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أ. محمد سعد إبراهيم عوض

التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ وتقوم بعض قواعد المعلومات الدولية بتوثيق أبحاث المجلة لديها، ومنها: Dar Almandumah & Shamaa.

أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي .
 2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
 3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية .
 4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:

- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
 - أن تحتوي الصفحة الأولى من البحث على:
 - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
 - البريد الإلكتروني للباحث.
 - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
 - الكلمات المفتاحية بعد الملخص.
 - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
 - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
 - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
 - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:
 - اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
 - اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
 - تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
 - أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
 - تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.
2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
3. تحتفظ المجلة بحقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.

4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
5. بالمجلة باب لنشر موضوعات تهتم المجتمع التربوي يكتب فيه أعضاء التحرير.

إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: submit.jser@gmail.com
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمه العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ محسن حمود الصالحي

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



Students' Perceptions towards their experience of distance education during the COVID-19 pandemic at the Public Authority for Applied Education and Training in the State of Kuwait

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Abstract:

This study aimed to investigate student perceptions towards distance education experience at Public Authority for Applied Education and Training (PAAET) faculties in the State of Kuwait during the period of the Corona Covid-19 pandemic. To achieve the objectives of the study; the analytical descriptive approach was adopted, whereby a questionnaire was prepared to identify the perceptions with four dimensions (quality of technical training, use of the Teams program, evaluation of educational programs and personal skills). The study sample consisted of (1686) male and female students from various faculties at the PAAET (Basic Education, Technology Studies, Commercial Studies, Health Sciences, and Nursing). The study results showed that student's poses positive perceptions towards the distance education experience, moreover the results showed statistically significant differences between the means of student perceptions due to gender in favour of male student, although results showed significant differences attributed to faculty variable in favour of technological studies and nursing faculties.

Keywords: Distance Education, Perceptions, PAAET, Kuwait.

Introduction

In recent years, interest in using technology has begun in many educational institutions, schools and universities, and paying attention to new educational applications. The ways of using a lot of software of interest and employing them in a way that helps and serves, the educational process has changed the form of education from its previous era, and it has become dependent on modern technology in education. The beginnings of the entry of the Internet were in the early eighties, when computers entered schools and education, after which the spread of the Internet began in the early nineties until the Massachusetts Institute of Technology adopted an initiative for open classes and their employment in the educational process (UNESCO, 2020).

In the period from the beginning of the year (2020), educational systems in various countries of the world were affected during the Covid-19 crisis, which caused complete paralysis of schools and affected more than one and a half billion student's at all academic levels.

Because of this effect, it has become difficult to continue the education process in its usual form in many countries, especially after poverty and the economy were the main reasons for stopping education. In addition, the pandemic has added a definitive reason for the disruption of education for periods that are limited for some countries and continue for others (United Nations, 2020).

Educational institutions all over the world and at different stages are facing several challenges, especially in the areas of quality and educational planning, in order to work on the continuity of the teaching and learning process at a high level. Despite the presence of significant obstacles and the need to treat educational systems under the supervision of institutions and ministries by providing quality education for all. As a result, all educational efforts and energies were directed towards the use of technology in teaching and the activation of e-learning through distance education as an alternative and complementary solution to the traditional education that has been applied for many years in many countries. Therefore, it prepared the equipment for this and proceeded to train educational cadres in schools and universities in addition to students, marking the start of the application of e-

learning and the continuation of the teaching and learning process and the advancement of the scientific aspect in all countries(Almomani, Alnasraween, Almosa, 2020)

There is no doubt that the application of e-learning, especially when it is a new experience in different countries, especially the poor ones, has controls and requirements that must be provided to ensure its success and the lack of its content. Therefore; in the section below, we address those requirements, which are the fertile ground on which e-learning is built to ensure the sustainability of education and success(Alnasraween, Almosa, Almomani& Ammari, 2020)

Statement of the Study Problem:

Most world countries are witnessing a major changes in their educational policies and attitudes due to the spread of the Corona Covid-19 pandemic, as they have taken steps and procedures that opened new horizons for them in terms of adopting new educational strategies. As a quick reaction to contain the educational crisis resulting from this pandemic; governments tended to adopt the distance education strategy, which is considered part of e-learning, and made it a quick haven and an alternative method for traditional education during this period, to continue the process of teaching and learning after it was stopped due to the complete closure.

The State of Kuwait has also sought to be one of the countries affected by the pandemic, which resorted to complete closure and disruption of schools; to find a way out to change the traditional teaching method to another method to meet these challenges and work on the continuity of education. Therefore, the Ministry of Education adopted the distance education strategy as an essential alternative to traditional education to continue educating our students and to continue graduating working cadres in light of the continuation of this pandemic. The PAAET had taken a major role in choosing the TEAMS platform as the main education tool after completing the training of the faculty and students in all faculties to use this educational platform.

Given the recent experience of distance education in the State of Kuwait, there are shortcomings in the researches and studies that evaluate this experience to find out its negatives and positives aspects, and to reveal its strengths and weaknesses. Moreover, higher education institutions that have implemented distance education need information and

feedback from all the elements that represent distance education experience, whether from faculty members as practitioners or students as recipients, to view and study them closely in an effort to develop and improve. Which generates a need to conduct studies that help in achieving this purpose as the current study.

Since students are the main element benefiting from educational services, it is necessary to ensure that those services, which are provided to them through distance education are accepted and efficient, to ensure that their education is proceeding to the fullest and that the alternative strategy has succeeded in playing its role in educating students.

There is no doubt that educational scientific research plays a key role in evaluating new educational experiences and policies through investigation and analyzing various educational phenomena. Therefore, this study sought to obtain information stemming from the students' perceptions of the extent to which they benefited from the distance education experience and accepted it as an alternative strategy for the traditional education that they were accustomed to and practiced during the past years.

Study Questions:

1. What are student perceptions at the Public Authority for Applied Education and Training in the State of Kuwait towards the experience of distance education during the Corona pandemic?
2. Are there statistically significant differences at the level ($\alpha = 0.05$) of the students perceptions at the Public Authority for Applied Education and Training towards the experience of distance education in the State of Kuwait during the Corona pandemic due to the variable (gender and faculty)?

Objectives of the Study:

- Knowing the students perceptions of the (PAAET) in the State of Kuwait towards the experience of distance education during the Corona pandemic.
- Revealing the extent to which there are statistically significant differences, between student perceptions at the faculties of (PAAET) towards distance education experience in the State of Kuwait due to the variables (gender and faculty).

The Importance of Study:

- The researchers seeked to identify the perceptions of PAAET student towards the experience of distance education which they received in the State of Kuwait, and are still receiving during the period of Corona pandemic, given that students are considered an important and influential element in the educational process and they are the beneficiaries of that category, the experiment as an alternative educational strategy, which makes their views very important and that leads to enriching the distance education process through the information and observations they provide about this experience, which creates an image and impression for researchers and those familiar with the results of this research on the level of distance education experience in educational institutions and the extent of its success in compensating traditional education, and thus providing suggestions on how to develop it and correct the course in the event of a defect or shortcoming.
- This study also helps senior educational leaders, officials, decision-makers and educational experts to use its results in working to overcome educational obstacles and create healthy educational environments for the distance education experience, in addition to relying on those results emanating from students as recipients of this new type of education to conduct continuous development and improvement processes for education remotely.
- In addition, the current exceptional educational situation requires conducting a series of evaluations of education as a whole to provide an opportunity for education officials in the State of Kuwait to address weaknesses and shortcomings and avoid future errors. The importance of this study is also evident in the extent of its contribution to raising the educational level of students and future generations, and the adoption of that experience as a continuous educational method for the coming years, given its reliance on the opinions of students studying in higher education institutions and the degree of their acceptance of it. Finally, this study helps those interested in including technology in education to activate their ideas, apply them in the educational field, which has become completely dependent on this technology, and thus keep pace with modern educational systems that are pioneers in this field and keep pace with the technological development witnessed by the surrounding world.

The Limitation of the Study:

- **Subject Limitation:** The study was limited to knowing the perceptions of students studying in the faculties of PAAET in the State of Kuwait towards the experience of distance education during the Corona pandemic.
- **Spatial boundaries:** The study was conducted within the faculties of the PAAET in Kuwait (faculty of Basic Education, faculty of commercial Studies, faculty of Technology Sciences, faculty of Health Sciences, and faculty of Nursing).
- **Time limitation:** This study was conducted during the second semester of the academic year (2020/2021).
- **Human Limitation:** The study was limited to students of the faculties of (PAAET).

Terminology of Study:

- **E-learning:**

A method of education that is based on educational technologies that support self-learning or the use of technology in education, developing curricula, and evaluating the academic achievement level of students (Al-Dulaimi, 2018)

- **Distance education:**

An educational method that relies on transferring educational content to the recipient (the learner) through various means and different communication technologies so that the student or learner is geographically separated from his teacher or the one who undertakes the education process (Al-Dulaimi, 2018)

- **Teams Program:**

A communications and commercial platform owned by Microsoft and is part of Microsoft 365 software. The Teams program started in (2016) to organize high-quality electronic communication between individuals. The program serves distance learning chatting, messaging, interactive live workspace, live video conferencing, and interactive storage and file storage for teachers and learners (Warren, 2016).

Theoretical Framework:

The term e-training has become circulated recently, especially in student societies and educational institutions, in addition to companies and businesses due to its multiple use in those areas. It is a form of non-traditional education that is characterized by high flexibility

and is not linked to time or spatial boundaries, which in turn helped in adapting it to the new considerations of knowledge and the resulting scientific, cultural, human and even social data (Abdel Aziz, et al., 2021).

The shift from traditional education to e-learning has been an alternative that has been talked about for a long time and controversy over the necessity of integrating it into the educational process. Especially after the educational process was directly affected by the development of "Artificial Intelligence" and "Internet of Things" technology, as well as the information technology revolution that invaded most forms of human life and became an integral part of it, and this tremendous development in the field of computers Automation, informatics and communication technology led to a technical revolution that affected the sources and management of information both quantitatively and qualitatively. Despite this, the existence of electronic content does not necessarily mean the ability to benefit from contemporary informatics and its technologies. Any electronic content needs effective management that can save, classify, operate and retrieve it (Al-Khatib, 2020).

E-Learning Requirements:

E-learning does not mean converting academic content from written and printed content on paper to electronic contents only; Rather, there are many requirements that educational systems must provide that would make the learning process more smooth and flexible for learners. The requirements of e-learning mean all the main components related to the curricula and the learning environment, which require the preparation and training of educational cadres on the use of electronic technologies in educational institutions (Al-Saadi, 2013).

Daw & Al-Misrati (2020) believes that the infrastructure requirements for the availability of electronic devices of all kinds, the communication networks used, as well as educational programs accompanied by technical support to avoid urgent problems contribute to improving the teaching and learning process.

E-learning also requires raising the skills of the teaching staff in using the educational activities that are provided to learners to provide them with information and provide the resources, means and support they need to raise their teaching efficiency. E-learning also requires renewal and diversity in the policies related to the components of e-learning

(teachers, students, curriculum, and evaluation) as essential elements to raise the efficiency of the educational process. One of the main e-learning requirements is the design of electronic curricula that include media such as sound, image and movement, which will ensure the process of assimilation as well as overcome some of the obstacles included in traditional education.

Ali(2017) & Al-Jarbawi(2020) states that e-learning requires the establishment of development centers within educational institutions whose mission is the general and administrative supervision of e-learning to ensure the quality of its output level by conducting continuous evaluation, developing educational content and improving the performance level of educational cadres, in addition to creating the appropriate atmosphere for the learner.

The concept of distance education:

It is noted from the literature review that there is no unified definition of the concept of distance education. In general, there is agreement that it is a means of communicating information in a quick electronic way without resorting to a direct interview between the teacher and the learner(Daw & Al-Misrati, 2020). The uses of distance education have diversified beyond school education, as it is now used between families, jobs, state administrations and others as certain means to keep pace with the development-taking place in aspects of life. UNESCO (2020) clarified that there are classifications of distance education practiced by learners. The first is synchronous education, which is the direct meeting between supervisors and learners at the same moment in separate places, and the other is asynchronous as it depends on guidance by supervisors and the learner seeks to reveal information and facts and search for them by himself without communication. Direct or simultaneous with the supervisor. The educational institution can choose what is appropriate for it according to the circumstances that surround it.

Saykili(2018) sees in his explanation of the concept of distance education as a process that includes the separation between the teacher and the learner, and the change of the traditional image, which depends on their direct and face-to-face encounters,

Also Saykili(2018) believe that while education occurs by creating two-way communication that includes learning processes and direct dialogue, it also helps to hold periodic meetings for educational purposes and socialization for the benefit of the learner.

The concept of distance education is procedural:

The researchers define procedural distance education as a type of education that provides educational and training options for learners in different ways depending on technology such as a computer, programs and electronic educational applications. Without the presence of a direct supervisor and without commitment to the specified time and place, and it is different from the traditional formal, education that depends on direct confrontation with the teacher is under the supervision of educational institutions, relying on various technological media.

Distance education philosophy:

Education is a right for individuals in all its ways, and there are several elements to a philosophy of distance educational, including providing educational opportunities for everyone who desires and can receive it. Distance education is characterized by the diversity of learning and teaching dimensions, which are characterized by flexibility throughout the education period. It also works to organize the educational curriculum, teaching and evaluation methods according to the capabilities of the learners and their social and economic conditions, leaving the freedom for the learner to take the appropriate method from the different teaching methods available to him, and last but not least, it works to improve traditional learning systems and methods (UNESCO, 2020; Al-Mallahi, 2006).

Al-Dulaimi (2018) mentions that distance education includes an educational philosophy based on a set of rules, including providing learners with appropriate educational opportunities according to their desires. Also, distance education guarantees the freedom and independence of learners in choosing what suits them of educational means. It is also the philosophy of distance education that it provides curricula that will respond to the needs of students in different fields of their work. And distance education takes into account the special categories of learners who have special circumstances that require staying in certain places, which makes this type of education suitable for them. Finally, Distance education is an educational strategy that contributes to the improvement and development of the traditional educational system.

Distance Learning Objectives:

Distance learning programs and means for learners have many goals, including:

- Raising the cultural level of learners with educational, cultural materials and knowledge.
- Filling the shortfall in the number of faculty members.
- Providing a variety of educational resources, multiple and easy to access.
- Creating appropriate learning conditions for the learner and the teacher for the continuation of the educational process.
- Keeping pace with this era by following modern methods.
- Pushing some learners to continue their education and to overcome the obstacles of traditional education in society.
- Contribute to the preparation of appropriate developmental educational programs and curricula that meet the requirements of the labour market (Mohammed, 2020; Saykili, 2018).

Justifications For Applying Distance Education:

Al-Sharhan (2014) indicated in his study that there are factors and justifications for adopting open and distance education, which imposed themselves through the need and life development at that time because of their great importance in the use of distance education. The conditions were health, geographic, political, economic, or social in order to maintain community development and meet needs.

Many educationalists see these justifications through the development of education in line with the requirements of this era, as well as geographical barriers and human capabilities in the difficulty of moving and leaving their homes for education or schools. On the political side, there are also some political dilemmas that pose a threat to learners and the frequent closure of schools and universities it also happens in occupied or politically turbulent countries. Distance education helps students to quickly acquire information and ease of obtaining the required sources of information. It is also possible for one class to contain a large number of students at the same time and to form friendships and mini learning groups if possible. This type of learning also helps to overcome economic problems, as some students find it difficult to learn in schools due to its economic costs and the lack of sources of livelihood and education, as in some countries (Al-Dulaimi, 2018; Muhammad, 2020).

Previous Studies:

Harhash & Youssef (2021) conducted a study aimed at identifying the attitudes of students at Damanhour University in Egypt, specifically students of the Faculty of Agriculture, towards e-learning applied during the Corona pandemic period. The researchers used a questionnaire to collect data by group interview method from the sample members, who numbered 180 male and female students in the third and fourth academic levels who studied during the Corona pandemic through e-learning. The results showed that most of the study sample had negative attitudes towards e-learning during the Corona pandemic. The results also showed that there were statistically significant differences between the Perceptions of the study sample according to the variables of gender and specialization.

Khabouri & Khabouri (2021) also performed a study aimed to identify the impact of the application of distance education at the University of Hail from the female students' point of view. The study was sample consisted of (118) female students in Saudi Arabia. The results showed many positives aspects of distance education, and the phone was the most common device, followed by the Tablet computer to follow up on distance education, also results showed that student think it is possible to continue in this way significantly, while the loss of cooperative education is one of the prominent negatives of students. Likewise, most students preferred distance learning with the group more than individual learning, and it is distinguished by the fact that it expands the perceptions of learning and the formation of new friendships with the learners.

As well, Al-Sharif (2020) conducted a study in which he sought to identify the attitudes of university students towards using digital platforms in their studies instead of traditional education. The researcher adopted the descriptive approach in conducting the study and employed a measure of trends towards the use of digital platforms in the study. The study sample consisted of students studying at the faculty of Education affiliated to Taibah University, where they numbered 120 male and female students. The results of the study indicated that the students had positive attitudes towards the use of digital platforms in the study. The researcher extracted the differences in the students' attitudes according to some demographic variables, the most important of which are the variables of gender and the effect of the study location. While the results also indicated that, there were no statistically

significant differences between students' attitudes according to the study location's impact variable.

Al-Ghamdi (2020) study to aimed to identify the attitudes of the students of the Higher Institute for the Promotion of Virtue and the Prevention of Vice, in addition to the attitudes of the teaching staff working at the Institute towards e-learning, specifically the Blackboard platform, according to some variables and during the COVID-19 pandemic period. The researcher used the descriptive survey method in conducting his study, as he applied two scales of his design to identify from the first the attitudes of the students and from the second to the attitudes of the faculty members. The study sample consisted of 155 male and female students and 27 faculty members. The results of the study revealed that students and faculty members have positive attitudes towards e-learning represented by using the Blackboard platform. The results also revealed that there were no statistically significant differences between students' attitudes towards e-learning according to the variables of gender and academic program. On the other hand, the results revealed that there were statistically significant differences between students' attitudes due to the variable of the scientific department and in favour of the training courses department. In addition to these results, the study revealed that there are no statistically significant differences between the Perceptions of faculty members according to the variables of academic degree, experience, and scientific section.

Samir (2020) also conducted a study aimed at revealing the nature of the attitudes of the students of the Institute of Physical and Sports Activities Sciences and Technologies towards online education during the Corona pandemic period. The study also aimed to identify the nature of these Perceptions according to the variables of gender, specialization, academic level and control of Internet search techniques. The researcher adopted the descriptive-analytical method in his study. To collect data from the study sample; the researcher used a questionnaire consisting of 42 phrases distributed on 3 main axes. The study sample consisted of 78 students from the Institute of Science and Technology of Physical and Sports Activities. The results of the study indicated that the members of the study sample had positive attitudes towards Internet-based education during the Corona pandemic. The results also indicated that there were no statistically significant differences between the attitudes of

the study sample according to the variables of gender and specialization, while there were statistically significant differences between the attitudes of the study sample due to the variable of academic level and control of search techniques in the Internet.

Kurniawati (2020) study sought to identify the attitudes of university students towards e-learning during the crisis caused by the COVID-19 pandemic. The researcher adopted the descriptive approach in his study and applied a questionnaire consisting of 16 phrases distributed on three axes representing the fields of the questionnaire (learning process, learning environment, and motivation to learn). The study sample consisted of 100 students studying in Malak Saleh in Indonesia. The results of the study indicated that the sample members had negative attitudes towards e-learning during the Corona pandemic period.

In a study on the same topic, the goal of Mel et al. (Male et al., 2020) is to identify university students' attitudes towards applied e-learning during the COVID-19 pandemic period. The researchers applied the qualitative approach in the research, as they conducted personal interviews with a sample of students, numbering four students who agreed to conduct the personal interview. The results of the interview showed that the students had negative attitudes towards e-learning, as some of them expressed boredom with this type of education and showed their preference for the traditional education that was previously established.

Miqdadi (2020) also performed a study that sought to reveal the views of a sample of students at the secondary stage in the Hashemite Kingdom of Jordan, towards their experience in distance education and applied during the period of the COVID-19 pandemic. The study also sought to identify the differences between the views of the study sample according to the gender variable. In his study, the researcher adopted the descriptive survey method in order to achieve the objectives of the study. The study sample consisted of 167 male and female students from schools affiliated to the city of Irbid, Jordan. The results of the study showed a large degree of the positive impact of students' use of distance education during the Corona pandemic, which indicates positive views towards distance education. The results also showed that there were no statistically significant differences between the views of the study sample according to the gender variable.

In the same context, Youssef (2020) conducted a study that aimed to identify university students' attitudes and opinions towards e-learning during the COVID-19 pandemic. The study was applied to a sample of students studying at King Abdulaziz University, where they numbered 151 students in the faculty of Communication and Media. The researcher used a multi-axis questionnaire to collect data from the study sample. The results of the study indicated that the sample members have attitudes and a high degree of satisfaction with the e-learning applied during the Corona pandemic. Furthermore, the results indicated that respondents prefer e-learning over traditional education in general.

Al-Sadhan's study (2015) aimed to reveal the attitudes of students and faculty members belonging to the faculty of Computer Science of Imam Muhammad bin Saud University towards the application of e-learning via the Blackboard platform in university studies. The researcher adopted the descriptive approach in his study and adopted the questionnaire as a tool for collecting data from the sample members. The study sample consisted of (533) male and female students in addition to (72) members of the faculty members in the faculty. The results of the study revealed positive attitudes by students and faculty towards e-learning. The results also revealed the existence of statistically significant differences between the responses of the study sample members due to the variable of specialization. The results also showed that there were no statistically significant differences between the responses of the study sample members due to the variables of academic level and gender. In his study, the researcher recommended the need to generalize the e-learning experience in all faculties at the university, as well as the need to conduct continuous training for both students and faculty members on the use of e-learning.

On a similar subject, Awad & Helles (2015) study aimed to reveal the attitudes of graduate students towards distance education in Palestinian universities. The study sample consisted of (91) male and female students studying in the faculties of education in the Palestinian universities (Al-Aqsa - Islamic - Al-Azhar) and at the postgraduate level. The two researchers adopted the descriptive analytical approach in conducting the study and prepared a scale to measure the attitudes of the sample members towards distance education. The results of the study showed that graduate students studying in Palestinian universities have positive attitudes towards distance education. The results also showed that there were no statistically

significant differences between the sample members' attitudes towards distance education according to the variable of gender, educational level and general assessment. The results also showed that there were statistically significant differences between the attitudes of the study sample towards distance education due to the university variable and in favour of the Islamic University.

Commenting on previous studies:

It is worth mentioning first that the studies differed in naming the concept of distance education; Where we find that some of them dealt with the concept as e-learning, while some of them went to express distance education using electronic and digital platforms, while some used the concept of distance education directly. We are not here to correct or clarify the correctness or incorrectness of naming this concept contained in each study as long as those studies view it as a teaching mechanism or strategy that requires students to stay in a geographical environment isolated from the teacher and the usual school environment. There is no doubt that this study situation expresses the concept of distance education as it was previously defined in the theoretical framework of this research.

It is striking when we look at the previous studies that dealt with e-learning and distance education in particular, that in most of them, they adopted the descriptive approach in conducting them. The questionnaire was the most widely used tool in this research. While few and limited studies adopted the qualitative approach by conducting personal interviews. This may be because descriptive studies are conducted faster than qualitative studies. Through questionnaires, which can be distributed electronically; Researchers can reach the largest number of sample members, unlike studies that use personal interviews or the observation method as qualitative methods of data collection, we find that they take relatively long times.

It is also noted that most studies have shown that students in institutions of higher education (university) have positive attitudes towards e-learning and distance education. While very, few studies have proven otherwise. This indicates that most university students tend to this type of education. The reason for this may be due to several reasons, but the most prominent of them is evident in what Buffy and Bovee(2016) mentioned, that what increases the ease of using distance education is the fact that students are practitioners of electronic life imposed by the nature of the current era and find pleasure in the mastery of its use and

creativity in developing skills they have, meaning that the use of technology and electronics has become a feature of youth practices at present time, in line with the technological reality that has penetrated various fields, whether in the entertainment field or the educational field...etc.

Study Methodology:

The study adopted the descriptive analytical approach, which describes accurately the phenomenon, diagnosing, analysing and interpreting it, in addition to revealing the influences and variables associated with the educational issue (Beins & McCarthy, 2012)

Study Population and Sample:

The study population consisted of (37000) students in the followings faculty: (faculty of basic education, faculty of business Studies, Faculty of applied sciences, faculty of health sciences, faculty of nursing). The available sample method was used; where the study sample consisted of (1686) male and female students in the faculties of the PAAET.

Study Instrument:

A questionnaire was developed after reviewing the previous literature and benefiting from some studies like: (Alnasraween, Almousa, Almomani& Ammari, 2020), Youssef(2020) the instrument consisted from (39) items distributed on (4) dimension distributed. as follows:

- **The first dimension:** Quality of training programs and technical support for distance learning programs.
- **The second dimension:** Teams capabilities.
- **The third dimension:** Academic achievement assessment.
- **Fourth dimension:** Personal skills development.

Study Tool Correction:

To judge the arithmetic means the equation was used (Highest value in ranking - lowest value) / Number of classes = $(5-1) / 3 = 1.33$

2.33- 1 low

2.33 - 3.67 average

3.68 - 5 high

The validity of the questionnaire:

The validity of the questionnaire was verified using the following:

A- Content validity:

The study instrument was presented to a group of specialists in educational scientific research to express their opinions in terms of the appropriateness and clarity of the wording, the integrity of the language and the extent to which the item belong to the objectives of the study, adding or modifying what they deem appropriate, the necessary modifications were made in the light of the arbitrators' observations and opinions. The questionnaire was approved in its final form, which was distributed to the study sample members.

B- Internal consistency:

The internal consistency of the questionnaire was confirmed by calculating the correlation coefficients between each item and the total degree of the questionnaire obtained from the exploratory study applied to (32) students. The SPSS statistical package was used to calculate the correlation coefficients, table (1) display the results.

Table (1)

Correlations between each dimension and the total degree of the questionnaire

| No. | Dimension | Correlations |
|-----|-----------------------------------------------------------------------------------|--------------|
| 1 | Quality of training programs and technical support for distance learning programs | 0.780** |
| 2 | Teams capabilities | 0.921** |
| 3 | Academic achievement assessment | 0.910** |
| 4 | Personal skills development | 0.897** |

() Correlation is significant at the (0.01) level**

Table (1) illustrates that the correlations between each dimension and the total degree of the questionnaire are high and statistically significant at the significance level (0.01), and they ranged between (0.780- 0.921), this confirms the internal consistency and the validity of the study.

Instrument Reliability:

The Reliability has been calculated via finding the (Alpha) for each theme in the questionnaire by applying the (SPSS) on the sample of this study as shown in table (2).

Table (2)

Reliability of questionnaire dimension using the Cronbach alpha equation

| No. | Dimension | Cronbach Alpha |
|---------------------|-----------------------------------------------------------------------------------|----------------|
| 1 | Quality of training programs and technical support for distance learning programs | 0.82 |
| 2 | Teams capabilities | 0.80 |
| 3 | Academic achievement assessment | 0.79 |
| 4 | Personal skills development | 0.76 |
| Total degree | | 0.83 |

Table (2) shows that the values of the Cronbach alpha reached (0.83) for the total degree, and it rounded from (0.76) to (0.82) for the dimensions which is considered acceptable for the purposes of this study.

Statistical treatment:

The Statistical Package for Social Sciences (SPSS) was used to input data to be treated in order to answer the study questions:

- Means.
- Standard Deviation.
- T-test.
- ANOVA.

Results:

This part displays the results of the study after conducting the statistical analysis of data. To answer the questions of the study, the responses of the study sample individuals have been collected and treated statistically using the SPSS to find the arithmetic means and standard deviations for each statement in the questionnaire. The next part is concerned with displaying the results of the study.

The results of the first question:

What are student perceptions at the Public Authority for Applied Education and Training in the State of Kuwait towards the experience of distance education during the Corona pandemic?

To answer this question Arithmetic means and standard deviations of students' perceptions of faculties of the PAAET in State of Kuwait towards experience of distance education during the Corona pandemic, as table (3) displayed.

Table (3)

Arithmetic means and standard deviations of students' perceptions towards experience of distance education during the Corona pandemic at PAAET faculties in the State of Kuwait

| No. | Dimension | Mean | Standard deviation | Rank | Degree |
|---------------------|-----------------------------------------------------------------------------------|-------------|--------------------|------|--------|
| 1 | Quality of training programs and technical support for distance learning programs | 3.88 | 0.72 | 4 | high |
| 2 | Teams capabilities | 4.27 | 0.67 | 1 | high |
| 3 | Academic achievement assessment | 3.97 | 0.74 | 3 | high |
| 4 | Personal skills development | 4.17 | 0.78 | 2 | high |
| Total degree | | 4.08 | 0.64 | | high |

It is noticed from the results of Table (3) that the student perceptions at PAAET faculties in the State of Kuwait towards the distance education experience during the Corona pandemic were positive and at a high degree, as the arithmetic means of the total degree reached (4.08). In addition, all the arithmetic means of the dimensions were at a high degree, it ranged between (3.88) and (4.27). This indicates that the sample members have positive perceptions towards the distance education experience that they had during the Corona pandemic period.

The results of the second question:

Are there statistically significant differences at the level ($\alpha = 0.05$) of the students perceptions at the Public Authority for Applied Education and Training towards the experience of distance education in the State of Kuwait during the Corona pandemic due to the variable (gender and faculty)?

To answer this question, T-test and ANOVA were extracted as shown in the following table:

Table (4)
Results of t-test to examine the differences among the averages of student perceptions towards the distance education experience during the Corona pandemic at PAAET, in the State of Kuwait according to gender

| gender | N | Mean | Std. Deviation | df | t | sig | |
|-----------------------------------------------------------------------------------|--------|------|----------------|------|------|-------|--------|
| Quality of training programs and technical support for distance learning programs | male | 874 | 3.99 | 0.74 | 1684 | 6.462 | 0.0001 |
| | female | 812 | 3.77 | 0.68 | | | |
| Teams capabilities | male | 874 | 4.36 | 0.63 | 1684 | 5.477 | 0.0001 |
| | female | 812 | 4.18 | 0.70 | | | |
| Academic achievement assessment | male | 874 | 4.11 | 0.69 | 1684 | 8.244 | 0.0001 |
| | female | 812 | 3.82 | 0.76 | | | |
| Personal skills development | male | 874 | 4.25 | 0.73 | 1684 | 4.177 | 0.0001 |
| | female | 812 | 4.09 | 0.82 | | | |
| total | male | 874 | 4.19 | 0.61 | 1684 | 6.990 | 0.0001 |
| | female | 812 | 3.97 | 0.65 | | | |

It is noticed from the results of the table (4) that there are apparent differences between the arithmetic means of the students' perceptions at the PAAET in the State of Kuwait according to gender variable in favour of males student.

Table (5)

Arithmetic means, and standard deviations of students' perceptions towards distance education experience during Corona pandemic at PAAET, in the State of Kuwait according to faculty categories

| Faculty | N | Mean | Std. Deviation | |
|-----------------------------------------------------------------------------------|-----------------------|------|----------------|-----|
| Quality of training programs and technical support for distance learning programs | Education | 1296 | 3.86 | .70 |
| | Healthy Science | 94 | 3.83 | .82 |
| | Technological Studies | 153 | 4.10 | .80 |
| | Nursing | 61 | 3.72 | .68 |
| | Commercial Studies | 82 | 4.01 | .76 |
| Teams capabilities | Education | 1296 | 4.25 | .66 |
| | Healthy Science | 94 | 4.32 | .81 |
| | Technological Studies | 153 | 4.44 | .63 |
| | Nursing | 61 | 4.21 | .56 |
| | Commercial Studies | 82 | 4.38 | .73 |
| Academic achievement assessment | Education | 1296 | 3.95 | .73 |
| | Healthy Science | 94 | 3.93 | .83 |
| | Technological Studies | 153 | 4.17 | .78 |
| | Nursing | 61 | 3.93 | .59 |
| | Commercial Studies | 82 | 4.08 | .82 |
| Personal skills development | Education | 1296 | 4.14 | .78 |
| | Healthy Science | 94 | 4.22 | .94 |
| | Technological Studies | 153 | 4.35 | .68 |
| | Nursing | 61 | 4.08 | .67 |
| | Commercial Studies | 82 | 4.35 | .77 |
| Total | Education | 1296 | 4.06 | .62 |
| | Healthy Science | 94 | 4.09 | .77 |
| | Technological Studies | 153 | 4.27 | .65 |
| | Nursing | 61 | 4.00 | .54 |
| | Commercial Studies | 82 | 4.21 | .71 |

It is noticed from the results of the table (5) that there are apparent differences between the arithmetic means of the students perceptions at the PAAET in the State of

Kuwait according to the variable of the faculty, and to find out whether these differences are statistically significant, variance analysis (ANOVA) was extracted as shown in Table (6).

Table (6)

Results of variance analysis (ANOVA) to investigate the significance between arithmetic means, and standard deviations of students' perceptions towards distance education experience during Corona pandemic at PAAET, in the State of Kuwait according to faculty categories

| Domain | school governorate | Variance | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------------------------------------------------------------------|---------------------|----------------|----------------|------|-------------|--------|--------|
| Quality of training programs and technical support for distance learning programs | Education | | | | | | |
| | Healthy Science | Between Groups | 1485.771 | 4 | 371.443 | 11.441 | 0.0001 |
| | Technological Study | Within Groups | 54575.84 | 1681 | 32.466 | | |
| | | Total | 56061.6 | 1685 | | | |
| | Nursing | | | | | | |
| | Total | | | | | | |
| Teams capabilities | Education | | | | | | |
| | Healthy Science | Between Groups | 1964.886 | 4 | 491.221 | 9.244 | 0.0001 |
| | Technological Study | Within Groups | 89326.08 | 1681 | 53.139 | | |
| | | Total | 91290.9 | 1685 | | | |
| | Nursing | | | | | | |
| | Total | | | | | | |
| Academic achievement assessment | Education | | | | | | |
| | Healthy Science | Between Groups | 3244.422 | 4 | 811.106 | 12.593 | 0.0001 |
| | Technological Study | Within Groups | 108271.3 | 1681 | 64.409 | | |
| | | Total | 111515.7 | 1685 | | | |
| | Nursing | | | | | | |
| | Total | | | | | | |
| Personal skills | Education | | | | | | |

| Domain | school governorate | Variance | Sum of Squares | df | Mean Square | F | Sig. |
|-------------|---------------------|----------------|----------------|------|-------------|--------|--------|
| development | Healthy Science | Between Groups | 1770.050 | 4 | | | |
| | Technological Study | Within Groups | 81214.19 | 1681 | 442.513 | 9.159 | 0.0001 |
| | Nursing | Total | 82984.2 | 1685 | 48.313 | | |
| | Total | | | | | | |
| Total | Education | Between Groups | 32188.7 | 4 | | | |
| | Healthy Science | Within Groups | 1019016 | 1681 | 8047.190 | 13.275 | 0.0001 |
| | Technological Study | Total | 1051204 | 1685 | 606.196 | | |
| | Nursing | Total | | | | | |
| | Education | | | | | | |

Table (6) displays that there are statistically significant differences between the arithmetic means of students' perceptions at the faculties of the PAAET in the State of Kuwait towards the experience of distance education during the Corona pandemic according to the gender variable.

As for the faculty variable: the results of the analysis revealed that there were statistically significant differences between the arithmetic means of students' perceptions at the faculties of the PAAET in the State of Kuwait towards the experience of distance education during the Corona pandemic on the total degree and the dimensions, except for the dimension "Teams capabilities", where significant differences were found, Statistically, and to know to whom these differences attributed, Scheffe's post-test was extracted as shown in Table (7).

Table (7)

The results of the Scheffe test to investigate the significance of the differences between the arithmetic means of student perceptions according to the different of faculty categories

| | | Mean | Education | Healthy Science | Technology Study | Nursing | Commercial Study |
|-----------------------------------------------------------------------------------|---------------------|------|-----------|-----------------|------------------|---------|------------------|
| Quality of training programs and technical support for distance learning programs | Education | 4.25 | - | -0.07 | *-0.19 | -0.04 | 0.13 |
| | Healthy Science | 4.32 | - | - | *-0.12 | -0.11 | -0.06 |
| | Technological Study | 4.44 | - | - | - | *0.23 | *0.16 |
| | Nursing | 4.21 | - | - | - | - | *0.17 |
| | Commercial Study | 4.38 | - | - | - | - | - |
| | | Mean | Education | Healthy Science | Technology Study | Nursing | Commercial Study |
| Academic achievement assessment | Education | 3.95 | - | 0.02 | *-0.22 | 0.02 | *-0.12 |
| | Healthy Science | 3.93 | - | - | *-0.24 | 0 | *-0.15 |
| | Technological Study | 4.17 | - | - | - | *0.24 | 0.09 |
| | Nursing | 3.93 | - | - | - | - | *-0.15 |
| | Commercial Study | 4.08 | - | - | - | - | - |
| | | Mean | Education | Healthy Science | Technology Study | Nursing | Commercial Study |
| Personal skills development | Education | 4.14 | - | -0.08 | *-0.21 | 0.06 | *-0.21 |
| | Healthy Science | 4.22 | - | - | -0.13 | 0.08 | 0.06 |
| | Technological Study | 4.35 | - | - | - | *-0.27 | 0 |
| | Nursing | 4.08 | - | - | - | - | *-0.27 |
| | Commercial Study | 4.35 | - | - | - | - | - |
| | | Mean | Education | Healthy Science | Technology Study | Nursing | Commercial Study |
| Total degree | Education | 4.06 | - | -0.03 | *-0.21 | 0.06 | *-0.15 |
| | Healthy Science | 4.09 | - | - | *-0.18 | 0.09 | *-0.12 |
| | Technological Study | 4.27 | - | - | - | *0.27 | 0.07 |

| | | | | | | |
|------------------|------|---|---|---|---|-------|
| Nursing | 4.00 | - | - | - | - | -0.21 |
| Commercial Study | 4.21 | | | | | |

It is noted from the results of Table (7) that the differences between the arithmetic means in students' perceptions towards distance education experience during Corona pandemic are attributed to the faculties (technological studies) and the faculty (nursing) when they are compared with other faculties. In the sense that the students of the faculty of Technology Studies and the students of the faculty of Nursing have more positive perceptions than the rest of the students in other faculties towards the field of " Teams capabilities."

Discussion:

The results of the first question which state: “*What are student perceptions at the Public Authority for Applied Education and Training in the State of Kuwait towards the experience of distance education during the Corona pandemic*” indicated that students of the faculties of the PAAET have positive attitudes towards the distance education experience that they experienced during the Corona pandemic period. This result agreed with the results of Khabouri & Khabouri (2021) study, and the results of Al-Ghamdi (2020), Sharif (2020), Sameer (2020), Miqdadi (2020), Joseph (2020), Al-Sadhan (2015), and Awad & Helles (2015). While the result differed with the following studies results : Harhash & Youssef (2021), Kurniawati(2020) and Mel et al. (2020).

This result was justified by the fact that the students, who are from the young generation, frequently use electronic technologies in various matters of their lives, which made their use of them in the learning acceptable, especially in light of the need for continuity of study after a period of complete closure, which made those electronic means that they are accustomed to acceptable to them.

Additionally; the justification for this positive attitudes may be due to the facilities obtained by the students of the PAAET regarding their use of the Teams platform in their study of courses, as this experience is relatively new to them. The authority's administration also provided technical support to students in case they encountered any difficulties while using the educational electronic platforms and facilitated ways to communicate with technical support technicians to request assistance when needed.

Also, perhaps one of the reasons that led to the existence of these positive attitudes among students towards distance education is the global attitudes towards using it as an alternative method for traditional education, especially in countries that have advanced educational systems, as well as countries that have a similar culture like the Kuwaiti society, such as the Kingdom of Saudi Arabia, and the rest of the Arab Gulf countries, which it may generate the impression that the distance education process is the indispensable way to save the crippled education and the need to complete the study, especially since there are students who aspire to graduate and enter the midst of a career.

The results of the second question which state” *Are there statistically significant differences at the level ($\alpha= 0.05$) of the students perceptions at the Public Authority for Applied Education and Training towards the experience of distance education in the State of Kuwait during the Corona pandemic due to the variable (gender and faculty)?*

First: the gender variable:

The results of the study indicated that there were statistically significant differences between the perceptions of the study sample due to the gender variable and in favour of males student. This study agreed with the results of following studies: Al-Sharif (2020); Harhash & Youssef (2020), also the study of Al Sadhan (2015). While it differed with the results of the following studies: Al-Ghamdi (2020), Sameer (2020), Miqdadi (2020), Awad & Helles (2015).

The reason for this result can be explained to the fact that male students have more positive attitudes towards distance education than female because the educational platform used, which is the Teams platform; has made lecturers enter houses through these platforms, which some may consider it as an invasion of privacy, especially for females, as the prevailing culture in Kuwaiti society includes segregation between males and females.

Thus, especially for families who live in small apartments; females are forced to use computers in the bedrooms sometimes, especially since the regulation of distance education applied in the faculties of the PAAET has imposed on all students to open cameras during exams, and this matter is acceptable to males, while some females reserve it, because the camera shows parts of the house and even bedrooms. This may be one reason why males have more positive perceptions than females.

Moreover, the reason behind these differences is because males in Kuwaiti society are more mobile and stay outside the home, whether in cafes, shopping malls, or picnics in different places to a greater degree than females who stay longer at home due to the nature of society. Therefore, the use of electronic platforms is easy, as it is used outside the home and anywhere as long as the internet is available. Therefore, distance education does not force male students to stay at home for long hours, which increases the possibility of positive perceptions towards distance learning, larger than females.

Second: The faculty variable:

The results of the study showed that there are statistically significant differences between the perceptions of the students at the PAAET attributed to the variable faculties, specifically among the students of the faculty of Technology Studies and the faculty of Health.

Perhaps the reason behind this result lies in the nature of the scientific Specialties of Technology Studies faculty, and the faculty of Health Sciences, and what distinguishes them from other faculties. These two faculties include courses based on the use of scientific laboratories in the study and conducting scientific experiments using different materials, devices and technologies. Therefore, a large part of students' assessment is based on this practical aspect. However; during distance education, it was necessary to reduce the practical aspect of the majority of courses, due to the difficulty of students being present in scientific laboratories, and in response to the instructions of the authorities in the country to adhere to social distancing and stay at home to take courses remotely. Thus, this procedure facilitated the content of the courses of a practical nature belonging to those two faculties, which led to alleviating the study load in them. This matter may generate positive perceptions among these faculties' students towards the educational platform that was used in studying those courses, which is the "Teams" platform.

Recommendations:

- Building appropriate curricula for e-learning in line with the nature of this era.
- Reconsidering traditional education methods and including technology in it.
- Choosing a variety of assessment methods instead of concentrating on tests only, depending on the student's achievements.

- Focusing on the students and involve them in the educational process. Not as a receiver of information and the application of effective learning methods in teaching should be adopted, such as case studies, open discussion and debate, learner-led discovery, and experiential learning.
- Benefit from the leading international experiences in the field of distance learning and identifying the areas of success in it.
- Establishing distance education centers that follow educational institutions at their various levels so that they work on supervising and developing e-learning in general and distance education in particular.
- The Ministry of Education should supports and encourages youth projects that are directed towards building and developing e-learning.

Suggested research:

- Conducting a comparative study between students' achievement in distance education and traditional education.
- Conducting a study to identify the students' attitudes towards their academic specializations, after distance education learning.
- Conducting a study to identify the level of students' motivation towards distance education.
- Conducting a study showing the impact of the Corona pandemic on students' academic achievement.

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