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Reality of Using Electronic Techniques and Distance Learning at Governmental Schools in Kuwait

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Abstract

The recent Study aims to know Reality of using electronic techniques and distance learning at governmental schools in Kuwait. (20) Questionnaire Sentence was made up to verify opinions of 100 teachers and managers at governmental schools. In order to achieve the research goals and answering related questions, a descriptive method is used here. Results refer to that both teachers and managers of governmental schools adopt positive attitudes towards using electronic techniques and distance learning; the thing which enriches the educational process and achieves its goals at schools in Kuwait.

Keywords: *Electronic Techniques _ Distance Learning _ Governmental Schools.*

Introduction

Distance learning is considered one of the innovations resulting from using instructional technology in teaching in the last decades as it deviates from the traditional context of teaching. In distance learning, teachers separate from schools physically and geographically as they work interactively through transferring information to learners wherever depending on educational aids and electronic ways of communications. Consequently, there have been changes in the style of presenting information whenever because it is no longer important for students to go to university to learn (beets, 2007: 53). That new style of learning arises from some educational ideas calling for equal opportunities among individuals of society for the sake of gaining knowledge and making learning available for people whatever their abilities are ; the thing which considered an invitation for not making learning restricted by traditional methods (kamatoor 2006 : 127). Sets used in educational process are considered the oldest inputs for instructional technology. What important, however, is that natural science which produced these sets were more advanced than others sciences. As a result, bases of these sciences were applied to invent sets helping in delivering knowledge to humans' senses (Al Kala 1997). The educational programs are greatly affected by the design of the applied educational programs more than the traditional sets. The programs systems depended on the problem solving way and applying models of designing and development besides overcoming

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obstacles via using various learning sources to reach an effective education in a low cost. To add, the concept of instructional technology is not restricted to concrete aspects such as sources and materials but it includes the non-concrete ones such as educational programs which are designed to employ the concrete outcomes to transfer the educational message to the target learners (Al saleh, 1996). As Beets (2007: 51) sees, the value of learning is clearly apparent in making it available and reachable for those who can't benefit from the traditional education organizations. Hence, communication media are used to meet learners' needs. As long as information is changeable, it becomes important for students to keep in touch with their teachers to cope with new trends of information via distance learning techniques (More and kersely, 2009; 292). Consequently, it is important to generalize the benefits of distance learning and its relation to using electronic technologies. Once being used in a good way, distance learning will be able to widen fields of learning and be reachable for all members of society by using different technological media.

Ministry of education in Kuwait has intended to have integral learning management system (LMS) by designing a platform using the best ways of developing electronic and educational gates. Furthermore, services of learning management were provided to meet the needs of ministry of education in order to achieve the supreme goal which is establishing a national educational system to serve all teachers, managers, students, parents and workers at schools. Moreover, LMS provides students, teachers, parents, managers and supervisors with capability of cooperation and participation via a single website. In addition, LM helps decision makers to follow statistics and diagrams of the educational process (ministry of education in Kuwait, 2020). Kuwait has presented its advanced experience in field of e-learning before participants in the 1st international forum for e-learning in Riyadh where a number of education experts have taken part. Dr. Mansour Gholoom, the 2nd vice president of planning and information in Kuwaiti education ministry, showed in his conference paper the steps and stages by which the idea of applying e-learning in Kuwaiti schools passed. He added that Kuwait set up a modern technology network linking between school classes and fostering communication between students and teachers through internet (AL Sheik, 2019).

Methodology

The Study sample included (100) Teachers and managers working at 30 schools in all different stages in governmental schools in Kuwait. They were chosen randomly. The following table shows distribution of the research sample according to variables

Table (1) of distributing the research sample according to the stage

N	Stage	Number	Percentage %
1	primary	8	20 %
2	Intermediate	12	30 %
3	Secondary	10	50 %
Total		30	100 %

Table (2) Distributing The Research Sample According To The Area

N	Educational Area	N	Percentage %
1	Capital	60	60 %
2	Al gahraa	15	15 %
3	Al farwaneya	25	25 %
	Total	100	100 %

Response	Extremely agreeable	Agreeable	Neutral	not agreeable	Not very agreeable
Grade	5	4	3	2	1

The researcher chose grade (1) for response "not very agreeable" so, the relative scale in this case is(20%) which is suitable for that response Also, correlation coefficient is measured between clauses of psycho affective field and clauses of school attainment field and the total grade of the questionnaire.

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Table (2) correlation coefficient between every clause in psycho effective, school attainment and total degree of the questionnaire.

Field	Correlation coefficient	Significance level
Psycho affective	.781	.,000
School attainment	.561	.,000

***The statistically significant correlation is at level α=0, 05.**

Moreover, the data in the above table confirms that the field is suitable for its purpose The researcher made a list of Google application skills such as(Google sites -Google doc)for the research sample; the skills which students should acquire by themselves through the researcher's general guide. The researcher asked the study sample to make a Facebook group to contact and exchange experience. Then, the data from the questionnaire has been statistically processed by using SPSS program to get the following Result.

Result

To assign the used criterion in that study, length of cells in (lekret) quintuple measure was defined by calculating the extent between measure grades (5-1=4). After that, the researcher divided that result by the utmost value in the measure to get the cell length (0.80) was added to the least value in the measure (1) to determine the highest limit for that cell as shown in the following Table :-

Table (3) the used criterion in the research

Agreement degree	Relative scale	Length of the cell
Agreeable with a very little degree	20% to 36%	From 1 to 1,80
Agreeable with little degree	< 36% to 52%	< 1,80 to 2,60
Fairly agreeable	< 52% to 68%	< 2,60 to 3,40
Agreeable with a great degree	< 68% to 84%	< 3,40 to 4,20
Agreeable with a very great degree	< 84% to 100%	< 4,20 to 5

To interpret study results and response level, the researcher depended on arranging arithmetic means for the fields' level in general and for clauses level in every field in particular. The agreement degree was defined according to the criterion used in the study. Also, differences between arithmetic means for clauses of all fields were used as shown in the following table:

Table (4) statistical significance for differences between arithmetic means of performance degrees for the study sample

Field of questionnaire	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Level of significance
Psycho affective	48,2	9,77	30	42,66	0,05
School attainment	55,8	8,15			
The whole questionnaire	44,43	10,6			

The above –mentioned table shows the following:-

- The arithmetic mean for all clauses of the psycho-affective field mentioned in the questionnaire of the auto-didactic skills measure caused by the social participations in developing self-skills was (48.2) whereas the standard deviation was (9.77)so the relative scale was(79%).
- The arithmetic mean for all clauses of the school attainment field mentioned in the auto didactic skills measure caused by the social participations in developing self-skills was (55.8). Whereas, the standard deviation was (8.15), so the relative scale was (83%).
- The arithmetic mean for all clauses of the auto didactic skills measure questionnaire caused by social participations in developing self-skills was (44.43). Whereas, the standard deviation was (10.6) so the relative scale was (86%).

Discussion

Through analyzing the previous results for the research sample in the auto didactic skills measure questionnaire in both fields of psycho – affective and school attainment, it so clear that social participation for the study sample affects greatly the response to the questionnaire due to the following reasons:

- Social participation for the study sample by using social networking sites leads to exchanging experience between students regarding what they learn.

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- Neglecting time and place factors which enable the study sample to communicate during their practice on Google applications.
- Developing skills of students and their experience because those persons do evaluation for their peers spontaneously concerning their practical skills and needs.
- Auto didactic skills for the study sample were developed and improved in the school attainment field especially the skillful experience.
- There is a good balance in the psycho-affective field in addition to comfort between members of the study sample during exchanging information and experience for the applications.

Recommendations

- It is necessary to generalize the use of auto didactic skills during students practice at university on technological skills.
- social networking sites is considered an essential tool to increase communication between teachers and students in a hand and between students and each other in another hand.
- Taking care of psycho-affective aspect while teaching students at universities which leads to achieving the hopeful didactic aims.
- It is necessary for the auto didactic skills to be included while designing the educational activities in the university curriculum. columns.

Conclusion

Auto-didactic skills are necessary to develop personal and self-aspects for university students which support the psycho-affective aspects and lead to achieve the didactic aims. It is important to make good use of social networking sites in the educational process.

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