications. A hybrid e-learning approach is also established to give public organizations additional options for using e-learning technology. Students can visit real physiological locations under the hybrid e-learning model to communicate and talk with academic staff, complete registration processes, participate in tests, (Abolmaali, Rashedi & Ajilchi, 2014). Students are not obligated to visit physical buildings; they can do it whenever it is convenient for them once every two weeks. In this sense, the primary task of students is to visit the school to get teaching materials, communicate with the course teacher, clarify issues, and write notes. Benefits of virtual learning were the accessibility of just in time data, the pace and convenience of access to a broad range of sources, as well as the freedom for the student to work at their own speed. According to Ho and Kuo (2010), student computer interaction has a crucial consequence in the productiveness of distant training. However, current study believes that when mentors actively participate online, students are more engaged in their learning.

As a result of the pandemic situation, educational institutions all over jumped towards the distant training via online training. Distant education, also known as distance learning, firstly gained popularity with in early 1900s, if more than 25 state school boards, 200 state universities, and several educational institutions began broadcasting educational programs over public radio (Masoud and Bohra, 2020). The question posed by the instructors is about developing answers to challenges that they face in their work, as well as a significant requirement that the collaborating team considers hard to explain and difficult for students to comprehend. Several of the main benefits of open and distance learning, in which learners are not obliged to be involved in a physical classroom, is how it allows students to receive a personalized education regardless of the channels through which they can attend training centers and academic institutions. Although this mode of education allows for curricular courses and resources to be presented in a variety of digital formats (text, web links, video, lectures, and so on), most teachers choose to choose lectures and exercises. Tutors should communicate with students via email and online classrooms, and learners should watch and engage in these learning sessions (Soni, 2020). Mostly as consequence, keeping all learners linked around the same time in some settings could be difficult, and accessibility to Information Technology infrastructure should be regulated to ensure that everyone has good

access, maybe under specific time limitations. Furthermore, countries with inadequate technology face challenges in schools, and these schools are not prepared to establish a comprehensive and effective learning education system across the country.

During this difficult period, the main question is not whether distance learning technologies can provide high-quality education; rather, it is how academic institutions will be able to adopt distance learning on such a large scale. The difficulties and problems linked with modern technology include connectivity and speed issues, downloading errors, many issues with software installation and updating, login issues, audio, and visual problems, and so on. In general, learner in higher education and youngsters (elementary school of children) generally, perceive distance learning to be boring and non-engaging (Dhawan, 2020). However, through online training, universities should rely on bookish and instructive concerns while encourage group training, case study, and training related to a particular project. Regardless of these obstacles, it is obvious that the United Arab Emirates Ministry of Education (MoE) adopted distant specialized training and learning for approximately 25,000 governments school educators in specific circumstances. In contrast, with over 9,200 private school instructors and administrators are working to establish online education groups intended to improve instructors' ability to easily oversee the educational process and recording best practices for a high-performing learning process (Juma, 2020). Throughout the current situation, it provides a chance for instructors to obtain learning to enhance student learning in educational programs and assist instructors in achieving goals that align with the learning objectives of higher education institutions.

2.3 What are students' perceptions about their experience of learning pre- and post-pandemic?

2.3.1 Pre pandemic

Pre-pandemic refers to students' educational attainment (and in school), as well as their compliance with the regulations and meeting teacher and school requirements. Engagement in leisure activities is also included (Gibbs & Poskitt, 2010). When learners respond strongly to their classroom or

course surroundings, professors, other learners, the organization, and their education, they are said to be emotionally engaged. It entails a student's passion to know, their feeling of belongingness, and their attitude toward teach (Shu et al., 2012). Course structure: instructor feedback, self-motivation, learning style, interaction, and instructor facilitation all had a significant impact on student satisfaction when they used structural equation modeling to investigate the “determinants of students' satisfaction and their perceived learning outcomes. Only instructor comments and learning style, they found, had a substantial impact on reported learning results. Student satisfaction was also found to be a major predictor of learning results. Similarly, Richardson et al, (2017) found that students who had strong overall perceptions of social presence scored well in terms of perceived learning and instructor satisfaction. They stated that it is critical to concentrate on the connection between students and educators. As a result, active learning and student engagement are critical for improved student learning and retention. Cho and Tobias, (2016) found that clarity of design, engagement with instructors, and active conversation among course participants all had a substantial impact on students' happiness and perceptions of learning. Even though there have been numerous researches on student participation in online learning settings. Students' perceptions of their involvement in their learning and participation in courses grew as they were encouraged to work more collaboratively with classmates (Schussler and Fierros, 2008). Before learners might become cognitively engaged, they must be psychologically and emotionally invested i.e., they must feel safe and connected. Before the pandemic, numerous educational institutes thrived for learning and teaching via internet administration systems for asynchronous knowledge. The classes or lectures were taken physically, and the online management arrangement was only used to share the lecture materials and resources with the students through Moodle and Blackboard (virtual learning environments). Prior studies and research show us that the online management system was most useful for the university education. Primarily online management systems (Moodle) were only used by the students for the recall or achieve of the instruct material. Learning management systems, on the other hand, are effective in allowing learners to connect in cooperative cognitive development, artificial intelligence education, investigation learning, and a variety of other novel learning routes.

Most institutions are increasingly combining simulated teaching with collaborative problem solving to improve the teaching and learning process, with significant influence on students' learning outcomes (Araka et al. 2021). Students expressed their reservations about utilizing

learning management systems like the Moodle platform in previous research. The main critiques are that it is difficult to find materials in Moodle, that there is a shortage of time for the network, and that Moodle is unnecessary. The platform was praised by individuals who used it for the architecture of the course, which is easy to browse; up-to-date content; continuous feedback from the instructor; and more time to finish the assignments on Moodle. Students perceive online courses differently than traditional courses, according to Kauffman (2015). Students may perform differently in different learning modes, with some potentially performing better in online learning environments. Controlling for age and gender, as per Lemay et al, (2021) explored the association in learner's views of distant training exercises, socially association, and training atmosphere. They suggest that effective online learning addresses the social dimension to remunerate lack of physical interaction and overcome the distance. They concluded that active learning approaches must be implemented to provide opportunities for interaction and interchange to have an effective completely online learning experience. In fact, Gómez-Rey et al. (2017) found that learners in distant learning settings are more receptive of active learning techniques. Distant training delivers an environment such as it is different from one-to-one physical education, according to the research. According to a recent study by Pokhrel and Chhetri, the most prominent concerns with online training is accessibility, pricing, adaptability, training technique, career training, and teaching practices (2021). Many distant training courses have been victorious, and learners have prospered when the learners are effectively supported, according to anecdotal evidence. However, due to the pandemic's unequal socioeconomic results and deprivations, many students have been denied necessary support related to their academic activities. Many educators mourn the pandemic's lost years and the devastating effects on youth social development. As a result, it's unclear how a forced transfer to remote teaching will affect students' attitudes toward online learning.

In online learning, there are two modes: synchronous mode, which allows instructors and learners to commune without a deviation in a class using tools such as video conferences or chat rooms; and asynchronous mode, which allows lecturers and students to communicate with one another before or after the online class via thread discussion and emails (Shaid et al., 2021)). Previous research has proven that online learning has a wide range of advantages and benefits for students. Perception is a thought or judgment that determines a level of consumption in relation to a specific attribute of a product or service. Furthermore, learning perception is a construct of students'

attitudes that measures affectively students' impressions of online learning, which is typically favorable (Harsasi and Sutawijaya, 2018). The success of online learning depends on the student's satisfaction with the learning technique. One of the most essential factors in determining the quality of an online learning program is the student's attitude toward learning. Meanwhile, student satisfaction may be characterized as students' perceptions of their learning experience, which can be improved when learning is organized, they are able to reflect on their learning, and appropriate platforms for teacher-student engagement and cooperation are provided. Several studies have been undertaken in the past to assess student satisfaction with online learning (Nortvig et al., 2018). Previous research has found that satisfied students are more engaged, motivated, and responsive; they contribute to a positive learning environment; and they do better. When students are unsatisfied or ambivalent, though, it can have an impact on overall outcomes, with instructors having a lot more trouble generating productive learning settings.

2.3.2 Post pandemic

Throughout the closure of educational institutes in pandemic, which has exaggerated over ninety percent of students all around the world, plentiful institutes, internationally, had to adopt distance learning as a platform to facilitate the teaching and learning process. The adoption of distant learning by most educational institutions worldwide created a need to investigate and rethink best practices to make the learning process as seamless and interesting for students as feasible (Arkorful and Abaidoo, 2015). It has also posed the real question of how far development and benefits achieved during the epidemic period should be leveraged when the situation returns to normal. Should we ever, after the circumstance has calmed, return to traditional teacher education programs like in-school education and learning? All of this has fanned the flame for global research targeted at assessing teaching and learning processes as well as the fast growth going to take place in companies related to the educational technology. This prompted a slew of research aiming at assessing, drawing findings, providing suggestions, and offering solutions to what might be perceived as problems. The writer of a recent study (Allo, 2020) used a qualitative method to evaluate students' perceptions of distant learning in the middle of the COVID-19 Pandemic. The technique was a structured interview performed via the WhatsApp service, followed by a thematic analysis of the interviews. The research not only demonstrates positive perceptions among topic

students, and it also offers insight on problems such as the access to an internet connection, budgetary issues, and learning execution. An intriguing aspect of his research was the students' need to get voice notes to clarify given teaching content and homework. During the COVID-19, Joaquin et al, (2020) explored the perspectives and obstacles for professors and learners about distant learning deployment. Students can be encouraged to investigate and reflect on their knowledge structures in learning environments that are supported by computer tools. In a student-centered inquiry-based learning method, this setting looks to be advantageous in the development of student engagement and digital abilities. Fostering active social cooperation in digital learning spaces has a substantial impact on the establishment of meaningful interactions among students. However, distance learning programs in laboratory science may be challenging to implement.

Until students can put what they've learned into practice, the distance learning process won't be able to attain its full potential. They do, however, can maximize their true potential by utilizing technology. A fundamental concern raised by their research is that intended outcomes cannot be accomplished by distant learning in developing nations, because the greater part of students does not have access to the internet. Rouadi and Anouti (2020) used the random sample approach to analyze the successes and failures of a distant learning project in middle and secondary schools in Abu Dhabi during the Corona virus outbreak. They performed an online survey of principals, professors, learners, and recorded failures. It attributed this to a loss of instructor talents and preparedness for online learning, a lack of quality contact between learners and professors during distant learning, and learners' involvement in online classes. Because most academic institutions are changing to this paradigm during the COVID-19 pandemic crisis, online learning has numerous potentials to improve quickly. Academic institutions can now take advantage of this possibility by having their teachers teach and students learn through distance learning. Teachers may readily use technology and create customizable online programs to help students comprehend concepts better (Tanis, 2020). In this condition of terror, teachers can design novel instructional approaches. The use of distant learning will put educators and students to the test to increase students' problem-solving skills, critical thinking skills, and flexibility.

In a further study, Al Salman et al. (2021) investigated students' preferred levels and problems of adopting distant learning after COVID-19 in Abu Dhabi education institutes. Their findings suggested that learners like adopting distant studying at a moderate level in common, with real

learning issues via digital platform confronting learners. Face-to-face lessons have changed to distant training because of the prevalence and the consequences of the disease. In accordance with the use of the technology like smart phones, laptops etc., in both structured and unstructured situations, online training is considered an alternate learning approach. Learners now freely learn and connect with their instructors whenever they want because of these training methods and atmosphere (Singh & Thurman, 2019). Distant training could be difficult for disadvantaged, disabled, and special learners who have limited access and resources to online learning, according to the Regional Risk Communication and Community Engagement (RCCE) Working Group (2020). The discrepancy and dropout among them are caused by their incapacity to access and participate in online learning. Furthermore, online learning necessitates students' commitment and discipline, particularly for vulnerable pupils who require engagement to improve their social skills.

3. Methodology

The methodology is an important part of research because it lays the foundation for credible, reliable, and valid findings. In addition to this, it is also crucial that different parts within the methodology be parallel so the whole research would be focused on specific outcomes (Hair, Page, and Brunsveld, 2019). The methodology in this study is given attention, and each specific detail is given the required consideration to select a suitable, justified, and valid methodology.

4. Research Method

It would be quantitative research method which is decided by the researcher for effectiveness of the research report and the findings. The quantitative research method would be an effective approaching tool for conducting an effective research report. It is due to the reason that quantitative research approach helps to conduct effective research survey from the respondents to get strong findings and research. According to the study of (Koval, 2019) that research method of quantitative tool helps to get numerical data and helps to analyze that for the effective findings. The usage of quantitative research method is that it would bring effective development of averages, patterns in results, easy for making predictions, relationship testing formal or casual and it makes effective development of finding by helps of survey questioning and survey analysis for the research report from the respondents. It is mentioned by (Liu, 2020) that quantitative research method would be stronger for this research report on Analyse Student's Engagement During Distance Learning in UAE schools. It is due to the reason that this research report would be based on the findings from the several numerical data from respondents. The quantitative research method would be a proper tool which would be significant for the type of data researcher would be collect from the respondents through the interview questions.

5. Research Type

The specific research type would be the effective descriptive research method or tool to get effective findings from the quantitative research method. It is due to the reason that descriptive research method or tool would be effectively helpful to get strong information about personal analysis of the students, teachers, and the parents. According to the study of (Valsiner, 2017) that the descriptive research type is an effective tool which would be helpful to specific kind of the research that in which researcher have to conduct interview from the population and the respondents to know about the actual findings and the results for the relevant research topic. A descriptive research project's purpose is to characterize phenomena and its characteristics. This study is more concerned about what happens rather than how or why it happened. As a result, observation and survey tools are frequently utilized to collect data. Data may be collected intuitively in such studies, but it is frequently examined quantitatively, with counts, percentages, average, and other statistical analysis used to discover associations. Quantitative research, on the other hand, is more comprehensive and frequently entails a large gathering of data from multiple sources to acquire a better knowledge of individual respondents, including their thoughts, viewpoints, and beliefs. It is due to the reason that it would be significantly helpful for the researchers to know about the personal experiences and the perspectives of the students, teachers and the parents of the students who sees the overall struggles of students in that specific time and would be helpful for the specific results of the research.

6. Research Instrument

The research instrument for this research report would be the effective survey questioning with the respondents of the research on the Analyse Student's Engagement during Distance Learning in Abu Dhabi schools. It is mentioned by (Mohajan, 2018) that the survey questioning is that it makes an effective set of questions from the experienced and the actual respondents who are facing the issue or the witness of the matter. It is due to the reason that survey questioning helps to bring the productivity up for the research report and it would be effective for the research to get effective and actual results about the topic from the set of question which would be asked by researcher to the respondents. As per the study of (Ørngreen, 2017) that survey question for research report would be helpful to know about experiences of students in school specific to the matter. It is due to the reason that respondents would be effectively helpful to make a proper page of discussion on specific topic and to make effective research report. The questions would be specific to the topic because it helps to know about actual answers and would be highly maintained for the reader.

7. Sample

The sample size for the research report on the specific topic of the Analyse Student's Engagement during Distance Learning in Abu Dhabi schools would be the students, teacher and parent which are 20 students, 20 teachers and the 20 parents. It is due to the reason that it would be helpful to know about actual answers to question from different perspectives and measurement. According to the study of (Snyder, 2019) that it is very important to know about the results from the respondents who are facing or the witness of the matter. It is due to the reason that it would be helpful to increase the efficiency and effectiveness of the research report. In context of population of the research report that students of Abu Dhabi would be interviewed through a survey in schools, and it would be helpful to know about their struggles, advantages of online learning from perspectives of students and disadvantages of online learning. It is due to the reason that parents and teachers are also the respondents and population of the research, and they would be interviewed by the researchers about the specific issue, and it would be effectively helpful to know about their perspectives and their own struggles regarding to the issue of Analyse Student's Engagement during Distance Learning in UAE schools.

8. Data Collection Method

The data collection method for the research report would be the effective tool of the primary sources. It is due to the reason that it would be helpful to conduct research based on the primary sources to maintain factualness in the results and the realistic results will be shown to the reader with the effective and strong structure of the research. According to the study of the (Wolffsohn, 2017) that the data collection method of primary sources is a tool which is helpful to maintain and conduct the information regarding to the issue from the actual sources. The researchers used this method because of this method to maintain information for research from students, teachers, and the parents through the interview questioning.

8.1 Ethical Considerations

The ethical considerations are important for the researcher to follow to develop the positive perception in the mind of readers of the researcher (Yallop and Mowatt, 2016). This research has followed the important ethics, especially related to the data collection process, to keep this research completely ethical. The free consent of the participants is taken in advance by providing them with a written document containing information about the content and usage of the research. It is also mentioned in the document that the participants are free to withdraw from the study at any point without any justifications. Along with it, it is also made sure that the confidentiality of the participants and their information is kept high. No part of the research and information would be shared with anyone other than the agreed parties. In case of need for sharing it with any other party, the prior consent of the participants would be taken before making such a decision. The research will only be used for academic purposes, and there will be no commercial use of it fulfilling the commitments made in the consent document. The ethics are also followed concerning secondary data collection as the credit to other authors is given where it was due by citing their names and other details. No work of other authors is cited as the work of this research's author, and complete honesty and integrity are maintained in this aspect.

9. Data Analysis

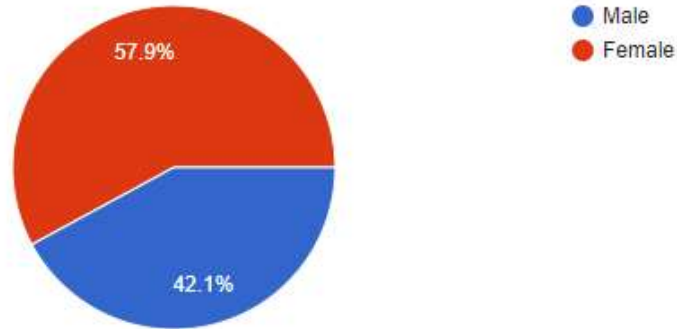
The data analysis of the research report would be done through the effective tool of the analysis of the graph which would be maintained by the researcher after collection the overall specific and effective information. It is due to the reason that analysis of the graph and interpretation of that information will be helpful for the reader in containing and finding the actual answer to the relevant question in the research report. It is due to the reason that interpretation of the data in the forms of the graph will be effectively done by researcher because they contained the interview and know about actual findings. The description of the survey will be described by the explaining the results compiled in form of graphs to better understand the variances in the responses received from the participants of the research.

10. Findings, Analysis, and Discussion

10.1 Student Questionnaire of Distance Learning E-Learning

1. What is your Gender

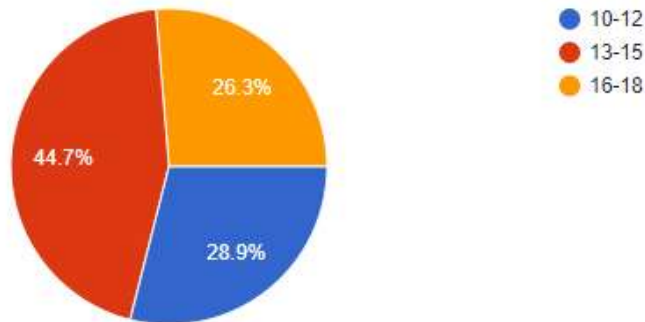
38 responses



According to the first demographic question in context to distance learning questionnaire. Most of the participants we received belonged to the female category with almost 58 percent of the survey. And rests of the 42 percent of the participants were males as we compiled the data. This showed that the survey was done by both gender with supportive responses.

2. What is your age?

38 responses

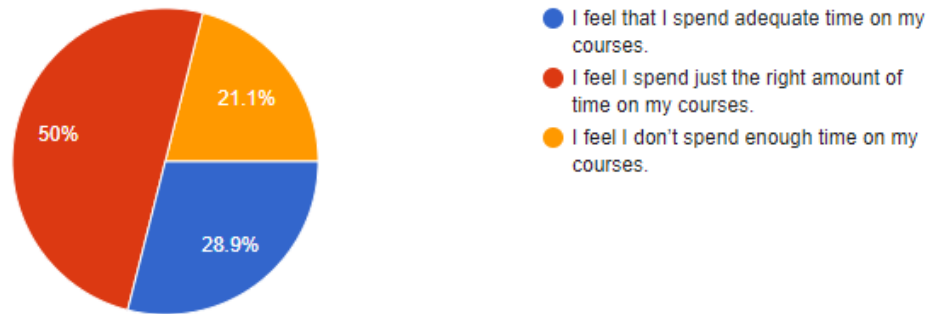


As per the second demographic question of the survey which belonged to the age grouping of the participants. Upon compiling the results, we came to know that almost 45 percent of the participant belonged to the age group of 13-15, 26 percent of the respondents of the survey falls in the group

of 16-18 and rest 29 percent of the participants of the survey were from the groups of 10-12. The above data revealed that the responses collected for the survey was done by each of the age group which will reveal the different perceptions among them.

3. Time spent on course

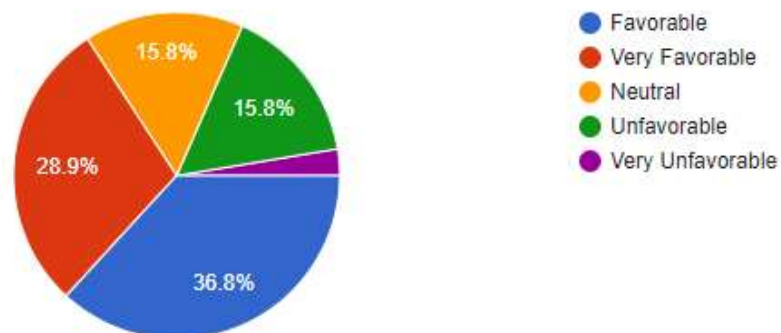
38 responses



When asked about the time they spent on their courses, according to the result Almost half of the respondents revealed that they give right amount of time to courses which becomes 50 percent, while 28 percent of the participants responses showed that they feel they do give adequate times to the courses they are enrolled. On the other hand, 21 percent of participants feel that they do not spend enough time on the courses as we compiled the data. As a result, there are variances in the perceptions in giving time to the courses with majority of respondents giving right amount of time.

4. Students' attitudes toward distance education

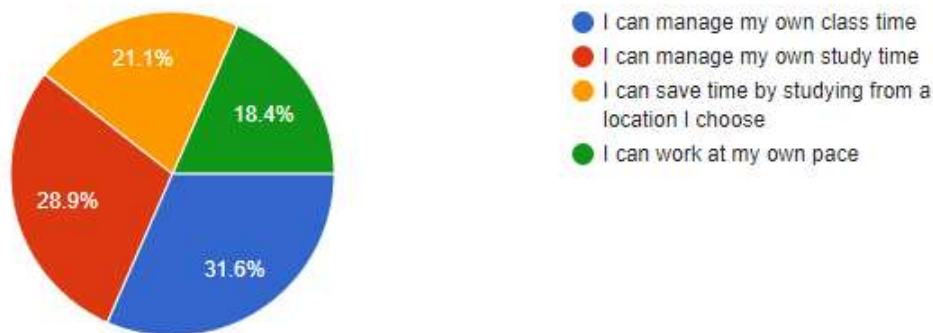
38 responses



According to the above question regarding attitudes of students towards distance education, findings depict that the 36 percent of the respondents were in favor of the statement of the survey and almost 29 percent considered it very favorable which makes the majority with more than 60 percent positive attitude towards distance learning. On the other hand, 15 percent of the participants stayed neutral with no positive or negative response, and almost 16 percent marked the statement with unfavorable and rest of the participants left considered very unfavorable. Which shows that majority of the students have positive attitudes when it comes to distance learning.

5. Reasons to enroll in distance education courses

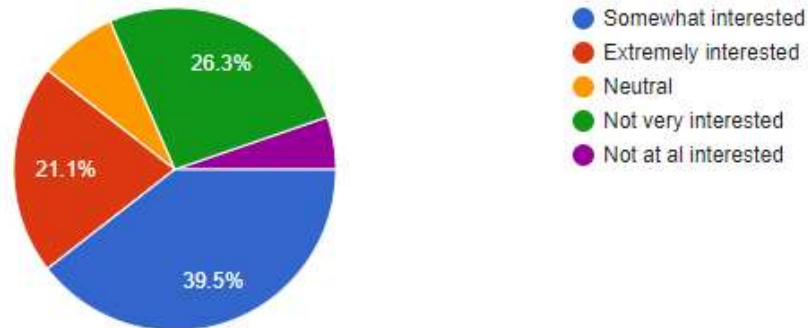
38 responses



When it comes to the elements of getting or enrolling in the courses with distance or online learning. The result of the survey shows that 31 percent of the respondents were able to manage the timings of their classes as per their schedule, 28 percent of the participants said that they enroll themselves so that they can manage their own study time. Similarly, 21 percent revealed that they can remove the barrier of location specific and can manage according to their location or place and rest of the 18 percent participants left stated that they work according to their own pace without any hesitation. As a result, survey revealed that students enroll themselves in online learning courses to enjoy several benefits accordingly.

6. Interest in enrolling in a distance education course

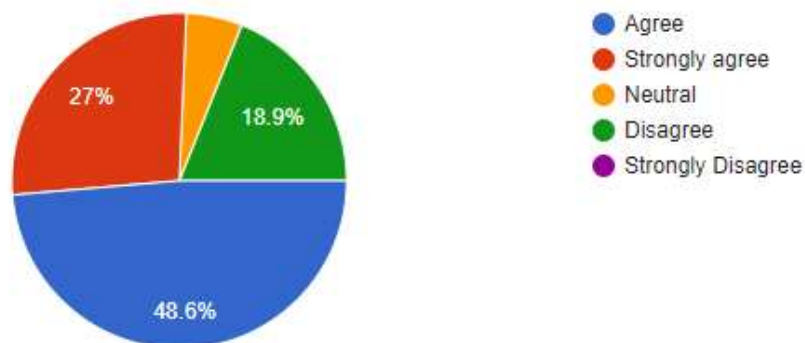
38 responses



According to the question of taking interest in getting them enrolled in distance learning courses. Most of the people with almost 40 percent revealed that they are somewhat interested, and 21 percent of the respondent revealed that they were extremely interested in enrolling with e-learning. As a result, students have developed interest in getting education more towards digital platforms for distance learning. While on the other hand 26 percent of the participants showed they are not very interested, and rest of the participants reflected neutral interests and not at all interested in enrolling themselves for e-learning courses.

7. Studying through an e-learning/Distance learning model provides the flexibility to the study at the time convenient to the learner:

37 responses

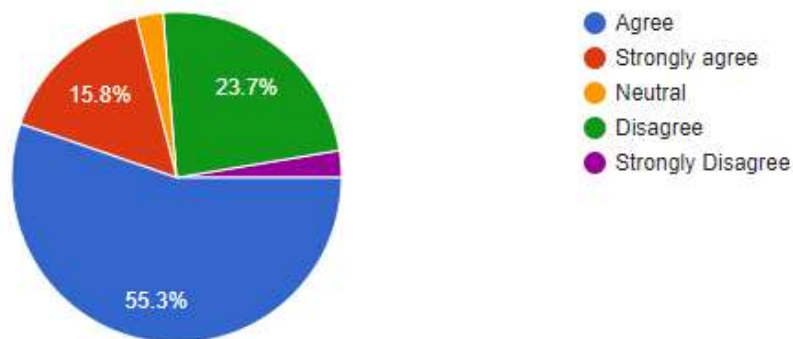


According to the question regarding the convenience it provides to the learners in their study, the results we compiled showed that 48.6 percent of the respondents of the survey agreed to the statement and 27 percent of the participants strongly agreed to e-learning provide them with

flexibility of time. On the other hand, 19 percent of the respondents of survey showed disagreement with the statement of survey and rest falls in neutral category with no responses. Findings revealed that most of the participants give their agreements to the statement that e-learning enables them to stay flexible with their study.

8. E-learning/Distance learning can enable people to study irrespective of where they are located in the world:

38 responses



Upon asking the above question of the survey, majority of the respondents agreed with the statement that they can study from anywhere because distance learning enables them to do so and provide such facility with almost 16 percent of strongly agreed and 55 percent agreed participants. Making most of the survey up to 70 percent in agreement with the statement While, on the other side 23 percent of the respondents disagreed with the statement and rest stayed neutral with no responses and strongly disagree being in very less percentage. Therefore, results showing that distance learning makes the participants more flexible in terms of place and location of study.

9. There are technologies available to enable one to take tests and submit assignments electronically:

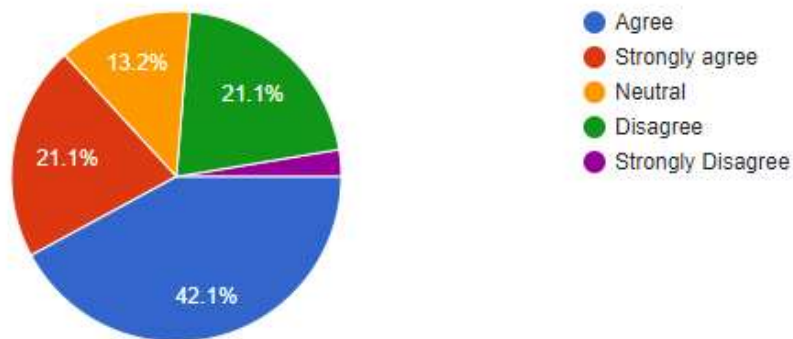
37 responses



Upon asking the above question of the survey, almost 60 percent of the respondents agreed that technologies can enable them to take tests and submit the assignments online, with 18 percent of the respondents strongly agreed. Hence making most of the participants that agreed with the statement of survey of submitting tests and assignments electronically on portals and other platforms provided. However, on the other hand almost 20 percent of the participants, falls into category of neutral, disagree and strongly disagree responses in context to the above statement.

10. I feel confident while getting distance learning:

38 responses

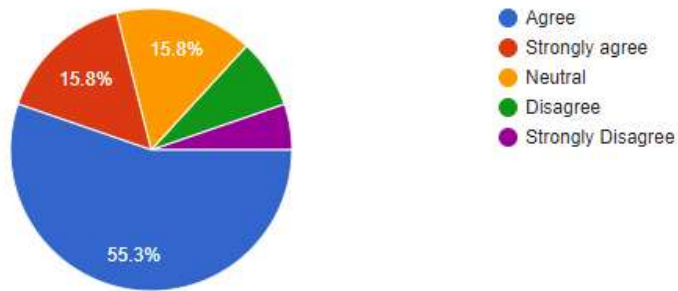


In the above survey question 42.1% of the respondents being the majority agreed that they do feel confident in receiving distance learning. 21.1% were with view of strongly agree which makes up the agreed participants up to 60 percent of the survey making them more confident. On the other side, 13.2% of the respondents did not reveal anything and stayed neutral for the above statement

and 21 percent of the participants did not feel confidence in getting the e-learning and marked disagree. The remaining percentage of the respondents chose the option of strongly disagrees which were very few of them.

11. I believe e-learning platforms are user friendly:

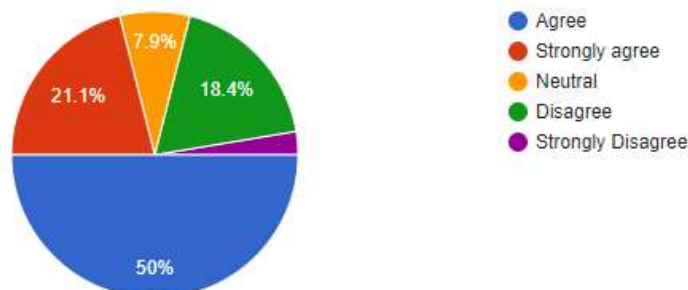
38 responses



Upon asking the question regarding the user friendliness of the online learning platforms 55.3 percent of the participants of the survey agreed that they believe e-learning platforms are user friendly and 15.8 percent of the participants were strongly agreed with the statement. However, almost percent of the participants were those who did not revealed any response and showed neutrality and rest of the respondents showed disagreements with the statement such platforms being user friendly. As a result, findings showed that majority of participants considered distance or e-learning much friendly in usage.

12. It would be easy for me to find necessary information when using an e-learning platform and taking lectures:

38 responses

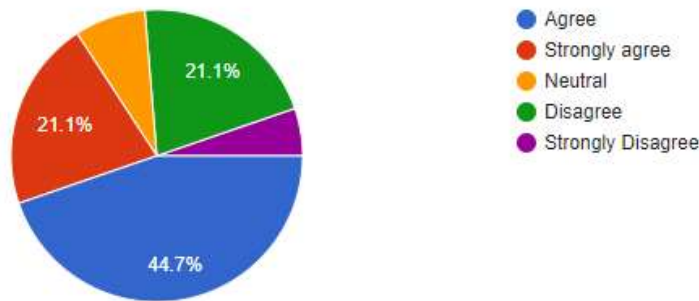


When it comes to the question of finding necessary information when using online platforms for learning, 50 percent of the respondents agreed with the survey question and 21 percent of the

respondents were with the option of strongly agree. Making the majority of almost 70 percent from the participants showing agreements with ease to find necessary and relevant information through such platforms. However, on the other side 18 percent of the participants disagreed while 8 percent of the participants were neutral. The remaining strongly few of the respondents disagreed with question.

13. I believe that using e-learning service can simplify the-learning process:

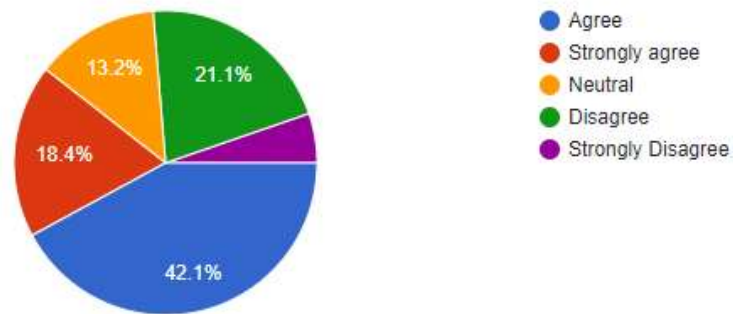
38 responses



According to the question 13 of the survey, 44.7 percent of the participants agreed to the statement that they believe by means of online service can make things easier in the education procedure and 21 percent of the participants of the survey were with the option of strongly agreed. However, there were 21 percent of the respondents who disagree with the statement and did not find that it makes education procedure easier also less than 20 percent of the remaining participants showed strong disagreements and neutral responses.

14. The set-up of the e-learning service is compatible with the way I learn:

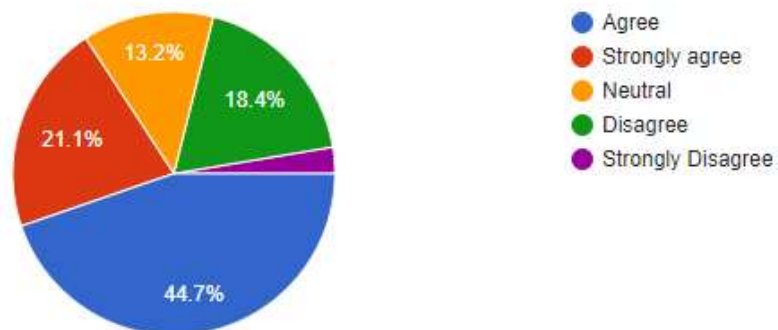
38 responses



According to the question above from the survey, 42.1 percent of the respondents marked the option that they agree with set-up of the e-learning is compatible with the way they learn. 18.4 percent of the respondents were with the option of strongly agree. Which makes the majority considering the statement positively? 21.1 percent of the respondents disagreed to the question and the number of respondents that chose the option neutral were 13 percent. However, the remaining participants left strongly disagreed to the statement.

15. I intend to use Distance learning to assist my learning:

38 responses

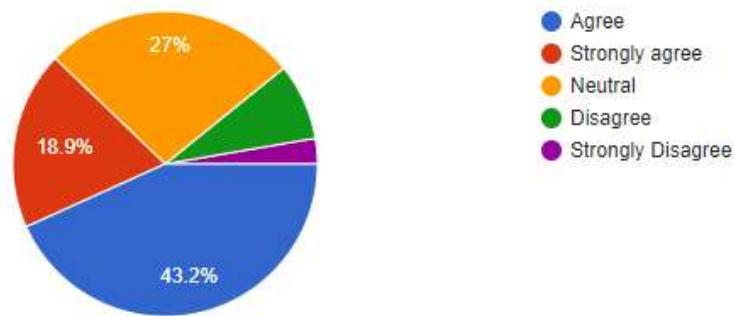


When it comes to asking about the question 15 of survey, 44.7 percent of the respondents agreed with the statement. 21.1% of the respondents said that they strongly propose to use distance learning to aid their learning. Hence, this leads to the majority of almost 65 percent of the

participants intended to use online learning to aid their learning. While on the other side, 13.2 percent of the participants were neutral to the question and 18.4% disagreed that they intend to use distance learning to aid their education. And the remaining strongly disagreed to the question being in very low percentage.

16. I intend to use Distance learning software to get updated my subject knowledge with the latest amendments:

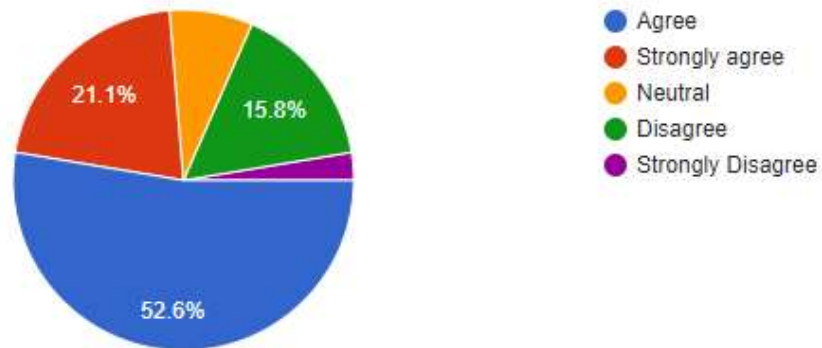
37 responses



According to the above question of the survey, 43.2 percent of the respondents agreed with the statement of survey and among them almost 19 percent strongly agreed to it. However, 27 percent of the participants stayed neutral and showed no response to the statement. Moreover, the remaining of the respondents with almost 10 percent were with the options of disagree and strongly disagree in context to the above question. The result shows that majority of the participants wants to stay updated with the software and amendments.

17. I intend to use Distance learning as an autonomous (free) learning tool:

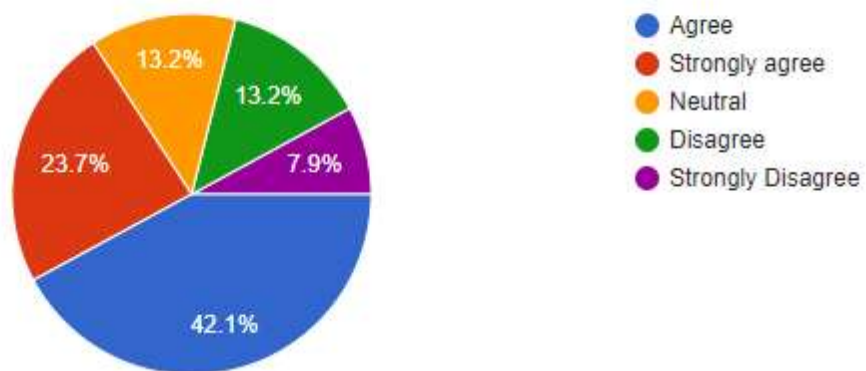
38 responses



52.6 percent of the respondents of the above survey question agreed that they intend to utilize distance learning as a free learning tool. 21.1 percent were with option of strongly agree. Making the majority with almost 70 percent wanting to use such platforms as a free learning tool. On the other side, 15.8 percent of the respondents disagreed with the above question. And the remaining respondents of the survey were with options of neutral and strongly disagree.

18. I feel confident while using online-learning content

38 responses

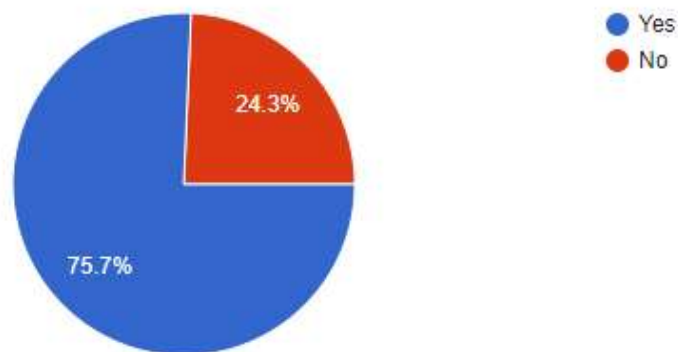


In the above survey question 42.1 percent of the respondents being the majority agreed that they do feel confident in using content of online and distance learning. 23 percent were with view of strongly agree which makes up the agreed participants up to 60 percent of the survey making them

more confident. On the other side, 13.2 percent of the respondents did not reveal anything and stayed neutral for the above statement and 13.2 percent of the participants did not feel confidence in the e-learning content and marked disagree. The remaining percentage of the respondents chose the option of strongly disagrees which were very few of them.

19. Do you perceive that the online courses met your expectations?

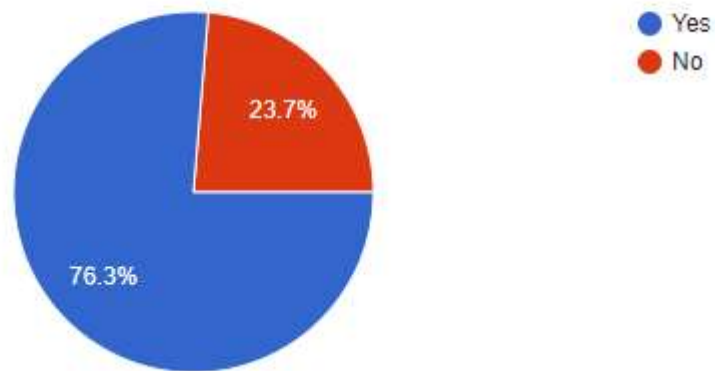
37 responses



According to the above question of the survey, upon compiling the data from the respondents. The results showed that 75 percent of the participants agreed that online learning courses do meet their expectations; while on the other hand, 25 percent of the respondents were of the opposite view. However, the majority considered the leaning courses do reach their hopes.

20. Do you perceive that the online methods of course content delivery met your expectations

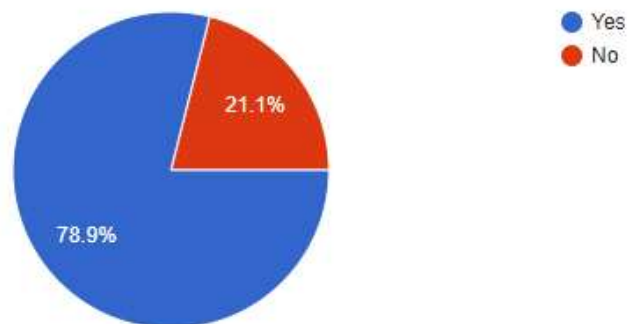
38 responses



In the above question of the survey, 76.3 percent of the respondents said yes, they perceive that the online methods of course content delivery met their expectations. While on the other hand 23 percent of the respondents of the survey showed the opposite perception and marked with no. Being the majority in favor, findings reveal that online platforms deliver the content as per participant's expectations.

21. Do you perceive that the online student-student interactions met your expectations?

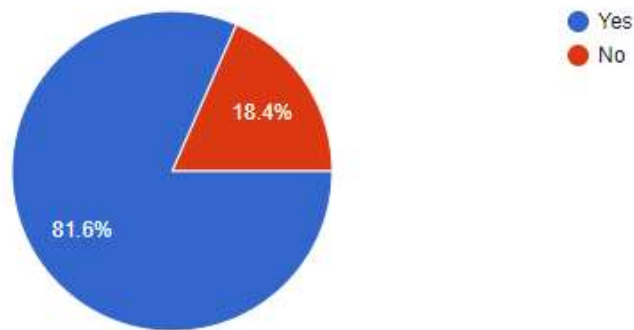
38 responses



As per the above question of the survey, it is concluded that 78.9 percent of the respondents provided positive response that they perceive online student interactions as per their expectations. While 21.1 percent of the respondents in the above survey were with the option of no and showed disagreements. Being most of the participants agreed with the statement of the survey, it shows that such interactions met their expectations.

22. Do you perceive that the online course student-content interactions met your expectations?

38 responses

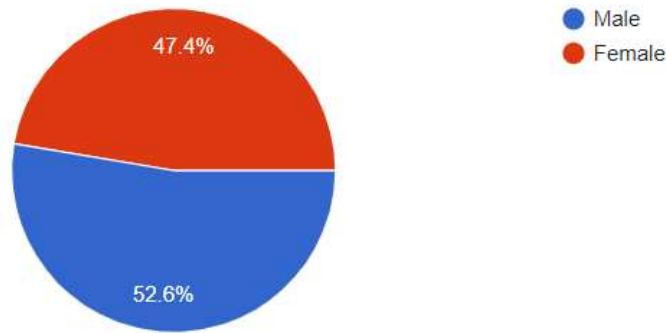


In above question, 81.6 percent of the respondents of the survey said yes, they perceive that the online course in context to the content that students use met their expectations and the remaining 18.4 percent of the respondents' showed disagreements and marked the option negative. However, most of the participants were in the favor of the statement which shows the acceptance of online learning platforms among them.

10.2 A Teacher Questionnaire to Analyze the Extent of Student's Interaction

1. What is your Gender?

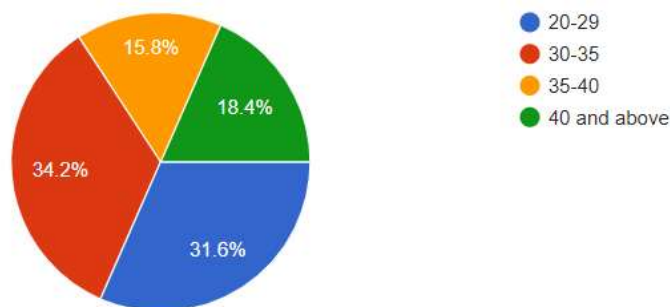
38 responses



According to the first demographic question in context to the student interaction in distance learning questionnaire. Most of the participants we received belonged to the female category with almost 53 percent of the survey. And rests of the 47 percent of the participants were males as we compiled the data, which showed that the survey was done by both gender with supportive responses.

2. What is your age?

38 responses

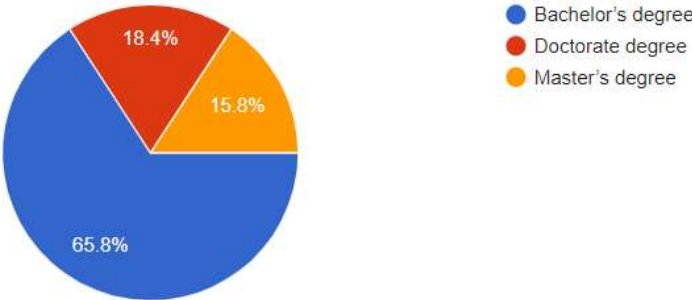


As per the second demographic question of the survey which belonged to the age grouping of the participants. Upon compiling the results, we came to know that almost 34 percent of the participant

belonged to the age group of 30-35, 31 percent of the respondents of the survey falls in the group of 20-29. Moreover, 18 percent of the participants of the survey were from the groups of 40 and above and remaining 15 percent belonged to the group of 35-40 brackets. The above data revealed that the responses collected for the survey was done by each of the age group which will reveal the different perceptions among them.

3. What is your education?

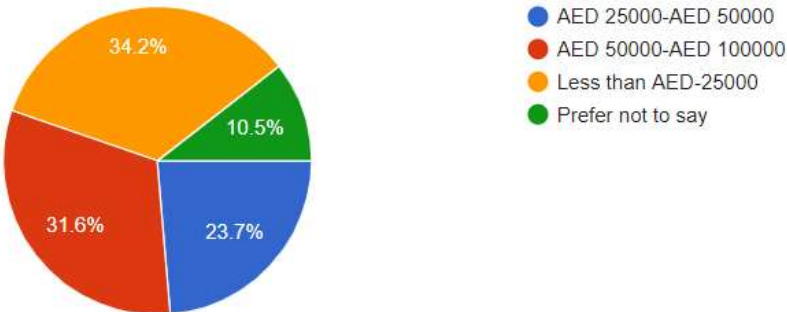
38 responses



As per the question three of the survey which belongs to the education of the participants. The given survey shows us that 65.8 percent of the respondents of the survey are bachelor's degree holders. 18.4 percent of the respondents are Doctorate degree holder and rest 15.8 percent of the respondents are master's degree holder which means the respondents belongs to the professional educational backgrounds which will help in providing the logical survey responses.

5. What is your income?

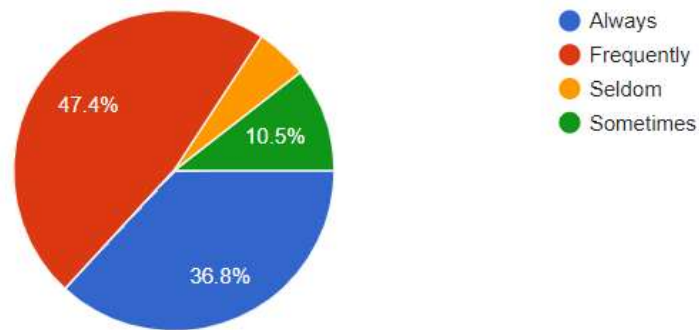
38 responses



According to the above question, when asked about their income in the survey, 34.2 percent of the respondents revealed that they are earning less than AED-25000. 31.6 percent of the respondents are earning between AED 50000-100000. Moreover, 23.7 percent of the participants are earning between AED 25000-50000. However, the remaining 10.5 percent of the participants preferred not to answer the question and did not expose their income category.

6. The teacher uses educational research to select programs:

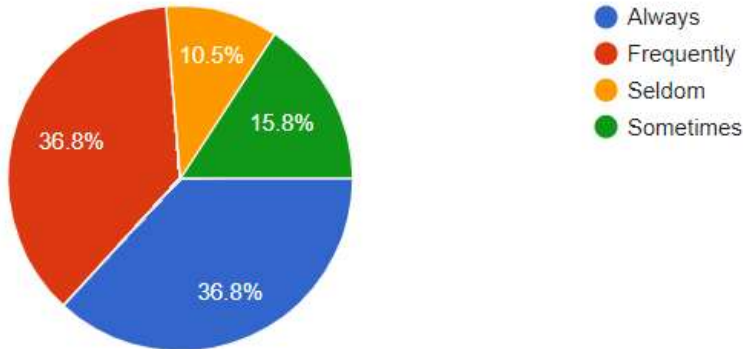
38 responses



According to the above statement of the survey, 47.4 percent of the respondents agreed that teacher frequently uses educational research to select programs. 36.8 percent of the respondents said that teacher always uses educational research to select programs which shows that most of the participants provided option in favor of the statement. Moreover, 10.5 percent of the respondents said that teacher sometimes uses educational research to select programs. And the remaining of the respondents stated that teacher seldom uses educational research to select programs.

7. Teachers have opportunities related to software's to practice new skills gained during staff development:

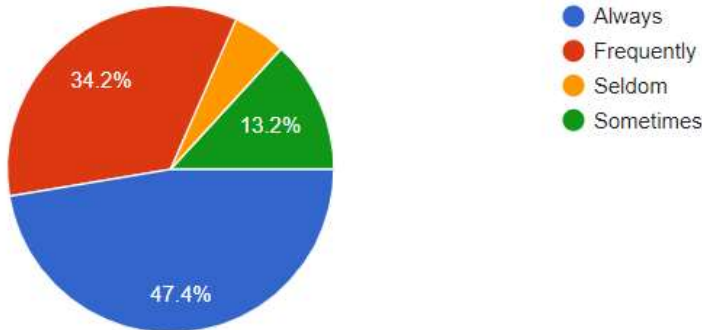
38 responses



According to the above question of the survey, 36.8 percent of the respondents answered the survey as frequently the teachers have opportunities related to software's to practice new skills gained during staff development and with the same percentage participants opted always for teachers' opportunities in this regard. 15.8 percent of the participants chose the sometimes option and rest of the 10.5 percent respondents selected the seldom option in their view regarding the statement. As a result, being the majority of almost 70 percent of the participants suggested in favor of teachers for gaining new skills by practicing.

8. Teachers are provided opportunities to gain deep understanding of the subjects they teach:

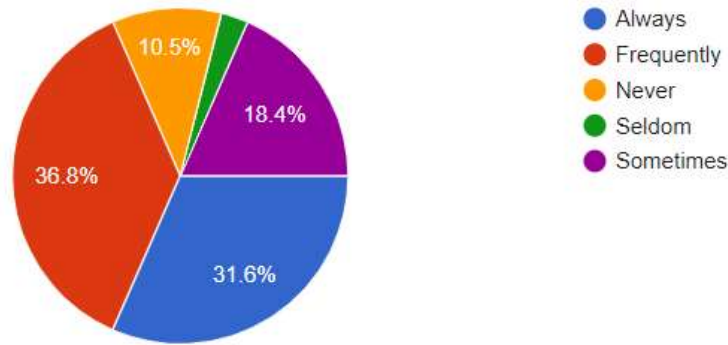
38 responses



As per the above question of the survey, as we compiled most of the survey respondents with 47.4 percent answered that always teachers are provided opportunities to gain deep understanding of the subjects they teach. 34.2 percent of the respondents selected the option of frequently. 13.2 percent of the respondents showed that sometimes teachers are provided opportunities to gain deep understanding of the subjects they teach and the remaining of the participants chose the option of seldom which were very low in percentage.

9. The teachers in the school/institution conduct an online meetings with the whole staff to discuss ways to improve teaching and learning:

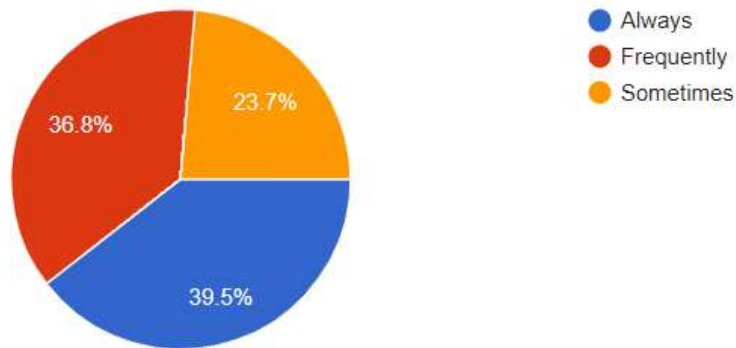
38 responses



As per the question 9 of the survey, 36.8 percent of the respondents revealed about the statement by choosing the option of frequently. 31.6 percent chose the option of always about teachers conduct online meetings for improvement in learning and teaching and 18.4 percent of the respondents consider with option of sometimes. However, the remaining 10.5 percent of the respondents said that never the teachers conduct online meetings to improve teaching and learning.

10. Teachers at school learn how to use data to meet student learning needs:

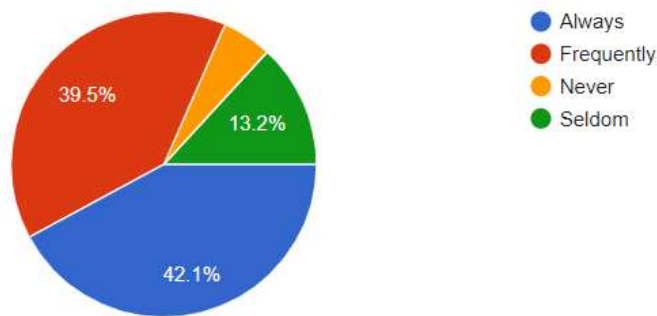
38 responses



According to the above question of the survey, 39.5 percent of the respondents confirmed with option of always. 36.8 percent of the participants selected the option frequently and the remaining 23.7 percent of the respondents reflected that teacher sometimes use the data to meet student learning needs. As a result, after compiling the data being the majority with almost 75 percent of the participants reflected in favor of the teachers when it comes to learning.

11. Teachers make decisions about professional development based on research that shows evidence of improved student performance:

38 responses

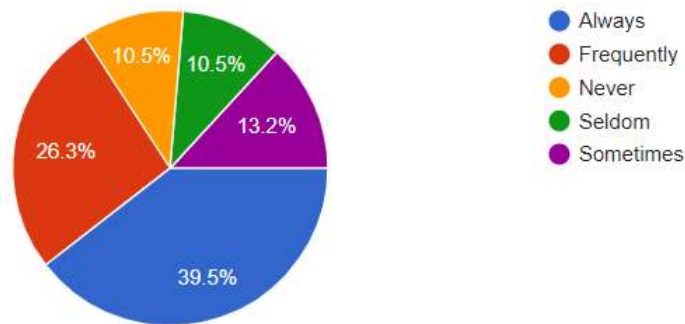


When it comes to the question of decisions made by teachers are based on research depicting evidence. Above survey shows us that 42 percent of the respondents answered that teachers always make decisions about professional development based on research for performance improvement. 39.5 percent of the respondents considered the option of frequently regarding the statement. In

addition, 13.2 percent of the participants marked the option of seldom while the remaining stayed neutral and showed their responses by choosing the option of never, but they are few in percentage as compared to others.

12. Teachers set aside time to discuss what we learned from our professional development experiences during this pandemic:

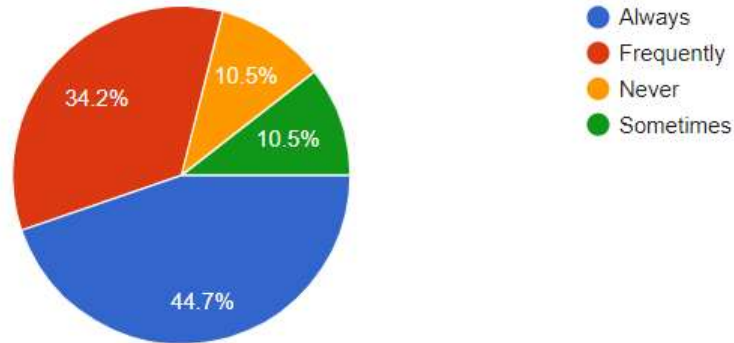
38 responses



As per the question 12 of the survey regarding the experiences learned and their discussion on professional development during pandemic 39.5 percent of the participants were with option of always. 26.3 percent of the respondents reflected their views by selecting the option of frequently. 13.2 percent of the respondents answered that teachers sometimes set aside time to discuss the experiences during the pandemic. Moreover, with the same percentage of 10 the respondents simultaneously chose the option of seldom and never as per their perceptions regarding the statement.

13. This institute structures time for teachers to work together to enhance student learning:

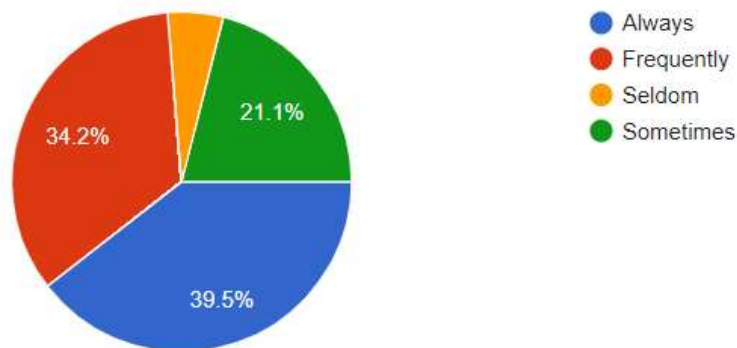
38 responses



According to the above question of the survey, we came to know that 44.7 percent of the respondents consider that the institutes always provide time or work together with the teachers for enhancing the learning procedures related to student. 34.2 percent of the respondents were with option of frequently structuring the time with teachers. Moreover, 10.5 percent of the participants selected the option of sometime and the remaining 10.5 percentage of the participants were of view that institutes never structure time for teachers to work together. As result, the majority of almost 80 percent were in favor of the statement which proves its legitimacy.

14. Teachers use research-based instructional strategies during distance-based teaching:

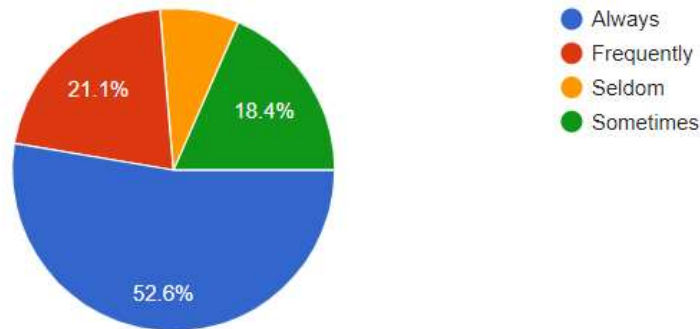
38 responses



For the above question of the survey, the findings revealed that almost 40 percent of the respondents went with the option of always. 34 percent of the participants were with option of frequently. Leading to most of the participants who considered teachers use research-based strategies during the distance learning teaching method. Moreover, 21.1 percent of the respondents said that teachers sometimes use research based instructional strategies and the remaining of the participants responded with the view of seldom regarding the statement.

15. Teachers analyse online teaching performance data with each other to improve student learning:

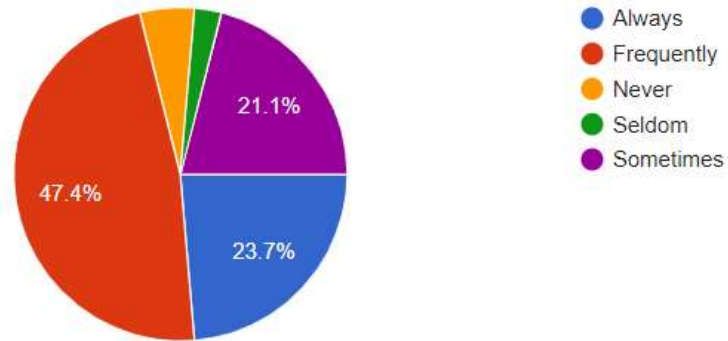
38 responses



As per the above question of survey, more than half of the majority that is 52.6 percent of the participants responded with option of teacher always analyze online teaching data with each other. 21.1 percent of the respondents said that frequently teachers analyze online teaching and 18.4 percent of the respondents were with option of sometimes and remaining of the respondents were of view that teacher seldom analyze the online data. Findings reveal that majority of the teachers do analyze data with each other to improve the process of student learning.

16. Teachers receive training on curriculum and instruction for students at different levels of learning:

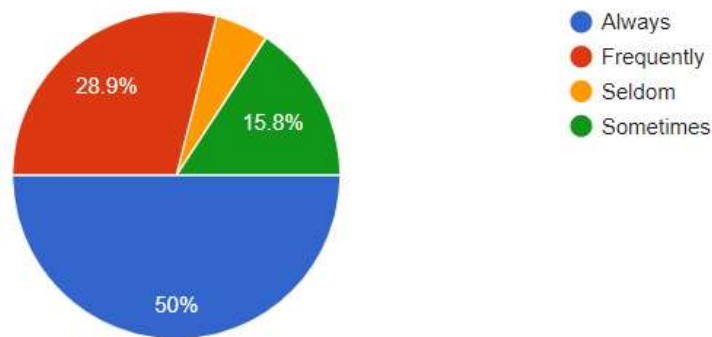
38 responses



As per the above question of the survey which is regarding the teachers' training on curriculum and instruction for students at different levels 47.4 percent of the respondents were with the option of frequently. 23.7 percent of the participants chose the option of always. The 21.1 percent of the respondents chose the option of sometime and the remaining of the participants was in view with the option of never and seldom which were of very less percentage as compared to others.

17. Administrators engage teachers in conversations about instruction and student learning:

38 responses

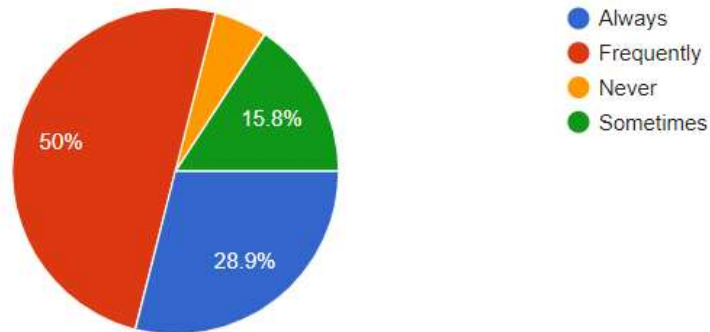


In above survey half of the respondents that are 50 percent were with the option of always. The option frequently was chosen 28.9 percent. 15.8 percent of the respondents were with the option

of sometimes and the remaining of the participants chose the option of seldom. The finding reveals that more than 70 percent of the participants voted in favor of the statement.

18. Institution train the faculty how to manage the distance education:

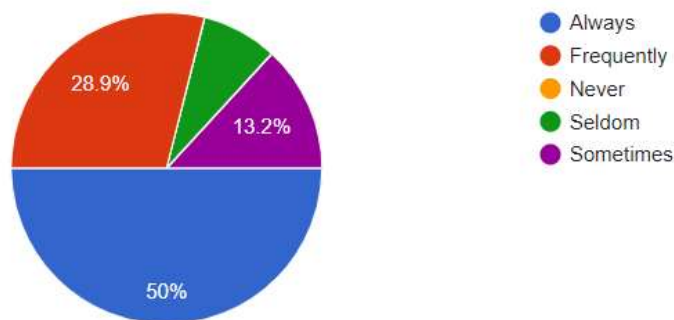
38 responses



Half of the respondents that are 50 percent of the survey were with the option of frequently. 28.9 percent chose the option always. 15.8 percent chose the option sometimes in above survey. While the remaining were with the option of never. Hence, showing an outcome that majority of the participants agreed with the statement provided.

19. Substitutes are available to cover the classes when they observe each other's classes or engage in other professional development opportunities:

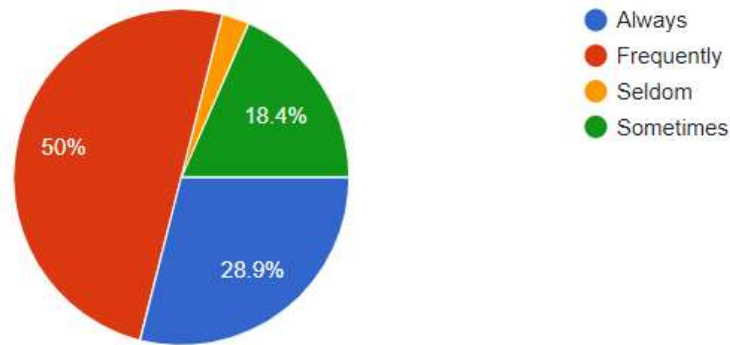
38 responses



50 percent of the respondents in above survey question answered with the option of always. 28.9 percent of the respondents were with the option of frequently. 13.2 percent were with the option of sometimes. And the remaining percentage of the respondents opted for the option of seldom and none of the participants were in view that no substitution available. Hence, with the majority of almost 80 percent of the participants voted in favor of the statement that substitutes are available to cover the classes.

20. Communicating our school mission and goals to families and community members is a priority:

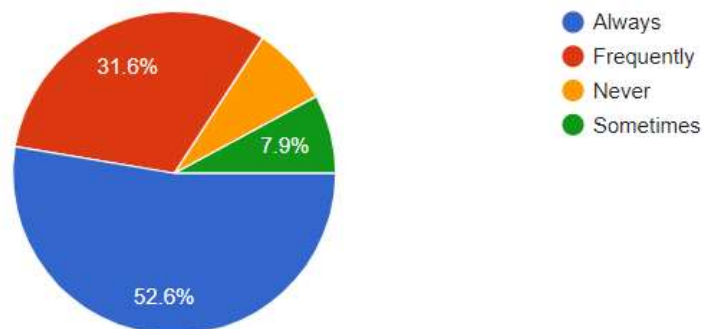
38 responses



In above survey 50 percent of the respondents said that frequently communicating school mission to families is a priority. 28.9 percent of participants chose the option always. 18.4 percent chose the option sometimes and the remaining percentage of the respondents was with the option of seldom. With 50 percent of frequently and almost 30 percent of always, most participants confirmed the validity of the statement.

21. Do the staff work with parents to find solutions to problems?

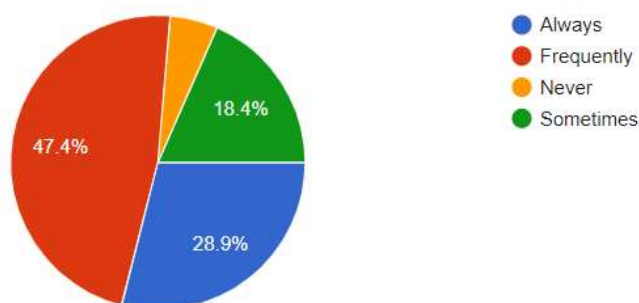
38 responses



When asked about that whether the parents and staff work together to solve the problems around 52.6 percent of the respondents chose the option of always. And the second highest percentage which was 31.6 percent opted by the respondents of the survey. The remaining of the percentage of the above survey question stated never and sometimes according to their perceptions. As a result, majority of the participants agreed to the statement which reflects the practicality of the statement.

22. Has this experience of teaching online been enjoyable?

38 responses



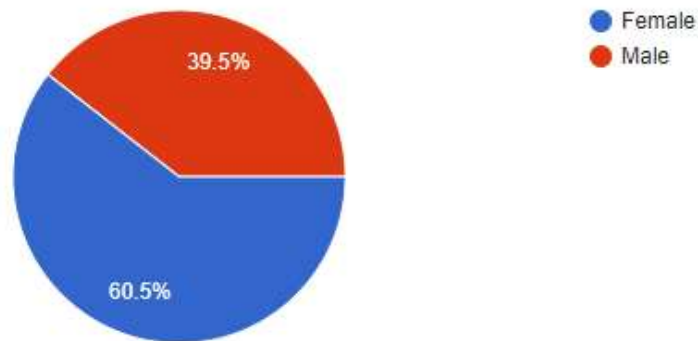
While asking the question to the respondents that have, they enjoyed the online learning and teaching, around 47.4 percent of the respondents came up with the answer of frequently. The second highest percentage in above survey question was 28.9 percent and these respondents opted

to the answer of always. 18.4 percent of the respondents were with the option of sometimes. The remaining participants of the survey were with the option of never. Findings revealed that most of the participants give their views in favor of the statement that the online method of teaching is still enjoyable.

A parents Questionnaire to Analyze the Extent of Students' Interaction and Integration

1. What is your Gender?

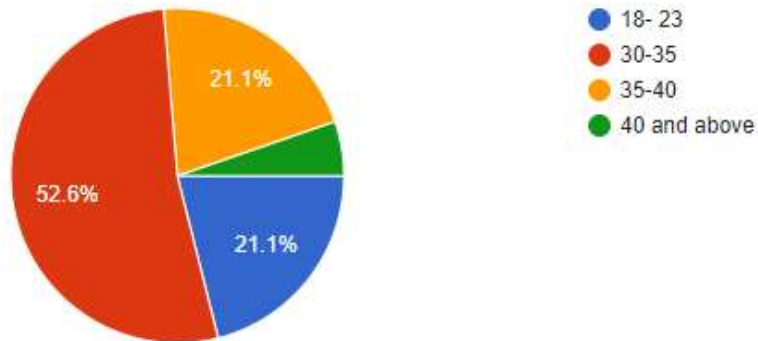
38 responses



In above demographics survey question we have been able to compile the data and calculate that more than 60 percent of the respondents who shared their thoughts with us were female, while the remaining 39.5 percent of the people who answered to the survey question were male. Reflecting that the data collected were from the perspectives of both male and female, which will reveal the variations in the perceptions in the survey.

2. What is your age?

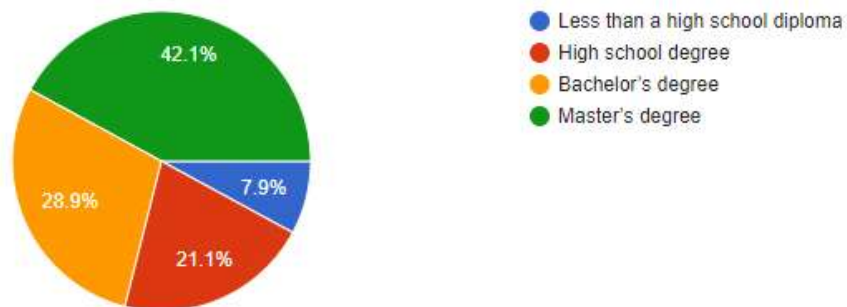
38 responses



As we were able to gather the random data and convert into information, we now know that about 52.6 percent of the respondents who answered the survey question were between the ages of 30-35, 21.1 percent of the respondents who answered the question were between the age of 18-23 and 30-40 respectively. The remaining percentage of the respondents was of age 40 and above. Findings show that almost each age group is covered for the survey from the participants, increasing the validity of the survey.

3. Education:

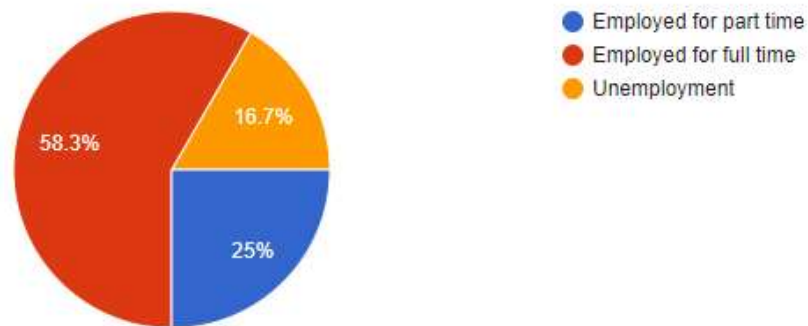
38 responses



In the above survey question we can calculate that 42.1 percent of the respondents who answered the survey question were master's degree holder. 28.9 percent of the respondents who answered the above question were bachelor's degree holder. 21.1 percent of the respondents were with a high school degree and the remaining 7.9 percent of the respondents who answered the survey question had less than a high school degree.

4. Employment Experience:

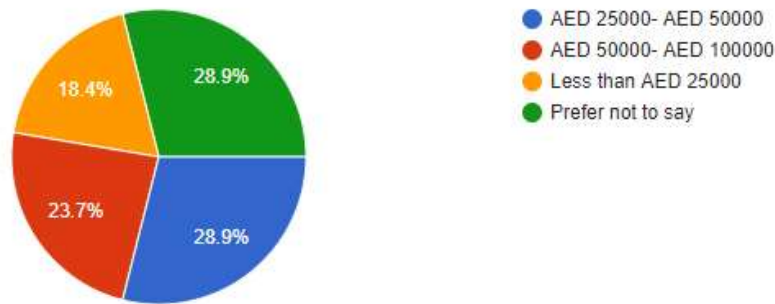
36 responses



In above survey question the respondents who shared their thoughts with us were employed for full time and their percentage was 58.3 percent. The second highest percentage in above survey question was 25 percent and those people were employed for a part time job. The remaining 16.7 percent of the respondents who answered the above survey question were unemployed. The findings revealed that the participants belonged to almost all forms of employment experience and with no experience as well.

5. Income:

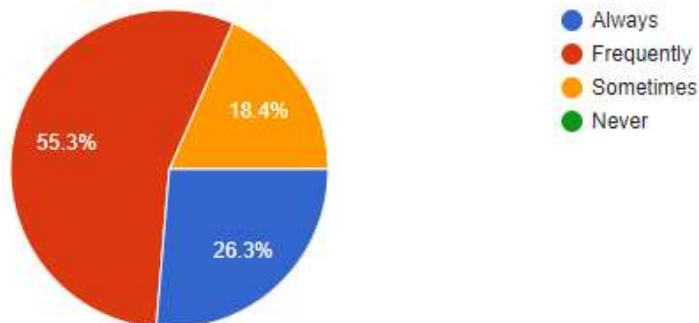
38 responses



Extending our survey, we come to the income question. And while answering the above question 28.9 percent of the respondents were earning between AED 25000-AED 50000 and the same percentage of the respondents preferred not to share their income with us. 23.7 percent of the respondents who answered the above survey question were earning an income around AED 50000-AED 100000. And the remaining 18.4 percent of the respondents were earning less than AED-25000.

6. The teacher uses educational research to select programs

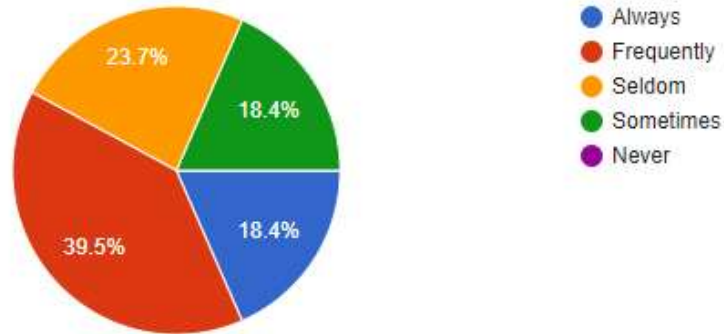
38 responses



In above survey question we were able to tell that majority of the respondents which 55.3 percent were answered that frequently the instructor use education related research as to selection of programs. 26.3 percent of the respondents answered that always the instructor uses educational related work towards the selection of programs. While the remaining 18.4 percent of the respondents gave the answer of sometimes an instructor uses research work to select a program.

7. Teachers have opportunities related to software's to practice new skills gained during staff development:

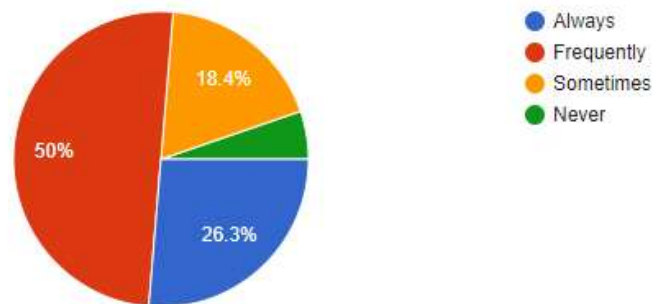
38 responses



According to the question 7 of the survey, 39.5 percentage of the above survey question were the respondents who were with the option of teachers have frequently opportunities related to practicing new skills. The second highest percentage which was 23.7 percent was the respondents who were with the option of Seldom. 18.4 percentage of the above survey question was shared with the options of always and sometimes.

8. Teachers are provided opportunities to gain deep understanding of the subjects they teach:

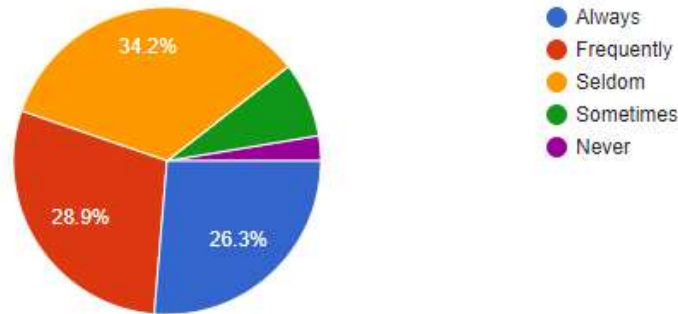
38 responses



In accordance with the above survey question we calculated that half of the percentage that is 50 percent were the respondents who opted for the option of frequently. 26.3 percent of the respondents in above survey question opted for the option of sometimes and the remaining of the respondents were with the option of never. The findings show that almost 75 percent of the teachers are provided with chances to develop deep understanding of the subject they teach which is in the favor of the statement.

9. The teachers in the school/institution conduct an online meetings with the whole staff to discuss ways to improve teaching and learning:

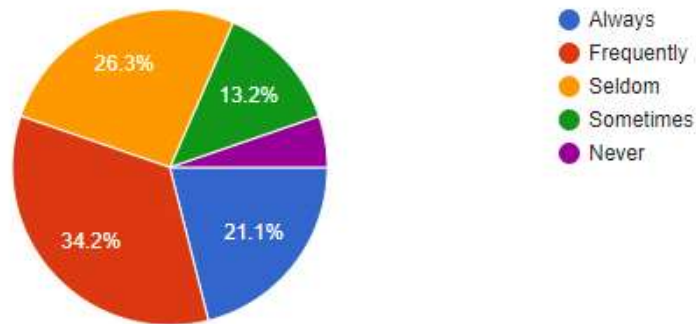
38 responses



When asked about the online meetings in improving learning and teaching, respondents mentioned that 34 percent use it seldom, 28.9 percent of the respondents in above survey question were with the option of frequently. 26.3 were with the option of always and the remaining percentages of the respondents in above survey question were with option of sometimes and never respectively.

10. Teachers at school learn how to use data to mess student learning needs:

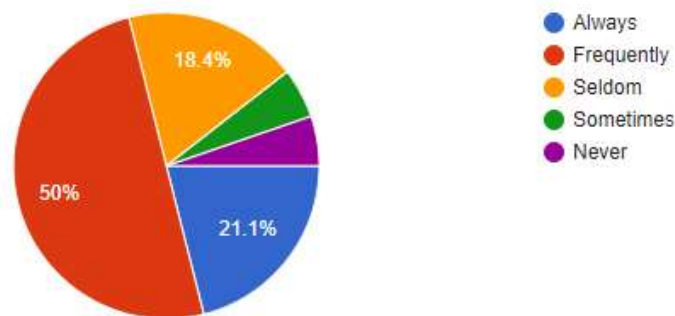
38 responses



34.2 percent of the respondents said that instructors always learn how to use data to mess student learning. 26.3 percent of the respondents were with the option of seldom. 21.1 percent of the respondents chose the option of always. Around 13 percent of the respondents opted for the option of sometimes. And the remaining percent of the respondents were with the option of never.

11. Teachers make decisions about professional development based on research that shows evidence of improved student performance:

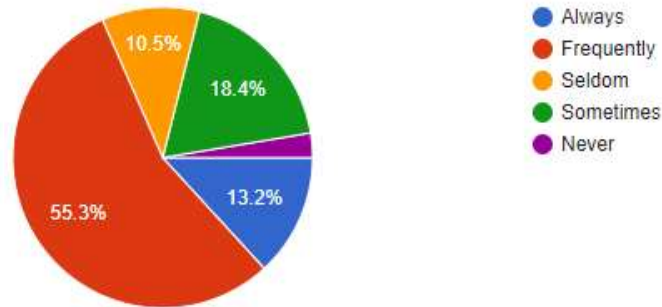
38 responses



Around 50 percent of the respondents opted for the option of frequently. 21.1 percent of the respondents were with the option of always. 18.4 percent of the respondents in above survey question were with option of seldom. And the remaining answers were with the option of sometimes and never respectively. Almost 70 percent of the participants makes up the majority and voted in favor of the statement of the survey.

12. Teachers set aside time to discuss what we learned from our professional development experiences during this pandemic:

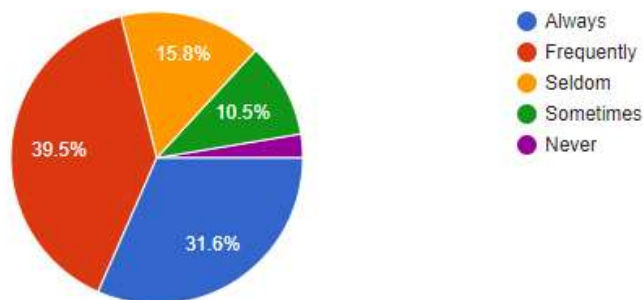
38 responses



In above data collected we calculated that 55.3 percent of the respondents in above survey question were with the option of frequently. 18.4 percent of the respondents were with option of sometimes. 13.2 percent of the respondents opted for the option of always. Seldom was chosen 10.5 percent. And the remaining percentage of the respondents was with option of never. Hence, revealing that majority of the teachers does find time for discussions of experience learned during pandemic.

13. This institute structures time for teachers to work together to enhance student learning:

38 responses

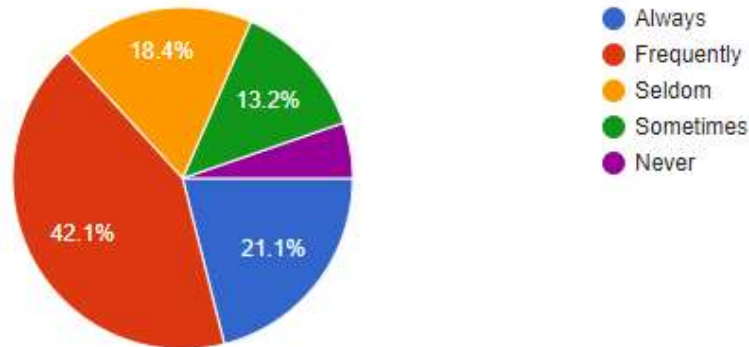


39 percent of the respondents in above survey question were with the option of frequently. 31.6 percent of the respondents chose always. 15.8 percent of the respondents opted for the option of seldom. 10.5 percent were with sometimes. And the rest were with the option of never. The survey

for the above questionnaire shows that majority of the participants voted in favor of the statement and confirmed about institutes provide time for teachers in terms of enhancing student learning.

14. Teachers use research-based instructional strategies during distance-based teaching:

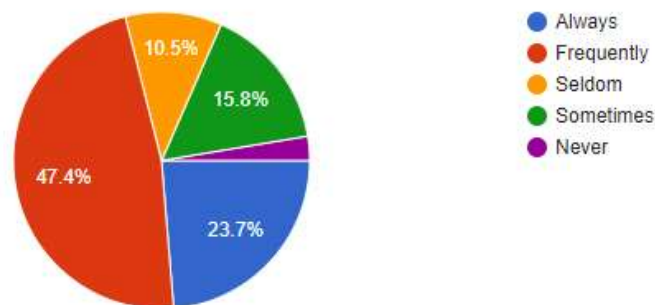
38 responses



With most 42 percent, respondents mentioned that teachers frequently use research-based strategies in distance teaching. 21 percent of the respondents opted for always. 18.4 percent of the respondents selected the option seldom. 13.2 percent were with the option of sometimes and the remaining was with the option of never. If we sum up the participants voted with always and frequently, we get the percentage of more than 60 percent which makes the majority stating that teacher uses research bases strategies.

15. Teachers analyse online teaching performance data with each other to improve student learning:

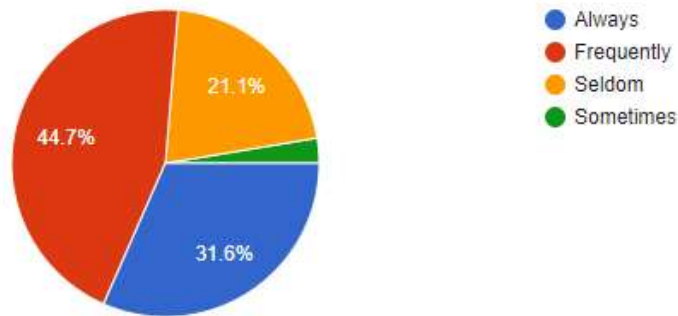
38 responses



In above survey question we calculated by the given data that 47.4 percent of the respondents mentioned frequently. 23 percent of the respondents were with the option of always. 15.8 percent of the respondents of the survey chose the option of sometimes. Seldom was given 10.5 percent and the remaining percentage of the respondents were with option of never stating that teachers do not analyze online performance with each other. However, this percentage is very low as compared to the participants voted in favor of the statement which is almost 70 percent.

16. Teachers receive training on curriculum and instruction for students at different levels of learning:

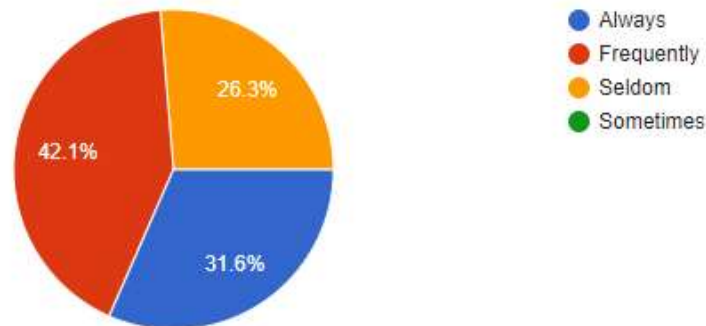
38 responses



44 percent of the respondents revealed that the instructors receive training for learners frequently at schools, 31 percent mentioned that always an instructor receives training for learners at different levels. 21.1 percent of the respondents in above survey question were with the option of seldom. While the remaining percent of the respondents were with the option of sometimes. Hence, with most 70 percent participants said that mostly teachers receive training on curriculum and how to instruct the students at various stages of learning.

17. Administrators engage teachers in conversations about instruction and student learning:

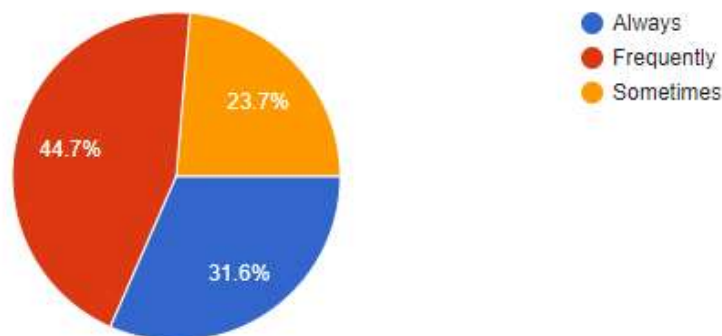
38 responses



42.1 percent of the respondents in above survey question said that frequently the teachers are engaged by the administrators in talks about student learning and instructions. The second highest percentage that is 31.6 was given to the answer always. And the remaining of the respondents that are 28.3 percent opted for the option seldom. Therefore, making the majority in favor of the statement and confirming that administrators do engage teachers regarding their instructions and learning of the students.

18. Institution train the faculty how to manage the distance education

38 responses

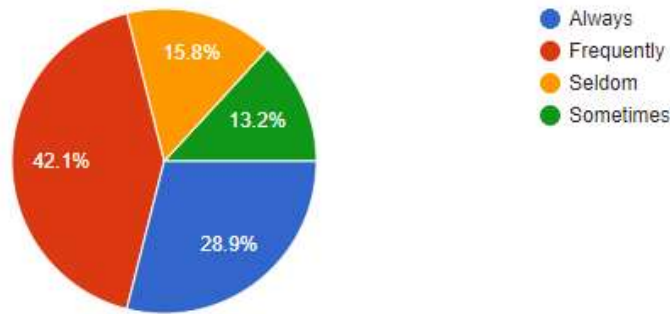


Respondents with the percent of 44 in given survey question revealed that frequently institutes train their faculties in distance learning. 31.6 percent of the respondents were with option of always. 23.7 percent of the respondents in above survey question opted for sometimes. If we combine the option of always and frequently, we can see that almost 75 percent of the participants

as a majority considers that institutions do train their faculty on managing the distance learning and education procedures, reflecting the truthfulness of statement.

19. Substitutes are available to cover the classes when they observe each other's classes or engage in other professional development opportunities:

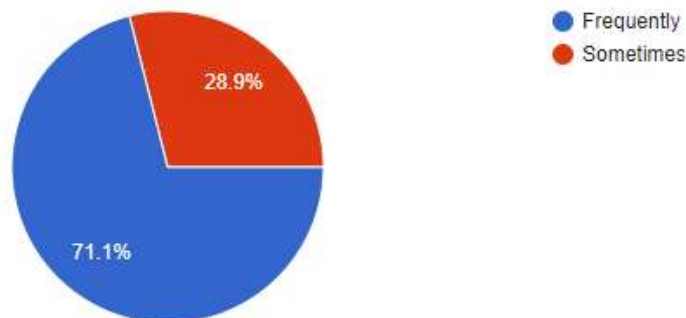
38 responses



42.1 percent of the respondents in above survey question answered with the option of frequently. 28.9 percent of the respondents were with the option of always. 15.8 percent were with the option of seldom. And the remaining percentage of the respondents that are 13.2 percent opted for the option of sometimes. Hence, with most 70 percent of the participants voted in favor of the statement that substitutes are available to cover the classes.

20. Communicating our school mission and goals to families and community members is a priority:

38 responses

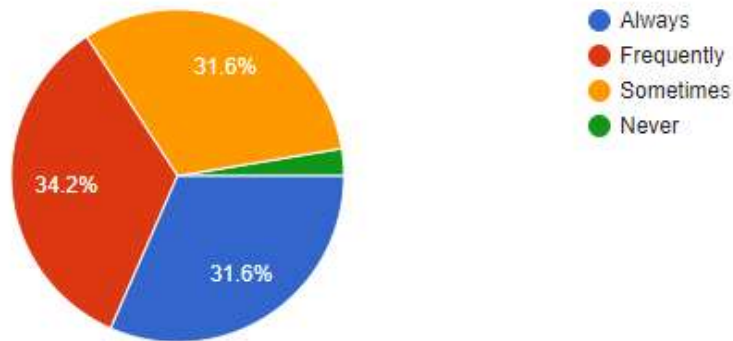


In above survey question the respondents had only two options in which one had to be selected. The options were of frequently and sometimes. According to the data collected 71.1 percent of the respondents opted for the option frequently while the remaining 28.9 percent were with the option

of sometimes. Therefore, being the majority with the 70 percent of the participants gave their opinion in favor of the statement that communicating the goals and mission of schools to the families is a priority.

21. Do the staff work with parents to find solutions to problems?

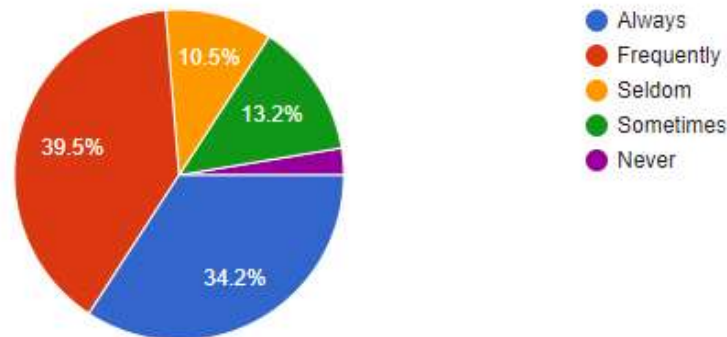
38 responses



When asked about that whether the parents and staff work together to solve the problems around 34.2 percent of the respondents chose the option of frequently. And the second highest percentage which was 31.6 was shared between two options of sometimes and always respectively. The remaining of the percentage of the above survey question stated never according to their perceptions. As a result, majority of the participants agreed to the statement which reflects the practicality of the statement.

22. Has this experience of teaching online been enjoyable?

38 responses



While asking the question to the respondents that have, they enjoyed the online learning and teaching, around 39 percent of the respondents came up with the answer of frequently. The second highest percentage in above survey question was 34.2 percent and these respondents opted to the answer of always. 13.2 percent of the respondents were with the option of sometimes. 10.5 percent of the respondents chose the option of seldom and the remaining were with the option of never. Findings revealed that most of the participants give their views in favor of the statement that the online method of teaching is still enjoyable.

10.3 Discussion

The discussion is made regarding the three objectives of the study that are fulfilled through the quantitative data analysis. The findings are developed for these objectives provided an understanding of the perceptions and adaptability of the students and teachers about distance learning and their engagement in pre- and post-pandemic school settings. The first objective of the study is to identify the teachers' perceptions about students' engagement levels. It is found out through the analysis of the data that most of the students has positive attitudes towards the educational learning process and considers engaging in such procedures favorable. It is revealed that course structure, instructor feedback, self-motivation, learning style, interaction, and instructor facilitation all had a significant impact on student satisfaction. Only instructor comments and learning style, they found, had a substantial impact on reported learning results. Student satisfaction was also found to be a major predictor of learning results. Similarly, as mentioned in

the literature by Richardson et al. (2017), who discovered that students who had strong overall perceptions of social presence scored well in terms of perceived learning and instructor satisfaction, they stated that it is critical to concentrate on the connection between students and educators.

As a result, active learning and student engagement are critical for improved student learning and retention. It is found that clarity of design, engagement with instructors, and active conversation among course participants had a substantial impact on students' happiness and perceptions of learning.

Literature also confirmed that there have been numerous researches on student participation in learning settings. Students' perceptions of their involvement in their learning and participation in courses grew as they were encouraged to work more collaboratively with classmates. It is also evident from the literature that learners must be mentally and physiologically connected before they can become cognitively engaged, which means they must believe secure and comfortable. According to the findings, the importance of teacher-reported evaluation approaches to education and their connections to behavioral issues, motivation, and student involvement. Students' perceptions of classes can largely depend on the institution's atmosphere and individual qualities. It was also evident from the analysis and backed by the literature that teachers could quite successfully organize classes and actions which might inspire learners to be much more active participants in their learning and coursework by analyzing learner involvement and incorporating those effective characteristics. Learner expertise of course learning goals, detainment, and learners' attitudes of fulfillment are some of the conventional methods of calculating teaching efficiency, so although the concern of the effect of educational activities on learner engagement offers a much fuller view of the instructional dynamic. It was also believed that learning engagement necessitates a psychological investment on the student's part and persistence in completing the learning task. Several interconnected factors, such as motivation, attention, involvement, and intellectual effort, can also help to promote engagement efforts. Therefore, it is evident from the researcher's opinion that according to the teacher's perception, the engagement level of students was found to be positive depending on the role of teachers.

The study's second objective is to evaluate teachers' perceptions about students' engagement levels during distance learning in Abu Dhabi schools. The analysis shows that majority of the students feels positive and convenient when studying through e-learning or distance learning platform as it

provides the flexibility in terms of time and place to the learner. The analysis also revealed that they enable students to study from anywhere. Most of the students feel distance learning user friendly, and they provide the ease of submitting their tests and assignments online without going physically to the institute premises. It is evident from the analysis, especially females, as they viewed themselves as more confident and less hesitant. As it is also reflected in the literature that in the middle of this rigid custom and workplace culture, e-learning has proven to be a boon by permitting students to communicate and be present on campus at any moment and from any place. Students are not constrained or bound in any way when it comes to communicating with academic staff at specified times, as researched by (Mirza & Al-Abdulkareem, 2011). Furthermore, according to their teacher perceptions, female students at different universities in Abu Dhabi are uncomfortable engaging with male academic staff. This problem has been remedied to a large extent by online and distance learning since female students have effectively dealt with this issue and establishes themselves in a better spot to participate in in-class debates.

Female students gained confidence in voicing their ideas on online forums with the support of e-learning control systems because they are not compelled to speak up in the classroom. It is also evident from the literature that numerous of the main benefits of open and distance learning, in which learners are not obliged to be involved in a physical classroom, is how it allows students to receive a personalized education regardless of the channels through which they can attend training centers and academic institutions. However, this mode of education allows for curricular courses and resources to be presented in a variety of digital formats like in the form of links, video lectures, etc. Tutors usually communicate with students via email and online classrooms, and learners watch and engage in these learning sessions. However, it is also evident from the literature that communication appeared to be a crucial component of remote learning (Malan, 2020), even in the context of learning and perceptions of Abu Dhabi. Distance learning, according to, will provide students with a variety of instructional help and communication procedures. This is due to the numerous technologies used in distant learning, such as computer-based knowledge. However, it is found out from the analysis that there are technologies available that enable the students to take lectures, test and submit assignments online. In the researcher's opinion, throughout the current situation, it provides a chance for instructors to obtain learning to enhance student learning in educational programs and assist instructors in achieving goals that align with the learning objectives of higher education institutions.

The third objective of the study is to analyze the students' perceptions about experience of learning pre- and post-pandemic. The analysis of the quantitative data showed that teachers could quite successfully organize classes and actions which inspired learners to be much more active participants in their learning and coursework by analyzing their involvement and incorporating those affective characteristics. Learner expertise of course learning goals, detainment, and learners' attitudes of fulfillment is found to be some of the conventional methods of calculating teaching efficiency, so although the concern of the effect of educational activities on learner engagement offers a much fuller view of the instructional dynamic. Teachers can alter current instructional approaches in reaction to variations in learners' inspiration, interest, and perspective toward the courses and educational objectives by evaluating levels of learner engagement as mentioned in the literature by (Mandernach, 2015). The literature not only demonstrates positive perceptions among different students, but it also offers insight on problems such as the access to an internet connection, budgetary issues, and learning execution. A fascinating aspect of the finding was the students' need to get voice notes to clarify given teaching content and homework. During the COVID-19, Joaquin et al. (2020) researched the perspectives and obstacles for professors and learners about distant learning deployment. In context to Abu Dhabi and post-pandemic situations, learners like shifting to distant studying at a moderate level in common, with real learning issues via digital platform confronting learners. Face-to-face lessons have changed to distant training because of the prevalence and the consequences of the disease. In accordance with the use of technology like smart phones, and laptops etc., in both structured and unstructured situations, online training is considered an alternate learning approach. Moreover, it is founded that students now freely learn and connect with their instructors whenever they want because of these training methods and atmosphere (Singh & Thurman, 2019). In the opinion of the researcher, the perceptions of the student before and after the pandemic are becoming similar as they feel confident and ease in using the digital platforms but also in the phase of shifting towards distance learning, there appeared some hurdles and challenges in implementing new structures but as time passes students and teacher are becoming prone to it.

11. Conclusion and recommendation

After the detailed discussion regarding the different perceptions on distance and e-learning, we can conclude that professional development is based on education. Regardless of where it is obtainable or who provides it, it is apparent that services available by formal educational establishments are merely one of many resources and alternatives. To ensure a successful deployment, certain actions should be taken. Teachers who adapt education to satisfy the expectations of pupils, provide a range of behaviors, and reduce anxiety and concentration are regarded as demonstrating mastering methods of instruction. Teachers who feel that the goal of engaging in learning and accomplishing academic tasks is for students to develop competency embrace several of these characteristics. Because women are not expected to speak to the teacher in the classroom, female students benefited greatly in expressing their opinions on internet communities with the help of e-learning process control. As a result, people lose their conservative and hesitant demeanor and become more willing to disclose their opinions and thoughts. When learners connect directly to their classroom or class environment, professors, other learners, the organization, and their education, they are said to be emotionally engaged. It entails a student's desire to learn, their feeling of belongingness, and their continuing education. To ensure a smooth transition to distance learning, adults must get training and guidance. These methods will help students become more like distance learning and shift their perceptions from unfavorable to favorable.

In this vein, we discovered and explored distant training because of the COVID-19 pandemic in UAE. The danger this disease has posed for some of the unusual issues for schools, colleges, and universities, following the closure of schools, colleges, and universities during a short period and has enforced maintaining and applying measures of social distancing. All parties, including learners, instructors, and administrators, are just being expected to do activities that were never done before on this list in terms of program provision and distance education. Our reactions will determine if we can understand from that kind of crisis and establish a more robust and long-term globalization policy, either domestically or abroad. Other projects built on all these data that attempt to improve students' interest in helping professionals using technology in remote research and education can seek to strike the right balance between community development and practical

technical assistance, maybe based on communities of practice or academic rural education models who involve participant' associates in early adoption and the development of supporting ties. Importantly, both students and faculty could be involved in such activities, acting as rivals. It is critical to understand the relationship between teaching and student learning, not just for teachers but also for student teachers.

Putting a greater emphasis on this link throughout instructor training should lead to more systematic techniques to enhancing instructors' exercises. The elements which can influence the learner perception and learner in no synchronous distant training were investigated in this study. There is a substantial link between the subject format and learner satisfaction. However, the recent research found that a substantial link between the subject format and learners perceived training. Furthermore, the results revealed that while learner contact had no statistically significant impact on student happiness, the presence of an instructor has a quantitative influence on learner's perceived training. However, results revealed that pupil's engagement has a major impact on how students perceive their learning.

In terms of learning outcomes, this research review reveals that distance education is a successful strategy. The success of distant learning is determined by who teaches who learns, how learning exchanges are carried out, and how learning technology is supported. Distance learning will be successfully provided with the material, learning interaction models, learning media, communication techniques, and learning assessments are all well-prepared. The research identifies learners' inclinations for e-learning since it allows them to interact with their lecturers, classmates and participate with their study materials while being comfortable and flexible in terms of geography and time. One of the main reasons why students choose e-learning is the ease with which they may obtain study resources. According to the findings, e-learning technology facilitates knowledge access, resulting in students developing a positive mentality toward it. Even when it's well-designed, online learning necessitates more self-control and initiative on the part of students. However, there is still a problem with implementing distant learning with management learning systems, specifically the difficulty in grasping instructional objectives, which is the fundamental barrier to distance learning. Regardless of the advantages and disadvantages, the literature study suggests that distance education is just as effective as traditional (face-to-face) learning in terms

of student learning outcomes. The application of distant learning has a lot of room to grow. Improving the quality of online education programs is a significant challenge that must be met. Creating tough content that not only meets the curriculum's requirements but also engages pupils. It is expected that distance learning will become a common element of the learning process and entirely replace existing face-to-face traditional teaching and learning in a new era. The research revealed how professors have a piece of thorough information about what learners see the position as executive instructors. However, educators must have a better understanding of every set of learners and the various aspects that influence their participation. Furthermore, given the differences in pre-pandemic learner perceptions, the present study emphasizes a need for academic institutions to use a variety of learning environments to better engage diverse learner populations in the education process while also nurturing positive relationships.

The major purpose is to help the community comprehend E-learning, not particularly to change their minds from unfavorable to positive. Only then will E-learning be able to expand and constructively tackle and influence the academic difficulties that the UAE is experiencing. The research findings are significant since they originate from individuals who did not choose to pursue online learning but were forced to do so for practically all their coursework because of the pandemic disease or situation. The results of the recent research related to distant learning designers and trainers in terms of how to make existing e-learning more productive. It should also incorporate design elements that increase students' positive satisfaction, which will contribute to improved academic performance. The findings reveal considerable variations between primary and secondary school parents' perceptions of e-learning in Abu Dhabi. As a response, private schools must place a greater emphasis on e-learning, which ADEK must monitor and oversee. E-learning is proving to be a terrific motivator for students across the globe, including those in Abu Dhabi. The current study's overall findings demonstrate high student satisfaction, favorable attitudes, and little problems. That might be seen as a direct outcome of the Ministry of Education's preparation and the region's well-established infrastructures. The windows of e-learning are wide and accessible to everyone, offering continual learning opportunities to everybody without any barriers, resulting in improved teaching effectiveness.

The following are the recommendations for improving and enhancing distance learning:

- Accompany all learners warmly and courteously when beginning lectures to establish pleasant learning conversations; Foster an atmosphere of ongoing dialogue with learners by 'sharing' screens to address teachings and empowering students to ask questions; Document lecture briefing courses and group discussion and disseminate them to learners who were unable to attend the live session.
- In terms of structure that learners and lecturers use, thoroughly analyze systems and services. The viewpoints of instructors and parents could also be useful in a future study. Even if the situation returns to normal, the student preference for distance learning could be a topic for constructive dialogue. In this regard, we believe that a hybrid education system may be the greatest model for the rest of education beyond COVID-19, allowing us to maintain the experience we've gained while also being prepared for disaster risks. To accomplish this, we must revamp and restructure the curriculum in accordance with modern instructional technology theories.

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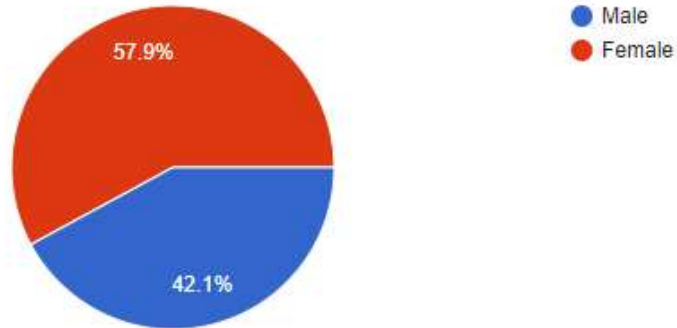
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13. Appendices

Student Questionnaire

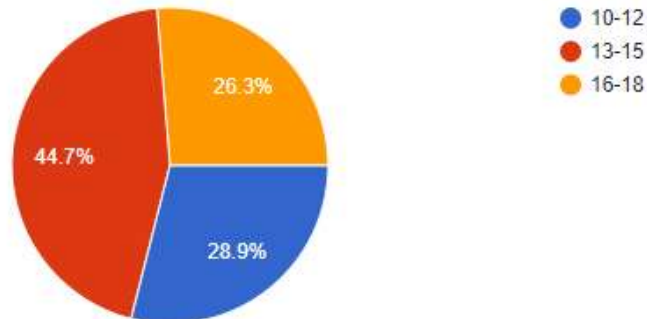
1. What is your Gender

38 responses



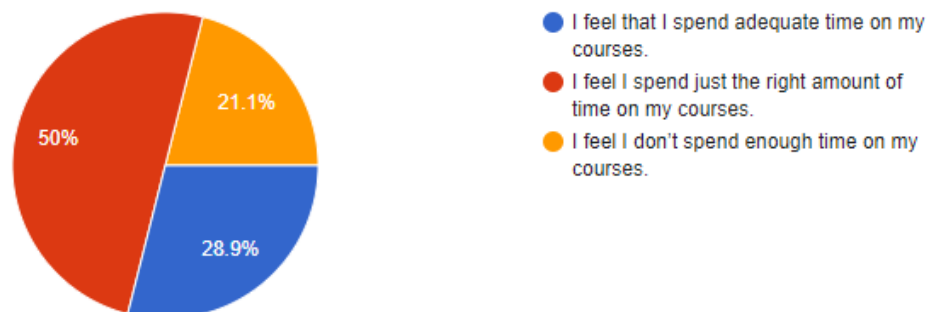
2. What is your age?

38 responses



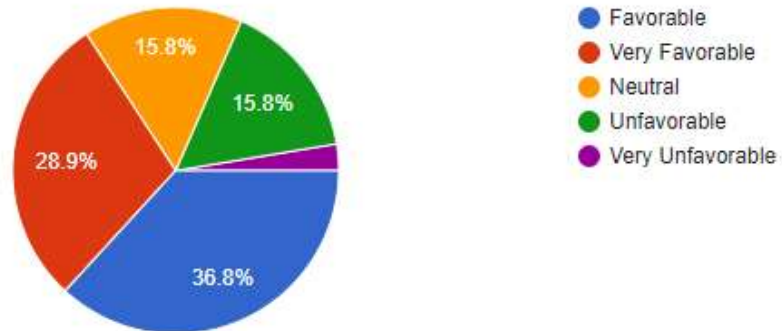
3. Time spent on course

38 responses



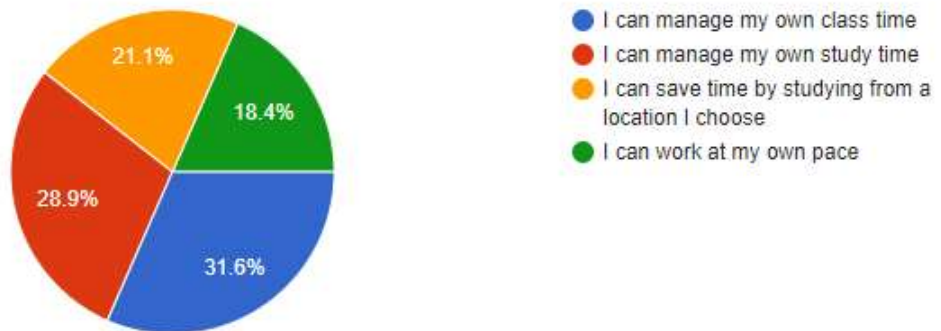
4. Students' attitudes toward distance education

38 responses



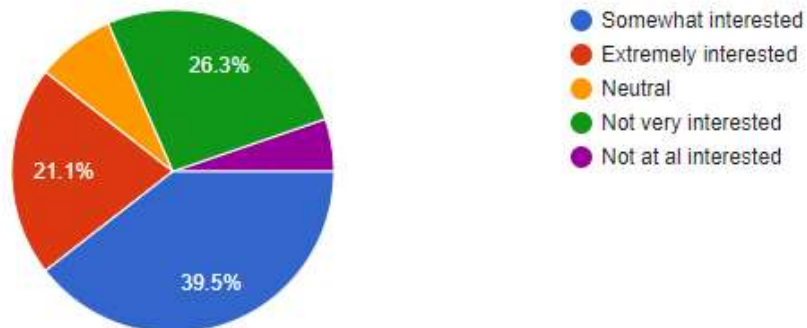
5. Reasons to enroll in distance education courses

38 responses



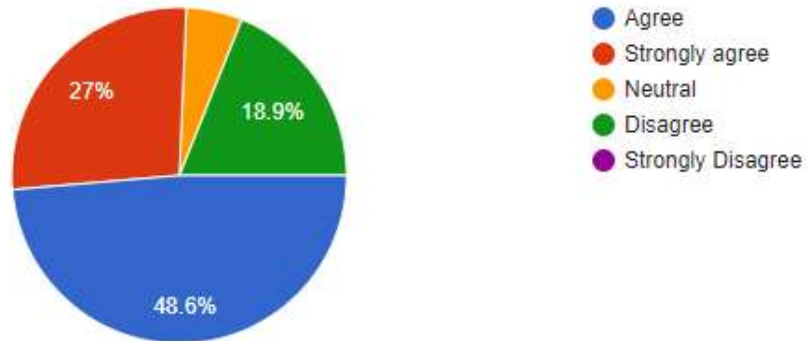
6. Interest in enrolling in a distance education course

38 responses



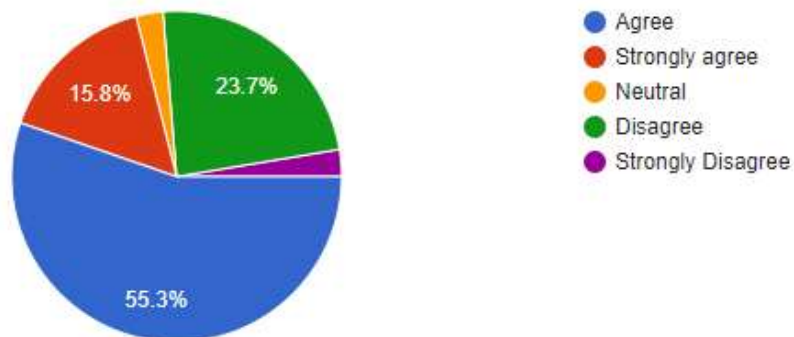
7. Studying through an e-learning/Distance learning model provides the flexibility to the study at the time convenient to the learner:

37 responses



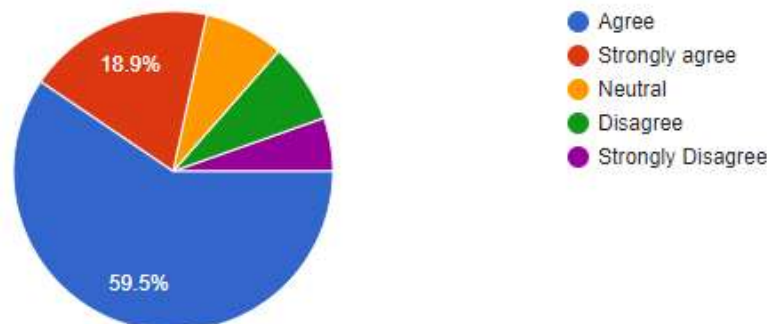
8. E-learning/Distance learning can enable people to study irrespective of where they are located in the world:

38 responses



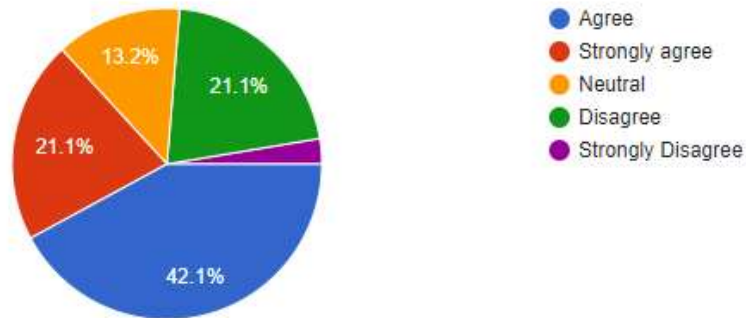
9. There are technologies available to enable one to take tests and submit assignments electronically:

37 responses



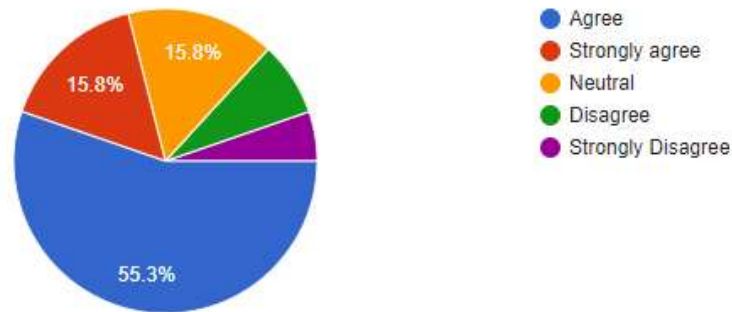
10. I feel confident while getting distance learning:

38 responses



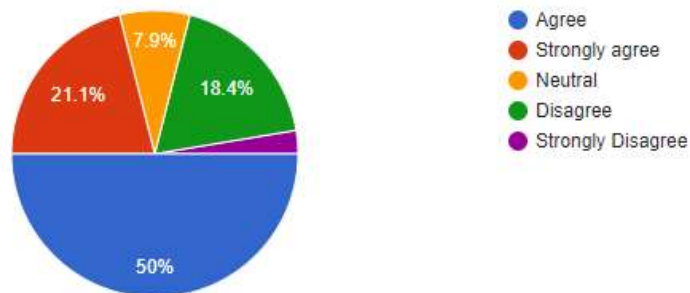
11. I believe e-learning platforms are user friendly:

38 responses



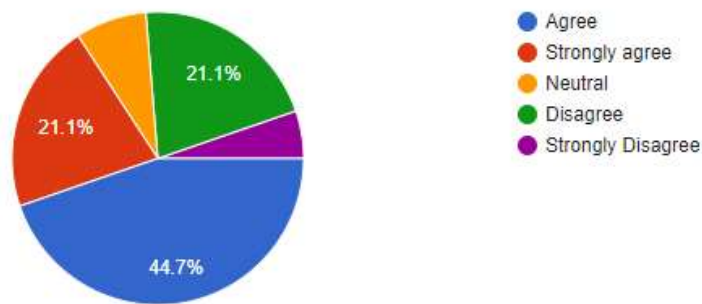
12. It would be easy for me to find necessary information when using an e-learning platform and taking lectures:

38 responses



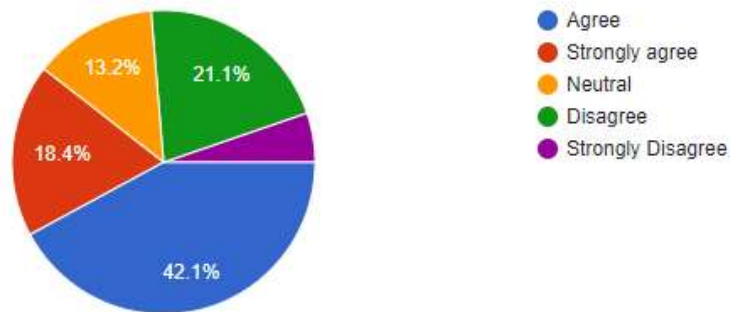
13. I believe that using e-learning service can simplify the-learning process:

38 responses



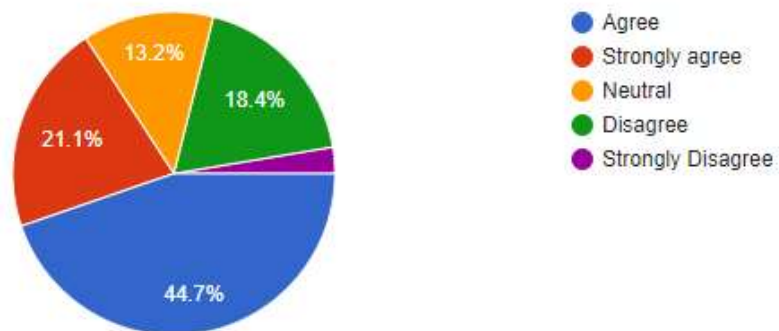
14. The set-up of the e-learning service is compatible with the way I learn:

38 responses



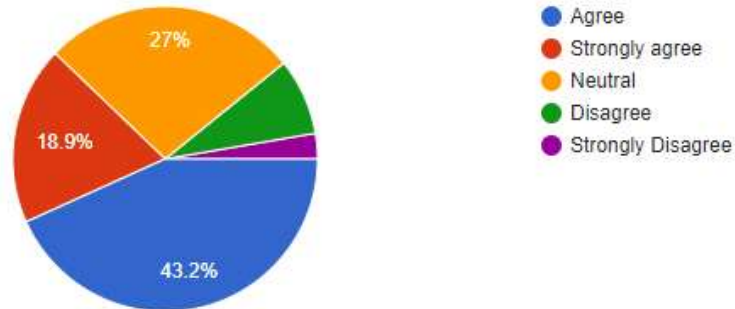
15. I intend to use Distance learning to assist my learning:

38 responses



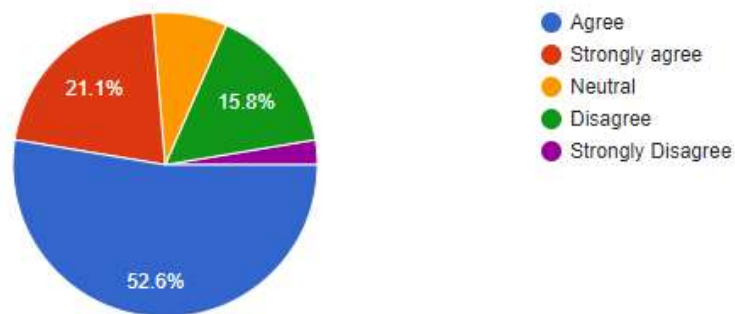
16. I intend to use Distance learning software to get updated my subject knowledge with the latest amendments:

37 responses



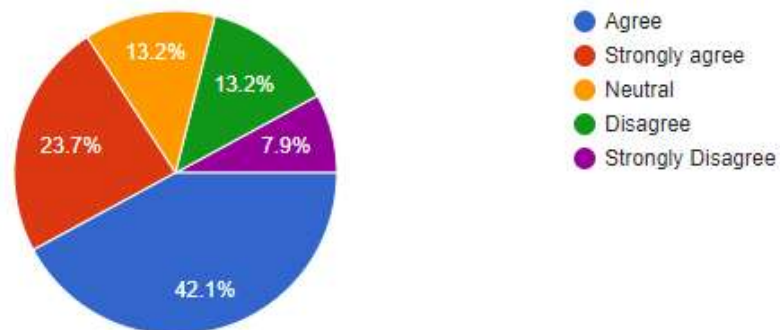
17. I intend to use Distance learning as an autonomous (free) learning tool:

38 responses



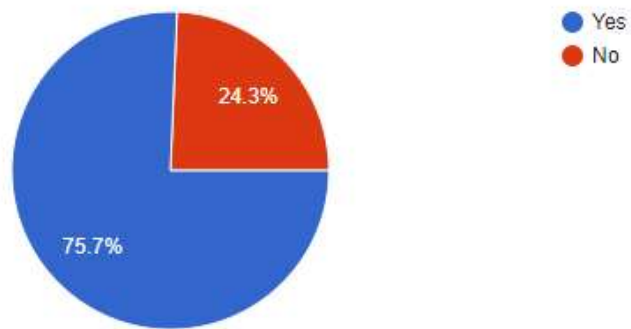
18. I feel confident while using online-learning content

38 responses



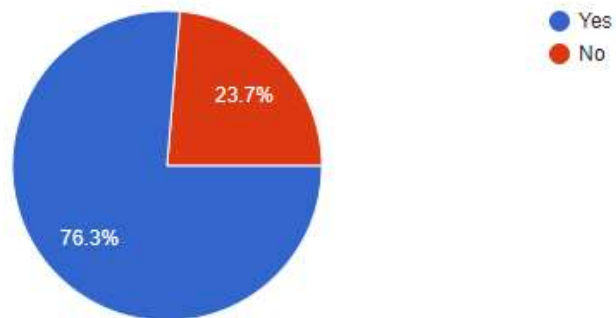
19. Do you perceive that the online courses met your expectations?

37 responses



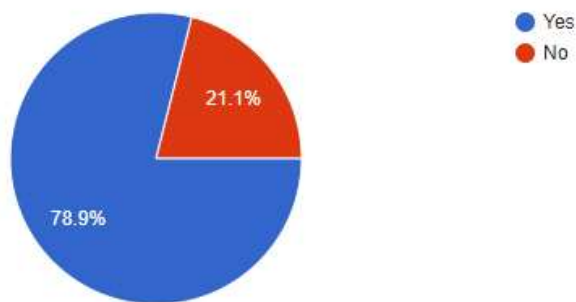
20. Do you perceive that the online methods of course content delivery met your expectations

38 responses



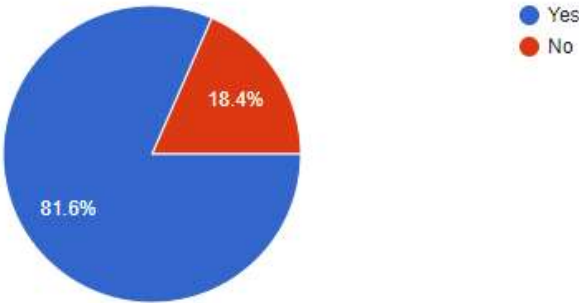
21. Do you perceive that the online student-student interactions met your expectations?

38 responses



22. Do you perceive that the online course student-content interactions met your expectations?

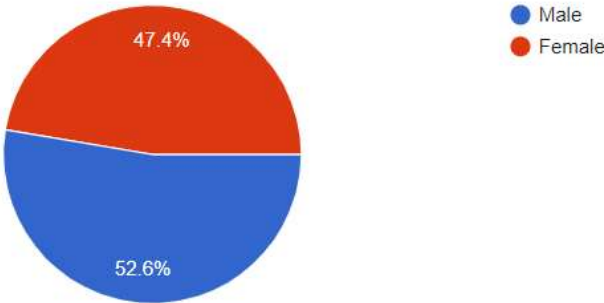
38 responses



Teacher Questionnaire

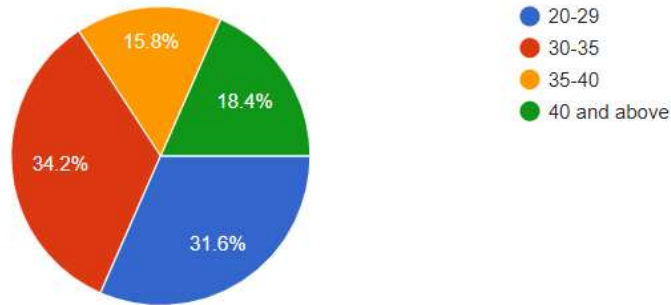
1. What is your Gender?

38 responses



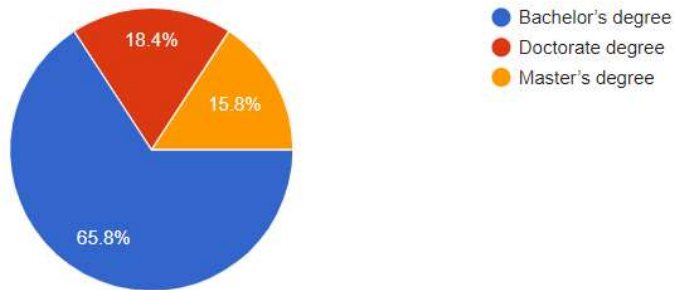
2. What is your age?

38 responses



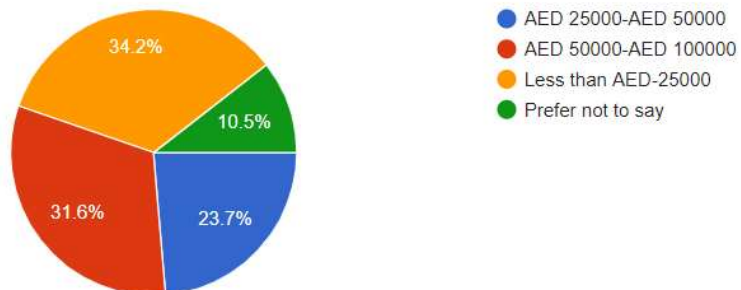
3. What is your education?

38 responses



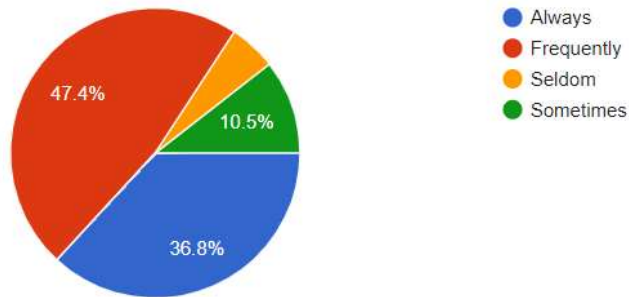
5. What is your income?

38 responses



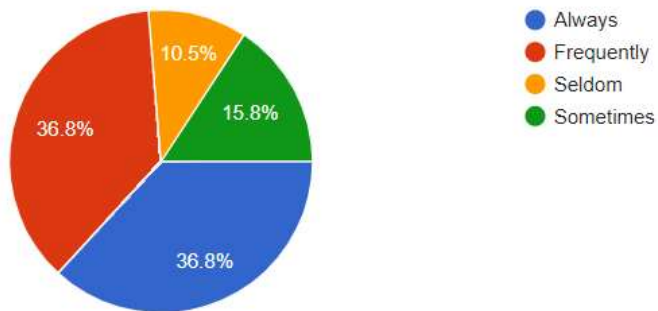
6. The teacher uses educational research to select programs:

38 responses



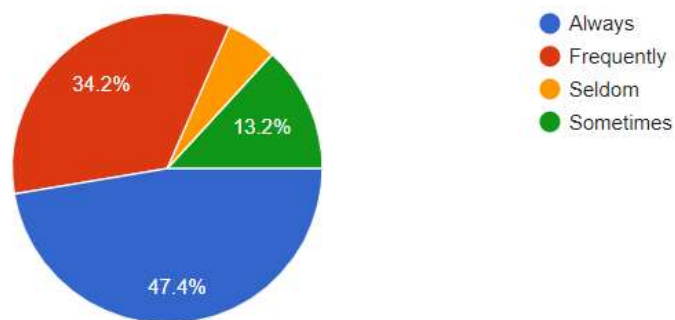
7. Teachers have opportunities related to software's to practice new skills gained during staff development:

38 responses



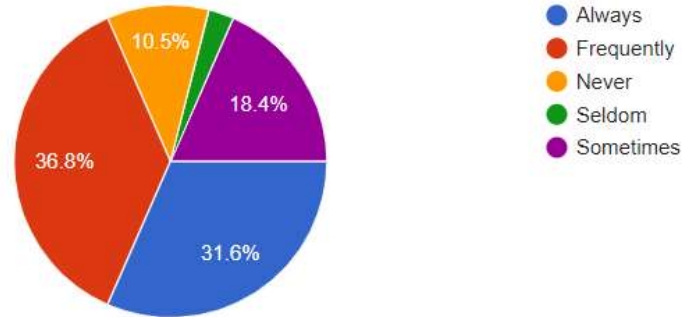
8. Teachers are provided opportunities to gain deep understanding of the subjects they teach:

38 responses



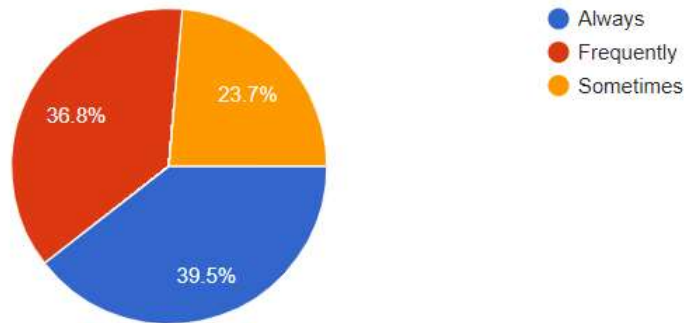
9. The teachers in the school/institution conduct an online meetings with the whole staff to discuss ways to improve teaching and learning:

38 responses



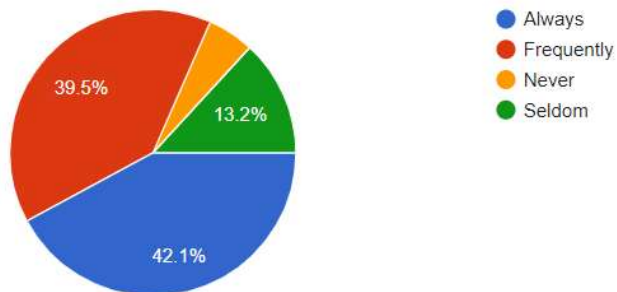
10. Teachers at school learn how to use data to meet student learning needs:

38 responses



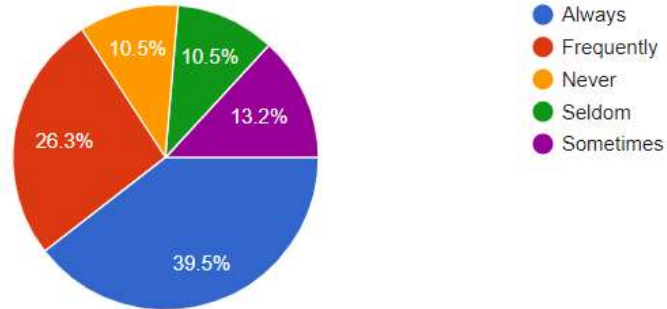
11. Teachers make decisions about professional development based on research that shows evidence of improved student performance:

38 responses



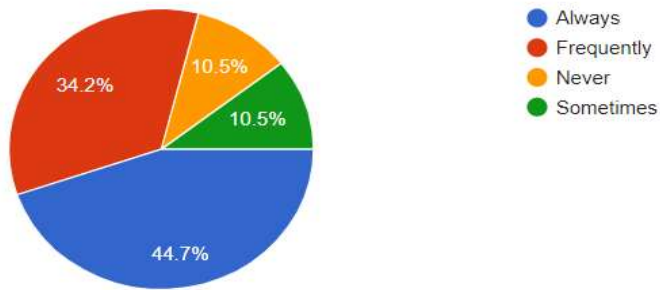
12. Teachers set aside time to discuss what we learned from our professional development experiences during this pandemic:

38 responses



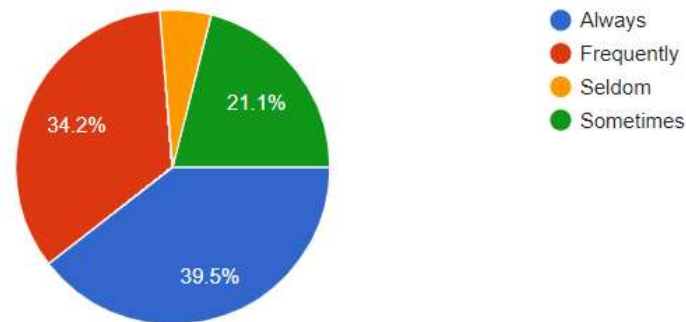
13. This institute structures time for teachers to work together to enhance student learning:

38 responses



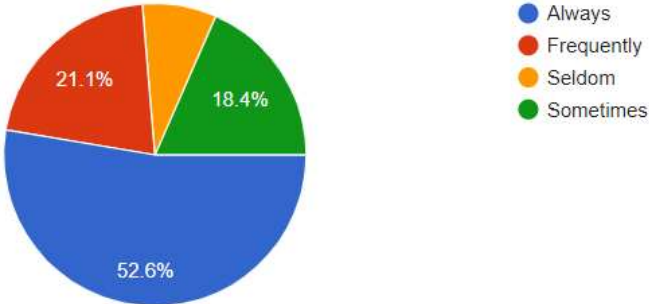
14. Teachers use research-based instructional strategies during distance-based teaching:

38 responses



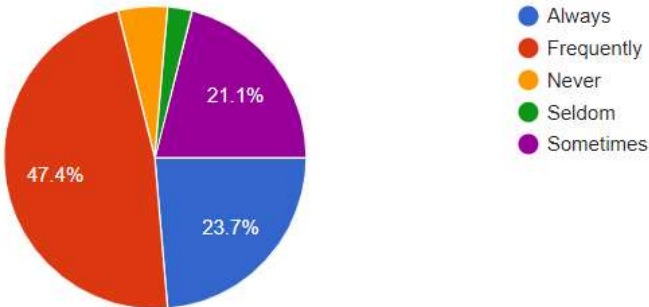
15. Teachers analyse online teaching performance data with each other to improve student learning:

38 responses



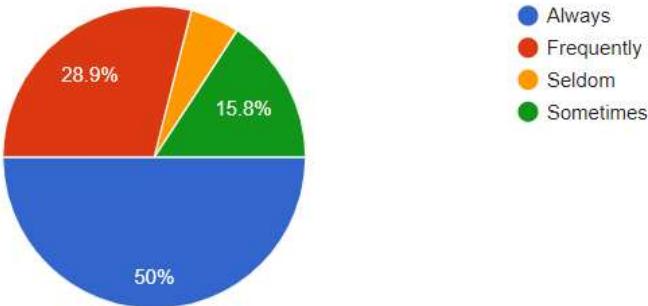
16. Teachers receive training on curriculum and instruction for students at different levels of learning:

38 responses



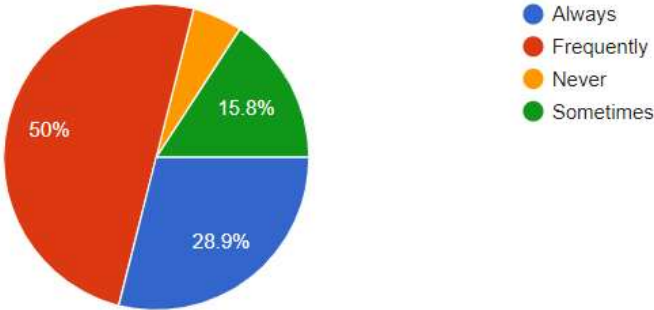
17. Administrators engage teachers in conversations about instruction and student learning:

38 responses



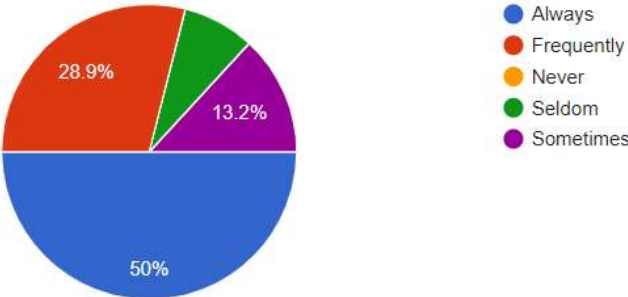
18. Institution train the faculty how to manage the distance education:

38 responses



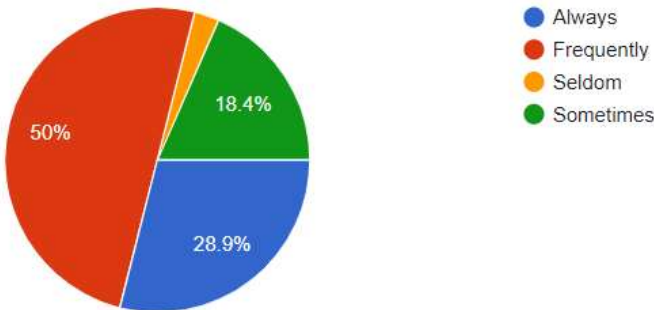
19. Substitutes are available to cover the classes when they observe each other's classes or engage in other professional development opportunities:

38 responses



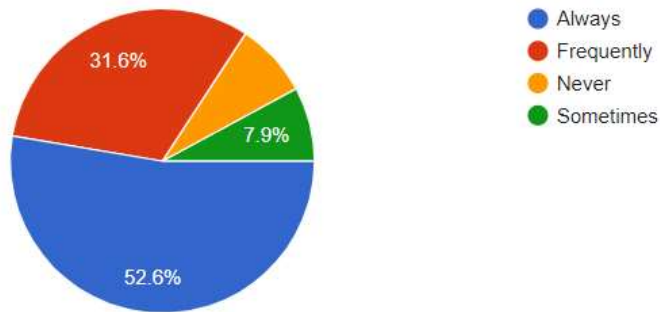
20. Communicating our school mission and goals to families and community members is a priority:

38 responses



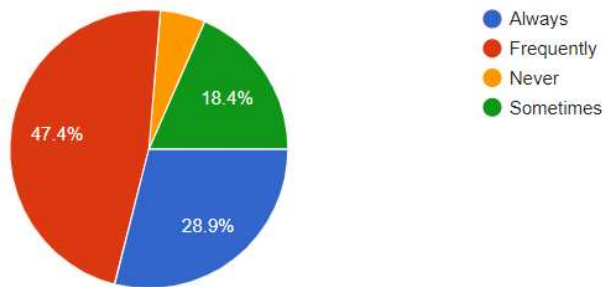
21. Do the staff work with parents to find solutions to problems?

38 responses



22. Has this experience of teaching online been enjoyable?

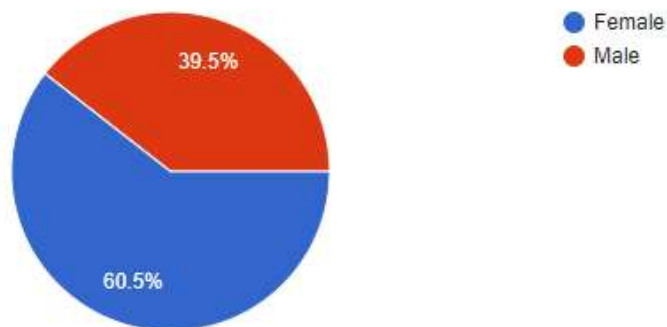
38 responses



Parent Questionnaire

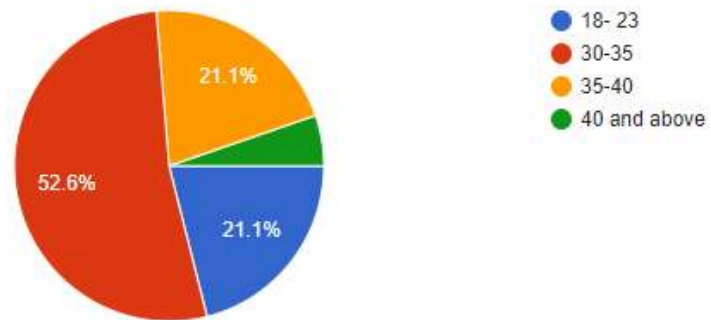
1. What is your Gender?

38 responses



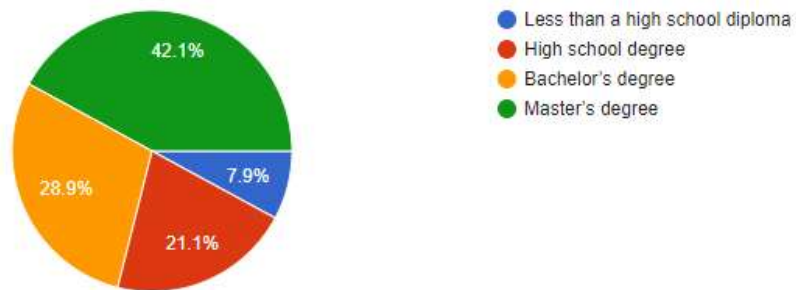
2. What is your age?

38 responses



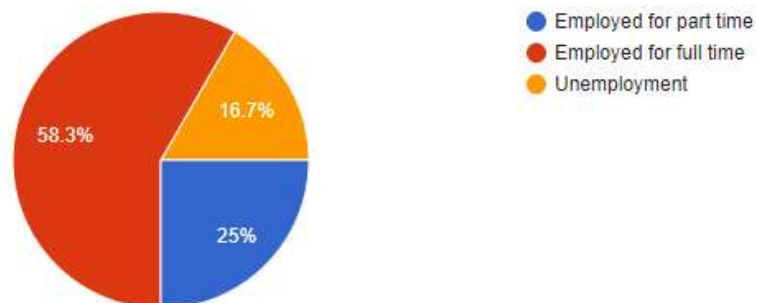
3. Education:

38 responses



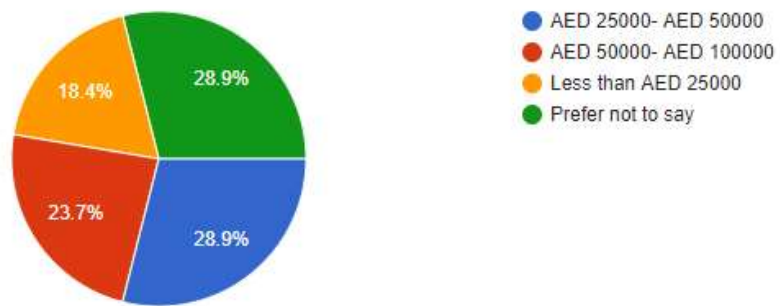
4. Employment Experience:

36 responses



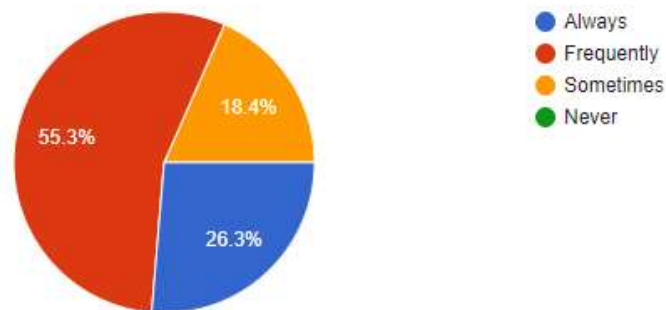
5. Income:

38 responses



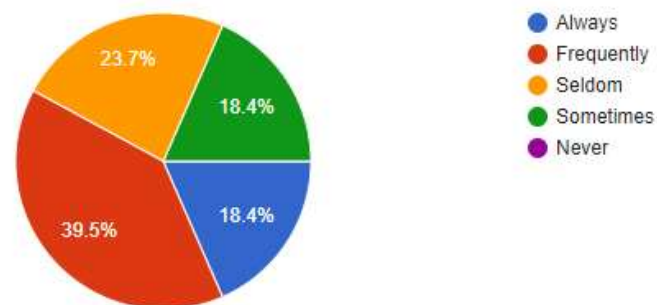
6. The teacher uses educational research to select programs

38 responses



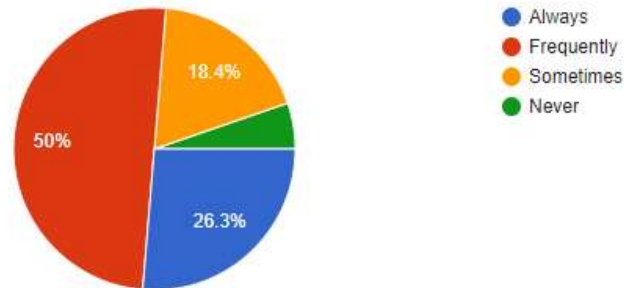
7. Teachers have opportunities related to software's to practice new skills gained during staff development:

38 responses



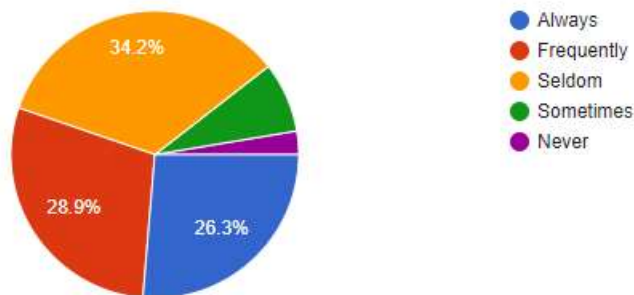
8. Teachers are provided opportunities to gain deep understanding of the subjects they teach:

38 responses



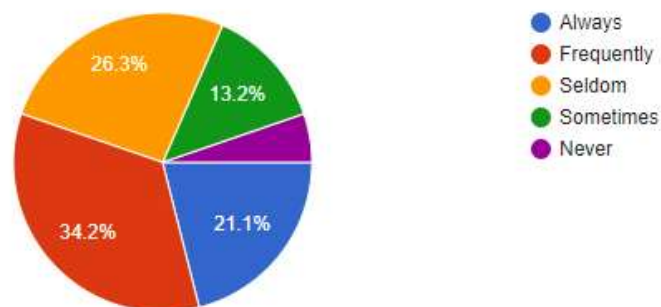
9. The teachers in the school/institution conduct an online meetings with the whole staff to discuss ways to improve teaching and learning:

38 responses



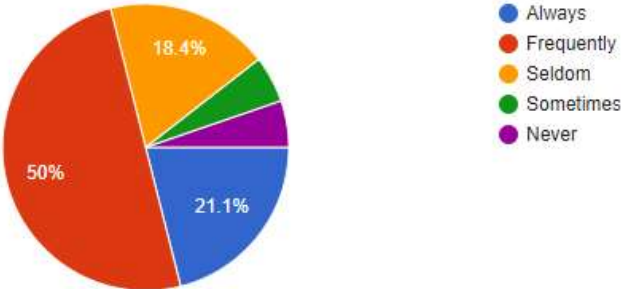
10. Teachers at school learn how to use data to mess student learning needs:

38 responses



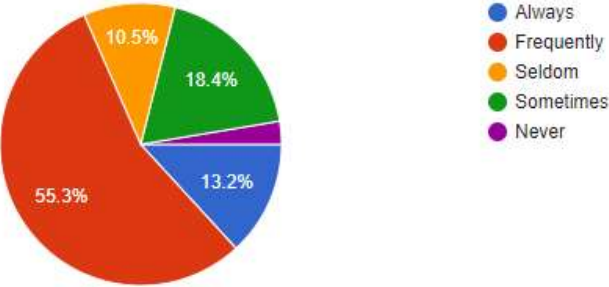
11. Teachers make decisions about professional development based on research that shows evidence of improved student performance:

38 responses



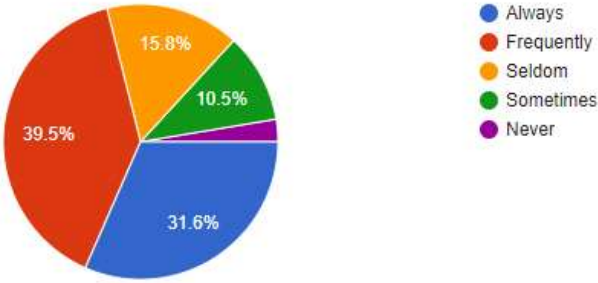
12. Teachers set aside time to discuss what we learned from our professional development experiences during this pandemic:

38 responses



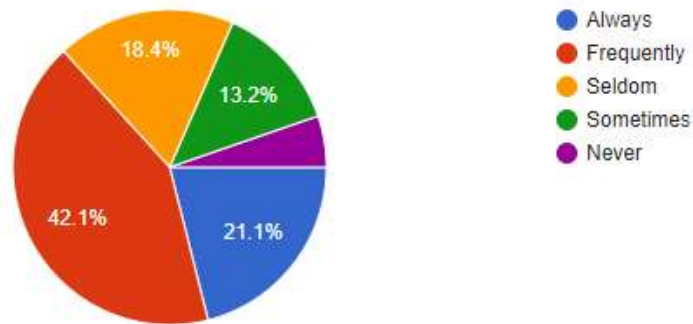
13. This institute structures time for teachers to work together to enhance student learning:

38 responses



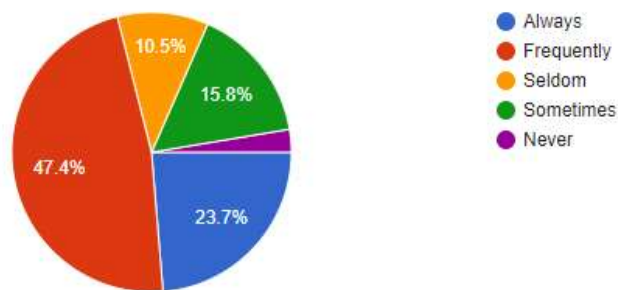
14. Teachers use research-based instructional strategies during distance-based teaching:

38 responses



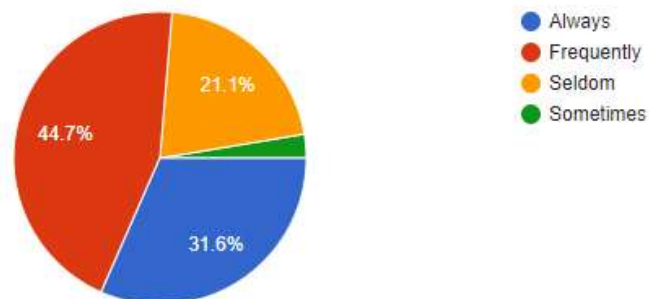
15. Teachers analyse online teaching performance data with each other to improve student learning:

38 responses



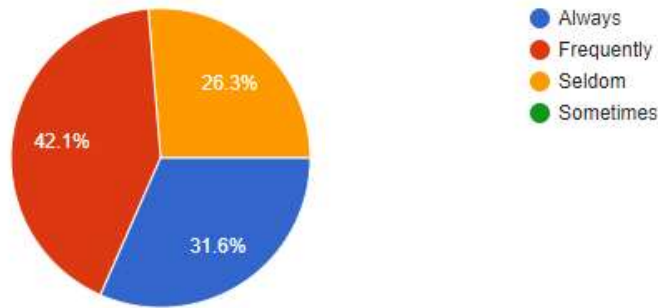
16. Teachers receive training on curriculum and instruction for students at different levels of learning:

38 responses



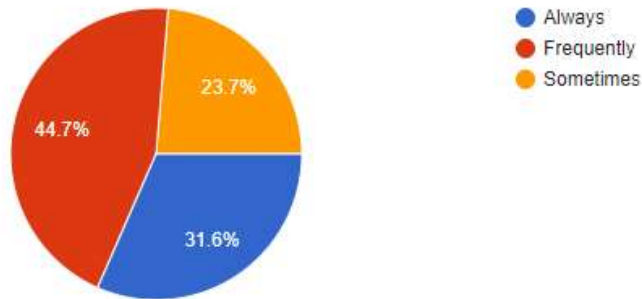
17. Administrators engage teachers in conversations about instruction and student learning:

38 responses



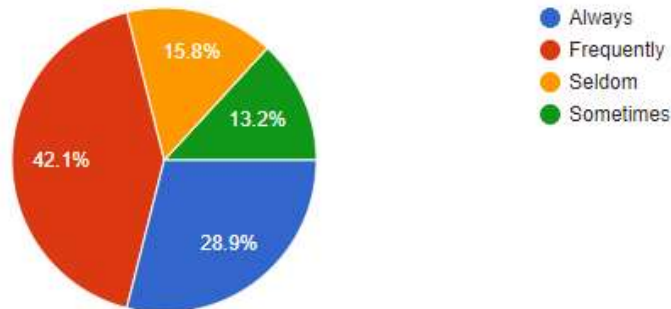
18. Institution train the faculty how to manage the distance education

38 responses



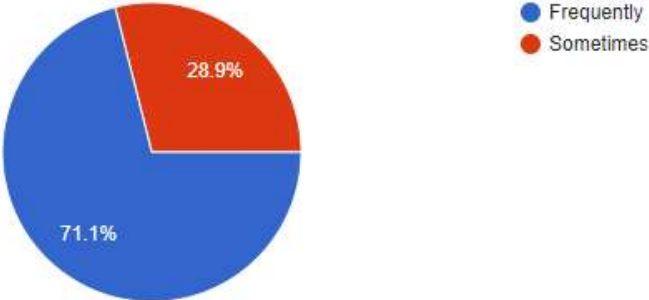
19. Substitutes are available to cover the classes when they observe each other's classes or engage in other professional development opportunities:

38 responses



20. Communicating our school mission and goals to families and community members is a priority:

38 responses



21. Do the staff work with parents to find solutions to problems?

38 responses

