THE ATTITUDES OF ARABIC LANGUAGE AND ISLAMIC STUDIES STUDENTS AT THE BAHRAIN TEACHERS COLLEGE TOWARD DISTANCE LEARNING

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ABSTRACT

The study aimed to identify Arabic language and Islamic education students' attitudes towards distance teaching at Bahrain Teacher College (BTC) in the light of the following domains: self and academic development, teaching strategies and evaluation tools. The sample of the study were students of years two, three and four. The total number was (212) male and female students during 2021-2022 academic year. The study tool was a questionnaire consisted of (45) items after validity and reliability were checked. The finding showed that that Arabic language and Islamic students towards distance learning at (BTC) got a total degree of Agree with a mean of (3.87) and a percentage of (77.4%). Moreover, the attitudes were distributed in the light of the domains as follows: The domain of evaluation tools came first with a mean of (3.89) and a total percentage of (77.8%). The domain of self and academic development came second with a mean of (3.88) and a total percentage of (77.6%). The domain of teaching strategies came third with a mean of (3.83) and a total percentage of (76.6%). In the light of these findings some recommendations were stated.

KEYWORDS: Arabic Language and Islamic Students, Attitudes, Distance Teaching. Introduction.

1. INTRODUCTION

By the beginning of 2020, the Corona pandemic hit the world, and all countries of the world took many extraordinary measures to control this pandemic. To minimize its harm to members of society, which has led to the closure of schools, universities and educational centers in all their forms and the transition to distance education and the adoption of educational platforms, so that students receive their education while in their homes and through e-learning, distance education and educational platforms, and each country had its way in continuing the educational process.

In response to the spread of the Corona pandemic, and in implementation of the instructions and decisions of the Coordinating Committee in the Kingdom of Bahrain, in March 2020, the Ministry of Education adopted a plan to activate e-learning and develop distance learning structures in light of the emergency situation. The higher education institutions in all their categories and their success in securing a quick, smooth and effective transition to the distance learning system and finding suitable alternatives to cover the curricula in a way that ensures the continuation of the educational process and the safety of students and administrative and academic cadres, and these institutions ensured the training of lecturers and students, and the provision of platform services on smart phones, to ensure access to the widest possible segment of learners. The sector also organized several electronic events to exchange experiences in managing this emergency crisis. Indicators of the success of the experiment include the high attendance rates of students, the number of lectures that have been implemented electronically, and the availability of archived copies of the materials of these lectures for use at any later time. Based on these results, the electronic programs ensured the continued provision of higher education services and issued guidance on determining the mechanism for evaluating educational achievement in the distance learning system, directing the Secretariat-General of higher education institutions to apply distance learning at a level that meets the criteria for institutional academic accreditation and inviting them to submit plans that respond to various possible scenarios (Tahmazi, 2020).

The University of Bahrain has proven its readiness for e-learning. The e-learning center has been opened since 2006. E-learning platforms designed to accommodate all students and courses have been provided. The largest e-library in the Kingdom of Bahrain has been provided with 170,000 e-books, 2.5 million e-theses and dozens of e-library rules. (Office

365) Free for all employees of the University, and trained faculty members continuously thanks for the use of technologies in the process of teaching and learning, and in light of the Coronavirus pandemic and the suspension of student attendance to the University, the University of Bahrain issued the distance education system at the University of Bahrain and put all courses through e-learning systems as two platforms (Blackboard) and (Timez), development of the system of study, examinations and remote evaluation and training of faculty members at the university on the latest strategies and modern techniques in education and evaluation, holding events and broadcast electronically (Al Khalifa, 2022). This transition from direct education to distance learning has led to many diverse arrangements, changes and trends among students about the style of learning and its utilization in several aspects, namely the development of students "personal skills and strategies of teaching and evaluation.

Study questions:

Question: What are the trends of students of Arabic language and Islamic studies at the Bahrain College of Teachers at the University of Bahrain towards distance education?

The following sub-questions arose from the main question:

1. What are the trends of students of Arabic language and Islamic studies towards distance education in general?
2. What are the trends of students of Arabic language and Islamic studies towards personal and academic development in distance education?
3. What are the trends of students of Arabic language and Islamic studies towards teaching strategies in distance education?
4. What are the trends of students of Arabic language and Islamic studies towards the tools of assessment in distance education?

Study objectives:

1. Identify the trends of students of Arabic language and Islamic studies at the Bahrain College of Teachers at the University of Bahrain towards distance education in part the development of personal and academic skills of the university student.
2. Explore the trends of students of Arabic language and Islamic studies at the Bahrain College of Teachers at the University of Bahrain towards distance education in the teaching strategies section.
3. Determining the trends of students of Arabic

language and Islamic studies at the Bahrain College of Teachers at the University of Bahrain towards distance education in the part of the applicable assessment tools.

Study boundaries:

The study limits were as follows:

1. The study was limited to students of the Department of Arabic Language and Islamic Studies at the Bahrain College of Teachers.
2. The study was limited to the academic year 2020-2021 at Bahrain College of Teachers.

Procedural definitions:

1. The tendency is the individual's response or willingness towards accepting or rejecting a particular subject, person, idea or opinion (Amasha, 2014) and the researcher's knowledge of the student's tendency and preference for the method of distance education.
2. Distance education: It is the system adopted by the University of Bahrain in light of the Corona pandemic to provide the content of all courses in the academic year 2020-2021 and includes excellence and Blackboard platforms.
3. Students of Arabic Language and Islamic Studies: Students enrolled in the study program for the second, third and fourth years at Bahrain Teachers College for the academic year 2020-2021.
4. Trends:

1.1. Theoretical Framework: Distance Education

1.1.1. The Concept of Distance Education

The definitions of distance education varied and multiplied, it was defined by (Hammami and Abraham, 2020) is the process of transferring knowledge to the learner at the location of his residence or work rather than the transfer of the learner to the educational institution It is based on the delivery of knowledge, skills and learning materials to the learner through different media and technical methods. Where the learner is distant or separate from the teacher or the educational process Technology is used to fill the gap between both parties, simulating face-to-face communication. Distance education is nothing but learning interactions in which the teacher and the learner are separated from each other temporally, spatially or both.

It is also defined as the type of education in which the teacher or educational institution providing the education is away from the learner in space and time or both, followed by the need to use multiple communication media of printed, audio and video materials and other mechanical and electronic media to connect the teacher and learner and transfer the educational material (Schlosser, 2015). Simonson & Berg (2018) also defined distance education as an interactive system linked to the educational process, and this system relies on the existence of an electronic environment that offers the learner courses and activities through electronic networks and smart devices. Kvavadze & Basilaia (2020) defines distance education as a structured process aimed at achieving educational outcomes, using technological means that provide voice, image, film and interaction between the learner, content and educational activities at the right time.

1.2. Distance Education Patterns

Abdelhamid (2010) explained that distance education is divided into:

Simultaneous learning is learning in which the teacher and the learner meet simultaneously in a real learning environment. Through an online meeting in which the parties can discuss, dialogue, ask questions and interact using the virtual tablet and interactive wall and comment on the participating media, this can be through chat rooms or by taking lessons through virtual classes as well as other tools.

Asynchronous learning is a free learning of time, where the teacher can put the learning resources with the teaching plan and evaluation on the teaching site, and then the learner enters the site at any time, and follows the instructor's instructions in completing learning, without simultaneous communication with the teacher. This teaching does not require the presence of all learners at the same time.

Blended learning: Education in which means of communication linked together are used to learn a specific subject, a delegation that includes a combination of direct delivery in the lecture room, online communication and self-learning.

The basic principles underlying distance education (Amer, 2013) include:

- The principle of educational opportunities for all.
- The principle of flexibility is to overcome all barriers.
- The principle of education democracy.
- The principle of programming and uniqueness of education.
- The principle of adjusting the learner to his learning process.
- The principle of self-motivation.
- The principle of educational development and continuity.

1.3. Distance Education Objectives

Distance education is characterized by many objectives that made it imperative to meet the needs of learners in all their segments, the most important of which can be summarized as follows: According to (Buali and Homer, 2021):

1. Follow-up developments in the level of technologies and communications and exploit them to develop the processes of teaching and learning. "Developing ICT infrastructure and employing it in teaching and learning".
2. Make the educational process more interesting and closer to assimilation.
3. Developing the skills of using techniques in the teacher and learner to serve the teaching and learning processes.
4. Increase scientific sources of study materials in quantity, quality, stability and enrichment.
5. Guiding students "skills and transforming them from passive exploitation (in fun and computer games) to positive skills for research, learning and project design.
6. Overcoming barriers of space and time (difficulty of transportation or difficulty of agreeing on one time).
7. Enable the student to receive scientific material in a manner commensurate with his abilities.
8. Provide the largest number of society groups with access to education and training and reduce the cost of education.
9. Provide the opportunity for learners to interact instantly electronically among themselves on the one hand and between them and the teacher on the other hand through e-mail, discussion boards, dialogue rooms and the like.

Reasons and reasons for using distance education in universities:
Jadour (2014) stated that distance university education enjoys high flexibility and provides alternatives to meet the renewed needs of the labor market for trained and qualified cadres because of its advantages:

1. Equal educational opportunities and equality among citizens to provide an opportunity for those who missed out on enrollment in education Personal, economic, family, job, or remote location, bypassing traditional education problems.
2. Respond to the social demand for university education and provide the opportunity to acquire skills.
3. Respond to the development requirements of providing trained human cadres to meet the needs of the labor market.
4. Increase opportunities for learning, training and professional growth for employees and workers.
5. Increase knowledge balance.
6. Easy access to the scientific material at any time, which reduces the fear and anxiety of students.
7. Spreading the culture of technology to help create a knowledge society.

1.4. Disadvantages Of Distance Education

Distance education has several disadvantages, including what is mentioned in (Shabab,2021):

- Lack of pedagogical dimension in most aspects of distance education; We need specialized educational study compatible with the technical aspects required in this type of education, and the development of appropriate solutions.
- The high cost of the Internet flow or tuition fees, which are not returned to the student if he abandons the study.
- Community perception of this learning style.
- The learner's view that career opportunities cannot be obtained through this type of education.
- Non-recognition of the certificate granted by the institution that adopts distance education in its curricula by the ministries of education in other countries and in the Arab countries in particular

2. LITERATURE REVIEW

The study (Al-Maliki, 2022) aimed to assess the quality of distance education at the University of Jeddah during the Corona pandemic from the students "point of view, and the study followed the descriptive curriculum, and used the questionnaire as a tool to collect study data, and achieve its objectives, and consisted of: (38) A paragraph divided into four axes, applied to students of the Faculty of Education and the Faculty of Social Sciences at Jeddah University for the academic year (2020-2021), and a sample of 168 students responded, and the study reached several results, the most important of which are: That the students' evaluation of the quality of distance education at the University of Jeddah during the Corona pandemic came to a large degree in all axes, and there are no statistically significant differences in the axis of university administration, and the axis of electronic services and the axis of teaching and learning due to the difference of the college, and the study recommended several

recommendations, including: Work to establish an appropriate mechanism to provide computers to students in need.

Kazem, 2021, also conducted a study aimed at identifying the reality of distance education in Iraqi universities in light of the Corona pandemic from the point of view of students and faculty members. The study used the descriptive survey curriculum, and to collect data, two questionnaires were developed, the first for students consisting of four areas in the form of a scale of (53) paragraphs, which were applied to a sample of (286) students, and the second for faculty members consisting of four areas were applied to a sample of (231) faculty members. The results of the study showed that the degree of appreciation of students and faculty members in Iraqi universities for the reality of distance education in light of the Corona pandemic (medium), and the results indicated that there are no statistically significant differences in the degree of appreciation of faculty members attributed to the variables (specialization and academic rank). The study reached several recommendations, the most important of which is the need to train faculty members and students on how to use distance education.

The study (Mohamed, 2021) sought to uncover the trend of university students towards using e-learning during crises: Corona pandemic is a model, based on the descriptive approach, and the questionnaire was applied as a tool to collect data electronically on a sample of (341) students from Egyptian universities, and the study reached a set of results, The most important is that the university students sample study have a clear trend towards the use of e-learning during crises Although there are many levels, but they want to do learning, which confirmed the validity of the first hypothesis, where he found a statistical difference between the grades of the students in the study sample, And that most of the students in the sample use new media tools in one way or another in e-learning to a high or medium degree. WhatsApp is the most useful app for students. The results revealed that students prefer traditional education over e-learning. There is a strong negative trend towards e-learning.

A study (Kahla Weikhosh, 2021) aimed to stand at the experience of distance education in light of the Corona pandemic from the point of view of university students and the extent of its contribution to the continuity of higher education, the study was based on the descriptive and analytical curriculum, and a questionnaire form was adopted distributed to a sample of university students and their number (90) Students at the Faculty of Humanities and Social

Sciences at the University of Tabesa, after analysing the responses of students; The study reached a set of results, the most important of which: That the experience of distance education contributed to raising the educational level, and achieved the continuity of higher education and the achievement of educational goals during the Corona pandemic for students of the Faculty of Humanities and Social Sciences at the University of Tabsa.

The study (Farhi, 2021) also aimed to identify the trends of the students of the Faculty of Social Sciences at the University of Umm Al-Bouaqi in Algeria towards e-learning, where the descriptive curriculum was adopted, and the study was conducted on a sample of (100) students selected in the way of the intended sample of students of the first year Master of Social Sciences Department. The questionnaire was used as a research tool with 28 words. The statistical treatment using the statistical group system spss resulted in several results, including that the trends of students of the Faculty of Social Sciences towards e-learning were positive, and there are statistically significant differences in the trends of students towards e-education due to the gender variable. There are no significant differences in students "attitudes towards e-learning due to the variable specialization.

The aim of the study (Youssoufi and Al-Qashti, 2021) is to know the reality of distance education in Libyan universities in light of the Corona pandemic from the point of view of students. Where the study used the descriptive survey method, a questionnaire was applied to a sample of (400) students. The results of the study showed that the majority of the sample members confirmed that the degree of assessment of the availability of infrastructure is very weak from their point of view, especially students studying at the faculties of the University of Tripoli (Faculty of Arts, Languages, Economics and Physical Education), As for the obstacles, they stressed that there are obstacles that significantly affected the faculties of humanities, including the lack of courses included in the electronic education program for the student, in addition to the lack of financial allocations for the faculties to develop the e-education program.

Khorshi et al., 2021 also conducted a study on the reality of distance university education in light of the Corona pandemic from the point of view of the students of the Department of Physical Education at the Institute of Science and Technology of Physical and Sports Activities of the University of Masila, and aimed to find out the mechanisms applied in the distance education system in light of the Corona pandemic and programs followed in distance

education in light of the Corona pandemic. As well as the obstacles that necessitated the implementation of the distance education system in light of the Corona pandemic from the point of view of the students of the Institute The study sample consisted of 40 students (second year Master). Use the descriptive method and the study tools consist of a questionnaire. The study concluded that the quarantine procedures that were adopted affected students psychologically, and lost their desire to continue studying. And that the educational platforms that have been relied upon, were not designed in a way that allows the professor to monitor and evaluate the student, and the distance learning experience can be online, accompanying the traditional method in normal circumstances.

The study (Al-Hadrami et al., 2021) aimed to identify the effectiveness of e-education in light of the spread of the Corona pandemic from the point of view of Eastern University students, and to achieve the objectives of the study used the analytical descriptive approach and resolution as a tool consisting of three areas, and was applied to a sample amounted to 180 students from Oriental University, and the results of the study showed that there is great importance to e-education among the members of the sample of students from Oriental University through their answers, She also pointed out that the spread of the Corona Covid pandemic led to the use of e-education with the application of 100% for students Eastern University's response to the pandemic has been positive and has provided effective education for its students. The study recommended the need to develop integrated e-learning plans and the work of training courses and programs to teach and educate students and faculty in this area.

Al-Azamat, 2021, conducted a study aimed at learning the reality of distance learning at Saudi universities during the two years (2020-2021), a period (19covid,). The analytical descriptive approach was used, where the researcher collected researches and studies that concerned with the success of distance learning in Saudi universities after the pandemic, and the studies were filtered to (12) studies concerned with the reality of the educational process in universities that applied distance learning in Saudi Arabia during the spread of the coronavirus in 2020. The results of the study indicated that there is satisfaction among students and the percentage was high for the performance of universities and the e-learning system in general, and the most important causes of problems during distance learning were caused by students and their inability to deal with distance learning tools. The

study found the success of distance learning at universities in Saudi Arabia. The study recommended that faculty and students should be trained in distance learning tools. Distance learning continues as a successful method of learning.

The study (Abu Dahab, 2021) also aimed to evaluate the efforts of the Islamic University in Madinah in ensuring the quality of teaching and learning during the coronavirus pandemic in the second semester of the academic year 1441 AH from the point of view of international students and faculty members. The most important educational problems faced by them in that period are known, and to achieve this goal, the study used the analytical descriptive approach. A questionnaire was prepared to reveal the satisfaction of international students, faculty members towards the university's efforts and educational problems in that period. A representative sample of 536 international students and 287 faculty members was applied. The results of the study showed that the degree of satisfaction of international students and faculty members with the total efforts of the university was high, reaching 80.36% (83.67%) among faculty members and 78.59% among international students.

The study was conducted (Abu Kuta and Al-Dalu, 2020) a study aimed at revealing the effectiveness of e-learning in light of the Corona pandemic from the point of view of the students of Palestine Technical College, and the study used the descriptive curriculum, and the researchers applied an electronic questionnaire distributed across four areas of (20) paragraphs, on the sample of the study of (308) students, selected randomly from different departments of the college. The results of the study showed that the field of effectiveness of electronic evaluation used in the college from the point of view of students on the first ranking among the fields of study, and the average calculation (3.19), with a percentage (63.8%), the second ranking was the interactive field via e-learning, with an average of my account (3.09), a percentage (62%), and the area of student access to e-learning ranked third, with an average of my account (3.06), with a percentage (61.3%), while in the fourth place came the field of effectiveness of teaching through e-learning, with a numerical average (3.04), with a percentage (61%), and ranked fifth and last in the field of e-content effectiveness, with an average account (2.79), and a percentage (56%). The study recommended that the college administration should pay attention to e-learning and provide its content through well-known systems such as the model system.

He (Youssef, 2020) conducted a study aimed at

identifying the trends and opinions of university students towards the e-learning process in the period of the Corona pandemic (Covid-19). During this period, e-education systems were employed to meet lockdown and social distancing measures. The study was applied to a sample of 151 students from the Faculty of Communication and Media at King Abdulaziz University, who used the questionnaire as a tool to collect data after dividing it into several axes. The results of the study indicated that students are satisfied with the e-learning system.

(Abdul Hussein and Ibrahim, 2020) conducted a study aimed at revealing the reality of e-learning and the obstacles to its use in university education in light of the Corona pandemic from the point of view of the students of Imam Al-Azam University College in Iraq, and the research used the descriptive curriculum, and the study sample was composed of (462) students from all levels of the faculty departments, in addition to (31) officials from the departments of the scientific departments of the faculty, applied a questionnaire to them, and the results revealed that the reality of e-learning at Imam Al-Azam University College came at an average level, where he obtained an average calculation (0.46 out of 5) and a percentage (61.0%). The results also revealed poor infrastructure in the faculty departments, and that the number of technicians in the laboratories is uneven. There are few projectors and maintenance units in the College & apos; s laboratories, and Internet service is not available in most of the College & apos; s departmental laboratories.

(Khinch, 2020) also conducted a study aimed at knowing the nature of the trends of students of the University of Jalfa towards the process of distance teaching, and know their trends, especially towards the use of computer and the Internet as a distance educational means, and study positive or negative students towards achieving scientific credit as an alternative to classical education. For this purpose, the researcher used the analytical descriptive approach as a method followed in this study where a questionnaire with two axes was designed. Applied to the study sample of 120 students, and after statistical treatment of their answers to the questionnaire questions, it was found that the students have positive trends towards the distance teaching process, They also have negative attitudes toward computer use, while they have positive attitudes toward using the Internet as a distance learning medium.

Mihai, Versavia and Mioara, 2022) conducted a study that objectively analyzed the views and perspectives of university students on online learning, specifically regarding their interpretations and experiences in transitioning from traditional face-to-face courses to online teaching during the COVID-19 pandemic. The sample included 209 undergraduate and graduate students who were invited to complete five assignments, namely a free association assignment, answering open-ended questions about the advantages and disadvantages of online learning, making suggestions for improving online learning, and sharing an in-person experience they experienced during this period. Some of the key themes extracted from the data referred to the negative aspects of online learning mentioned by participants regarding its disadvantages, such as health, psychological and social problems (such as stress, anxiety, low motivation, isolation/loneliness and apathy) and learning process problems (for example, misunderstanding, lack of feedback, additional academic requirements, lack of challenge, and disengagement. Other recurring topics also pointed to the positive aspects of online learning associated with its benefits: Convenience and accessibility, economics (saving time and money), and psychological and medical safety.

Almahasees, Mohsen and Amin,2021 conducted a study aimed at identifying both faculty and student perceptions of online learning, using two surveys, one of which was distributed to 50 faculty members and 280 students were randomly selected to explore the effectiveness, challenges and benefits of online education in Jordan. The analysis showed that popular online platforms in Jordan are Zoom, Microsoft Teams offering interactive online classes and WhatsApp to connect with students outside the classroom. The study found faculty and students agreed that online education is beneficial during the current pandemic. At the same time, their effectiveness is less effective than face-to-face learning and teaching. Faculty and students noted that the challenges of online learning lie in adapting to online education, especially for deaf and hard-of-hearing students, lack of interaction and motivation, technical and internet issues, data privacy, and security. They also agreed on the advantages of online learning. The benefits were mainly self-learning, lower costs, convenience and flexibility. Although online learning works as a temporary alternative due to COVID-19, it cannot replace face-to-face learning that blended learning will help provide a rigorous learning environment.

The study (Muthoprasad et al., 2021) aimed to assess the quality of distance education in India during the Corona pandemic from the students

"point of view, and to reveal their preferences for future learning, the study followed the descriptive survey curriculum by applying the study's questionnaire to a simple random sample of (307) students from New Delhi State University. The results showed that (70%) of students rated distance education as good and beneficial for them, and they are more likely to continue studying in the pattern of distance education in the future, and the results showed that students rated the effectiveness of distance education significantly, while students value it to an average degree, in terms of evaluation methods and quality of electronic media. Students agreed that distance education should continue in the future alongside traditional education.

The study, conducted by 2021 Huffer and Others, aimed at revealing the views and assessments of students on the quality of distance education in Austrian universities during the Corona pandemic, followed a mixed quantitative and qualitative methodology through a random sample of (2742) students who answered the survey, and (98) students interviewed individually. The results of the study showed that student evaluations of the quality of distance education were moderate, especially in terms of the use of digital tools, and most viewed distance education better than traditional education. Students also rated the social advantages of distance education better, and the results showed no statistically significant differences in student evaluations of distance education quality attributable to gender and specialization.

Teuku Azhari (, 2021) also conducted a study that examined students' perceptions towards online learning at the University of Malikosaleh in the city of Luxomawy during the COVID-19 pandemic. This study reviewed student perceptions at this higher education institution about the online learning process during the pandemic. The study covered the learning process, learning environment and learning motivation. Researchers distributed a 16-element self-administered questionnaire to respondents online using a Google model. 100 participants from Malikosale University across colleges participated in the questionnaires. The data was then processed using SPSS software. The results of the study revealed that students had a negative attitude towards online learning during the. Covid-19 pandemic.

He also conducted (, 2020 and Others Nugroho) a study aimed at figuring out the teaching procedures for translation courses during the COVID-19 pandemic and assessing students' perceptions of teaching these courses. Using a qualitative model, the authors used field observations and questionnaires to describe the teaching procedures of the translation course and to identify student perceptions of the learning process in the course from documented field observations, the course lecturer uses online learning tools from Google Classroom to manage theoretical tasks, Google Meet to discuss materials, and Omegate to practice translation. Based on the method of teaching the lecturer, 80% of respondents stated that they did not like putting the lecture online because of the difficulties they faced. Interestingly, the survey results showed a 90% positive perception about the use of Omega T and Google Classroom. This could be a positive improvement for online lectures in this future study programme.

A commentary on previous studies and the position of the current study in relation to them, includes:

The current study is similar to most previous studies in its aim to address the subject of distance education in universities in light of the Corona pandemic. She likened it to her descriptive approach, using it as a study tool. As the current study is similar to previous studies in the sample and accredited by university students, The researcher benefited by reviewing these studies in the theoretical framework, the methodology used, the development of study tools and the discussion of results.

The current study is distinguished from previous studies as it is one of the few studies in Bahrain. -As far as the researcher is aware - which dealt with an important topic that keeps pace with the reality of the Corona pandemic, which is the reality of distance education in Bahraini universities in light of the Corona pandemic from the student's point of view, and it was distinguished that it dealt with several axes in remote education such as personal skills acquired and students' attitudes towards the use of strategies of teaching and assessment in distance education.

3. METHODOLOGY

3.1. Study Population

The study population consisted of all students enrolled in the Department of Arabic Language and Islamic Studies in their second, third, and fourth academic years, totaling 212 male and female students. They were distributed as follows: 93 students in the second year, 65 in the third year, and 54 in the fourth year. A total of 185 students responded to the study instrument.

3.2. Research Method

The descriptive method was adopted, as it is based on studying the current situation or

phenomenon.

3.3. Study Instrument

After reviewing the literature and previous studies, the researcher developed a questionnaire consisting of 45 items, using a five-point Likert scale (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree).

The questionnaire was divided into three sections:
1. Students' attitudes toward acquiring personal and academic skills in distance learning – 15 items
2. Students' attitudes toward teaching strategies in distance learning – 20 items
3. Students' attitudes toward assessment tools in distance learning – 10 items

3.4. Validity Of the Instrument

The instrument's validity was established by presenting it to a panel of 10 experts specializing in Arabic language teaching methods and educational technology at the University of Bahrain. Their task was to review the questionnaire items and provide feedback on the clarity of wording, linguistic accuracy, and the instrument's relevance to the study objectives. Based on their feedback, the instrument was revised by removing four items, adding three, and modifying five items. The inter-rater agreement among the experts was 80%, and the suggested revisions were implemented accordingly.

3.5. Reliability Of the Instrument

The reliability of the study tools was verified using two methods:

1. Cronbach's Alpha Coefficient:

Internal consistency reliability was calculated using Cronbach's alpha based on responses from all participants. The alpha coefficient for students' attitudes was 0.77, which is considered acceptable and sufficient for the purposes of this study.

2. Split-Half Method:

The questionnaire items were divided into two equivalent halves. The Spearman-Brown correlation coefficient was used to determine the correlation between the two halves. The correlation coefficient

for students' attitudes was 0.81, which is also deemed acceptable and adequate to confirm the instrument's reliability for conducting the study

3.6. Study Implementation Procedures

To implement the study instruments, the researcher followed the following steps:
1. Approval was obtained from the College of Bahrain Teachers and the administration of the University of Bahrain to administer the questionnaire to students of the Department of Arabic Language and Islamic Studies.
2. The questionnaire was distributed electronically using the Google Forms application. The process of distribution and data collection lasted approximately six weeks, during the period from February 1, 2022, to March 15, 2022. A total of 185 student responses were received.
3. The data were organized and subjected to appropriate statistical analyses to answer the study questions, extract the results, and discuss the findings

3.7. Scoring Procedures

Réponses to the items of the study instruments were recorded using a five-point Likert scale as follows:
1. Strongly Agree – awarded 5 points
2. Agree – awarded 4 points
3. Neutral – awarded 3 points
4. Disagree – awarded 2 points
5. Strongly Disagree – awarded 1 point

4. FINDINGS/RESULTS

This study aimed to identify the attitudes of Arabic Language and Islamic Studies students at Bahrain Teachers College toward distance learning. To address the first research question—*"What are the general attitudes of Arabic Language and Islamic Studies students toward distance learning?"*—the means, standard deviations, and percentages were calculated to analyze students' overall perceptions of the distance learning experience.

To provide a clearer understanding of these attitudes, Table (1) presents a summary of the results across the three domains examined in the study.

Table (1): Means, Standard Deviations, Percentages, And Attitudes of Arabic Language and Islamic Studies Students at the Bahrain Teachers College Toward Distance Learning.

Domain	Arithmetic mean	Standard Deviation	Percentage	Calculated T value	Significance of Differences	Sample Orientation	Domain Rank
Personal and academic development	3.88	1.21	77.6%	9.89	Function*	Agree	2

Teaching Strategies	3.83	1.28	76.6%	8.83	Function*	Agree	3
Assessment Tools	3.89	1.19	77.8%	10.19	Function*	Agree	1
Total	**3.87**	**1.2**	**77.4%**	**9.82**	**Function***	**Agree**	

* T-Table Value = 1.972, Significance Level (A = 0.05, Df = 184)

It is evident from the table above that the attitudes of Arabic Language and Islamic Studies students at the Bahrain Teachers College toward distance learning were rated as **"Agree,"** with a **mean score of 3.87** and a **percentage of 77.4**%.

The study results also indicated that students' attitudes ranked in descending order as follows:

1. **Assessment Tools** – Mean: 3.89, Percentage : 77.8%
2. **Personal and Professional Development –** Mean: 3.88, Percentage : 77.6%
3. **Teaching Strategies** – Mean: 3.83, Percentage : 76.6%

This result may be attributed to the University of Bahrain's high level of preparedness for implementing electronic and distance learning, as well as the effective measures undertaken by the university administration in response to the COVID-19 pandemic. The university adopted a comprehensive distance learning system, delivering all courses through established e-learning platforms such as **Blackboard** and **Microsoft Teams**. Furthermore, the institution strengthened its infrastructure for remote instruction, examinations, and assessments, and provided faculty members with training on the latest teaching and evaluation strategies and technologies. Academic activities and events were also conducted and streamed online (Al Khalifa, 2022). Collectively, these efforts played a significant role in enhancing students' overall satisfaction with the distance learning experience at the Bahrain Teachers College.

The finding concerning students' satisfaction aligns with the results of several previous studies, including those of Al-Maliki (2022), Youssef (2020), Abu Qouta and Al-Dalou (2020), Al-Hammadi and Al-Mahmoud (2020), Khaitsh (2020), as well as the studies of Muthuprasad et al. (2021), Huffer et al. (2021), and Nugroho et al. (2020).

To address the second research question :
"What are the attitudes of Arabic Language and Islamic Studies students toward personal and academic development through distance learning?"

Means, standard deviations, percentages, and the overall attitude of the participants regarding the domain of personal and academic development within the context of distance learning were calculated.

The results are summarized in the following table :

Table (2): Means, Standard Deviations, Percentages, And Attitudes Toward the Domain of Personal and Academic Development in Distance Learning.

Number	Indicator	Numerical average	Standard Deviation	Perce-ntage	Calculated T value	Significance of Differences	Sample Orientation	Question Rank
1	Increased ability to make better use of time	4.11	1.18	82%	12.78	Function*	Agree	6
2	Improving my academic skills	3.62	1.16	72%	7.29	Function*	Agree	10
3	Increasing my interest in university courses	3.39	1.23	68%	4.36	Function*	Neutral	12
4	Increased self-confidence and self-esteem	3.96	1.01	79%	12.99	Function*	Agree	8
5	Improve my technological skills and better use of computers and the Internet	4.60	0.69	92%	31.75	Function*	Agree	1
6	Providing the opportunity to learn according to my personal abilities and capabilities	4.05	1.05	81%	13.70	Function*	Agree	7
7	Increased comprehension and comprehension abilities	3.34	1.28	67%	3.56	Function*	Neutral	13
8	Encouraging me to engage in discussion (and to express my opinion and present my ideas freely).	3.92	1.15	78%	10.90	Function*	Agree	9
9	The improvement of my self-learning abilities..	4.37	0.91	87%	20.40	Function*	Strongly agree	3
10	Retaining information for a long period of time.	3.58	1.27	72%	6.27	Function*	Neutral	11

11	Enjoying and finding pleasure in the course lectures.	3.24	1.36	65%	2.44	Function*	Neutral	15
12	Strengthening the social relationship between me and my classmates in the same course.	3.27	1.45	65%	2.53	Function*	Neutral	14
13	Enhancing my personal skills in delivering online presentations.	4.41	0.90	88%	21.27	Function*	Strongly agree	2
14	Acquiring new learning skills.	4.22	0.92	84%	18.00	Function*	Strongly agree	4
15	Improving my ability to conserve effort efficiently	4.15	1.07	83%	14.55	Function*	Agree	5
	Total	**3.88**	**1.21**	**76.6%**	**9.89**	**Function***	**Agree**	

* T-Table Value = 1.972, Significance Level (A = 0.05, Df = 184).

It is evident from the previous table that the attitudes of Arabic Language and Islamic Studies students toward **personal and academic development in distance learning** had a **mean score of 3.88** and a **percentage of 77.6%**, indicating a response level of **"Agree."**

Item number **7** — *"My ability to understand and comprehend has increased"* — ranked first, while item number **11** — *"Feeling enjoyment during the course lectures"* — ranked last.

This result can be explained by the nature of distance learning, which contributes to the development of students' personal skills in self-directed learning. University students tend to rely more on themselves, which in turn enhances both their personal and academic skills. In distance learning, the responsibility for learning and skill development lies primarily with the learner, leaving little room to attribute failure or shortcomings to external factors.

These findings are consistent with the study by **Almahasees, Mohsen, and Amin (2021)**, which confirmed the effectiveness of e-learning in promoting self-learning. They are also supported by the study of **Mihai, Versavia, and Mioara (2022)**, whose results highlighted the positive aspects of online learning, including its convenience, accessibility, cost-effectiveness (in terms of time and money), and psychological and medical safety.

The researcher attributes the top ranking of item **(7)** — *"My ability to understand and comprehend has increased"* — to the University of Bahrain's use of **live interactive lectures** through the **Microsoft Teams** and **Blackboard** platforms, as well as the availability of **recorded lectures** on both platforms, which allows students to revisit the content at any time. This flexibility significantly contributes to improved understanding and comprehension.

As for item **(11)** — *"Feeling enjoyment during the course lectures"* — which ranked last, the researcher attributes this to the students' **absence from physical lecture rooms** and the lack of **direct face-to-face interaction**. Being behind screens and isolated in different locations negatively impacted their sense of enjoyment, as it limited their real-time social engagement and collective classroom experience.

To answer the third research question:
"What are the attitudes of Arabic Language and Islamic Studies students toward teaching strategies in distance learning?"

Means, standard deviations, percentages, and overall student attitudes toward the domain of teaching strategies in distance learning were calculated.

The following table illustrates the results:

Table (3): Means, Standard Deviations, Percentages, And Attitudes Toward the Domain of Teaching Strategies in Distance Learning.

Number	indicator	Numerical Average	Standard Deviation	Percentage	Calculated T value	Significance of Differences	Sample Orientation	Question Rank
1	Increased students' interaction with the course instructor in the lecture.	3.31	1.285	66%	3.27	Function*	Neutral	20
2	Providing students with the opportunity to ask useful questions and inquiries.	3.86	1.08	77%	10.78	Function*	Agree	8
3	Easy access to educational	4.46	0.83	89%	23.80	Function*	Strongly agree	2

	material (at any time).							
4	A better and clearer understanding of the content of the offered course.	3.49	1.29	70%	5.20	Function*	Agree	19
5	Increased participation in practical and applied activities within the courses.	3.71	1.23	74%	7.86	Function*	Agree	13
6	More engaging presentation of lecture lessons.	3.59	1.34	72%	6.05	Function*	Agree	17
7	Strengthening my belief in the importance and benefits of distance learning at the university level.	3.74	1.33	75%	7.60	Function*	Agree	12
8	Strengthening social communication between the course instructor and the students.	3.54	1.41	71%	5.23	Function*	Agree	18
9	Diversifying the use of appropriate reinforcement methods for students to increase their motivation.	3.70	1.26	74%	7.60	Function*	Agree	14
10	Better Achievement of Lecture Objectives.	3.62	1.21	72%	6.95	Function*	Agree	16
11	Greater benefit through revisiting and rewatching recorded lectures.	4.51	0.85	90%	24.01	Function*	Strongly agree	1
12	Greater variety in the educational tools and resources used.	3.98	1.17	80%	11.33	Function*	Agree	6
13	Greater consideration of individual differences among university course students.	3.66	1.27	73%	7.05	Function*	Agree	15
14	Diversifying teaching strategies and using new strategies.	3.83	1.21	77%	9.28	Function*	Agree	9
15	Providing better opportunities to raise students' academic levels.	3.82	1.22	76%	9.07	Function*	Agree	10
16	Receiving education anytime and anywhere.	4.44	0.86	89%	22.69	Function*	Strongly agree	3
17	Greater focus on the skills and practical aspects.	3.90	1.19	78%	10.28	Function*	Agree	7
18	Developing students' critical	4.01	1.12	80%	12.20	Function*	Agree	5

	thinking skills.						
19	Developing students' creative thinking skills.	4.03	1.10	81%	12.75	Function*	Agree	4
20	Better overall achievement of the course objectives.	3.78	1.17	76%	9.05	Function*	Agree	11
	Total	**3.83**	**1.28**	**76.6%**	**8.83**	**Function***	**Agree**	

* T-Table Value = 1.972, Significance Level (A = 0.05, Df = 184).

It is noted from the previous table that the attitudes of Arabic Language and Islamic Studies students toward **teaching strategies in distance learning** had a **mean score of 3.83** and a **percentage of 76.6%**, indicating a response level of **"Agree."**

Item number **11** — *"Benefiting more by revisiting recorded lectures and watching them again"* — ranked first, while item number **1** — *"Increased student interaction with the course instructor during the lecture"* — ranked last.

This result regarding students' satisfaction with the teaching strategies used in distance learning at the Bahrain Teachers College can be explained by the faculty members' use of various remote teaching strategies and their effective utilization of all available features and advantages on the **Teams** and **Blackboard** platforms. These include interactive presentations, group division and teamwork, video and image presentations, oral presentations, and active learning.

Additionally, faculty members benefited from training courses offered by the University of Bahrain's E-Learning Center.

This finding aligns with the study by **Abu Qouta and Al-Dalou (2020)**, which confirmed that the effectiveness of teaching via e-learning ranked fourth in their study.

The researcher attributes the first-place ranking of item **(11)** — *"Benefiting more by revisiting recorded lectures and watching them again"* — to the fact that students greatly benefited from this method in understanding and comprehending their courses as required. The ability to listen to lectures at any time they choose allowed students to concentrate better and gain more from the material.

As for item **(1)** — *"Increased student interaction with the course instructor during the lecture"* — which ranked last, the researcher explains this by the students' relative newness to distance learning, the lack of readiness among most students for electronic interaction, and their reluctance to participate verbally via the microphone due to home and family circumstances.

To answer the **fourth research question**:

"What are the attitudes of Arabic Language and Islamic Studies students toward assessment tools in distance learning?"

Means, standard deviations, percentages, and the general attitude of the sample toward assessment tools in distance learning were calculated.

The following table presents the results:

Table (4): Means, Standard Deviations, Percentages, And Attitudes Toward the Domain of Assessment Tools in Distance Learning.

Number	Indicator	Numerical Average	Standard Deviation	Percentage	Calculated T Value	Significance of Differences	Sample Orientation	Question Rank
1	Diversifying the tools used to assess university courses.	4.11	1.18	82%	12.78	Function*	Agree	3
2	Ensuring greater credibility in student assessment.	3.62	1.16	72%	7.29	Function*	Agree	7
3	Ensuring the suitability of assessment tools across all university courses.	3.39	1.23	68%	4.36	Function*	Agree	9
4	Implementing continuous assessment across all university courses.	3.96	1.01	79%	12.99	Function*	Agree	5
5	Optimal use of time in the assessment of university courses.	4.60	0.69	92%	31.75	Function*	Strongly Agree	1

6	Immediate access to course assessment results.	4.05	1.05	81%	13.70	Function*	Agree	4
7	Providing practical and applied assessments suitable for university courses.	3.34	1.28	67%	3.56	Function*	Neutral	10
8	Direct access to immediate feedback for any completed assessment.	3.92	1.15	78%	10.90	Function*	Agree	6
9	Ease of submitting assignments, homework, and required assessments.	4.37	0.91	87%	20.40	Function*	Strongly Agree	2
10	Ease of taking electronic tests remotely.	3.58	1.27	72%	6.27	Function*	Agree	8
	all	3.89	1.19	77.8%	10.19	Function*	Agree	

* T-Table Value = 1.972, Significance Level (A = 0.05, Df = 184).

It is noted from the previous table that the attitudes of Arabic Language and Islamic Studies students toward the domain of **assessment tools in distance learning** had a **mean score of 3.89** and a **percentage of 77.8%**, indicating an overall response of **"Agree."** This domain ranked **first** among the others.

Item number **5** — *"Optimal use of time in course assessments"* — ranked first, while item number **7** — *"Providing practical and applied assessments suitable for university courses"* — ranked last.

This result can be justified by the University of Bahrain and the Bahrain Teachers College's adoption of continuous and varied assessment methods during distance learning. Various evaluation methods were implemented, including assignments, tasks, interviews, research papers, alternative assessments, projects, and the production and submission of video clips via the Blackboard platform. Additionally, short quizzes and final exams were conducted through the **Respondus** program, which includes self-monitoring features such as requiring cameras to be on during final exams to ensure fairness and objectivity in evaluation.

This finding aligns with the study by **Abu Qouta and Al-Dalou (2020)**, which confirmed that the domain of assessment tools in e-learning ranked first in their research.

As for item number **(5)** — *"Optimal use of time in course assessments"* — which ranked first, the researcher attributes this to the ease of submitting alternative assessments and files through the Blackboard program, email, or smartphones in electronic formats. Additionally, students were given the flexibility to submit their work by the end of the day or evening, without the need to attend the university physically. This convenience saved students time, effort, and the trouble of traveling to and from campus.

Regarding item number **(7)** — *"Providing practical and applied assessments suitable for university courses"* — which ranked last, the researcher attributes this to the circumstances during the spread of the COVID-19 pandemic, the closure of schools, and the absence of students from on-campus facilities. Since the Bahrain Teachers College is a practical and applied institution, assessment was limited to electronic submissions, research papers, and video recordings that were not real-time or live but rather simulated the presence of students.

5. DISCUSSION

The findings of the present study indicate that the attitudes of Arabic Language and Islamic Studies students at Bahrain Teachers College toward distance learning were generally positive, as reflected by an overall mean score of (3.87) and a percentage of (77.4%), corresponding to the level of "Agree." This positive orientation suggests a broad acceptance of distance learning, which may be attributed to the University of Bahrain's preparedness for digital transformation and its rapid response during the COVID-19 pandemic through the provision of integrated e-learning platforms (Blackboard and Microsoft Teams) and capacity-building programs for faculty members on contemporary teaching and assessment strategies.

5.1. General Attitudes

To contextualize these results further, it is essential to examine the relative performance of the study domains. The domain of *Assessment Tools* received the highest rating (77.8%), followed closely by *Personal and Academic Development* (77.6%), and *Teaching Strategies* (76.6%). This ordering underscores

the central role of assessment in shaping students' positive perceptions, particularly their appreciation of diverse assessment methods and the immediacy of feedback. These findings are consistent with Abu Qouta and Al-Dalou (2020), who reported that assessment practices were the most influential dimension in determining students' satisfaction with e-learning environments.

5.2. Personal And Academic Development

Building upon the overall attitudes, the second domain offers deeper insight into the developmental gains experienced by students. Participants indicated marked improvements in technological competencies, self-learning capacities, time management, and online presentation skills. The item "Improving technological skills" received the highest rating (92%), whereas "Enjoyment during lectures" received the lowest (65%). These results suggest that although distance learning fostered learners' autonomy and technical proficiency, it did not sufficiently enhance the affective or social dimensions of the learning experience. This pattern aligns with findings reported by Almahasees, Mohsen, and Amin (2021), who highlighted the role of online learning in strengthening self-directed learning, and with Mihai, Versavia, and Mioara (2022), who emphasized the flexibility and safety afforded by online environments despite reduced emotional and social engagement compared to face-to-face learning.

5.3. Teaching Strategies

Transitioning to the domain of teaching strategies provides an opportunity to understand how instructional practices influenced learners' experiences. The item "Benefiting from recorded lectures" obtained the highest rating (90%), reflecting students' appreciation for opportunities to revisit course material at their own pace. Conversely, "Increased interaction with the instructor" received the lowest rating (66%), indicating limited synchronous engagement. This outcome may be explained by students' insufficient readiness for online participation or their reluctance to engage orally due to personal or family circumstances. These findings parallel those of Abu Qouta and Al-Dalou (2020), as well as international studies such as Muthuprasad et al. (2021), which underscored the pedagogical value of recorded content in enhancing comprehension and retention.

5.4. Assessment Tools

After examining the developmental and instructional domains, the prominence of assessment becomes even more notable. This domain achieved the highest overall evaluation, with students particularly valuing the "Optimal use of time in assessments" (92%). In contrast, the item "Providing practical and applied assessments" received the lowest rating (67%). The high overall rating can be attributed to flexible submission processes, convenient deadline management, and the use of technologically advanced assessment tools such as Respondus, which reinforced fairness and objectivity. However, the practical orientation of Bahrain Teachers College limited opportunities for hands-on assessment during the period of distance learning, confining students to research papers, projects, and recorded video submissions instead of live practical activities. This finding echoes the conclusions of Abu Qouta and Al-Dalou (2020), who emphasized the essential role of assessment in ensuring the success of e-learning experiences.

5.5. Overall Interpretation

Synthesizing The Findings Across Domains Reveals a Nuanced Picture of Distance Learning During the Pandemic. On One Hand, Strengths Included Enhanced Technological Competencies, Improved Self-Learning Skills, Greater Flexibility, And Diversified Assessment Mechanisms. On The Other Hand, Challenges Emerged in the Form of Reduced Real-Time Interaction with Instructors and Peers, Limited Collaborative Engagement, And Lower Levels of Enjoyment Due To the Lack of Face-To-Face Communication.

The Alignment of These Findings with Those Reported in Numerous Local and International Studies (Al-Maliki, 2022; Youssef, 2020; Abu Qouta & Al-Dalou, 2020; Al-Hammadi & Al-Mahmoud, 2020; Khaitsh, 2020; Huffer Et Al., 2021; Nugroho Et Al., 2020) Reinforces the Conclusion That Despite Its Limitations, Distance Learning Played an Indispensable Role in Maintaining Educational Continuity During Crises. Moreover, It Contributed Significantly to Developing Essential Skills Among University Students, Suggesting the Enduring Value of Blended or Hybrid Learning Approaches in Post-Pandemic Educational Contexts.

6. CONCLUSION

This study aimed to explore the attitudes of Arabic Language and Islamic Studies students at the Bahrain Teachers College toward distance learning. To achieve this, a descriptive approach was used, and data were collected through a structured questionnaire covering four main domains: general

attitudes, personal and academic development, teaching strategies, and assessment tools.

The results showed that students' overall attitudes toward distance learning were positive, with a total mean of (3.87) and a percentage of (77.4%), rated at the level of "Agree." The highest-ranked domain was Assessment Tools (77.8%), followed by Personal and Academic Development (77.6%), and Teaching Strategies (76.6%).

At the detailed level, students reported significant improvements in their technological skills, self-learning abilities, and online presentation skills. They also highly valued the opportunity to revisit recorded lectures, the flexibility of learning anytime and anywhere, and the optimal use of time in assessments. However, the results revealed some limitations, particularly in terms of reduced interaction with instructors, lack of enjoyment in lectures, and limited opportunities for practical and applied assessments.

The study concluded that the University of Bahrain's readiness for distance learning—through the adoption of platforms such as Blackboard and Microsoft Teams, training faculty members, and diversifying assessment methods—contributed significantly to students' satisfaction. Nevertheless, the findings also emphasized the need to enhance interactive teaching strategies and provide more practical learning opportunities in online settings.

The results are consistent with previous local and international studies, which confirmed the effectiveness of distance learning in maintaining educational continuity and developing students' self-learning and technological skills, despite challenges in interaction and engagement.

7. RECOMMENDATIONS

The study recommends the following:
1. Continuing to adopt electronic and live (synchronous) learning, and benefiting from its advantages at the University of Bahrain and the Bahrain Teachers College.
2. Continuing to use distance learning platforms (Teams and Blackboard) and making full use of them in university education whenever necessary.

8. LIMITATIONS

This study has several limitations that should be acknowledged. First, the sample was limited to Arabic Language and Islamic Studies students at the Bahrain Teachers College, which may affect the generalizability of the findings to other disciplines or universities. Second, the study relied on self-reported data collected through questionnaires, which may be subject to response bias or inaccuracies in self-assessment. Third, the cross-sectional nature of the study limits the ability to examine changes in attitudes over time. Finally, the study was conducted during a period of exceptional reliance on distance learning due to the COVID-19 pandemic, which may have influenced students' perceptions and may not fully reflect attitudes under normal educational conditions. Future research could address these limitations by including a broader sample, employing mixed-method approaches, and conducting longitudinal studies to gain a deeper understanding of students' attitudes toward distance learning in varied contexts.

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