The reality of distance education during the pandemic (COVID 19) is an exploratory study

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Abstract: The purpose of this research is to monitor and evaluate the problems posed by the (COVID- 19) pandemic, and its impact on education in the UAE, and how to devote efforts to managing the education process, and learning about the capabilities of educational institutions and their individuals in accessing educational spaces and employing distance education strategies. It is concerned with answering the main question: What are the dimensions of the impact of the Coronavirus (COVID-19) pandemic on the education community, the transformation that has undergone in light of the technological change, and the extent of the educational institutions' ability to enter the distance education spaces?

Keywords: Coronavirus (COVID-19) pandemic, Educational institutions, Distance education strategies,

Introduction

When we give our attention to the education community today, we will notice that it rebuilt itself in the light of the technological variables, modern tools and media, constituting a radical transformation its values and roles. The society considers such opportunity as an attempt aims to bridge the gap between time and space and between education today and the real future of education, following the activation of digitalization as primary source of distance education. However, the reward will be more interactive in the investment, it is perhaps an alert that the time has come because of informatics learning approach in our schools. On the other hand, we must be aware that this shift in schooling requires joint works from parents, teachers, schools, and educational decision-makers to focus on policy development, and designing a vision and a roadmap for success.

In this regard, schools and educational institutions shall face future challenges as already noted by many researchers, who confirmed the impact of typical learning in case of the lack of any attempt to recruit and develop the future education capacity or adopt projects, field experiences, strategies, and critical thinking as opposite to old assumptions, in addition to strengthen sharing knowledge skill with regard to networking applications and future research.

The variable that you should pay attention to is utilization of joint virtual networks for learning along with our schools as a medium of distance education. However, it may open the room to the occurrence of friction processes within the real learning communities and to highlight those levels of interference and thus, reflects on several levels and various aspects, both at the level of individuals, and institutions of society in which they live. It is very important to work on virtual spaces in parallel with real spaces and using the distance learning as a way to adopt with the conditions of COVID-19 pandemic, and as an alternative for realistic education.

However, this trend may led to a conflict between virtual and real education, especially if as significant divergence occurred between the two areas, which will pose a great challenge for educational institutions.

On the other hand, distance learning has another aspect relates to formation of learning process adopted by schools centuries ago, to reshape the identity of the education of individuals and integrate them into virtual identity, as it follows when educational challenges lose eternal elements of school performance tasks due to the lack of ability to continue with those traditional occupations. Without a doubt, it is time for our schools to employ information and technical resources, giving the students the chance to success in all learning areas, abandon traditional curriculum and to prepare students to be creative and productive persons. As such, the future framework for education after the challenge of COVID-19 pandemic, which is the official carrier for the future of our schools, will be a self-learning approach aiming to adopt scientific research and communication projects. This requires good teachers to evaluate learning environments, achieve the balance between them and teach facts and concepts in addition to finding new solutions to the problems and innovative answers. The schools almost certainly have eternal methodology relates to their traditional role, problems of communication and teamwork (Aljughaiman.2020).

Improved knowledge of personal growth and enhanced technology tools.
- ➢ Use knowledge and technical tools to continue learning and talent development.
- ➢ Participate in the educational knowledge efforts of and affect thereof on decision-making in society and cognitive activity through the Internet.
- ➢ Engagement with global-level issues through virtual communities.

➢ Care to supply diverse student experiences in order to help in identifying the digital tools, how to use and employ the same and perform tasks throughout the study period.

It should be taken into consideration that what required is not merely a technological transformation to practice what already existed, but the exploitation of labour and digital media to provide students with scientific approach and sticky learning. However, what has been achieved is interesting and exciting learning but does not provoke thinking, as it should be. The mediator can be activated through it, practicing realistic method versus virtual one as optimal for the implementation of the roles of a mediator or the achievement of the learning process (Fisher. 2013).

On the other hand, after the outbreak of COVID-19, UNESCO report on the extent of the spread of the virus and the spread of the pandemic stated that approximately (61) countries in the world announced the closure of schools and universities. Almost one billion and a half students have seen their schools close, interrupting children and youth education. Then, they could not access the materials and sources of realistic learning, posing a question about the fate of many people if the of education and learning have changed places, tools, and resources, and how we can achieve success in the investment of new knowledge products? What are the methods needed to give learners the chance to learn at the current conditions? In addition, how they can be supported to overcome the challenges they face, especially in the early grades and kindergarten.

Importance of Study
Trying to identify the reality of distance education in light of the pandemic of the pandemic. By extrapolating previous studies, it was found that there are no studies that dealt with the subject of the study during the 2020 pandemic. Educational institutions can benefit from the results of the current study and work on how to develop education. Knowing the advantages of the improvised education and uncle to develop them and know the defects and uncle to solve them

Study Determinants:
Spatial: nearby schools
Human borders: Teachers and teachers and education specialists
Time limits: The Jamge year 2020
Systematic steps to search:

Problem of the Study
It represents problematic aspect in monitoring and tracking problems caused by the COVID-19 pandemic on the education community, how to devote efforts to have to control the learning process and provide the learner with cross-networks. Therefore, the question of the problematic search is as follows:
How to define Coronavirus pandemic impact on the dimensions of education and community transformation that has occurred in the light of the technological variable, and the extent of its ability to gather learners through distance learning spaces?

The main problem can be divided into sub-questions as follows:
➢ How education community deals with this pandemic?
➢ What is the ability to link spaces of distance learning?
➢ What are the roles of the teacher and the institutions of public education in ensuring the student readiness for the tools and skills of distance learning?
➢ What are the effects of psychological confrontations on education as caused directly and indirectly by Coronavirus pandemic?
➢ What is the level of students' performance with regard to tools and skills of distance learning and its impact on their attainment?
➢ What is the level of students' performance with regard to distance learning capabilities and its impact on achievement?

Hypotheses
I mean those assumptions and probabilities that tested by the researcher in the frame of the educational real space, referring to the way of thinking of the researcher and the aspect of phenomena involved in functioning study. Where the stage of formulating hypotheses are of great importance in educational research and considered as an effective tool in guiding the researcher towards the steps that must be followed to confirm or deny its potential.

In the context of the question posed by the problem, which aims to identify the dimensions of the impact of the coronavirus pandemic on the education community, the shift occurred in the light of the technological variable, and the extent of its ability to clubbing spaces of distance learning, this research raises several hypotheses to test such relationship as follows:

Perhaps the lack of teachers trained to work on alternative plans during the emergency cases opens the room for failure to deal with the Coronavirus pandemic crisis;

Perhaps the lack of appropriate tools and skills needed by the teacher and the student to work remotely has created more pressure;

Maybe the difference and contrast in dealing with the crisis and the lack of students' skills-enabled distance learning form of psychological dimensions of teachers. The failure of education institutions and their members in adopting strategies and techniques of learning the skills of the future may have an impact and role in addition to a major decline in the performance of teachers and students with regard to the employment of distance learning.

Research Objectives

Knowing the impact of the Coronavirus pandemic on the education in the United Arab Emirates and its schools and the extent of communication between education institutions and cooperation of its members to provide training and ongoing follow-up.

Identifying education institutions and personnel capabilities in access to learning spaces and employ learning strategies for the future.

Knowing the extent of the potential that made available by the Ministry of Education for the teacher and the student to work on distance education and its impact.

Method

The research aimed at a limited number of participants in this research from the public-school teachers in the United Arab Emirates, with 172 researched and dissimilar at the level of several variables, such age, academic level, geographical affiliation.

Simple random sample adopted in the research to be compatible with the problem, the assumptions and methodology used in the research. A technical quantitative tool for data collection have been used to answer questions, where using the search tool form to collect field data on the topic of "dimensions of the impact of the Coronavirus pandemic on the education community in the UAE", and the shift in the light of the technological variable, and the extent of its ability to link spaces of distance learning.

The study was applied in different areas in the UAE and targeted teachers of all government boys and girls schools of all stages. The research lasted for four months, including experimenting with form and revision process to fit the sample studied and the desired content. The COVID-19 crisis has cast a shadow over this research, in response to the weakness of the participants scope, and most of them made an apology because of pressures and difficulties they faces in teaching remotely.

Interpretation of data of questionnaire:
Description of the research sample:

The correct scientific research does not depend only on the clarity of the approved methodology, tools and techniques selected, and when talking about the methodology that links theorizing and experimentation, which are two traditions accredited in scientific terms of the curriculum as methodology that combines theory and techniques of observation and linking theory practice to experimental practice (Lammasih.2017).

The variables and the definition of the basics of scientific research to have analysis and interpretation tools. The study highlighted the variables associated with age, academic level and geographical affiliation; the sample of descriptive research came as follows:

Through this area, the research tried to figure out how the education community schools, teachers, and institutions treat with this crisis. What are the roles adopted for the provision of learning opportunities for all students at equal levels? As well as, the availability and access to employment opportunities on electronic curricula at all stages.

Research Setting

A Theoretical study that used a descriptive and quantitative approach under non-contrived circumstances, for collecting and analysing the primary data, was conducted to identify the challenges that face education process during COVID-19 pandemic and answer the research questions. The quantitative study is defined as "explaining phenomena by collecting numerical data that are analysed using mathematical-based methods, in particular, statistics" (Aliaga& Gunderson, 2000). While a descriptive study is defined as a "study designed to

describe characteristics of a population or a phenomenon" (Muijs, 2010). Quantitative research is "explaining the problem by analysing empirical data collected from a group of people".

Research Population and Sample
The targeted research population is the teachers in the UAE, who have practiced distance learning during COVID-19 outbreak. In addition, they are the teachers who are in service and use technology in teaching students.

Study Period
This study was conducted between March 2020 and May 2020.

Data collection methods
The information was obtained through the answers obtained by the researcher through a questionnaire consisting of 38 paragraphs. The questionnaire used multiple-choice descriptive data. It also contained true or false questions, as well as other specific questions.
Both online and printed questionnaires were used in the primary data collection from the assigned study sample. It is expected to have 56 respondents, and through the phone call

Data Analysis Techniques
Different statistical techniques were used to analyse the collected data by using Statistical Package for the Social Sciences "SPSS 25" and Excel 2016. Factor analysis was conducted and the resulting factors were subject to statistical measurements, including correlations and multiple regression, to test research hypotheses.

Descriptive analysis of respondents' information
The descriptive analysis of respondents' information is illustrated in *Table 1*. It includes respondents' information based on age, educational level, andemirate origin. The below points clarify the main outcomes.

Table 1
Descriptive and frequencies analysis of respondents' information

Demographic Characteristics	Number	Percentages	Valid Percent	Cumulative Percent
Age				
20-40	40	71.4	71.4	71.4
40-60	16	28.6	28.6	100.0
Total	56	100.0	100.0	
Educational Level				
Bachelor	46	82.1	82.1	82.1
Master	5	8.9	8.9	91.1
PhD	1	1.8	1.8	92.9
High school	4	7.1	7.1	100.0
Total	56	100.0	100.0	
Emirate				
Abu Dhabi	2	3.6	3.6	3.6
Ajman	1	1.8	1.8	5.4
Dubai	2	3.6	3.6	8.9
Fujairah	6	10.7	10.7	19.6
Ras Al Khaimah	41	73.2	73.2	92.9
Sharjah	4	7.1	7.1	100.0
Total	56	100.0	100.0	

Fifty-six self-administered questionnaires were distributed randomly to the respondents by e-mail or by hand and the response rate was 40%. In this survey, the questionnaire's content (constructs and measures) were mainly selected from previous studies and were modified, context based on the results of a feedback from three professional academic staff in this field.

Assessment of "Internal Consistency" Reliability

It is important to assess each scale for inter-consistency reliability by using Cronbach's alpha. Furthermore, some researchers (e.g. Hair et al., 2006) recommended Cronbach's alpha values between 0.60 and 0.70. In the process of testing the entire internal consistency of the whole items of this study, the overall Cronbach's alpha, for all the 39 items, was calculated. Its value of **0.88** indicates acceptable internal consistency of data and reflects a good reliability measure.

Normality

The Kolmogorov-Smirnov test evaluates the normality of the distribution of the scores by testing the hypothesis that the distribution of the data is normal. If a non-significant result (i.e. a result with a significant value of more than 0.05) occurs, then it has been failed to reject the hypothesis, and this in turn shows normality of the variables (Pallant, 2005). In this study, the significant values (i.e. the statistical ones) of the variables exceeded 0.05 (see Table 7), suggesting passing the assumption of normality.

KMO and Bartlett's Test Calculations

KMO and Bartlett's test was conducted to judge the validity of the data and sample size for the Exploratory and Confirmatory Factor Analysis (0.87), which exceeds the minimum value of 0.6 (*Kaiser, 1970, quoted in: Pallant (2007)*), indicating that the sample size is sufficient to conduct the global analysis. The results of the Bartlett test indicated a statistical significance level of less than ($\alpha \leq 0.05$), the significance level of Bartlett's test of Sphericity (sig = 0.00), indicating the existence of links between domains in the scale, data factorability and we can benefit from factor analysis, see Table (2).

Table 2
KMO and Bartlett's Test Calculations

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.874
Bartlett's Test of Sphericity	Approx. Chi-Square	11441.732
	Df	1596
	Sig.	0.000

Research Results

First - Results related to the first question, how has the education community treated with this pandemic

All four items were examined for their means, standard deviations, skewness, and kurtosis. The descriptive statistics presented below in Table (4.3) indicate a positive disposition towards the items. The standard deviation (SD) values for all factors ranged from 0.39 to 0.97, these values indicate a narrow spread around the mean as well as the mean values of all items were ranged from 3.17 to 3.44. The values of skewness and kurtosis were found normally distributed because of the most of the values were inside the adequate ranges for normality (i.e. -1.0 to +1.0) for skewness, and less than 10 for kurtosis (Hair et al., 2010). The results also indicated that all the paragraphs were at a high level.

Table 3
Mean, Standard Deviation, and Normality of Scale Items

Construct /Items		Mean	S.D	Degree	Skewness	Kurtosis
1	The pandemic of Coronavirus COVID-19 showed concerted educational efforts for education and equal learning opportunities for all students and levels, what is your assessment of these efforts if you are a teacher or a parent.	3.33	.973	High	.197	.884
2	In your opinion, was the educational system as developed able to cope with the Coronavirus (COVID-19) pandemic?	3.21	.965	High	.324	.831
3	The Coronavirus (COVID-19) pandemicdemonstrated that the students have learned skills to study remotely during Coronavirus (COVID-19)	3.17	0.79	High	0.39	0.66

	pandemiccontributed in highlighting the true level of future education. Does this apply to your children or your students and with what degree they can pursue distance study:					
4	This pandemic identifies the urgency of education needs that must be based on contributions to the educational system and curricula. What do you think as a teacher, parents, education in this regard?	3.44	0.39	High	0.39	0.39

Second - Results related to the second question, which states: "What are the roles of the teacher and public education institutions in preparing students for distance learning tools and skills

Table 4
Mean, Standard Deviation, and Percentage

Construct /Items		Mean	S.D	Percentage
I	The educational system was fair in providing electronic curricula for all subjects and provided opportunities to work on them with a degree:	3.33	.973	?
II	The current education system is based on the student's education:	2.22	.554	?

All two items were examined for their means, standard deviations, skewness, and kurtosis. The descriptive statistics presented below in Table (4) indicate a positive disposition towards the items. The standard deviation (SD) values for all factors ranged from 0.55 to 0.97, these values indicate a narrow spread around the mean as well as the mean values of all items were ranged from 3.22 to 3.33. The values of skewness and kurtosis were found normally distributed because most of the values were inside the adequate ranges for normality (i.e. -1.0 to +1.0) for skewness, and less than 10 for kurtosis (Hair et al., 2010).

Third - Results related to the third question, which states to what extent of the learner who possesses distance learning tools and skills

All two items were examined for their means, standard deviations, skewness, and kurtosis. The descriptive statistics presented below in Table (5) indicate a positive disposition towards the items. The standard deviation (SD) values for all factors ranged from 0.79 to 0.76, these values indicate a narrow spread around the mean as well as the mean values of all items were ranged from 3.04 to 3.22. The values of skewness and kurtosis were found normally distributed because of the most of the values were inside the adequate ranges for normality (i.e. -1.0 to +1.0) for skewness, and less than 10 for kurtosis (Hair et al., 2010). The results also indicated that all the paragraphs were at a high level.

Table 5
Mean, Standard Deviation, and Normality of Scale Items

Construct /items		Mean	S.D	Degree	Skewness	Kurtosis
T1	How can you evaluate the distance learning experience during this period:	3.04	.798	High	-1.319	1.141
T2	:Do you think the teacher was able to break the psychological barrier in front of the practical test of distance learning, to the degree of:	3.22	.768		-1.110	1.447

Fourth- What is the distance learning processimpact on each of: teaching methods - available tools - government support - teacher and student skills

To test this hypothesis, the researcher uses simple regression analysis to ensure the relationship between teaching methods - available tools - government support - teacher and student skills and the impact on distance learning process in Table (5). It is found that R (.153) is the correlation between the independent variables and distance learning process. In addition, it is found that R Square (.023), which is the explained variance, is actually the square of the multiple R (.023). What the results mean is that (2.3%) of the variance (R Square) for distance learning process has been significantly explained by the independent variables.

Table 6
Summary Result of the simple Regressions of H1

Variables	Model summary			ANOVA		Coefficients(a)		**Beta**
	R	**R Square**	**Adjusted R Square**	**F-value**	**Sig**	**T**	**Sig. (P-value)**	
	.153	.023	.014	14.499	.040			
(Constant)						9.429	.000	2.028
Teaching methods						5.951	.002	0.676
Available tools						3050	.001	2.604
Government support						4.122	.003	0.811
Teacher and student skills						4.122	.003	0.811

In addition, according to coefficients in Table (6), the variables (teaching methods, available tools, government support and teacher and student skills) have a significant effect on distance learning process, reaching (t) calculated values more than 1.96 and significant at the level of ($\alpha \geq 0.05$).

Table 7
Summary Result of the simple Regressions of H1 (Stepwise Multiple Regression))

	R	**R Square**	**Adjusted R Square**	**F-value**	**Beta**	**Sig**
Teacher and student skills	0.709	0.504	0.501	4.11	.239	0.000
Government support	0.728	0. 530	0.522	5.22	.143	0.000
Available tools	0.648	0.421	0.416	5.14	.107	0.003

The results of the Table (7) indicate that teacher and student skills came first (0.504) of the total variance, then government support (0.53) of the variance and finally the available tools for change (0.421).

Fifth-The distance learning has a significant impact on students' skills and achievement after the outbreak of Coronavirus pandemic

To test this hypothesis the, researcher uses simple regression analysis to ensure the relationship between students' skills and achievement after the outbreak of Coronavirus pandemicas in Table (8). It is found that R (.135) is the correlation between the independent variables and the distance learning. In addition, it is found that R Square (.018), which is the explained variance, is actually the square of the multiple R (.018). What the results mean is that (1.8%) of the variance (R Square) for distance learning has been significantly explained by the independent variables.

Table 8
Summary Result of the Simple Regressions of H3

Variables	Model summary			ANOVA		Coefficients(a)		**Beta**
	R	**R Square**	**Adjusted R Square**	**F-value**	**Sig**	**T**	**Sig.(P-value)**	
	.135	.018	.015	5.804	.017			
(Constant)						9.788	.000	2.021
Students' Skills						2.409	.017	1.136
Achievement						2.908	.001	2.136

Also, according to Coefficients in Table (4.12) show that the variables have a significant effect on distance learning, reaching (t) calculated values more than 1.96 and significant at the level of ($\alpha \geq 0.05$).
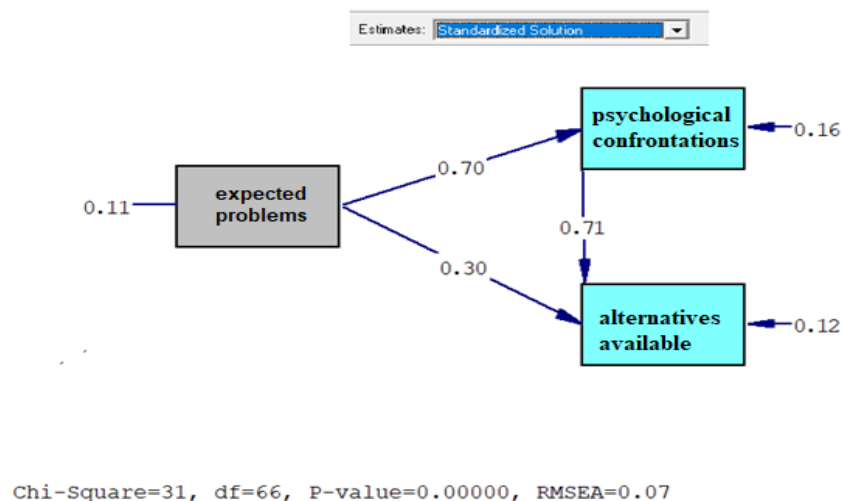
Path Structure

In a multiple regression analysis, we assess only the direct effects of the predictors on the dependent variable. However, variables can, and often do, have an indirect (mediated) effect as well as, or instead of having, a direct effect on an outcome. Indirect or mediated effects can be analysed by configuring the variables

into a path structure (Meyers & Guarino, 2013). Sewall Wright (1920) introduced a path analysis in the context of examining phylogenetic models (Lleras, 2005).

Sixth- There is cross-impact between the distance education indicators, the expected problems and the alternatives available through psychological confrontations for distance learning after the outbreak of (COVID-19) pandemic.

To test this hypothesis, the researcher uses path analysis to ensure the relationship between (distance education indicators, the expected problems and the alternatives available) and distance learning through psychological confrontations.

Chi-Square=31, df=66, P-value=0.00000, RMSEA=0.07

Figure 1
Hypothesised Results of Structural Model

Regression coefficients and potential effects are shown in Table (9)

Table 9
Examining Results of Hypothesised Effects of the Variables

Path	Unstandardized Estimate	S.E	Standardised Estimate	T-vales	P- value
	Estimate	S.E	Beta (β)		
Exp → psy	0.43	.125	0.70	5.60	***
Exp → alt	0.38	0.12	0.30	2.15	***
psy → alt	0.32	.284	0.71	2.5	***

*p< 0.05, **p< 0.01

The results of the path analysis shown in Table ( ) refer to direct path coefficients statistically significant at the level of significance (0.01≥α), where calculated (T) values (5.60, 2.15, 2.50) are higher than the critical (T) value of (1.96).

This indicates a positive effect of distance learning after the (COVID-19) pandemic - Indirect Effects of the Variables (Mediation Effects).

To calculate the magnitude of the indirect impact: 0.49= (0.71 × 0.70) = Indirect effects 0.74 = 0.30 + 0.44 = Total effects Indirect analysis was used to determine the effects. The results of the test were presented through the SOBEL TEST (Table 10).

Table 10
Results of the Sobel test to detect indirect effects between factors

Exogenous	Endogenous	Mediation	Estimate	S.E.	T-vales	P
Expected problems	Available alternatives	Psychological confrontations	0.441	0.112	3.937	0.000

Discussion

67.9% of the respondents indicated that the concerted educational efforts during (COVID-19) pandemic assured that learning opportunities are equal for all students and levels, while the results found that 26.8 percent stressed that the services ratio is good to appreciate those efforts. The remaining is 5.3% of the sample that confirmed that the percentage of those efforts were moderate, while the index has not been given level without any approval by them.

Thus, a significant proportion reached the proportion of 67.9% acknowledging that there are efforts, mobility and follow-up during the pandemic, as imposed on us by the question of how such things were treated. Here must be a statement as confirmed by the Ministry of Education through (moe.gov.ae.2020)**.**

In those circumstances, the provision of specialized curricula by the educational system of the Ministry of Education would have been present in their efforts to provide e-books to be accessible for the teachers and the students. It is indicated according to the ratio of confirmed specialization provided by approved electronical curriculum, while 55.4-35.7 ratio has indicated that e-books have been made available to work on them. The others mentioned that the curriculum was provided with a percentage of 3% to 1.3%. This data shows that most of the books were made available electronically. On the other hand, it had to be a statement that the delay in the provision of some electronic curriculum because the students and teachers were handed over printed hardcopies at the beginning of the school year. While referring to the importance of the trend by providing electronic tools that support the remote education process, and made available and accessible at any time if they lose their hardcopies, as it facilitates instant communication in many directions, digital transformation requirements and the progress of scientific and cognitive development. It is worth mentioning that the students of the twentieth century are immersed in technology and are more enabled to use it.

What is the students' ability to link spaces of distance education?

The future readiness for the country is an indicator who sought school efforts to be at the level of ambition for its ability to prepare a generation to deal with technology; this interest may be united by all elements within the Ministry of Education, schools, parents and institutions as supportive factors to face future challenges.

This interest may vary and differ between individuals and institutions, and we tried on this side of research to highlight if the educational system as a whole may adopt future vision and apply distance education with a degree enabling it to cope with the impact of the pandemic. It is a priority to define the conditions contributed in such case.

Is the school learning applications carried out remotely?

The research data showed that 62.5 percentage of respondents believed that there are planning and visions adopted by the schools to utilize a distance education system, while another group approved that the visions in their institutions are clear by 30.4%, as well proportioned, while some schools still possess such visions with average level of 7%.

Most schools have problems of distance education, as it was not a part of its plans employing future skills. These schools did not complement the goal of students to help them acquiring key skills or tools needed by young persons in the present, their career and their future to achieve success and excellence regardless of the quality of work that are difficult to be predicted by researchers. How this can be adopted in a typical environment; implementation of annual plans and how much information that the students may examine to extent of perfection and conservation of its content. (Aljughaiman 2020)

It comes after evidence reached when checking the results of the third question: did the school apply remote learning applications through the pandemic? Specifying the year of the pervious application.

To stand on the signs of those visions application on the ground, the results have highlighted that there are schools began to implement such applications actually since 2018 by 6.4%, while the percentage applied in 2019 started from 4.7%. The application rate of distance education rose to in this year by 35.7%.

As part of the future vision from the point of view of the people of the field and survey expectation, the distance-learning ratio is increasing and will continue to apply, or if pandemic conditions are helped to access it?

In the vision of the future from the point of view of the people of the field and the continuity of the survey in remote fields, the data showed that the proportion of 62.5 confirmed the phrase, while 37.5 attributed to the presence of outlook and future work had begun with them and continued.

While respondents' continuity of this trend has been confirmed, it will continue to work and grow as needed, to be applied positively and was appreciated by 3-6.

With regard to the teacher's point of view, indicating that distance learning is a priority for the future or just work on it in line with current circumstances. 62.5 percent of them have said that they believe in that, while

others increased by 37.5% as they cited that conditions are helped to highlight the distance learning, this unified vision must adopted by schools and educational institutions. They referred to the need to work on the renewal of the speech and vision and the development of attention for future education priority, even there is no variation in the preparation of future generations.

It is worth mentioning that there are voices demanding change and school reform, calling schools to focus on the education of students according to the requirements of future skills, giving attention to education and participatory and enhance learning opportunities for life and to ensure the sustainability of knowledge employing artificial intelligence.

Because the ultimate goal of education is to prepare a generation capable of innovation and discovery, not a generation re-created what achieved by the previous generations.

For this, it was necessary to highlight the role of the teacher, educational institutions and the readiness of the student roles and self-learning skills.

➢ The data showed how that the educational system is based in terms of the education of students on topics such as content only by 43.2%, while a group of respondents confirmed that this proposal corresponds to their schools as well as the content and teaching skills represented the future application of a percentage approved by the members. The sample study participants highlighted the leading role in the future direction of education for students; as it is the focus of the learning process for the majority of schools and teachers.

➢ This comes in line with answer to a question about if Coronavirus (COVID-19) pandemic proved that the student has the skill to follow the lessons remotely or not, although students are already trained to learn skills and inclusion skills, which are among the skills of the future.

The research sample showed that 44.6% of the studied sample confirmed that the students have learning skills and the ability to follow-up study with a good degree, while another category confirmed that 35.7% of students have proficient skills in this regard with a high degree. The other 19.6% acknowledging that the students have proficient learning skills with a moderate degree.

To clarify positive points about distance learning:Field research results have come through the sample to explain the impact of the pandemic on education and approval of the affirmative with the subtraction as they added that it found student self-reliance, in addition to enhancement of the responsibility and knowledge of technology.

The student get used to distance learning, knowledge and skills dimensions, became aware of importance of dealing with the new situation, improved their level for better interaction as increased more.

That outlook reflects the reality of education.

It approved another class with a clear and correct management plan for the educational crisis and other disasters. I confirmed that this applies through the problems and thinking comments on how to find solutions thereto.

Their ability to pursue distance education, commitment and use of technology, and the availability of learning in a smooth and comfortable period.

Ease of communication between the parents, the students and the teachers.

In other category, it confirmed that the students have dependency on their parents in addition to promoting cooperation and positive follow-up by the parents to the level of their children. While others stressed that the students have the ability to use techniques and that there is an improvement in the performance of the continuity of learning and discovery of new educational programs to work thereon. Such way of learning increases students' interaction with their teacher.

In the same context, the sample should be stressed that the educational system during the pandemic is based on several aspects that contributed in outweigh continuity of the learning process and others believe that we must focus on curriculum and basic materials and cancel activities quotas. However, others preferred to put articles, Arabic and English reading only. As well, when we asked about the daily performance of the curriculum that included several options, such as: a search book content, survey skills development as it is illustrated in figure 2.
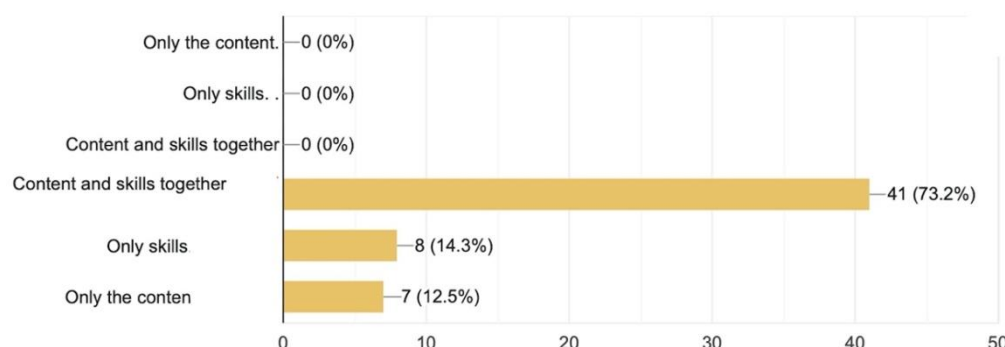
Figure (2) The current education system

The specific training of cognitive performance on the tasks of this should highlight the role of educational institutions in the acquisition of teachers and students influential roles; Or how these educational institutions dealing with the issue of providing training and virtual performance of teachers, who teach remotely. Since the survey was provided about whether schools or the Ministry of Education channels contributed in enriching study materials, sources of learning or specialty channels for consultation as it is illustrated in figure (3).
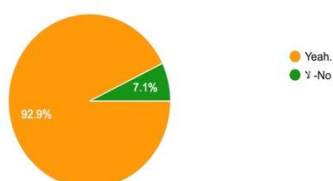
Figure (3) counseling and training

We figured that proportion of rejecting this proposal, the above-mentioned ratio of 7.1% to 92.9% ratio. In addition, conclude that teachers have received no distinct training that makes them more prepared, or they were working on their own to face challenges.

The channels of communication were provided during the school day as confirmed by the Director of the Continuous Training Centreat the Ministry of education. There are also indications that they were familiar with the hours that must be worked on with the students, and training to deal with situations and emergency problems and alphabetical dialogue, presentation and daily dialogue lessons planning. In addition, they expressed their welcome to accept the presence of any parent during teaching as a partner in the education process to his son.

In the search for the pressures faced by teachers during the dealing with the pandemic, it was found that the biggest challenge for teachers is related to training and how to provide lessons, organize distance learning, and walk with the students during the school day.

Pressures also increased on the teacher in terms of asking him to provide education testing to achieve effectiveness and positive results within short period while facing unprecedented challenge. However, what is the degree of effectiveness and the readiness of the teacher, students and schools according to this requirement?

In this aspect, the results showed a conflict of views on the pressures, whether high or medium, and a few of them indicated that they are substandard, perhaps this is due to the level sought by the school administrations through the training of teachers, their readiness to employ, educational programs, online education or distance education, through daily lessons.

Despite the training channels provided by the Ministry of Education, teachers stressed that with regard to the effect of demanding distance teaching during the pandemic, everyone may be lacking in certain proportions, which contributed to the existence of a gap and a psychological barrier affected largely on the usual

performance of the teachers. They have confirmed that they are over this psychological barrier with a high degree by an estimated percentage of 66.1%, while another group confirmed that they exceeded the psychological barrier with estimated percentage of 28.6%, and 5% confirmed that they exceeded those conditions with medium degree as it is illustrated in figure(4).
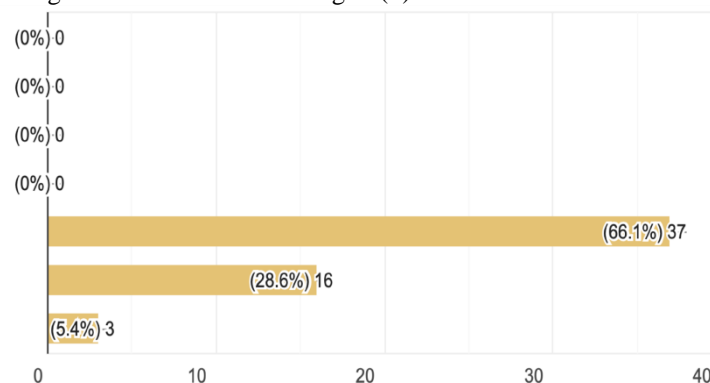

Figure (4) the results of a conflict of views on the pressures,

Therefore, it is concluded that the simultaneous positive and continuous training activities through distance teaching, which was reflected in their education, were considered as recruitment methods and strategies for students and created positive opportunities for education for active students.

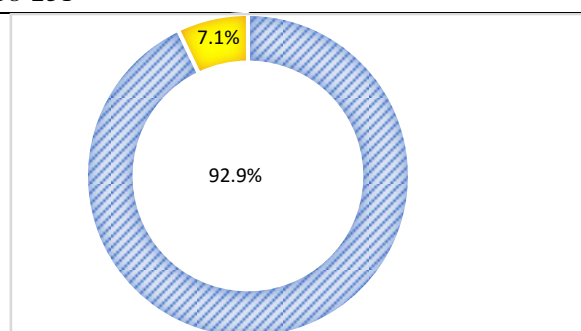**Learning outcomes during the pandemic:**
Certainly, the distance-learning environment differs from the traditional environment, even though the courses of same e-curriculum but in electronic format using different learning environment and methods. The electronic methods have been developed to make it easier for the teacher to deal with it and achieve the desired evaluation from each process of education.

In light of this, field data showed the evaluation and aimed to anticipate problems that may affect the process of education at the beginning of the school year, or if the distance education may not achieve positive results as face-to-face learning. The included results accounted for 53.6% of the sample confirmed their incompatibility with this statement, and that the performance of the teaching position may achieve positive results in some stages, and some of the material in light of the extent of cooperation and follow-ups by parents. While 50% of respondents agree with the words and confirmed that this education type more communicative and productive to follow up the weakness of parents with their children through distance education.

With regard to question of the impact of distance education on the results of the attainment, field research results have shown that 83.9% of respondents have great point of view confirming that it really will affect, and during which they cited several reasons for their opinions on this point:
➢ no one knows when the COVID-19 pandemic will end.
➢ different patterns of evaluation
➢ lack of clarity in terms of the real level of the learner.
➢ pressures will affect grades and levels in terms of excellence and average
➢ while others predicted that the level of achievement would rise.

In the context of the question, whether distance education students during the pandemic will be qualified to achieve higher grades, 92.9% of the research sample expected that students would be eligible for achieving higher grades, while 7.1% confirmed that they disagree with that, and students may not be eligible for promotion to a higher grade.

Figure (5) Do you think that distance learning during the pandemic of Coronavirus will prepare ?students for promotion to a higher grade

With regard to the question about alternatives that can be used at the beginning of the next year to accommodate the problems and imbalances through distance education, proportion of the sample suggested the following:

Continuing education or hybrid education application. Through my knowledge, this assumption was available at the Ministry of Education and schools and hybrid education would be adopted during the year 2020-2021.

Conclusion

The results of the study revealed the dimensions of the Coronavirus (COVID-19) pandemiccrisis and their impacts on education in the UAE, in addition to the future approach adopted by education institutions and effective measures applied during crisis, and evaluation of positive links and future planning for education, as efforts have emerged in overcoming those challenges. The effectiveness of these efforts was estimated by the research sample of 94.7%, which was described as a positive effectiveness.

With regard to the roles of education institutions and their readiness with the tools and future visions for the preparation of the teachers and adopting comprehensive learning strategies and employment within the framework of efforts to address distance learning during this crisis.

The study showed that 87.5% of respondents stressed that the educational system was based on skills teaching, while other respondents supported to adopt a strategy for programming requirements to override primary stage as well as the basic materials.

In terms of the adoption of future visions for education, as the UAE's vision is to make an alternative distance to address the exceptional changes of Coronavirus (COVID-19) pandemic, which has led to suspension of education process in various countries, while education process has not stopped in the UAE. It is worth mentioning, in terms of school closure, the UAE Ministry of Education has decided to provide mid-year vacation to develop measures and start distance education process.

It provided training on technical tools and its applications for teachers through their involvement in training programs during that period, and continuous training through communication channels and digital platforms. On the other hand, the Ministry stressed that teachers have already been working on distance learning within a program directed at some stages with a view to developing learners, providing them with the future skills and giving them the chance to have skills necessary to keep up with challenges and changes.

One of the indicators of the adoption of state institutions and its care for education, contributed to successful qualitative transformation of the quality of education, which is continuing to increase during the Coronavirus (COVID-19) pandemicin addition to the hybrid education that would be adopted in the next year. We may prefer to investigate the views on the application of hybrid education, identifying views of educational staff and parents on hybrid education (hct.ac.ae.2020).

The schools and educational institutions have also provided teachers and students with remote training channels and facilitation of access to training materials and guidance on distance learning.

The study showed the owners of learning skills and remote study follow-up process as responded with availability, which varies between high and good with 80%.

The results of the search revealed the psychological effects caused by the pandemic on teachers and defined how they had raised their previous performance. As part of this, a proportion of teachers responded to these psychological confrontations, which surrounded the beginning of the pandemic under more psychological pressure, especially on the teachers, who had to work extensively, from the preparation of charts and planning, and following-up their students remotely.

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A proportion proved their ability to exceed the psychological barrier by ranging good, informative and accomplished 88.7%.

The results of the research also revealed that distance education would have a positive impact on the learner attainment, by more than 83%.

In addition, that 92% agree that distance education will not have a negative impact on upgrading students for higher levels.

Recommendations

These institutions were not technical and the option always available within the education process, but the way to address an event may be varied from time to time. While the learner conditions necessitate the use of digital tools that serves as a bridge to the future education, it is possible to work on clear targets between school, parents, students, educational institutions and institutes to provide programs with educational objectives for school plans in the light of education as an institutional partnership, adopting experiences with targets related to school education plans and curricula.

Example: Provide programs related to exploratory field trips, electronic field expertise, discussion and scientific dialogues, and audio and visual files for books. The educational platforms for curricula and live inquiries on the curriculum are also required.

On the other hand, virtual network among teachers across the country shall be established to exchange maps of curriculum goals and facilitate the meeting of the specialties to express the views of the teachers, and to open the room to be benefited from an example with another teacher in another country around the same point of view. Alternatively, to be aware of the best methods and modern means available on the development of organization and planning skills and their role in raising the achievement.

Perhaps the virtual meeting is the easy way to communicate on the emergence of student learning problems and identify the best methods to address them. You contribute to the creation of new patterns of learning environments, with modern time, and with diverse methods of education and learning.

The lack of doing so means a declaration not to teach (Jacobs, H. 2010)**.**

In contrast, we need it strongly for the development of new school models, specifically to check if the educators ready for the risk to develop bold ideas in order to re-create a complete school concept. Some argue that we have to stick to old ideas, because they are logical and rational behaviour, but I say that this is not true. Logical sticking to an ancient form that does not comply with our time and the goal of education in this century is not the right way.

Acknowledgements

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