

The Impact of Covid-19 on the Academic Achievement of Students at Arab Beduin High Junior Schools in the Southern District of Israel

Murad Tareq

*The Academic College of Sakhnin for TE, Department of English
Sakhnin, Israel*

Awad Yaser

*The Academic College of Sakhnin for TE, Dean of graduate studies
Sakhnin, Israel*

Abo Ras Boshra

*The Academic College of Sakhnin for TE
Sakhnin, Israel*

Abstract: The current research tries to investigate the influence of Covid 19 on the students' achievements and progression of Arab Bedouin students living in the southern district of Israel. The population of research consists of nine teachers and nine students from different Bedouin schools. The participants varied in age and schooling levels. The research instrument was an interview. The findings of this research show that both teachers and students face different kinds of difficulties in distance learning. Some teachers did not get any qualifications before teaching on zoom, others do not have any knowledge about technology, synchronic, and asynchronous teaching. In addition, they are in favor of face-to-face teaching. Whereas some students have different kinds of problems such as lacking poor infrastructure and very weak internet signals. Others did not have enough computers at home. These factors hinder the student's academic achievement and progression.

Keywords: Covid 19, Distance-learning, Social-presence, Bedouin sector

Introduction

Many students nowadays are suffering due to online learning, especially who are not connected to the internet, actually; they do not have computers in their homes, in particular Bedouin students at the southern district of Israel. More than 50% are living beneath the poverty line, and thousands live in uninhabited villages, where electricity is not available most of the time.

Sener (2002) claimed that teachers and students synthesized data due to a variety of subjects and experiences, through different perspectives, teachers are more capable to leave a space for students' imagination, and, creation; and students can be more independent, and more self-awareness, through online education process, which is true, in the western world where all the possibilities are around.

Moreover, other researchers Eldeeb (2014) proved that online courses are harder to teach than the traditional process. Keeton (2004) claimed that the process of distance learning is more intensive, considering the internet connection and the number of times students respond. Ferrari (2012) suggested that professional development and trainers, who are related to the online designation and instructions, should promote the effectiveness, of collaboration, due to distance learning, those people are capable to create new teaching methods to motivate pupils. This study brings together two important issues- the need to improve main the technological resources, that any student need, as such computers, and Wi-Fi, the second issue is political, students, teachers, and parents feel that they are distinguished from Jewish citizens in Israel. This research tries to answer the question: Does COVID-19 have a significant effect on students' achievement and progression?

Literature Review

White (2003), supported distance learning to develop the needed awareness, so students can build their own learning experiences, as well as their identities, they will be able to "seek to adjust to a new learning environment". Traditional educational systems must and should be replaced by modern materials to fit the needed skills of today's society.

On the other hand, Memić-Fišić and Bijedic (2017), took the neutral side, they concluded both online students, and in-class students are dissatisfied the existing resources, but the interesting fact to know, that in-class students are more motivated to learn the language.

Pennarola (2007) and White (2007), declared, the role of the teacher has changed, to ensure that the advantages of connection and data, and technology must be more sufficient, to learn foreign languages. Teachers are leading the learning process through the organization, planning, motivation, and support, that is how teaching strategies should be put on. Teachers are facing difficulties to evaluate students, besides defining the specific materials, in addition, the needed adjustments to motivate students between their each other distance learning provide ways to break some typical rocks for the class environment, such as the different levels of language proficiency, lack of time for direct contact and providing information. Distance learning can be used by a lot of students at the same time, it provides flexibility (Oxford, Rivera-Costillo, Feyten, & Nutta, 1998).

Eldeeb (2014) claimed that e-learning is more than flexible; and convenient, and has features of strength, but the technical problems are challenging and emphasized, on a successful and enjoyable LMS, and e-learning should be accompanied by strategies to improve the internet, computer, broadband width access.

Martin (2020) is great evidence of what students in poor villages face on a regular day based on learners' opinions and perceptions, online education is very efficient during the pandemic of COVID-19 as long as stakeholders take into consideration students' circumstances, and financial conditions, availability of Internet access, besides selecting free applications, during this survey student claimed that they can't even get a telephone signal to take phone calls.

Bagapova and Kobilova (2020) stated that the main problem of using multimedia technology in teaching foreign languages was the cost of technology, they showed some advantages of using multimedia techniques such as WhatsApp, zoom, social media and so.

Students are no longer consumers, but also have an effective role in applying, multimedia products in their educational life, they are motivated by various stakeholders (Alhamdani, 2008). Multimedia has four major fields in education; information dissemination and retrieval, tools and composition support, simulations and vicarious experience, and structured skill and knowledge acquisition (Boyle, 1997), furthermore multimedia has enhanced students' comprehension and understanding.

"In small states and developing countries like India, for widening access to education, the cost-effectiveness of the delivery method takes on great importance. Distance education can be more cost-effective than traditional education. The implementation of the distance education platform ensures an average cost per student lower than that in conventional systems. Though a broadband satellite connection with studio-quality equipment to produce an excellent full-motion video connection with the required equipment and transmission is expensive and is not always affordable. But still in developing countries where quality educational institutions are still not available in the remote areas and drop-out rates are quite large" (Pandey & Pande, 2014, 310).

To develop an efficient and effective e-learning platform, flexibility and diversity are a must besides the many advantages of it, the disadvantages are around, distance learning can cause anxiety, confusion, and a lack of interest in subjects (Arkorful & Abaidoo, 2015).

However, some students are not satisfied with distance education and attribute the reason for not understanding the subjects of some courses, to the teacher's inexact, short time of lectures (Hebebcı, Bertiz & Alan, 2020). In a study conducted by Lalland Singh (2020) students preferred traditional methods because of their dissatisfaction with the learning process and lack of synchronous educational activity and lack of communication. The effectiveness of distance learning is in the pedagogical and the criteria during the process (Lloyd, Byrne & McCoy, 2012), Low-quality materials can lead to negative opinions of distance education, other than that teachers stated that distance education is not effective as face-to-face learning.

Anderson, Rourke, Garrison and Archer (2001). argue, according to the overarching learning triangle; the main four components of learning activities; the context, tools, concrete tasks, and the used resources, the relations between the previous three, and how they overacted and presented together.

The center of the conversation is not the "new" learning, but the effective, efficient, and enjoyable new learning; and teaching became, facilitated, and enhanced through technology usage by the learner, and the school itself (Kirschner, 2015). In addition, the design of the effective learning environment, and online teaching are like catalysts for teachers to be more creative; and experiment with new things, and new teaching methods (McKenney, Kali, Markauskaite & Voogt, 2015).

Kopp, Gröblinger and Adams (2019), gave five common assumptions that are considered as obstacles to the digital transformation of higher education transformation, against contribution, to its realization, these assumptions are related to; changes, pace (internet speed), technology competencies, and financing. It should be considered that digitalization in higher education is just one of the many features of digital transformation in higher education. Tallent-Runnelset al. (2006), claimed that what increased motivation for online learning,

since the millennium, is the persistent increase in technological evaluation, and creation to pace internet accessibility.

Joshi et al. (2020) stand out; and added that the absence of a face-to-face relationship between learners and instructors, causes to debility of instructional achievement of online learning. While Hodges, Moore, et. al. (2020), differentiated between adequately organized online learning experiences, and online courses as a response to the crisis, "emergency remote teaching", is the contrast for effective new online learning.

Effective online learning consists of principles, ethics, theories, prototypes, research, and appraisal of benchmark concentrations on quality online course design, teaching, and learning (Hodges et al., 2020). Branch and Dousay (2015), confirmed that effective online learning is a byproduct of carefully designed and planned instructions, with an organized, developed model for the application.

The absence of careful design, and developed process (Branch & Dousay, 2015) in the immigration process, to reject the contemporary online education experience due pandemic as effective online learning, they call it "emergency remote teaching" (Bozkurt & Sharma, 2020; Hodges et al., 2020).

According to Ribeiro (2020), digital transformation; came along with a lot of logistic challenges, and attitudinal adjustments. In his research of how districts can be legislated unbiased, and fair according to these recommendations; 1) the pandemic anxiety will leave a negative impact on students' performances; 2) the academic achievement can be affected by their ethnic backgrounds, and resources; 3) the educational staff wasn't ready to deliver high-quality instructions remotely.

On the Research Gate website, questionnaire results published by Yamamoto-Wilson (2020) on the effects of Covid-19 and online learning on instructors and teaching, he stated that students who have ancient technological devices; might have some difficulties to meet up with some technical requirements.

Socio-economic students' status led to a slow immigration process, they rely on free internet and computer services in schools (Demirbilek, 2014), through this closure of schools. It can't be denied those students who suffer from a socio-economic low background, will not be expectedly to immigrate as early as others; since they cannot show up at schools. Fishbane and Tomer (2020) found what students must face, in their research, when poverty increases in the community, of internet accessibility, declined rapidly, because of that, those students' low socio-economic status, can't afford an internet connection, are the most vulnerable to falling behind, or facing additional challenges to meet up with the others.

Away from the difficulties of internet access, there are other things that can make online learning a challenge. In a weird phenomenon Malcolm Brown, the Director of Learning Initiatives at EDUCAUSE, cited incidents that pets can be a diversion for learners or instruction, such as walking cat at the table, or a barking dog (Manfuso, 2020).

Well to solve such problems, what is needed the digital competencies, and required knowledge, when ICT and digital devices, are used, to take a responsible stand, in solving problems, such as information management, and collaboration when it comes to effectiveness, efficiency, and ethics (Ferrari, 2012). Digital competencies are not limited to education, and TEC companies, in this age, it is required to all life areas (Bennett, Maton & Kervin, 2008). The most left behind in online teaching are learning are the instructors, and learners, suffering from low digital competencies.

Communication with learners; could stumble, but social media can facilitate, and pave the road (texts, videos, applications, and so on). The content of courses must refine their skills and practice the. Quality of content must motivate instructors, and learners to do their best. Online learning must be designed carefully, so it can be creative, interactive, relevant, student-teacher-center, and group-based (Partlow & Gibbs, 2003). Online instructions must be worked on, by educators by giving instructions. Successful online instructions facilitate feedback by students, which enables them to ask questions; and stay n the right track (Keeton, 2004). Institutions must concentrate on the pedagogical approach issues, and abroad collaborative learning, case learning, and project-based learning using online instructions (Kim & Bonk, 2006). Zoom is making a lot of up-to-up news, for its variable features, live classes, conferences, chats, and webinars. many schools, and universities, had to close their doors, and a lot of students, and employees had to work from home due to the lockdown, this app was the key to closed doors (Kim & Bonk, 2006).

Preparedness is what we need, to adapt easily and quickly, to different environmental patterns. Institutions and organizations must set up contingency plans, to deal with challenges such as the COVID-19 pandemic (Seville, Hawker & Lyttle, 2012). Instruction, content, motivation, relationships, and mental health is what we should keep in mind, through online learning and teaching (Martin, 2020).

Today, more students have multiple commitments, and they navigate to the flexibility of online courses. Students take UNM-LA classes from all over the world. I have had students in Vienna and in the Philippines, and students who are deployed with the military (Murphy, 2019).

What is happening today, was impossible in 18c, distance education's hypothesis, without face-to-face interaction, was possible, and with the advancement of communication, it is easy to do (Kentner, 2015).

However, seemingly online learning is more trend than distance education, of its valued non-traditional methods, and at the same way traditional, for colleges and universities, based on Kentnor, well how he would know about COVID-19, we must invent the time machine, to update him. Anyway, in a 2011 survey 65% of institutions, reported that online education is much more critical for long-term strategies (Allen & Seaman, 2011).

Infrastructure (5G), platforms, and internet, and so on), is the first step China worked on, during and after the pandemic. This program could shift teacher-centered, toward student-center activities among groups, not temporarily, this requires preconception, philosophical thinking of educational nature, and connections and values between learners, teachers, and teaching materials in the post-digital learning communities (Jandrić et al., 2018). By the second of February high educational institutions had 22 major curriculum platforms, and 24,000 courses online, including 1,291 national excellences and other experimental virtual courses (Wang, 2020).

Online and distance learning, is no longer optional, it's a trend, not just because of current circumstances, this story began a decade ago, in 2012, 69% of academic leaders pointed out, online education was still highly important, for their long-term strategies, 20.6 million students enrolled of higher education, 6.7 million students enrolled through online courses (Allen & Seaman, 2011). According to UNESCO's announcement, education relies on two basic principles "common education" and "lifelong education", which is very linked to "live and learn", nowadays technology is very accessible, which offers offer 21c learners "comfortability", and they can learn in any school around the globe, without bothering them self to buy airline tickets.

Beyond limited poorness, where students cannot get their basic needs, in developing countries, in particular areas, that results from circumstances. In poor homes, learning sometimes could be difficult, with no lightning books, and places to concentrate. Children's physical well-being, and educational capability, are affected by their parental limited education and resources (Van der Berg, 2008).

The lack of nutrition affects learning capability, studies showed children who suffer from stuntedness, are less likely to enroll in school, and even if they enrolled, they are more likely to drop out (UNESCO, 2006). They announced that quarter even more sub-Saharan African children, who are below five years old, are below the average weight, for poor nutrition, because of food lack, making them more vulnerable to sickness, and incapable to study properly (Orazem, Glewwe & Patrinos, 2007).

Under compulsory education, every child in Israel; is entitled to learn in schools, till 12 years if education, at least till the elementary school level (Ben-David, 1999). According to the Israeli ministry of foreign affairs Ben-David, depending on the locations 50% of Bedouin students, precede the learning process to high school, by the year 1998, 30% of 650 Bedouin students, are enrolled at present in post-secondary education. 60% of them became trained teachers, and another 40% studied at universities (including the Technological College of Beer Sheva). It should be mentioned that literacy decreased from 95% to 25% within one generation, those who are still illiterate are above 55 years old.

However, Arab minority students, feel unequal to their Jewish peers, they are not having the same experimental chances, and the government does not invest as in other schools. The lack of investment in the early stages; leads to reduce the students' ability to continue college. The state educational system works successfully to maintain the cultural, social, economic, and political of Arab minority citizens in Israel, through the imposition of curricula goals, students can't relate to. The low substandard, and civilian distinguish between educational resources, and services; leads to poor levels of achievements, and low rates of qualified college students. As with Israel's educational system aspects, the unfair results cannot be coincidence, it's a political matter, and the racial behavior attitudes were translated through techniques in the educational system (Abu-Saad, 2006)

Arab-Israeli students today are a little bit different from the past, they required chances, and curricula that can fit their ideological identity, while the government keeps offering curricula, they don't believe in. some of those students choose to pass the exam, so they can continue, while others can't, and most of them want to pass and continue, but obstacles of Israeli curriculum are in their way. students at the educational Arab sector in Israel, get allocated resources 40% less than Jews, for each student. The gap between Arabs and Jews when it comes to education funding, is 30% less, in elementary schools, 50% in secondary schools, and 75% in high schools (Abu Asbeh, 2011).

However, Bedouin students, are in a different place, through the years the awareness, of Bedouin students, increased, because of educational benefits, and economic, and social mobility (Ben-David, 1999). About 400 students have enrolled in the " Gateway Academia" program, which is a developed curriculum, built to help Bedouin students to complete their studies, and applied by five academic institutions (Achva college, Sapir college, Ashkelon college, Ben-Gurion university, and the open university). Such a curriculum intends to spread the three years under-graduated to four years, as it is planned the first year, focusing on small groups, extra English, and Hebrew courses, besides the financial support. The program succeeded in the years 2017/18, it moved from Sapir college to others, headed by The Chair of the Planning and Budgeting Committee (Kadari, 2019).

Concluding remarks

In summary research findings show the aim of this research is to investigate the impact of COVID-19 on Bedouin students' academic performance and achievements. It also investigates the students' capability, of learning. In the Bedouin Sector in the southern district, of Israel. Most research findings show similar findings of difficulties that students face during distance learning. In addition, some teachers tackle problems in teaching through zoom especially when they lack suitable qualifications or when there is no good infrastructure in their localities. The recent research is having similar findings to those of research but there are other different results.

2. Methodology

Participants

The participants were nine students and nine teachers. They were chosen randomly from different ages, gender, and school levels.

Table 1 Demographic and Professional characteristics of participants

participants	Teacher\ Student	Male / Female	age	school
1	Teacher1	Male	24-27	High school
2	Teacher2	Female	24-27	Elementary school
3	Teacher3	Male	24-27	Secondary school
4	Teacher4	Male	24-27	Elementary school
5	Teacher5	Female	24-27	Elementary school
6	Teacher6	Female	24-27	Elementary school
7	Teacher7	Female	24-27	High school
8	Teacher8	Female	28-33	Elementary school
9	Teacher9	Female	40-50	Elementary school
10	Student1	Female	15	High school
11	Student2	Female	16	High school
12	Student3	Male	14	Secondary school
13	Student4	Female	18	High school
14	Student5	Male	13	Secondary school
15	Student6	Female	12	Elementary school
16	Student7	Female	12	Elementary school
17	Student8	Male	12	Elementary school
18	Student9	Female	12	Elementary school

Research tools, and collecting data

In instrument in this research is an open-ended questionnaire. It was sent to the participants by e-mail. The questions were about the availability of technology and net in the residence of the participants, the participants' perception of distance learning, and the effect of Covid 19 on the students' achievements. This study seeks to examine the effect of Covid 19 on the students' achievements and progression. The researchers obtained the validity and reliability of the study instruments.

Data Analysis

The researchers followed Leech and Onwuegbuzie (2008) steps for the analysis of data

- Transcribing the interviews, then reading and encoding all lines, and common points (topics, areas, issues, solutions).
- Coding the sub-categories, into big categories.
- Comparing students' interviews, to teachers' interviews.

Ethical Considerations

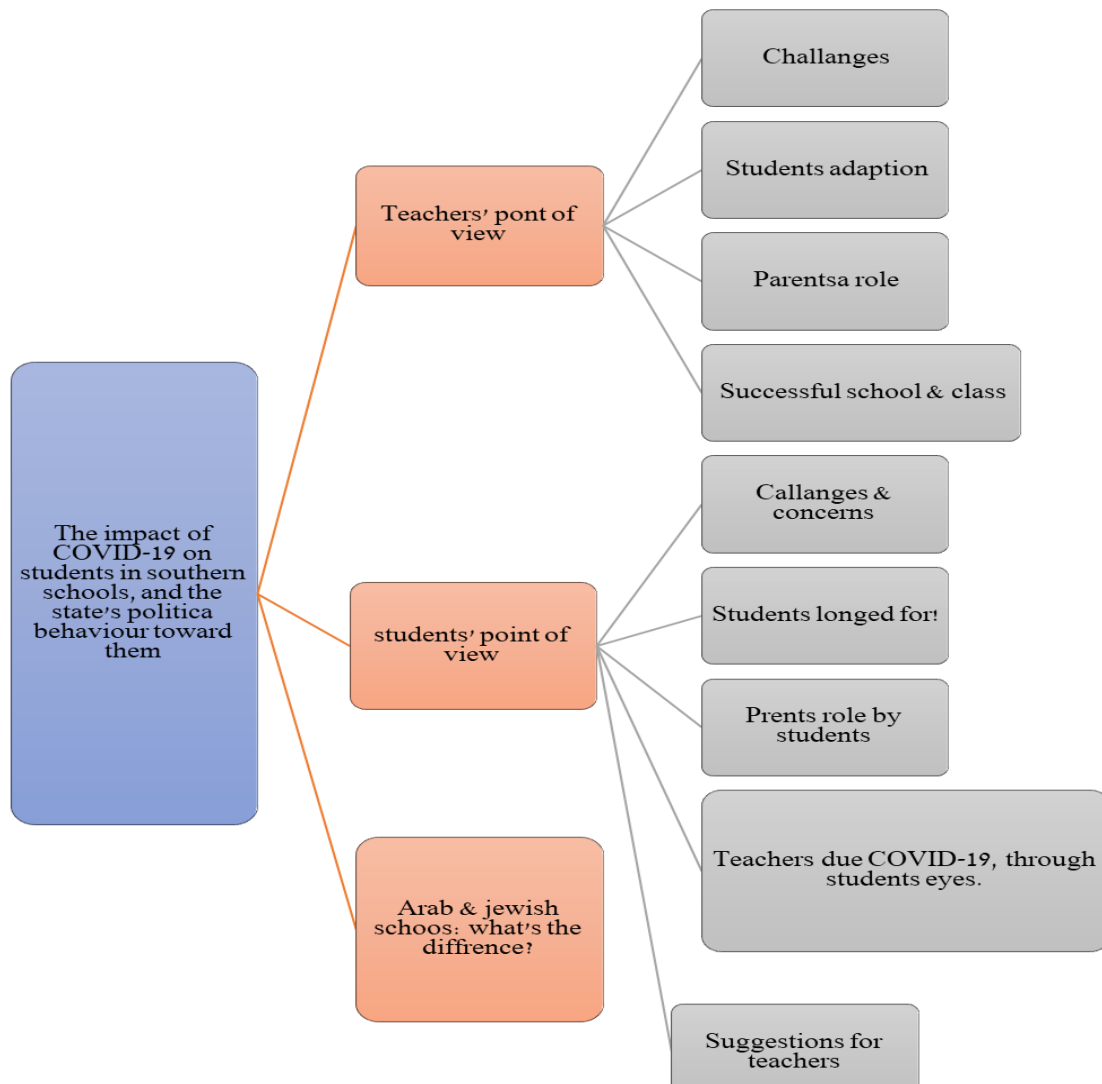
The participating students and teachers were introduced to the research project at the beginning. Consent forms were distributed to the students and teachers. Those clearly stated the purposes of the research project, asking students and teachers for their permission and consent while also stating that their unwillingness to participate will definitely not affect them. The consent forms also stated that the students and teachers were able to opt out of the research at any time without any consequences.

Findings

The purpose of this study is to find teachers' perceptions of using technology and applications in homes, during the COVID-19 pandemic, and find the available technological resources, students have during a pandemic. Also finding out how COVID-19 affected students' achievements and academic development. Therefore, the research question was: Does COVID-19 have a significant effect on students' achievement and progression?

The results relied on the given interviews; the results were divided into three categories: teachers' perspective, students' perspective, and political issues. Each category was divided into 3-4 sub-categories.

Figure 1 Categories based on interview analysis



As shown in Figure 1, teachers' perspective categories were divided into three sub-categories (challenges due to COVID-19, southern schools out of their eyes, suggestions for effective learning due to COVID-19, and in schools). Students category was divided into four sub-categories (challenges, EFL progressions, concerns, and solutions). Politics contain the differences between Arab and Jewish schools in the southern district of Israel. The following figure illustrates the categories and the subcategories of the study

Teachers' Point of View

This category consisted of the following dimensions: Challenges, students' adaption, parents' role, and successful schools and classes.

Challenges

Challenges of the teachers' dimension is one of the hardest since it deals with infrastructure and the availability of the network. One teacher said, most students do not have a connection to the internet and

computers are rare at home. As a result, these students did not participate in lessons through distance learning and as a result, they lost valuable material. This loss will have a negative effect on the student's progression and achievements in the long term. In addition, many students could not meet through zoom which is a cloud-based video communications app that allows participants to set up virtual video and audio conferencing, webinars, and live chats. They cannot join zoom because they do not have either computers or a network.

Another important issue that was introduced by teachers is the students' knowledge of the zoom principles and instructions. Many students who had computers and the internet did not know how to enter or open the link which was sent by the school to the, in spite of the fact that they were prepared to use zoom before by their teachers who also were confused to use this technique. Teacher1 wrote:

"My students became extremely lazy, most of them. Most students didn't participate in any distance learning, and for those who did, they had the black screen of death."

And teacher2 said:

"The adaptation to the new unknown platform of online distance learning was hard for many teachers but some other teachers who began their career during global pandemic are used to it "I like technology, I don't think it was hard for me, I'm used to it".

Here the two teachers complained about the student's behavior through zoom. They claimed that the students did not open or refused to open cameras, therefore, they did not know what the students did while they were teaching via zoom. In addition, it was hard for teachers themselves to teach on zoom.

Teacher6 added:

"The students faced several problems due to the lack of appropriate equipment and the lack of knowledge and awareness."

One of the hardest challenges is running a zoom meeting with teachers who lacked skills in computers and technology and did not have any experience and training. Those inexperienced teachers had to explain to students how to use applications, and log into zoom class, as teacher5 said:

"No one paid attention in the matter of distance learning, most teachers didn't have computers in the first place, they weren't qualified to teach on zoom, and we didn't know how to run a Zoom meeting, as it supposed to."

Teacher9 talked about the process of evaluation, teachers were used to face-to-face evaluation and now they have to evaluate their students in differently because of the synchronic or a synchronic meeting. She wrote:

"The evaluation process was also hard because one can never know if the student had any help or cheated. Regarding the social level, distance learning affected the relations negatively because there was no connection between the students and teachers except at the time of the meeting."

While some students were screaming for computers, others were using their cellphones, or their parents to attend virtual classes. Many students were socioeconomically very low because they come from families with many children, many families usually do not have computers and in the best case, they have one that should cater for three or four children at school at the same time. Therefore, many students at these places did not participate in the zoom meetings. As the teacher1 said:

"My students became extremely lazy, most of the students didn't participate in any distance learning experience, and for those who did, they had problems with internet connections."

Students were hesitant and did not have a clear attitude toward distance learning, some students had hardships, but slowly they got used to it, but again they were no longer interested. Teachers said that they do their best to keep students in the line by sending them videos, or sheets on WhatsApp, as teacher5 stated:

"Unfortunately, not all of the students have adapted as I mentioned in the cultural challenge. Not all parents' students are interested in distance learning. For some students, they had hardships at first but slowly they got used to it, but then they lost interest too."

According to the teacher3 parents had a big role in online teaching, according to his point of view parents did step-up due to physical absence in the educational process and the limited teaching time, he claimed:

"Of course they did. If the parents weren't interested, none of the students would have joined in the first place. If the parents don't keep paying attention to the learning process, then the students won't learn and will just ignore the whole distance-learning method. At first, parents gave distance learning a shot but as soon as they lost interest in keeping up with the process, fewer students attended those lessons."

While other teachers claimed that most parents did not have any experience in distance learning and some lacked computers and internet at home. However, other parents kept in continuous communication, with teachers, while other some just ignored it as the teacher3 stated:

"Out of 10 parents, only 2 cares...I needed more encouragement, from my parents – because I had many students, who didn't practice, do their homework, and tasks, and involve with me"

Due to COVID-19, administrations were hesitant and after two months they did what it must be done, for teachers and students, to be more efficient, teacher1 stated:

"They provided the teachers with laptops and made several workshops to educate the teachers about the new digital tools. They also suggested several in-service teaching courses for the teachers that help them improve and expand their knowledge."

However, other teachers didn't only suffer from technological lack, they needed instructions, and guidance, they had to figure it out by themselves (sharing screen, background, mute/unmute others, hosting). There were teachers who didn't have laptops. But one of the concerns was, how to make teaching more entertaining. Most of the students suffered, from the lack of technological tools, and infrastructure, teacher4 said that their students were concerned about the given materials:

"Delivering materials to students in the most proper and right, was a challenge itself, as an English teacher, most of my students suffered a lot, especially in the Matriculation period."

while teacher7 claimed that she taught black screens since the students' cameras were off. It is very difficult to communicate with black screens and without minor knowledge if the students are with you or simply they turned their cameras off and went away. She said:

"The students giving me a black box- meaning the students are sleeping or absent while I teach an online class."

Most of them hadn't got the appropriate equipment, to teach through distance learning. Away from distance learning, teachers wished for more meetings with the school board, due to COVID-19, for guidance, motivation, and programming. As it is just inside schools not just during a pandemic. Even collaboration between teachers is highly essential as teacher7 argued:

"To supply the school, with an effective education, the school board must be not lumpy, teachers must work for one purpose as a unit, the main problem was lack of clear lines and guidelines."

More than that, teachers claimed, the class period must be less than 45 minutes, sometimes they just set at the class doing nothing waiting, according to them long class times, making them tired, and ineffective. Most more, free classes, for teachers are needed so they can arrange their thoughts, materials, and lesson plans as teacher6 argued:

"In my point of view 45 minutes classes must be shortened, sometimes I just sit doing nothing after finishing the lesson, more technology must be included inside the classroom."

Students Point of view

One of the many challenges, students had to face is "Clashing times", many students are not alone, in each home, there is more than one student with one computer, so when more than one sibling had zoom in the same, one had to cede, as student2 said: *"The phone is more important than the laptop because I do not have one"*, this student asked if computers were provided, for all of his siblings, would that help you? he responded:

"I think what would really be helpful is providing internet because when all of my brothers attend Zoom class at the same time, the internet signal gets unstable, needs to be restored and I can't hear teachers well".

Most of the interviewed students assured me that computer isn't as important as smartphones, they use camera privilege to take pictures of their homework and send it back to teachers. In fact, all of the interviewed students admitted that they didn't use computers. Students who were living outside the town, in unrecognized Bedouin villages, who do not have any infrastructure at all including electricity and internet had also special challenges, as student1 asserted: *"There is internet in the house, as long as the electricity is on"*.

Students were very concerned about missing topics that are important for the examinations because they cannot attend the lessons on zoom all the time. They even do not know what they have to learn for the exam because they missed the zoom many times as student3 said:

"I was afraid, of not understanding the topic, and missing it, I was afraid when examination time comes, and feel that I didn't learn the required topics".

Student3 added: *"misunderstanding the topic leads a student like me to get for a low level"*.

Student5 said:

"Both of my parents were helpful, my father is a good Hebrew speaker, and my mother is good at English, and she can help me with another subject as well".

Some students claimed that their teachers had problems managing classes on zoom. Some teachers had negative attitudes toward computers and technology especially veteran teachers whose old are over 60. Student8 wrote:

"There is an old history teacher, in my school, who has never used laptops in his life, unless there was someone near him, for guidance". Another said, "the teacher wasn't experienced enough; he couldn't mute the noises".

Many students complained, teachers were superficial, and they were not in contact with them. The quality of teaching isn't the same as face-to-face. As student8 stated:

"Some of the teachers were spending only 15-20 minutes teaching, to show the school board, that, he/she, is working, sometimes we had to complain to the principal

In contrast, student9 praised the teachers' role in preparing and presenting the material through digital units on zoom. She stated:

"They adopted very well, we felt no difference, sometimes, they brought us back to school, just to make sure that everything is well understood".

when students got bored with the whole process of learning they had suggestions, getting bored according to some is enough to bring them back into the class mood, especially, for teachers who don't know how to use technology, in that way all that they had is to open the camera and use a pen. Even time management is highly considerable, as student8 wrote:

"Teachers must handle time, and presentations, some of them spend more than half an hour scrolling the internet looking for PPT, even taking attendance shouldn't take much time".

Arab and Jewish schools: What's the difference

The schooling system in the Negev, a Southern District of Israel, is divided into two types, one for the Bedouin Sector, and another for the Jewish sector with two different inspectorate systems. All Bedouin teachers, who were interviewed, are talking about the huge gap between the two systems. They all noted the gap in government budgets for education between Arab and Jewish schools, and these gaps have been known for many years, and there is no effort on the part of the government to close them. At the same time, another source of the gap belongs to the local municipalities. The schools in the Jewish system are very developed with higher quality infrastructure, whereas in the Bedouin sectors schools are primitive with very weak infrastructure and lack computers and internet, as concluded by Teacher1:

"In my opinion, it is not a matter of Arab or Jews, because both parties get budgets from the state. I believe it is the local investment in schools. In the Jew sector, we see a lot of donors and the local municipalities invest a huge amount of money on schools but we do not see that in the Arab sector."

Discussion

The use of technology has its cons outside the classroom, when the needed resources are missing, which can affect students' grades and achievements, applications, and technology along with education can help students. The research question is:

- Does COVID-19 have a significant effect on student's academic achievement and progression?

According to the findings, students' achievements went down as a result of distance learning, the results indicate that students' behavior through distance learning changed. Students become lazy, and do not pay attention to teachers, some teachers have to re-explain all assignments they have given.

Some essential instructions weren't provided to teachers, and some of them didn't know how to control zoom class, which caused noise and distractions, in addition, the host couldn't handle the students' attendance and behavior. This confirms what Ribeiro (2020) stated. He argued that digital transformation came along with a lot of logistic challenges, and attitudinal adjustments. The academic achievement can be affected by their ethnic backgrounds, and resources; the educational staff weren't ready to deliver high-quality instructions remotely. Here are limited challenges and digital transformation, of the instructional process during this COVID-19 pandemic. This technological ignorance automatically affects students' grades and achievements.

Parents' role, is highly dialectical especially, for elementary students, students according to all of the teachers didn't collaborate as much as they are supposed to, and most parents ignored teachers' distress, but do they really ignore teachers? According to some students, parents played their role very well. However, some teachers claimed that many parents didn't communicate directly with teachers, because of work, Morrisson (2002) pointed out that it is an educational demand that parents take part in the process of learning.

When it comes to English learning the researchers were interested in students' perspectives, not teachers', students were divided into two groups, the first is stronger students, and the second is weaker ones. The latter, according to the research results didn't have the needed supplies or electricity. They are students who live

outside the town and face challenges to connect with teachers or colleagues. Moreover, students who live in the town faced a lack of technological resources. This situation was similar to a study conducted by Lall and Singh (2020), where students preferred traditional methods because of their dissatisfaction with the learning process and lack of synchronous educational activity.

Students at Bedouin schools felt neglected, by the school administration and teachers, in addition, they claimed that their academic achievement retreated due to COVID-19. This is because teachers did not have sufficient contact despite the fact that teachers sent assignments and homework via social media, but very few synchronic sessions were made by teachers. In contrast, Students reported, communication with teachers could facilitate their learning and achievements, in addition, the quality of content could motivate instructors, and learners to do their best. Online learning must be designed carefully, so it can be creative, interactive, and relevant to students (Partlow & Gibbs, 2003).

The findings also showed that the internet connection was a critical obstacle, Bedouin students and teachers do not have a good network infrastructure, and for that reason, most of the students preferred using phones over a laptop because it may have a better signal. Another problem is that some families have one computer for three or four students learning at the same time, therefore only one student can participate while the others could not.

Some students and teachers claimed that the situation in neighboring schools from the Jewish sector is totally different. The schools there have a good infrastructure with excellent internet connections and the schools distributed laptops for all students, in contrast, this was done in the Bedouin sector. The Arab sector in Israel gets allocated resources 40% less than Jews, for each student. The gap between Arabs and Jews when it comes to education funding, is 30% less, in elementary schools, 50% in secondary schools, and 75% in high schools (Abu Asabeh, 2011).

On the contrary, teachers disagree, in their point of view the government did all that it had to do to push the Arab Bedouin sector forward, they provided students with laptops. In 2017\18, five academic institutions developed a curriculum called "Gateway to Academics" to help Bedouin students to start the first year with Hebrew, and English courses (Kadari, 2019).

Even though teachers stated that the curriculum is slightly different, schools focus on students' self-awareness and confidence, anyway, that's not our main topic, teachers blamed the educational government for constructions that haven't existed, they had to figure it out, by themselves, and for the lack of basic resources for teachers, as Wi-Fi connection, and it should be considered, that there are teachers who didn't have laptops of their own, for certain situations, and had to share it with their kids in the home.

Conclusions and Recommendations

The researchers drew the following conclusions from the finding of the study and the theoretical proposition of the related literature:

- The Bedouin students and teachers face many problems in the Covid 19 period, some problems related to the poor infrastructure in their localities, while others related to a lack of knowledge concerning distance learning tools.
- The pandemic had a negative effect on the student's academic achievements and progression. Some students did not get any frontal or distance learning at all. They did not have any contact either with their teachers, or the school administration
- The Bedouin students missed personal and group contact with their teachers and school administration, which affected their social and emotional learning. Students felt frustrated and depressed because of the lack of contact with their educators.
- Teachers preferred a synchronic session rather than an asynchronous one. They preferred to send assignments and tasks via e-mail and WhatsApp. This is because they were not prepared by the school administration and the Ministry of education to use digital tools and units, therefore they preferred synchronic teaching. Later and after six months of the pandemic, the ministry established courses on digital tools and techno-pedagogy for school teachers from all levels.
- The Israeli government neglected the Bedouin sector in the south for ages, there was no essential infrastructure in the Bedouin localities. This includes electricity and the internet. In contrast, the neighbors from the Jewish sector had a developed infrastructure with very strong internet.
- Some students are related to families with three or four students in school, but they have one computer. This gave the opportunity to one student to participate in zoom or distance learning, whereas in the Jewish sector they distributed one computer for each student.
- Finally, the Covid 19 period had a negative significant effect on the student's academic progression and development. This period hindered students learning and has a negative effect on the students' progression for the long term.

Recommendations

In view of the above findings, the study recommends:

- Further studies should be conducted to examine the long-term effect of this period on the Bedouin students' academic developments.
- A contrastive study on the performance of Bedouin students and the Jewish one should be carried out. This could express the difference between the two sectors, then administrators and school managers could benefit from the results.
- The results of this research can help school managers and locality mayors and people in authority to improve the situations in order to be ready for times of crisis.
- The current research result could serve policymakers in the Bedouin Sector in the south in order to improve the situation in these localities

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Author's profile

Tareq Murad, PHD, is a senior lecturer at Sakhnin College for teacher education. He is also the head of the pedagogical training and practicum. He also teaches English courses in the English teaching department at the college.

Yaser Awad is a professor at Sakhnin College. He is the dean of graduate studies. He also teaches research methods for graduate students in the college.

Abo Ras Boshra is EFL teacher, she has been teaching English as a foreign language for Arab students in Israel for 11 years.