

**MASTER'S THESIS**

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Examining Emergency Distance Education Experiences of Teachers in Palestine  
Schools

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

The pandemic greatly affected the educational system, as it made the educational process shift quickly and noticeably from face-to-face to distance education, making this mode characterized by the use of technological devices and applications, as it appeared that the educational system in Palestine was not prepared for this transformation in education. This study addresses the most prominent challenges and obstacles and coping strategies of Palestinian teachers during the in emergency distance education (EDE) and how they experience instructional technologies. So, this study aims to highlight, analyze, and contribute to these challenges and obstacles systematically, using a case study approach to promote a permanent and sustainable conversation about the importance of distance education in emergencies in Palestine. The researcher conducted interviews with 7 teachers and 2 educational leaders who worked in the different school types in Palestine and these interviews included in-person sessions and online sessions. The qualitative analysis revealed essential topics that Palestinian teachers faced in EDE and a need for technological competence appeared among educational staff in integrating modern and innovative educational methods. In addition, many challenges have emerged, such as the lack of technological devices that are the basis of this educational process, the weakness of Internet networks and their constant outages, which affect communication, and the lack of awareness among students' families in meeting their needs. Children's needs for education. On the other hand, ministries must work to improve the infrastructure and build technical and technological equipment for teachers to use the distance education system in the educational process. They must also improve teachers' experiences using technology in the distance education system through developed courses.

**Key Words:** Emergency Distance Education, Instructional Technologies, Palestinian Schools, teachers' experiences.

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## **LIST OF ABBREVIATIONS**

EDE: Emergency Distance Education.

EL: Educational Leader.

ICT: Information and Communication Technology.



## **Chapter 1**

### **Introduction**

Education serves as the guiding path for learners, providing them with the necessary tools to pursue their aspirations and fulfill social responsibilities, facilitating personal growth and progression. It is a transformative process through which individuals acquire experiences and social skills via study and teaching. According to (Radha et al. 2020), education is a crucial means by which individuals can distinguish themselves from others. Recognizing the significance of education, (Affouneh et al. 2021) assert that it is a fundamental right that every individual worldwide should receive. The impact of education extends across various facets of life, contributing to the elevation of nations. The onset of the COVID-19 pandemic prompted a global state of emergency to curb the virus's spread, leading to the closure of educational institutions, including schools and universities. Despite these challenges, education persevered, underscoring its resilience and adaptability as an essential societal function (Demir et al., 2022). The continuity of the educational process became a paramount goal across all nations during this unprecedented period.

The pandemic has affected all stakeholders in the educational field, including teachers, students, and institutions, and (Dubey et al., 2020) explained that they predicted that the situation would extend for a long period and everyone must adhere to social distancing, so educational institutions and schools had to convert the educational system to distance education from while making plans online to complete the educational process. Moreover, education systems around the world sought to stand in front of the Corona pandemic to find alternatives that help in the continuity of education during the pandemic, (Sari et al., 2020) showed that 102 countries around the world closed their schools due to the lack of an outbreak of the disease and a lot of students were out of school, as the Corona epidemic has proven to the world that viruses do not differentiate between the strata of society (Mseleku, 2020).

The Covid-19 pandemic has significantly affected the educational process. It works to close educational institutions to prevent the epidemic from spreading, which

prompted specialists to develop alternative teaching methods that allow the completion of the educational process. This pandemic does not stop students' futures and negatively affects their lives (Nassar, 2022). The technique transformed education from face-to-face to electronic through technological devices such as smartphones, computers, and the Internet (Radha et al., 2020).

Education in Palestine takes an important place (Nassar, 2022) as the Palestinians have established an educational system since 1994 after the establishment of the Palestinian National Authority. As we know that Palestine has been ruled and occupied by many countries over the years, the latest of which was the Israeli occupation (Broco, Trad, 2011). Despite the formation of a Palestinian Ministry of Education to provide education for all stages. However, the occupation restrictions still control the work of the ministry and do not enable it to complete the work in an integrated manner.

March 5, 2020 The Ministry of Education and Higher Education in Palestine developed the “National Coordination Plan to Confront the Covid-19 Virus” (Hamad, 2021) where the distance education system can be used as the only means for the continuity of education. the Corona virus was fast and posed a danger to everyone for this reason, the Ministry uses the distance education system for the first time, as this decision made most schools face serious challenges due to technological means and limited or even inability to access the Internet. However, The Ministry of Education used alternative technological means to continue the educational process so as not to disrupt it, as there were many educational platforms (Maity et al., 2023), such as Zoom, and Microsoft, one way for groups of students to meet on them, and these platforms were useful, educational institutions provided many academic courses to develop the skills of educational cadres in using these platforms (Alameri et al., 2020), it allowed people to communicate during the Covid-19 pandemic.

The use of instructional technologies break the traditional education models and gave the educational staff a flexible space in the educational process (Alameri et al., 2020), as it enabled them to attend lessons where they are and they do not have to stick

to a specific area to follow the lessons as long as they have the Internet and technological devices, so students were able during the Covid-19 pandemic to learn through platforms. In addition, platforms are present with the information and through channels that flexibly offer educational classes, such as YouTube, Google Classroom and many Internet platforms (Ospina et al., 2021).

Palestinian teachers encountered various obstacles, including limited access to technology, connectivity issues, and adapting pedagogical approaches to emergency distance education (Kiernan, 2020). The title of this research was chosen mainly to the extent of the impact of distance education during the Corona period on the Palestinians, and what challenges they faced and directed them to develop themselves with this type of education because in Palestine they had not used such education before and it had not been developed for the judiciary in the field technology before, except within certain limits, and they were not given continuous courses to use this technology before the Corona pandemic, so the researcher selected a sample of teachers who participated in distance education in order to explain what challenges they faced, what experiences they had and how they adapted to it.

### **1.1.Statement of the problem**

Palestine, currently under Israeli occupation, poses challenges for obtaining comprehensive insights into the country's dynamics. The COVID-19 pandemic exacerbated difficulties in various facets of life in Palestine, with education being notably impacted (Al-Sharif, et al., 2021). The educational system is intricately connected with two ministries, one Palestinian and the other Israeli, reflecting the complex administrative landscape (Totah, 1932). Geographically, the West Bank, Gaza Strip, and a portion of East Jerusalem fall under Palestinian jurisdiction, while other regions are overseen by the Israeli Ministry of Education due to occupation control (Isaac et al., 2019). Additionally, there are private schools affiliated with churches or associations, some receiving support from either ministry. This study aims to elucidate the challenges faced by teachers during the pandemic (Mahamid et al., 2022). The researcher intentionally selected participants from schools associated with

different ministries to explore diverse experiences and understand the unique impact on each teacher during this challenging period (Shraim, Cropton, 2020).

Distance education system began to be used, students and teachers had to search about everything new in the system that would enable them to communicate, access information, and exchange knowledge (Demir et al., 2022) as they had to use modern technology and add it to the work environment, but the entire educational staff, including administrators, teachers, students, and even Parents face challenges in using these technologies during the pandemic (Mseleku, 2020), as they did not have previous experiences with this technology for distance education. The period of Covid-19 included many difficulties and problems that the educational cadres faced in Distance education (Christopoulos, Sprangers, 2021) and the use of technology during the education process. The problems that the educational cadres faced were summarized (Demir et al., 2022), the most prominent of which are:

1. Lack of skills in using technological means among educational staff.
2. New educational methods for the development of electronic teaching methods.
3. Lack of technological devices and communication on the Internet for some.
4. An increase in the tasks that fall on the shoulders of teachers, as they spend more time and effort than in face-to-face education.
5. Loss of teaching time in solving technical problems.
6. Students' participation during COVID-19 was low, and their response to education was negative.
7. Parents' ignorance and lack of awareness to deal with distance learning.

This study explains the most critical challenges teachers faced in using distance education during the coronavirus pandemic and how educational staff worked to improve strategies that would enable them to continue the educational process during that period through distance education (Shraim, Cropton, 2020).

## **1.2. Purpose of The Study**

This study aims to investigate the instructional technology usage experiences of Palestinian teachers in EDE and provide insights into effective strategies for remote learning in challenging circumstances by examining the coping strategies with the problems.

## **1.3. Objectives of the Study**

- To identify the challenges (technological and pedagogical, managerial, etc.) faced by Palestinian teachers during EDE.
- To explore the coping strategies employed by Palestinian teachers to overcome challenges in EDE.

## **1.4. Research Questions**

1. What challenges did Palestinian teachers encounter while transitioning to emergency distance education?
2. How did Palestinian teachers adapt their pedagogical practices to the online learning environment?

## **1.5. Significance of the study**

For each of the studies, there is an importance that enables the researcher to identify many aspects She seeks during his research. In this study, the researcher was able to locate essential difficulties that teachers and students face during the Covid-19 pandemic in using distance education (Shraim, Cropton, 2020) It also enables faculty members (teachers, students, parents) to learn about the modern technological means used in distance education and how they worked to improve their skills in using distance education technology during the Corona pandemic.

This study focused on the challenges faced by Palestinian teachers during the COVID-19 pandemic in Palestine under Israeli occupation. Many sectors face difficulties, and education is considered one of the most important sectors (Totah, 1932). The importance of the study also lies in knowing the difference between

teachers because there is a difference in the school system. There are three governments to which schools affiliated in Palestine: The Palestinian Ministry of Education, private schools affiliated with Western governments (French, German, British, and American), the Israeli Ministry of Education, (Mahamid et al., 2022). Palestinians work in schools that differ in their systems; as in schools affiliated with the Israeli Ministry of Education, the teacher must take courses in the Hebrew language to complete the procedures and papers for his confirmation as a teacher working under the supervision of the Israeli Ministry. On one hand, in schools affiliated with the Palestinian Ministry of Education, students are not required to speak a language other than Arabic. A teacher who works in schools affiliated with the Israeli Ministry of Education receives wages fairly and guarantees the teacher's rights. In the other hand, in schools affiliated with the Palestinian Ministry of Education teachers doesn't receive his wages as teachers receive under the supervision of the Israeli Ministry of Education.

## **1.6. Definitions**

- 1. Emergency Distance Education:** This type of education is a change in the educational process method due to an emergency that may occur, such as epidemics, wars, or natural disasters (Ferri et al., 2020).
- 2. Instructional Technologies:** It is one of education concerned with the educational process, where determined teachers work to improve education and develop it through innovation and exploring different and attractive educational methods (Kurt, 2017).
- 3. Palestinian Schools:** Palestinian schools affiliated with the Palestinian Ministry of Education, and there are approximately 2,200 schools distributed in East Jerusalem, the West Bank, and the Gaza Strip. 67% of the schools affiliated with the Palestinian government, 27.2% affiliated with UNRWA, and 6.2% affiliated with the private sector and NGOs. It employs approximately 29,800 staff (OCHA, 2006).

**4. Teachers' experiences:** Teachers gain educational experience and skills by dealing with students from different environments and mentalities. The teacher gets to know the students and works to know their interests in different ways so that the teacher can pass with them. The teacher's experiences depend on his deep integration into the educational field to see the different personalities in them. Students can interact with them, thus becoming successful teachers with experience in their educational careers (Teachmint, 2022).



## Chapter 2

### Literature Review

The COVID-19 pandemic has significantly impacted education systems worldwide, including Palestine. As a result, emergency distance education has become a crucial aspect of education during this period. During the period of the spread of the Corona pandemic, 91.3% of learners transferred their education to the distance education system around the world (Betubara, 2021). Specifically, in Palestine, the percentage was approximately being 1.3 million of students were out of school (Nassar, 2022). However, governments worked to implement a distance education system in order to solve the problem of interruption of education during the Corona pandemic (Betubara, 2021), and this system helped in the continuity of the educational process. There is a weakness in the advanced skills in using ICT among teachers (Demir, 2022), such as strengthening collaboration with the local community to encourage parents' support for technology integration in education and positively influencing students' perceptions of the use of ICT in learning. This study aims to examine the experiences of teachers in Palestine schools during the implementation of emergency distance education (Shraim, Cropton, 2020).

Constitution and Laws: Article 24 of the Constitution of 2003 stipulates that all citizens have the right to education. One of the article also stipulates that the National Authority supervises all levels of education and works to improve the educational system. It was also made clear in (UNESCO, 2023) that Article 5 of the Education Law of (2003- 2013) stated that one of the essential primary goals of the education system is to qualify students to deal with modern technology. In 2017, the law regarding learning and teaching confirmed that the Ministry of Education must integrate technology and communications into the educational process to provide an environment with modern educational methods (Mahamid et al., 2022).

The Palestinian Ministry of Education connected teachers and students through social networking sites to ensure the continuity of the educational process and access

to knowledge for students. Moreover, it encouraged teachers and mentors to share their lessons by recording them using video clips (UNESCO, 2023). On the other hand, the Ministry tried to use free social networking sites so that the most significant number of students and teachers could access them, through which teachers pass all their work papers and classes (Maity, Sikdar, 2023). One of the most famous platforms used is the “Palestinian Schools Electronic Portal,” this platform considered unified for all groups, and the Ministry, teachers, and students can communicate through it. They also worked to develop these platforms through smartphones (Shraim, Khlaif, 2010).

## **Theoretical Framework**

### **2.1. Palestinian schools and the separated country.**

Studies explored how the learning process members (students, teachers, principals) responded differently from country to country, school to school, according to the covid -19 pandemic. That period in Palestinian schools was different, and there were a lot of challenges in the learning process (Affouneh et al., 2021). According to (Totah, 1932) the geographical division by the occupation of the Palestinian territories, the schools of the lands in the West Bank, Gaza, and some of the schools of East Jerusalem follow the Palestinian Ministry of Education and the Palestinian curriculum. On the other hand, some private schools followed the country's system that supported the schools, such as British, French, Germany, and America. For example, The American School of Jerusalem follows the American system in teaching but uses the Palestinian curriculum in some of the lessons. As (Mahamid et al., 2022), Palestine is a state occupied by Israelis, so the schools in Palestine are separated into three types. Government schools affiliated with the government and the Palestinian curriculum, private schools follow foreign societies, and the Israeli schools go after the Israeli government and its system of Education (Shraim, Khlaif, 2010).

In 1948, the West Bank was under Jordanian rule, meaning that the curriculum was Jordanian, while the Gaza Strip was under Egyptian rule (Brown, 2001), and the schools followed the Egyptian curriculum. In 1967, Israel occupied the West Bank and Gaza Strip, and the Israeli occupation became its ruler over all Palestinian lands. The

private and none of the Palestinian schools taught the Jordanian and Egyptian curricula anymore and imposed control over the curricula and their content. In 1994, the Palestinian Ministry was formed and worked on developing the Palestinian curriculum. It was used in some schools in East Jerusalem, the West Bank, and the Gaza Strip (Ramahi, 2015).

The Israeli government runs two systems in its schools, one for Jewish children and the other for Palestinian Arab children. It appears that the governments do not give advantages to Palestinian students as they give to Jewish students. (Human et al., 2023) This is evident from the admission of the Ministry of Education authorities that the Palestinian student takes less than he should take, as the majority of schools receive support from the Israeli government.

Palestinian students enrolled in schools where the number of students in classrooms is large. The number of teacher teams is small, unlike schools affiliated with the Israeli system, where Palestinian students forced to travel long distances and pass through military checkpoints to reach their schools (Ramahi, 2015). Palestinian schools need more facilities than present in Any school, such as computer laboratories, libraries, and theatres, unlike Israeli schools in which everything a student needs for education is available (Human et al., 2023). Such as: when looking at students with special needs, there is marginalization of Palestinian students as there are no facilities available to support this category of students. On the other hand, we see the Israeli education system; there are special education programs and all amenities for this category of students.

The general secondary exam (Tawjihi) is given by students in Palestine in the 12th grade, meaning that by submitting this exam, students finish their school career and prepare to start the university level, so that this exam has many branches that students study according to their scientific inclinations (Yair, Alayan, 2009), for example, the scientific branch, the literary branch, the industrial branch, the commercial branch, the legal branch (Islamic belief), where the exam is written and

corrected by the Palestinian Ministry of Education. This exam is offered in schools affiliated with the Palestinian Ministry in the West Bank and Jerusalem (Amer, 2013).

## **2.2. Distance education in Palestine**

Distance education in the educational process (Affouneh et al., 2021) indicates that teachers use learning techniques to develop and improve e-learning through technological applications and communications. This education helps facilitate interaction and exchange of experiences to develop knowledge, allowing communication in all places (Betubara, 2021). Distance education (Affouneh et al., 2021) has become one of the more prevalent alternatives to traditional methods, as it is one of the requirements of the digital age, and online lessons are considered an attractive choice in education. Distance education addresses many problems in communication (Mseleku, 2020), such as space and distance restrictions, as the teacher can access large groups of students. Also, students and lecturers cannot meet face to face (Betubara, 2021), while students can learn synchronously or asynchronously in this emergencies.

Palestine called the heart of the world due to its geographical location, is also an unstable country and is under Israeli occupation, and has a shortage of many natural resources that enable it to develop (Imseis, 2020). These factors negatively affected its educational system, and with the emergence of Covid-19 in February of 2020, it declared a state of emergency to mitigate the spread of the virus, educational institutions were closed for 30 days until solutions were found that help reduces the disruption of the educational process, and at that time distance education was introduced into the educational process (Affouneh, et al.,2021).

Innovative solutions worked on practicing the educational process and not disrupting it. The Ministry of Higher Education noticed the immediate response, and this situation transferred the learning process to distance education in Palestinian institutions (Mahamid et al., 2022). Academic centres and institutions worked remotely; thus, all universities were closed, and the Ministry of Education activated the e-learning system (Affouneh, et al., 2021). The government was working to form

a team to implement the emergency plan and facilitate e-learning. For example, many platforms have been put in place that is working on developing online education methods to replace traditional education (Maity, Sikdar, 2023), seeing if faculty members and students face difficulties in using these modern methods, and they want to develop strategies that enable the student to engage in the educational process in modern technological ways (Shraim, Cropton, 2020).

The Palestinian Authority tried to improve distance education infrastructure in Palestinian schools. Still, teachers continued to use traditional educational methods that do not develop creative thinking among students (Abu Subaih, 2021), and the inability to provide tools for e-learning was one of the obstacles that led to the lack of development of e-learning in educational institutions in Palestine. In addition, the distance educational process succeeds in all regions by supporting and providing all the requirements for teachers (Demir, 2022), such as: introducing educational courses to improve and develop their skills, providing electronic devices, and improving Internet networks in all regions (Radha et al., 2020).

### **2.3. Challenges that teachers faced in distance education**

The Corona pandemic occurred and affected students and their educational attainment, and the matter also made teachers face new challenges as they had to rely mainly on technology, and there was suffering in dealing with parents due to the ignorance of some, as (Garrett, 2023) the teachers worked on developing themselves professionally taking courses through The Internet, which added an extra burden to them at work, and their struggle sought to preserve and continue the educational process (Shraim, Cropton, 2020).

Many teachers in Palestine consider using technology in the educational process using smart devices and social networking sites (Nassar, 2022). Teachers have benefited from these sites in providing lessons through them, allowing them to create groups that enable them to communicate with their students effectively. While some teachers who do not have whole experience and knowledge in the use of technology believe that teaching via the Internet does not bring any benefit to students (Shraim,

Khlaif, 2010), the lack of readiness of this group of teachers to use modern technological means has created a gap between teachers and their students, which affected the educational process (Hebebcı et al., 2020).

Education is an essential resource for academic staff and students. As (Mseleku, 2020) the failure to provide appropriate resources during the Covid-19 pandemic affected teachers and students, as the educational process in that period relied heavily on the Internet and electronic devices, and the lack of availability of those resources affected the educational process and led to a decline in its progress in a significant way. Some areas are far from cities and are not fully prepared for emergencies, their infrastructure is not qualified and robust. The lack of electricity in those areas makes it difficult for students and teachers to use the Internet and charge devices with the energy needed. These factors negatively affect the educational process (AlKhaldi et al., 2020).

Among the most prominent obstacles faced by teachers in the educational process during Covid-19 are four barriers: technological technologies, student adaptation, student participation, and the Internet (Rasmitadila et al., 2020). For example, among the issues related to technical reasons is the unavailability of mobile devices and laptops in all parents, the Internet in many areas is not available or weak, and the participation of students in completing the tasks required by teachers from them was useless because the students did not adapt to the situation (AlKhaldi et al., 2020).

#### **2.4. Students and parents during distance education**

Despite the efforts made students and parents to continue the educational process remotely, these efforts required greater support, and they are not sufficient (Demir et al., 2022). Furthermore, education via the Internet for students is uncomfortable, and they do not feel delighted during the educational process. The limited, unstable Internet networks affect the performance of students and teachers simultaneously, as teachers and students are the most important members of the educational process. The weakness

in qualifications in Dealing with technology also causes an obstacle to completing lessons and educational sessions (Harefa et al., 2022).

Students of all ages were not only deprived of social and emotional interaction with their friends and teachers whom they met during face-to-face education. However, confirmed that children from social and economic levels were suffering during distance learning because their parents do not have enough time to monitor their children's education given that they are also employees, as stated (Hamad, 2021), teachers in Palestine were keep to communicate with the students' parents to manage this problem and reduce their suffering during distance education. Moreover, (Harefa et al., 2022) confirmed that the use of blended education and its availability in all regions increases the success of the educational process, and works to encourage students in their academic journey so that this type of education is not limited to emergencies and disasters.

Despite the development taking place in distance education programs, there is a problem that schools and teachers face in getting students to focus on online education programs. It has been noticed that students in traditional education are more present than distance learning, so teachers and administrators consider that this is one of the challenges they face. In distance education, (Schroeder et al., 2016) there are also reasons why students do not maintain distance education lessons, such as: there is insufficient support from the school, and there is insufficient communication between the teacher and the student, and there is a weakness in dealing with technology and education through modern technological programs pandemic (Mahamid et al., 2022). Therefore, this problem occurs with students and teachers, and students interact less in remote education. (Christopoulos, Sprangers, 2021)

In this chapter, the researcher touched on many aspects that must clarified about the challenges facing teachers in the distance education system during the Corona period. The researcher spoke in an introduction about distance education during the Corona period. The researcher spoke about the State of Palestine being under occupation in terms of international laws. The ministries to which schools affiliated,

then the researcher developed a theoretical framework, which includes schools in Palestine and the division of the state, distance education in Palestine, the challenges that teachers face in distance education, and the situation of students and their families during distance education



## **Chapter 3**

### **Methodology**

This study aims to learn more about the challenges and obstacles Palestinian teachers faced through the covid-19 pandemic by using technology in the learning process in Palestine. This chapter discusses the methodological approach and how the researcher collect and analyze the data.

#### **3.1. Research design**

In this study, qualitative research used to identify the most critical challenges and obstacles faced by teachers in schools using technology in education, (Abu subaih et al., 2021) that Palestine declared a state of emergency in March 2020, A qualitative research. Case study design is chosen to provide an in-depth exploration of the emergency distance education teaching experiences of Palestinian teachers, allowing for rich contextual insights. In this study, the researcher selected teachers from different schools that followed different governments: The Palestinian government, the Israeli government, and private schools. The researcher interviewed each teacher individually by asking questions that enabled the researcher to identify the challenges and obstacles at that stage, and these interviews helped the researcher document each teacher's experience.

##### **3.1.1. Case study**

A case study is a type of qualitative research through which the researcher collects data and evidence from a group or organization to inquire about a specific topic and then draws these conclusions through the evidence so that it allows the researcher to obtain them accurately and clearly for the topic (Barbara, 2019). There are 6 types of case studies used for different purposes, and the main purpose of these studies is to analyze problems according to the sample and group that the researcher chose to understand and clarify the topic for understanding.

The case studies are divided into the following categories (Barbara, 2019):

1. **Illustrative Case Study:** It is one of the main types of case studies in research methods. This study illustrates a well-known case to enable others to understand it.
2. **Exploratory Case Study:** It is a preliminary exploratory study conducted before embarking on an investigation and broadening the scope of the case, as this study focuses on things that happen in real life and is usually used to determine research questions and methods for large and complex studies.
3. **Cumulative Case Study:** It is considered one of the most critical types of case studies, as it relies on collecting data from different sources and at different times.
4. **Critical Instance Case Study:** This study is used to determine the cause of the problem and its consequences.
5. **Descriptive Case Study:** A descriptive case study is used when the researcher has a specific theory and designs a descriptive study of it. This type of study describes what the researcher wants to study and aims to find a relationship between the research studied and the developed theory.
6. **Intrinsic Case Study:** is a case study used in psychology, as it can be conducted in health and social work. The research sample for this study can be used from groups close to the researcher, as it enables the researcher not only to understand the topic but also to delve deeper into its history and how The sample interacted with the events around them.

This study used qualitative research due to its suitability for such research. The extent of the impact of teachers' use of technology during the Covid-19 period was researched and inquired about (Abu subaih, et al., 2021), as were the most critical challenges and obstacles they faced at that stage. Through the sample with which the interviews were conducted, the case study was descriptive and explanatory, (Cherry, 2022) as the descriptive case study is an observation of one or more subjects in which samples are collected and compared. On the other hand, the explanatory case study uses data collection in order to identify the causes and factors that led to the occurrence

of the research problem, so the case study for this research is descriptive and explanatory.

### **3.1.2. Project participants.**

The sample of the participants will be introduced during this study, and they are subject teachers and educational leaders from schools located in Jerusalem and follow different ministries. This was the target group in the research because they were working during the Corona period in distance education, and information about the participants will be displayed, as follows:

**Target Group:** Since the general objective of this research is to identify the challenges that faced Palestinian teachers in EDE during the Corona period, the target group was the teachers and educational leaders who worked diligently amidst the unique circumstances imposed by the pandemic. Specifically, the study focused on educators within the Palestinian territories, encompassing those affiliated with the Palestinian Ministry of Education, as well as those working under the Israeli Ministry of Education. Additionally, private schools operating within the region, which may have affiliations with the church but receive support from either of the two ministries, were included in the study. This inclusive approach ensures a comprehensive examination of the challenges faced by Palestinian teachers, irrespective of their institutional affiliations. The study also takes into account the distinctive aspects of the Palestinian curriculum, exploring how educators navigated the delivery of lessons and maintained educational standards during the remote learning phase. Understanding the nuances of the Palestinian curriculum is crucial to contextualizing the challenges and successes experienced by teachers in this unique educational landscape. Furthermore, the research sheds light on the broader school climate in Palestine during the Corona period. Factors such as technological infrastructure, socioeconomic disparities among students, and the impact of political dynamics on education are considered in the analysis.

The experiences of teachers and educational leaders in Palestinian schools, whether under the Palestinian or Israeli Ministry of Education or in private schools supported by these ministries, contribute valuable insights into the overall educational

resilience and adaptability exhibited during these challenging times. Teachers and educational leaders, being at the forefront of the education system, were the primary sources of information and insights that guided the researcher in answering the research questions. By encompassing the diverse educational landscape within Palestine, this study aims to provide a nuanced understanding of the challenges faced by Palestinian educators in the realm of distance education during the Corona period.”

<b>Participants</b>	<b>Education</b>	<b>Years of work</b>	<b>Subject</b>	<b>Type of school</b>
<b>Teacher 1</b>	Bachelor of Chemistry	21	Chemistry	Palestinian's government
<b>Teacher 2</b>	- Bachelor of Chemistry - Education diploma - Master of Learning Computing	9	Science	Israeli's government
<b>Teacher 3</b>	basic education bachelor (1-4) grades	6	Arabic	Private school
<b>Teacher 4</b>	Diploma+ Comprehensive Test for Decor Engineering	22	Art	Palestinian's government
<b>Teacher 5</b>	- Bachelor of Technology (5-12) grades -PED Education with Supplementation for Teachers	7	Technology	Privet school, but related to Israel's government
<b>Teacher 6</b>	-Master Educational of technology. -Master of Educational Consultation -Bachelor of Arabic Language	5	Arabic	Privet school, but related to Israel's government
<b>Teacher 7</b>	basic education bachelor (1-4)	4	Arabic	Palestinian's government
<b>Educational Leader 1</b>	- Bachelor of Technology (5-12) grades	5	Educational Leader	Israeli's government, but related to Israel's government

	-PED Education with Supplementation for Teachers			
	-computing center			
<b>Educational Leader 2</b>	- Bachelor of History - Master of Public Administration - History of the Levant Ph.D.	11	Educational Leader	Israel's government

**Table 1: Details about participants.**

### **3.2.Data collection instrument**

The semi-structured interview is a method of collecting data in qualitative research. This method is used to obtain data from participants about their experience and their thinking about specific topics (Flick, Steinke, 2004). The researcher also presents questions he has developed in advance that can be changed or added to according to the participants' answers during the interview (Dovetail editorial team, 2023).

The semi-structured interview lasts between 30-60 minutes. These interviews conducted face-to-face or through a video call via social networking sites. This interview also enables the researcher to observe the verbal and non-verbal language of the participants during the interview (Dovetail editorial team, 2023). Through the interview, the researcher seeks to make the participants speak frankly and clearly and stay focused on the research topic.

Once this interview is over, the researcher takes the data and informations the researcher obtained to analyze it and draw valuable results. This data is then sorted into categories, themes, and codes. Semi-structured interviews are a type of interview and a method that provides a framework for obtaining data and results that help in the research (Kallio et al., 2016).

### **3.3.Data collection**

In the study, the data collected by interviewing 9 participants. 7 of them are teachers, and 2 of them are educational leaders, and it's a non-random sample selected from schools followed by different ministries of education to see the differences between the teachers Through interviews and between (4th May 2023 - 13th May

2023) the researcher had done the interviews, these interviews enabled me to identify the difficulties and challenges they faced, as each teacher was explaining about her own experience and from their perspective. Interviews were conducted via ZOOM application and face-to-face. The researcher prepared a consent form for the participants to do the interviews and. For this research, the qualitative data help to get more accurate data collection through interviews with participants.

### **3.4.Data sources**

In this research, the researcher worked to collect data that includes everything related to the challenges faced by teachers in distance education during the coronavirus pandemic by reading articles on websites covering the research subject. Interviews also conducted with teachers who were working during that period. Feedback from the researcher's supervisor has a role in amending and developing the research and adding to the research.

### **3.5.Data collection method**

Data will be collected through semi-structured interviews, and document analysis. These methods aim to capture the multifaceted aspects of the teaching experiences, including challenges faced, coping strategies employed, and support systems in place. Qualitative research methods help the researcher in collecting data and enable him to identify the experiences gained by the participants in their experiments more accurately (Barrett et al., 2018).

- **Interviews:** 9 Participants from teachers from different subjects; 7 of them are subject teachers, 3 of them are Arabic teachers, 2 of them are chemistry teachers, 1 of them is an Art teacher, 1 of them is a technology teacher, and the other two participants are Educational Leaders in Palestine this called “Computing focused”, in this situation some of the teachers are working as an educational leader, so the Educational Leader in the study one of them is Technology Teacher and the other one is History teacher.

- **Semi Structured Interview Questions:**

1. How was your experience with the emergency distance plan during the pandemic process? How can you describe your experience in combining educational technologies and online classes during the pandemic?
2. How flexible were you with switching the learning process from Face-to-Face to online classes during the pandemic? What kind of qualifications had you have before about using technology in the learning process?
3. How do you think the Ministry of Education should improve teachers' skills and abilities according to the pandemic? Do you believe that schools are ready to shift to teaching remotely in a short time?
4. What are the challenges that you have faced during the pandemic?
5. What do you suggest to be successful in online courses when you think the emergency distance education?

The selection criteria for choosing teachers to interview in this study:

Since the aim multi-face at capturing a representative and diverse sample that reflects the broader context of ICT usage in Palestinian schools, the researcher identified the following selection criteria. The sample in this research was selected according to some criteria:

- **Educational levels and subjects:** To select the participants, the researcher relied on differences in their educational levels, as some teachers hold a bachelor's degree, and some of them hold a master's degree. There is also a difference in educational levels and the topics they present in distance education.
- **Geographic diversity:** The participants were from different regions in Palestine and worked in different environments, as infrastructure, access to the Internet, and technology differ from one region to another.

- **Type of schools:** Schools in Palestine are affiliated with two ministries of education: the first is the Palestinian Ministry of Education, and the other is the Israeli Ministry of Education. As the school system differs according to the ministry to which it is affiliated, the participating teachers were using distance education according to the nature of the school and the resources available.
- **Years of Experience:** The participants were selected with different years of experience, some of whom have been working for 20 years and some of whom have been working for five years. The aim is for the researcher to understand how the experience level affects technology integration in distance education.
- **ICT efficiency:** The research participants differed among themselves in the use of technology in distance education so that the researcher could determine how the participants were able to deal with technology and materials during their distance teaching.

### **3.6. Data analysis**

The study focused on using technology to continue distance learning in Palestine during the Covid-19 pandemic. Semi-structured interviews were conducted with 9 participants, teachers, and educational leaders in Palestine. The results showed that the participants faced many challenges and difficulties and also identified some technologies, such as mobile devices and social media, as helpful in designing and presenting educational materials, raising safety awareness, educating parents, and how educational institutions worked to develop and improve the continuity of learning and communication during the pandemic in Palestine. The researcher conducted interviews in Arabic with the participants, then took the audio texts and converted them into verbal texts and then into English via a website. After that, each interview analyzed separately, and the most critical points related to the topic of

induction determined by identifying themes, categories, and codes. The researcher explained this through A table attached in the appendices.

### **3.7. Ethical consideration**

The researcher before starting the study wrote an ethical permission from the institute to conduct interviews that enabled to collect of necessary data from the participants. However, before conducting these interviews, the researcher maintained the confidentiality of the participants, as the researcher obtained their consent by sending a request explaining that the interviews for a study purpose, and their data would not revealed. The interview included only the topics from which the researcher wanted to collect data to answer the research questions, and there was a copy of the consent paper attached to the appendices.

### **3.8. Validity and Reliability**

In qualitative research, the validity and reliability of studies were extracted using the criteria of internal validity (credibility), external validity (transferability), internal reliability (consistency), and external reliability (validation) (Sari et al., 2020). The data collection, analysis, and interpretation process is presented in detail to verify the internal validity of the research. The researcher presented the goal of this study to the teachers participating in the research, which are the challenges and obstacles they faced in using distance learning during the coronavirus pandemic, and explained that he would conduct interviews with them and obtain their approval. The teachers expressed their opinions on the importance of raising awareness of the distance education system to work on improving and developing it in Palestine. The researcher applied semi-structured interviews and asked the participants questions during them. The interviews were then analyzed, and the results were compared with the results of previous studies. The research results were interpreted in terms of validity with previous results, and the results were presented in terms of differences and similarities between the participating teachers by including quotes from them in interpreting the data. The participants answered without any intervention by the researcher. The interview was also recorded, and the researcher worked to collect information about

the nine teachers. Each participant was numbered so that their data remained confidential in the research.

### **3.9. Assumption**

- The work on this study was successful, as this study was planned and implemented in the period that was specified, as the researcher conducted interviews during the research period with the participation of female teachers who participated in distance education.
- Information was collected through interviews, where they were conducted in person and through the Zoom application, then the interviews were transcribed and converted from verbal to written text and analysed through the use of coding, and all data collected are from the experiences and experiences of teachers in distance education.

### **3.10. Limitations**

This study used a qualitative research design that included reviewing several articles and conducting several interviews to explore the most critical challenges and difficulties Palestinian teachers face in using the distance education system during the Corona pandemic. As happens in all research, this study has several limitations. The most important thing that influenced this study was conducting interviews in Arabic with the participating teachers, as it is the teachers' language. For the interview to be more comfortable for the participants, the researcher worked on converting all audio texts conducted between the researcher and the participating teacher in Arabic into English using the Transcriptor application, and the researcher also made modifications to the interviews. On the other hand, some interviews were conducted via the Zoom application due to the teachers' work and lack of time with them, and finally, the weakness and interruption of electricity and the Internet, which hinders access to the participants and communication with them.

## **Chapter 4**

### **Findings**

In this study, which talked about Palestinian teachers and the challenges they faced during the Emergency Distance Education (EDE) in introducing technology to education and transforming to distance education, the researcher interviewed the teachers and asked open questions, after which the data was collected. The verbal interviews were converted into written texts, and the researcher used coding in the analysis data.

The study includes a variety of Palestinian teachers with different experiences and levels. Some have over 20 years of experience, and some have only five years of experience. The study shows that during distance education, teachers needed to develop their skills and experience in new technological materials they had yet to use. Before there was a lack of efficiency in using technology in distance education, teachers in that period worked to improve their skills in order to maintain the continuity of the educational process by finding ways to develop themselves to deliver information in various ways, such as using social media before developing teaching programs.

Despite all these attempts by Palestinian teachers, they faced many challenges and difficulties during distance education. Finding the necessary devices to use to communicate through them was difficult. For example, one house contains many students, and parents can provide up to one device due to financial circumstances. The teachers themselves cannot provide these devices to communicate with their students, and one of the most critical challenges they faced was access to the Internet, as it was difficult in some places in Palestine. Teachers and students cannot communicate with each other for this reason. However, teachers found strategies that suit these challenges, which can limit by the use of asynchronous learning, multimedia resources, and interactive elements (support systems).

This study explores the importance of peer professional development programs and community support in helping teachers overcome the challenges and difficulties in distance education in emergencies. It also shows that teachers used coping strategies for professional development by collaborating with colleagues to

enhance their digital skills, and many teachers participated in training to improve their pedagogical methods and how to manage the classroom to be effective online.

The researcher used three main themes, and under each theme there are categories and codes, which choose after the researcher read the interviews and found out what the teachers have the same challenges in the distance education.

From the interview data: Indicate the basic coding of four themes, including several points. The first theme is pedagogical challenges, which includes Obstacles about efficiency of the courses, inefficient time management and struggles to attract the teaching staff. The second theme managerial challenges and includes the challenges in obstacles in switching the education into online and lack of orientation for distance education. The third theme is effective courses which include developed Educational-staff.

#### 4.1. Data analysis

Theme	Category	Code
1. Pedagogical challenges	1. Obstacles about efficiency of the courses	1.1.1. Students' lack of digital literacy
		1.1.2. unwillingness to use ICT.
		1.1.3. The difficulty of Online course management
		1.1.4. No guidance about online education
		1.1.5. The gap between the development and age of teachers
2. inefficient time management.		1.2.1. Need extra time to visualize the examples
		1.2.2. Preparing the course for using technological tools

		1.2.3. lack of a suitable place for online learning. 1.2.4. lack of needed technological devices
	3. struggles to attract the teaching staff.	3.1.1. Weak in students's desire to learn. 3.1.2. Ignorance and lack of awareness of the parents 3.1.3. Difficulty adapting teachers to pass the class through distance education
2. Managerial Chalanges	1. Obstacles in switching the education into online.	2.1.1.Weak with understanding the applications 2.1.2. No electricity in some regions. 2.1.3. No internet connection
	2. Lack of orientation for Distance Education.	2.2.1. Education system needs 2.2.2. The difference in the financial situation of students. 2.2.3. find alternatives
3.Effective courses	1.Developed Educational-staff.	4.1.1. Chance for teachers to developing their abilities. 4.1.2. Encourage teachers during their work. 4.1.3.Active participation of parents

**Table 2: Data analysis.**

## **Pedagogical challenges:**

### **1. Obstacles about efficiency of the course**

- Students lack of digital literacy
- Teachers' unwillingness to use ICT
- The difficulty of Online course management
- No guidance about online education.
- The gap between development of technology and teacher.

The first theme is efficiency of the courses and there is two categories under it, one of them is obstacles about efficiency of the courses, the second one is inefficient time management, these categories include some codes that the teachers mentioned during the interviews, there is a students' lack of digital literacy as one of the of the *teacher 2* said “*students need to be supervised, because my children need attention, if I did not monitor them, they will not attend classes*” as (Hamad, 2021) students of all ages were need for social and emotional interaction with their friends and teachers whom they met during face-to-face education , the second code under this category is teacher unwillingness to use ICT in distance education, they felt it need more effort and work, as *Educational Leader 1* “*Unfortunately, there are some teachers who didn't attend saying I didn't understand, I didn't see and she didn't watch the video anyway*”, the lack of electricity in those areas makes it difficult for students and teachers to use the Internet and charge devices with the energy needed (AlKhaldi et al., 2020), while *Educational Leader 2* said “*There are new teachers, which means that the young people only, the computer and the technology are over and these things are not on their heads*”, (Demir, 2022) the inability to provide tools for e-learning was one of the obstacles that led to the lack of development of e-learning in educational institutions, the third code say that the difficulty of Online course management, the ministries weren't prepared their schools and teacher for this kind of education, (Shraim, Cropton, 2020) mentioned that the faculty members and students face difficulties in using these modern methods so the teachers were trying to manage any situation they faced, *teacher 1* said “*they had a problem, so we were helping after they weren't preparing anything for us*”, the forth codes that no guidance about online education most of the teachers didn't take courses for preparing themselves to work with distance

learning and *teacher 1* said “ we started searching for a way to help us because we explain to our students that there wasn't any qualification”, and the last code under category one is that there is The gap between development of technology and teacher, this challenge faced many teacher because they were old and they didn't know the new technologies, as *Teacher 5* mentioned “I mean the first period of distance learning was a lot of old teachers used to help their children by their sisters or even sometimes something, even though I was opening the zoom and I was showing her the file, and it's just that she talks and the students listen, but who is the controller and who applies this was me, this was the beginning”, and *Educational Leader 2* said “the old teachers they don't follow the technology at the end, I mean as long as this doesn't understand technology or the computer exactly”, according to (Shraim, Khlaif, 2010) some teachers who do not have whole experience and knowledge in the use of technology believe that teaching via the Internet does not bring any benefit to students, while (Affouneh et al., 2021) discuss that the cadres suggested using new learning techniques to develop and improve e-learning through technological applications and communications.

## **2. Inefficient time management:**

- Need extra time to visualize the example.
- Preparing the course for using technological tools
- lack of a suitable place for online learning.
- Lack of needed technological devices.

The second category includes 4 codes the first one is need extra time to visualize the example, the teachers were need more time to prepare visual materials for their students to make the class interested and easy for them, *teacher 4* said “I was preparing a pre-panel painting that I would show to them”, while *teacher 2* said “the corona saved us much time as we are exhausted as teachers. You are going to be tired from school for three to four hours while you are doing it and fixing it to take a calculated and organized study”, the second code is preparing the course of using technological tools, the teachers were working to find as much as possible of the ways that help students to not missing the education process, as (Mahamid et al., 2022)

innovative solutions worked on practicing the educational process and not disrupting it, so they learning how to use the technolocial materials and (Radha et al., 2020) confirm that taking courses that make them improving their abilities, *teacher 2 said “I loved technology and online, because there was a space in her when I was learning something new, in which I learned something new, which is that you compute the entire learning process”*, and *teacher 4 mentioned “These courses were very intensive, of course, without practical implementation, and what kind of theoretical and practical instruction we take”*, and the third code is lack of a suitable place for online learning for students, here they were talking about how the environment that the students in was need a lot of development and improvement, (Mahamid et al., 2022) there is insufficient support from the school, lake of communication between the teacher and the student, and weakness in dealing with modern technological programs, this effects on the students negatively, as *teacher 5 said “there was more than one brother in the same house and they all opened the zoom. You could hear the father's voice, the mother's voice, the children's voice, and the second teacher's voice”*, and the last code is lack of needed technoloigical devices this code was really one of the challenges that teachers faced according to their answers as *Teacher 6 said “the negative aspects were that there are not enough technologies for students, for example, they don't have mobile devices”*, and *teacher 5 said “the distribution of the devices which were already non existent”*, (Radha et al., 2020) there were lake in providing electronic devices, and improving Internet networks in some regions.

### **3. Struggle to attract the teaching staff:**

- Weak students desire to learn.
- Ignorance and lake of awareness of the parents.
- Difficulty adapting teachers to pass the class through distance education.

The third category is struggles to attract teaching staff, in this category shows some of the struggles that the teachers faced one of the codes is weak in students desire to learn in the interview some teachers talked about how students weren't interested in distance education and how they need encouragement in learning, and some of them were feeling that they are in a holiday not in learning class, stated

(Hamad, 2021), teachers in Palestine were kept to communicate with the students' parents to manage this problem and reduce their suffering during distance education, one of the teacher 2 said “ here at my local school, the students were attending 4-5 out of 30 students”, and teacher said “ The most important challenge we faced, which is the students' decreased motivation and willpower” , another code is ignorance and lack of awareness of the parents, as (Garrett, 2023) there was suffering in dealing with parents due to the ignorance from them because the parents also have no idea about this system of education, and during the interviews the teachers mentioned many time about parents and their role in the distance learning it shows that most of the parents had lack of awareness. On the other hand, (Demir, 2022) confirmed that we should have strengthening collaboration with the local community to encourage parents' support for technology integration in education and positively influencing students' perceptions of the use of ICT in learning, as teacher 2 mentioned, “Communicating with the parents was a huge gap. There is no communication, and not following up with their children if they attend classes or not. It was a big problem”, also teacher 2 said “the subject needs to be monitored, and parents were absent, they have no role. In distance education, they should have a role”, another code under this theme is difficulty adapting teachers to pass the class through distance education. (Demir, 2022) mentioned there is a weakness in the teachers skills in using ICT, in this code the researcher noticed that teachers faced some problems in adopting and dealing with the distance learning and there is a lot of examples one of them when teacher 6 said “especially since we are not equipped or adequately prepared as teachers, as students”, and teacher 6 said ” we always tried to give the teachers an alternative, meaning that they were forced on us, in the field of facial learning, so we decided to cancel for a while”

### **Managerial Challenges:**

#### **1. Obstacles in switching the education into online:**

- Weak with understanding application.
- No electricity in some regions.
- No internet connection.

## 2. Lack of orientation for Distance Education

- Education system needs.
- The difference in the financial situation of students.
- Find alternative.

The second theme is Managerial Challenges and under this theme there is three categories, the first category is obstacles in switching the education into online, the second theme is Lack of orientation for Distance Education, and the third is solve problems, in the first theme there is some code the first one is weak with understanding the applications this appears during the distance education while the teachers had to use this applications because the teacher working on this applications for the first time *Teacher 1 said “ the third problem was that some teachers had no experience in dealing with technology even when they were available, meaning that they did not have a manager or experience in using hardware”*, while one of the *Educational Leader 1 said “ The teacher could not do the simplest things. Email is just an email for every person with an email, the teacher didn't know how to send an email”*, (Hebebcı et al., 2020) there is a gap with some teachers with dealing to use modern technological this affected the educational process, second code is no electricity in some regions this situation happening in Palestine in many regions, (AlKhaldi et al., 2020) the lack of electricity in those areas makes it difficult for students and teachers to use the Internet and charge devices with the energy needed. these factors negatively affect the educational process, and the teachers talked about this challenge while they were in their classes, and *teacher 4 said “ we have this piece of electricity as long as there is no electricity, there is no education ”*, while the third code is no internet connection this problem was in many areas in Palestine because some of areas connected with bad internet companies that don't deliver well, on the other hand, (Mseleku, 2020) confirmed that technological system didn't work without electricity and it's very important thing for educational process, *teacher 3 said “maybe the internet will cut a lot of students, they can't take the information correctly, and this will affect the goal that I want as a teacher”*, while *teacher 4 “some of the students didn't have internet at home, this is a big challenge, there is no internet”*, in the second category which is Lack of orientation for Distance Education that have two codes, the first code is

education system needs, this code means that the education system need development to achieve the success and to make improvement in the education process there is a lot of the examples from the teachers, and *teacher 4 said "if we are forced to e-learning, we need it, we have to go through it, as a teacher, I have to be prepared for both sides, because we don't know the conditions that we can fall into during any period of time"*, and *teacher 1 said "The original starts with the whole system needs modification"*, (Abu Subaih, 2021) the Palestinian Authority tried to improve distance education infrastructure in Palestinian schools. while teachers were continued to use traditional educational strategies that do not develop creative thinking among students, and the last code under this category is the differences in the financial situation of students, (Demir, 2022) the distance educational process succeeds if there is supporting and providing all the requirements for teachers and students with devices that required for learning process. Therefore, the researcher chooses this code because a lot of teachers talked that there are big differences between the students and their financial status, as *teacher 7 said "there are many students like their parents who cannot go and buy a laptop or a laptop to get the kids to use it"*, while *teacher 4 said" the economic situation here in the country as you know is not good"*, while third code in this category is find alternatives the researcher see that teachers were trying to work and develop themselves to find good alternatives to make the distance learning easy for the students, parents and themselves, Distance education (Affouneh et al., 2021) one of the more prevalent alternatives to traditional methods, as it is one of the requirements of the digital age, and online lessons are considered an attractive choice in education to make the students interact in the distance education, while *teacher 3 said "I was trying as much as I could to find applications that help students"*, and *teacher 4 said "we are looking for an alternative and the benefit of the student going forward"*, while *teacher 1 confirmed in comment that "You need to get fast alternatives, so the first one was WhatsApp. A, so we used WhatsApp, a set of phone numbers for the students that were quickly assembled as a blueprint for dealing with the situation."*, Therefore, the researcher chooses this code because a lot of teachers talked that there are big differences between the students and their financial status, as *teacher 7 said "there are many students like their parents who cannot go and buy a laptop or a laptop to get the kids to use it"*, while *teacher 4 said" the economic situation here in the country as*

*you know is not good*”, and the last code under this category is the differences in the financial situation of students, (Demir, 2022) the distance educational process succeeds if there is supporting and providing all the requirements for teachers and students with devices that required for learning process.

## **Effective courses**

### **1. Developed educational staff:**

- Chance for teachers to developing their abilities.
- Encourage teachers during their work.
- Active participation of parents.

The last theme is Effective courses under this theme there is one category developed educational- staff and this theme include three codes, the first code is chance for teachers to developing their abilities, this period gives the teacher chance to improve their skills and abilities, as (Nassar, 2022), a lot of teachers in Palestine were using technological platforms and devices to pass there class to students, this step make them working to improve there skills in using these network sites, this appears in the interviews the researcher noticed in their answers for example *teacher 2 said “I benefited during this period, and after that, I took the Master of Computing and Learning, because this period forced us to use computers to learn about programs we didn't know about”*, while *teacher 2 said “I had enough time during the day to practice. I research and benefit from what I looking for, I mean I was depending on my self-education at that time, I used to sit for hours on the programs to learn how to use and deal with the programs and how to find solutions to any possible problem that might face me”*, and *teacher 6 said “this experience has added a lot to us, I mean we finally gained it in terms of how we learned to deal under pressure, how to be flexible with education”*, the second code is encourage teachers during their work, one of the most important thing is encouraging and motivate the teacher during the learning process, the ministries work to help teachers in developing their qualifications and abilities to make the distance education success in the emergences (Shraim, Cropton, 2020). and some of the teachers talking how their principles and their ministries were motivated them, as *teacher 2 mentioned “School gives us the opportunity and I*

*enrolled in stuff outside school too, I was enrolling in a course at school and also after I finished, I enrolled in an external course and a master's degree”, also teacher said “Ministry of Education supports the teachers in terms of these courses more, and that if there is an area for example, there is an exchange of experiences between the teachers in the country and the teachers outside the country, there might be courses between the teachers outside and the country, whether in the country or outside the country, that the teachers share experiences”, and the last code under this theme is parents’ participation in the distance education process, (Harefa et al., 2022) confirmed that we should encourage the students to the distance education by improving their parents experiences and developing them through awareness sessions and discussion sessions on the importance of continuing education with children remotely in emergencies during the interviews the researcher noticed that most of the teachers were trying to integrate the parents in the learning process, this appears from the teachers answers, like Educational Leader 1 said “we were forced to train and to be observers and interested in these techniques to ensure that they reached the right way for the parents”, Educational Leader 1 added and said ” during the pandemic period they were preventing meetings, so we had to have meetings with the parents”.*

## Chapter 5

### Discussion and conclusion

#### 5.1. Discussion of findings for research questions.

The coronavirus forced schools and educational institutions to close in early 2020, and face-to-face education converted to distance education (Shraim, Cropton, 2020). The responsible authorities tried to provide education for all students to continue education through technology-supported education. The importance of using technology in the pandemic appeared here, as it was discussed among decision-makers and parents, and with the presence of devices and materials that they will use during distance education, the educational staff, including principals, teachers, parents, and students, faced many difficulties and challenges while dealing with this type of education, the technique transformed education from face-to-face to electronic through technological devices such as smartphones, computers, and the Internet (Radha et al., 2020). This shown through the interviews the researcher conducted with the participants, as they indicated. While speaking in the interview, the difficulty of the teacher communicating with students and vice versa was mentioned because they need to gain background on how to use these modern technologies in education. The inability to provide tools for e-learning was one of the obstacles that led to the lack of e-learning development in educational institutions in Palestine. In addition, the distance educational process succeeds in all regions by supporting and providing all teacher requirements (Demir, 2022). This shows that the Ministry of Education did not support schools in using technology and distance education before, and officials and the Ministry must develop a contingency plan to use in such circumstances. They must learn to enhance distance education with technology to make the educational process quicker and more advanced.

Hence, conducting such scientific research seeks to identify the gap between teachers and the education system in Palestine and the challenges they faced during the coronavirus pandemic and urges highlighting future studies that support and develop such studies. The responsible authorities must also strengthen teachers and focus on their essential needs through training courses that enable them to develop their qualifications because teachers need to prepare for this type of education.

Ministries must pay attention to the development of distance education by strengthening educational institutions, providing them with the necessary equipment, and improving teachers' abilities to deal with modern technology in their hands. On the other hand, they must also encourage students to attend lessons by providing devices for those who do not. It has been proven that most students didn't have devices to attend their lessons. Meanwhile, poor internet and power outages also lead to students needing help communicating. As (Shraim, Cropton, 2020), they must also help parents in awareness through workshops to help them know the interests of their children and help them during the distance education process. The researcher that developing an emergency plan supports the continuity of distance education because it increases the academic level among all individuals and cadres. The researcher believes in supporting infrastructure and marginalized areas that cannot connect to the Internet so that students from everywhere can obtain their right to education and learning. The distance education process requires the development of strategic plans in advance to complete it successfully in all respects (Bayrak et al., 2023).

After the results were found in the fourth chapter, it was concluded that the research based on finding the challenges and difficulties faced by Palestinian teachers in introducing technology in distance education, that most of the teachers faced difficulties and challenges that were similar, knowing that the teachers were selected from different schools affiliated with ministries Different in Palestine, and through the interviews conducted by the researcher with the teachers, the teachers showed how difficult it was for distance education in the Corona period, because they were not aware of this type of education and the technology used, and in the end, the researcher found answers to the research questions through the interviews. It enabled her to evaluate and interpret the effects of that period in the use of technology and distance education on teachers.

## **5.2. conclusion**

This study aimed to find the most important difficulties and challenges that teachers faced in introducing technology to distance education. The researcher found results that enabled her to clarify the questions related to the research, and the teachers participating in the research explained their experiences in distance education during the Corona period and how it negatively and positively affected their work and their lives during that period. As (Mseleku, 2020) the failure to provide appropriate resources during the Covid-19 pandemic affected teachers and students, and how certain conditions experienced by teachers and the educational sector can develop and improve in all respects. After conducting this study and reaching the results, the researcher was able to reach the results that the researcher seeks.

Many results emerged that enabled the researcher to answer the following research questions:

### **What challenges did Palestinian teachers encounter while transitioning to emergency distance education?**

- The difficulty of online courses management, and no guidance for managing it.
- Teachers' unwillingness to use ICT, teachers can't deal with technology.
- Weak students desire to learn.
- Lack of needed technological devices.
- Weak in internet connection and continuous power outage.
- Ignorance and lack of awareness of the parents

### **How did Palestinian teachers adapt their pedagogical practices to the online learning environment?**

- Find alternative for the traditional way in teaching.
- Looking for education system needs for develop.
- Improve their abilities by taking developing courses.
- Encourage parents by give them role in the education process.

To conclude, this study examines the challenges and difficulties that teachers in Palestine face in using the distance education system during emergencies. Some teachers were curious about this education since it is a new system. They suggested

that there be periods allocated for using it. This type of education is so vital that the teachers and the students can deal with technology and develop their skills because the sudden use of distance education greatly affected them. After all, they had no prior knowledge of using it. Some also preferred the traditional system, but all teachers agreed that developing distance education helps them Continue the educational process in emergencies. These suggestions can also solve their problems and challenges by improving the distance education system.

### **5.3. Recommendations for future research**

The coronavirus pandemic has affected many aspects of life, including the educational sector, as different educational methods used in Palestine. Education was transferred from face-to-face education to distance education. This study addressed distance education in Palestine and teachers' challenges and obstacles during that period. For example, more infrastructure and technical support for distance learning needed (Mahamid et al., 2022). There are other difficulties related to the need for more experience among teachers in distance education skills and the use of technology, and difficulties also appeared related to students and parents. These obstacles included weak or interrupted internet in most areas and the need for more school support for providing technological tools and devices for distance education.

The competencies mentioned above will implement through customized training for teachers to improve their technological skills for use in distance education and assist them in leading the educational process and crisis management to deal with the curriculum using modern methods in distance education in emergencies. Training will also conduct on education. Moreover, Like Mahamid et al.'s (2022) study, it raises the level of awareness among students and their parents remotely to ensure education for all students in Palestine. Referring to the challenges faced by teachers in Palestine during the Corona period in distance education, this study proposes several recommendations:

1. Promoting the dissemination of digital literacy in society so that community members interact with distance education.

2. Working to improve the infrastructure and build technical and technological equipment for teachers to use the distance education system in educational process
3. Providing teacher training that helps deal with the requirements of the knowledge economy era.
4. Enriching programs to qualify teachers to develop their skills to prepare to deal with the distance education system in the field.
5. Working on more of these matching studies to include larger educational fields in order to be able to generalize the results of this study.



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