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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، ورقم الهاتف النقال.
 - 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 بحقوقها 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، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
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



Impact of Internet Outages on The Education in Kuwait During Pandemics and Wars From Students Perspective

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Abstract: This paper explores the influence of Internet outages on education during the pandemic and wars by analyzing responses to a questionnaire sent to Department of Libraries and Information Sciences students at Kuwait's College of Basic Education. The descriptive method was applied using a quantitative scale, the questionnaire. Five hundred four students contributed to this study by their answers to the questionnaire, the main limitation of this study is its quantitative nature. Findings: The article discusses Kuwait's education system during the epidemic and its failure to incorporate online learning into its system for many years. The study concluded with several recommendations, including that student should continue studying via the Internet but return to school immediately after a pandemic. Begin to integrate the use of the Internet with traditional education while encouraging students to self-study and include it in the assessment system.

Keywords: Internet Outages, COVID-19, Kuwait, Online learning, Education

Introduction:

Today, more than half of the world's population, or 4.66 billion, is completely dependent on the Internet (Lambert, 2020). As it is the world's greatest platform for exchanging services, outages and excessive deterioration might end in its demise (Medux,2021). Therefore, the consequences of losing the Internet are unimaginable (Lambert, 2020). The Internet is critical for education, as it is in all life aspects (Lyons, 2002). Most institutions have created databases to complement existing libraries, and an unlimited number of websites provide complete educational material. In the United States, for example, online learning is one of the fastest-growing areas of higher education and demand continues to grow (Gallagher, 2019). Public libraries have made books freely available online to encourage more users and authors to read online. Scholars and educators who share their findings online have contributed to the advancement of Internet research and education, making the impact of Internet use on human life and education profound. The Internet is a mission-critical asset to education continuity, especially since students have moved toward distance learning due to the COVID-19 circumstances and policies. While the whole globe has been in turmoil in recent months, it has been particularly challenging for the world, and the effect of online learning on faculty members and students, in particular, has been noticeable.

Teaching and studying online provides a lot of benefits, but it also has some drawbacks. The temporal flexibility in attending courses facilitates the learning process for pupils. Online learning, on the other hand, serves as a barrier to students' participation in real-world classroom activities. Furthermore, kids do not benefit from peer learning. These problems also have an effect on the personalities of students. COVID-19, the crisis, emphasizes the importance

of the Internet and technology in all aspects of life, including education. Because the pandemic has shown the importance of online education in dealing with sudden emergencies, it is critical to examine student attitudes about online classrooms. Although the lack of computers and power sources in some impoverish societies prevents the use of the Internet in education (Doom et al,2020; Meade, 2006), this study focuses on the impact of Internet outages on students' ability to learn during the pandemic.

Research problem:

The current study aims to know the situation of e-learning in the state of Kuwait and its role in education during the Corona period, as well as to shed light on a specific problem revolving around the impact of internet outages on education during pandemics or wars.

Research questions:

The current research therefore attempts to obtain concrete and rational answers to the following research questions:

1. From the perspective of the research sample members, what is the prevalence of computer usage among students at the College of Basic Education?
2. From the perspective of the research sample members, what is the level of experience of students at the College of Basic Education in utilizing computers and the Internet?
3. From the perspective of the research sample members, what is the rate of daily internet usage by students at the College of Basic Education?
4. From the perspective of the research sample members, what are the Internet uses by students at the College of Basic Education?

-
5. From the perspective of students at the College of Basic Education, what impact does the internet outage have on education in Kuwait during pandemics and wars?

Research Objectives:

The current research aims at identifying the influence of Internet outages on education during the pandemic and wars in Department of Libraries and Information Sciences students at Kuwait's College of Basic Education. Therefore, the following objectives can be listed:

1. Determine the most common issues that cause Internet outages throughout the globe.
2. Bringing the realities of e-learning in Kuwait to light, with a focus on its use in the COVID-19 epidemic.
3. Detecting the level of experience and the extent of computer use by students of the Department of Library and Information Sciences in the College of Basic Education.
4. Determine the Internet uses by students at the College of Basic Education's Department of Library and Information Sciences.
5. Identifying the impact of the internet outage on education in the College of Basic Education.

Significance of the Study:

This study will evaluate the use of the Internet among students in academic societies. Data gathered will also help the Responsible for education in the State of Kuwait, including teachers, to improve education by emerging electronic learning in the traditional educational process. This research will

provide new insights into the significance of the e-study and its role in pandemics and wars. Through this research, the community will further realize promoting the use of computers and smart mobiles in education during or after pandemics and wars. Moreover, the analysis that is presented in this study will convey valuable information for future research that will explore the alternatives of the Internet for use in the continuation of education in crises.

Limitation:

The limitation of the present study lies in the methods' instruments. As the questionnaire was purely quantitative, it is impossible to discuss the participants' experience in learning during pandemics. Therefore, a further study using qualitative methods is recommended to provide further insight into how students face Internet outages when learning during pandemics or wars.

Literature review:

1- Internet Outages:

Since the start of the COVID-19 crisis, Internet traffic has risen dramatically. The Internet of Things (IoT) will connect millions of devices to the Internet (Cisco, 2020). By 2023, Cisco Systems Inc. predicts that nearly two-thirds of the world's population will access the Internet in its annual report. There will be a total of 5.3 billion Internet users (66% of the world's population). As indicated in a report published in 2020, Cisco says that by 2023, the number of devices connected to IP networks will be more than three times the global population, and more than 70% of the global population will have mobile connectivity. On the other hand, the total number of mobile subscribers globally is expected to rise in 2023, while Smartphones will grow at a compound annual growth rate (CAGR) of 7% (Cisco, 2020).

Without effective transmission technologies, it is impossible to transmit these massive volumes of data today. High frequency (HF) radio, microwave, and satellite communications were used decades ago to operate the long-distance telecommunications infrastructure domestically and internationally (The Economic and Social Commission for Asia and the Pacific, 2014). Today, this telecommunications infrastructure primarily depends on fiber-optic technology as the most critical supply line for the Internet. This fiber-optic technology is used in submarine cables. Modern submarine optical cables are the backbone of the global Internet, surpassing all alternative techniques, including satellite technology (Chesnoy, 2016; Chapman, 2021). By 97 percent of all intercontinental data, traffic is transported over underwater cables, which transfer data at a lower cost than satellites (Asia-Pacific Economic Cooperation, 2012). Therefore, submarine cables are the only technology capable of transmitting large volumes of data across seas with slight delay and expense.

Although submarine cables are technologically advanced, it is still vulnerable to damage. These cable systems can be disrupted for several reasons: natural disasters, Infrastructure-related hazards, and man-made hazards. On December 26, 2006, a powerful earthquake off the southern Taiwanese coast destroyed nine cables, and it took 49 days for 11 repair ships to restore three of them. The earthquake impacted Internet access, financial markets, banking, travel reservations, and general communications across China, Hong Kong, India, Singapore, Taiwan, Japan, and the Philippines (Matis, 2012). The lack of maintenance ships is considered one of the risks that submarine cables are exposed to and is one of the infrastructure-related hazards. The unequal distribution of these ships leads to longer repair times for broken cables due to the high cost (Scott, 2022). However, man-made risks could be the most

hazardous. Submarine cables were targeted in both world wars. Britain destroyed Germany's submarine cables while Germany replied by attacking Britain's cables in the Pacific and Indian Oceans at World War I (WWI) to isolate London from its colonies beyond Europe (Stout, 2015). Likewise, in World War II (WWII), the Japanese used encrypted radio transmissions when an Australian Navy submarine destroyed the underwater cable between Singapore and Saigon (Submarine Institute of Australia, 2014).

Recently, the current Russian-Ukrainian conflict poses a significant threat to submarine cables. According to the Guardian newspaper, in January 2022, the British military chief warned of the Russian threat to vital submarine cables (The Guardian, 2022). In 2015, some American military and intelligence officials stated that Russian submarines and spy ships were operating aggressively near undersea cables critical to communications systems worldwide (Sanger & Eric, 2015). These fears of Russian threats arose after Russian forces seized Crimea's main Internet traffic exchange point during the 2014 invasion of Crimea, isolating it from the rest of the world at a critical moment in the conflict (Harbin, 2021). On the other hand, cyber-attacks are another type of man-made risk. Undersea communications cables face new risks found in the network management systems that monitor and control cable operations (Sechrist, 2012).

2- Kuwait's Education During Covid-19 Pandemic:

Students are taught how to utilize search engines and the Internet from an early age. Classes, tutorials, essays, journal articles, and information-based films are all recorded and made available on the Internet to aid in facilitating educational opportunities. Learning may be performed in various ways by visiting physical libraries if a virtual library is not accessible. During the Corona pandemic, visiting physical libraries was impossible since they were closed for a

lockdown imposed by most governments. As a result, the Internet is the only choice for learning (Dimakis 2020). In February 2020, education systems worldwide were impacted by the rapid spread of COVID-19. The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that over 1.5 billion students, 91% of the world school population, were affected (UNESCO, 2020). This situation has led to the most considerable disruption of education ever by closing schools in more than 160 countries (United Nations, 2020). During COVID-19, many parents and teachers have made great efforts to promote distance learning over the Internet (Guterres, 2020). However, Internet interruptions can lead to poor productivity and late schoolwork. Teachers who have attempted to use programs like Zoom to teach with their students face several difficulties. In August 2020, for example, Zoom's technical issues interrupted the first day of virtual classes for many schools, colleges, and universities for hours. The outages hit online classrooms reliant on the Zoom platform (Shaban, 2020). These outages prevent students from understanding complete lessons during class. Therefore, the deadlines for assignments are often exceeded.

Kuwait, on the other hand, has a unique scenario. The government has persistently opposed the adoption of online learning systems, which may have been vital during a pandemic and assured educational accessibility. The prevailing assumption is that such a developed country, with a GDP of 134.7 US dollars, has already included online learning in its everyday learning process (Alhouti, 2020). The country is located in the Middle East, with 4,420 million people. Due to the availability of oil, the country has grown economically and technologically compared to its neighbors. Nonetheless, the Kuwaiti Ministry of Education was affected since education was suspended due to a lack of

integration of online learning into the educational system. Most of the previous strategies had either been partially completed or ultimately canceled. Four months into the pandemic, the first successful establishment in online learning was only for grade 12 students. As a result, most students squandered an entire year without access to official learning platforms, losing track of their studies. Some participants could not participate in the study because they did not have Internet access (Kemp, 2021). In 2011, Kuwait's Ministry of Education applied to integrate traditional and online learning. Ahmed Al-Mulaifi, the education minister, advocated scanning textbooks and storing them on flash drives to continue learning via the Internet. However, this project failed and was never completed (Kuwait News Agency, 2011). The Ministry of Education tried but failed to implement an online learning system throughout the epidemic. Therefore, to improve communication with their children, parents were encouraged to create educational accounts for them. In addition, the teachers did not have the time to develop learning platforms on time. This means that studying online has been problematic throughout the Covid-19 era, even when the country had a good Internet connection. Significantly, the government had several options to ensure schooling did not shut down entirely during the epidemic and did not take any of them.

Teachers took it upon themselves to advocate against the curtailment of education and even trained one another in the ease of online learning. Some instructors even attempted to conduct a few lessons with their pupils, but the Ministry of Education did not take heed of these attempts. In an interview, Al-Herby (former education minister in 2020) pledged that education for grade 12 would start first, followed by other grades, but omitted to specify when learning for everyone would comfortably resume (Kuwait News Agency, 2020). This has

caused fear and concern in all people as education is an essential part of a student's life. A connection was later made to initiate online classes. However, due to insufficient planning and organization, it bore little fruit. The Kuwait government eventually reopened other businesses and organizations, including hotels and wedding venues, but not schools, indicating how little education is in Kuwait. Only a few self-motivated students could have continued studying independently during the epidemic (Moreau, 2021). Kuwait had an inadequate response to the consequences, and while other countries took the opportunity and established online libraries and systems, Kuwait did not. The country's infrastructure does not focus on the education sector, which explains why all the ministers have failed to incorporate online learning into their education systems because the infrastructure could not even support it. However, the failure of the Ministry of Education is not due to a lack of financial resources. The country is well-endowed with oil production and therefore cannot be considered impoverished; hence all previous ministers have failed to establish well-endowed online platforms over the years. Education is an ongoing process that requires memory and time-intensive activities that require constant learning. If these processes are stopped, the students relax, and their innovative strength decreases together. In addition, the national education targets are not met (Randoini, 2020). Despite its importance as an oil producer and due to these factors, Kuwait appears to be a disadvantaged county (Alhuwail and Abdulsalam, 2019).

Although most college-going students worldwide today have access to the Internet, their usage may become inconsistent with educative purposes. They may use interactive social networks such as Facebook, Twitter, Instagram, and Tiktok, which consume a lot of their time. The research was carried out in

Kuwait to establish the impact of Internet outages on students' ability to learn during the pandemic. Furthermore, the study focuses on how students use the Internet, how accessible it is, and how much time is spent on social media with their effects on the individuals. Participants were selected randomly within the Department of Libraries and Information Sciences in the College of Basic Education to conduct a precise analysis. Five hundred students participated gladly and gave their honest responses as clearly stipulated in the research findings. Unfortunately, most male participants failed to respond, producing partially biased information. The participants were selected, ranging from year one of study to the graduate-year. Most students claimed that they are entirely reliant on the Internet while in college, and therefore they explained how the impact of minimal supply of the same affected them. This study is significant because it was conducted during a pandemic and when students relied on the Internet to learn.

Methodology:

The primary research approach of this study is a practical analysis of the students' perspectives on the impact of Internet outages on education during the COVID-19 pandemic. A questionnaire, formulated from two parts, was distributed to the students of the Basic Education College in the Department of Libraries and Information Sciences. The first section is the demographic information and the second section consists of 12 statements related to online learning during the COVID-19 pandemic. A student had to respond to each statement on a 5-Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. Cronbach's alpha values for item reliability were considered, with a value above 0.7 acceptable (Pallant, 2010). All included scale items present had previous Cronbach's alpha values greater than 0.74, indicating

reliability. From 550 questioners, 504 responses were received, with 91.6% of the responses contributing to this study. Responses were analyzed with MS Excel and presented in tabular and graphical form.

Results:

1- Demographic information:

Table 1 shows the first part in the questionnaire, the demographics of the study, including a general profile of the study participants in terms of gender and educational level. Given 459 female responses and 55 male responses, it is reasonable to assume that women use the Internet more frequently to socialize and make friends than men. The Table clarifies that graduate-year students are 182, 94 are fourth-year, and 52 are first-year students. According to these figures, it is evident that more time spent studying increases the need to use the Internet. Most first-year students do not use the Internet as they are still adjusting to university life and have not planned their time. They do not need to do much research, and they do not interact with other people. On the other hand, graduate-year and fourth-year students have spent enough time with each other over the years to become entirely dependent on the Internet for their education.

Table 4: The Distribution of Male and Female Users and Their Respective Years of Study

Academic Year	Gender		Total Frequency
	Male	Female	
Year 1	1	51	52
Year 2	3	65	68
Year 3	8	100	108
Year 4	12	82	94
Graduate Year	21	161	182
TOTAL	45	459	504

2- Response Rate:

A total of 504 students completed the questionnaire. The overall proportion of replies was 96.83%; the remaining 3.17% consisted of blank spots and incomplete questionnaires, where 16 students from 504 students did not answer the statements questions. The second part of the questionnaire consists of twelve statements concerning the students' perspectives on the impact of Internet outages on the education during the COVID-19 pandemic. The statements and students' replies are detailed in the following Table.

Table 5: Questionnaire Statements (Second Section)

STATEMENTS	Responses	Strongly agree	agree	Neutral	Disagree	strongly disagree	MEAN	SD
1. Online learning is more efficient in terms of time and effort than traditional learning.		48.0%	25.8%	15.2%	6.1%	4.9%	97.6	86.5
2. In the epidemic, online learning impedes social connection with my university colleagues.		21.3%	34.4%	25.4%	13.1%	5.7%	97.6	54.0
3. Online learning requires experience in computer usage.		25.8%	45.3%	21.9%	5.7%	1.2%	97.6	85.7
4. Due to the pandemic's curfew, online learning permits a stronger concentration on education.		18.4%	27.5%	30.9%	16.0%	7.2%	97.6	46.2
5. Traditional education organizes my daily routine.		40.4%	33.2%	20.7%	3.7%	2.0%	97.6	83.7
6. Traditional education helps in the acquisition of new knowledge.		35.0%	33.8%	21.5%	6.8%	2.9%	97.6	72.7
7. I prefer visiting a physical library for searching rather than using the Internet.		18.4%	22.5%	31.1%	18.9%	9.0%	97.6	39.0
8. Internet outages makes me apprehensive.		41.8%	28.9%	20.7%	6.6%	2.0%	97.6	79.4
9. I can study alone if the Internet is unavailable during the epidemic.		12.1%	27.7%	32.4%	17.8%	10.0%	97.6	47.5
10. It is impossible to live without the Internet.		41.2%	26.6%	18.9%	8.2%	5.1%	97.6	71.3

11. Internet outages encourage spending time with family.	36.5%	33.2%	20.7%	5.9%	3.7%	97.6	73.6
12. When the Internet is unavailable during the pandemic, the level of education descends.	40.0%	28.9%	20.1%	6.8%	4.3%	97.6	73.2

As shown in Table 2, in statement 1, 48.0% of students strongly agreed that they preferred online learning over attending school physically. They claimed that going to school is cumbersome and time-consuming. Therefore, they strongly agreed that online studies are better than traditional school cultures. 25.8 % agreed simply without giving many reasons, and 15.2% thought online learning is different from traditional learning. There were very few students who preferred physical education (Meador, 2017). 6.1% of students disagreed, and 4.9% of them particularly criticized online learning claiming that it advocated for laziness among students and reduced the number of who gained knowledge since many students did not have access to the Internet at home. According to statement 2, most respondents, 34.4%, agreed, and 21.3% strongly believe that the Internet has had a detrimental influence on communication. They are used to communicating face to face with their colleagues. On the other hand, 25.4% of students were sure that schooling had little or no influence on communication. They achieved a balance between all of these variables. Others answered neutrally, arguing that the Internet is vast and allows for studying, socializing, and balancing between them, indicating that online learning did not begin until after the epidemic since people did not regard it as highly as possible. On the other hand, statement 3 indicates the importance of having experience in using computers and the Internet before accessing online learning. 5.7% of responses disagreed with this statement. They argued that by using some accessible tools, a person might rapidly learn how to utilize the Internet and a computer. 45.4% of respondents agreed that one needed experience before

beginning online studies. They claimed that individuals with less competence are more vulnerable to online infections due to their lack of previous knowledge or proficiency.

Statement 4 shows that most students perceived online learning to be advantageous to their lives. 18.4% of students agreed strongly with the statement, emphasizing that their time was not squandered and became more concentrated when online lectures. However, 16% of students disputed the statement, arguing that online learning may distract the focus of the lesson due to Internet surfing and social networking programs. Attending school entails rising at a particular time, arriving early for class, and attending all classes scheduled for that day (Jones & Wylie 1976). Therefore, in statement 5, most students advocate that traditional education organizes their daily routine and confirm that it takes place in a structured and organized environment. 40.4% of students strongly agreed, and 33.2% of students agreed. 2% of students strongly disagreed, claiming that they can learn to be organized in online learning. Furthermore, in statement 6, responses illustrate that 35% strongly agreed, and 33.8% agreed that traditional education is effective in knowledge acquisition, claiming that traditional education ensures that students receive comprehensive information in simplified forms from teachers. On the other hand, 2.9% who strongly disagreed and 6.8% disagreed envisage online learning could be comprehensive and vast, allowing for the acquisition of new and advanced abilities.

41% of students prefer visiting a physical library for searching rather than using the Internet. According to statement 7, 22.5% of respondents agreed, while 18.4% agreed strongly. They claimed the Internet is a search tool to supplement conventional library sources, not a replacement for the library.

However, 31.1% of students either use the library with the Internet, whichever is available or do not use either the library or the Internet to seek information and do their assignments. Despite that, 27.9% of students disagreed and strongly disagreed with this statement, arguing that the Internet is a reliable and updated resource for research due to its speed accessibility from several devices (including cellphones). Furthermore, they assert that online libraries are emerging and will be more effective in the future (Calvert, 2021).

On the other hand, Table 2 shows in statement 8 that most students (41.8% strongly agreed and 28.9% agreed) consider the Internet outages a concern. In contrast, 20.7% of students are neutral and can agree or disagree with the statement without affecting the Internet outages. The Table also shows in statement 9 that 32.4% of students have been neutral to the concept of self-learning during a pandemic and Internet outages. However, 39.75% of students believe that self-study is easy and feasible under these conditions. Nonetheless, 27.86% of students give negative answers, indicating that the epidemic outbreak with Internet outages makes effective self-learning impossible. Statement 10, in contrast, demonstrates affirmative consent, with a significant number of responses. 41.2% strongly agreed, 26.6% agreed, and 18.9% neutral felt it was hard to live without the Internet. Students regarded the Internet as an essential aspect of their lives and believed they would not survive without it (Ramadan et al., 2022). Students spend much time on social media, doing research, playing games, and using other applications. Only 13.3% of students opposed the statement.

In statement 11, 33% of students agreed and strongly agreed that the Internet outages encouraged spending quality time with family, which forms half of the responses in this questionnaire. In comparison, only 9.6% disagreed

or strongly disagreed. As shown in statement 12, 68.85% of students have confirmed that the entire world is automatically affected by an Internet failure. The whole world seems to be heavily dependent on the information recorded on the Internet. Most books are printouts of information recorded on the Internet (Vega, 2021). Therefore, successful education means that each country needs to integrate physical and electronic learning to ensure thorough results and reliable student performance. 11% of students felt that the impact of the Internet outages on education was minimal, so they relied entirely on traditional learning methods and still achieved positive results. Some students had a neutral feeling about this and chose not to discuss a particular side. They argued that the outages of the Internet would have a relative impact on the education system, as people can adapt to essentially any situation.

3- Usage of Computers Among Students:

Table 6: People Who Use the Computer

Responses	Number of Users
<i>Yes</i>	98.36%
<i>No</i>	1.64%
TOTAL	488

According to the students' responses to the questionnaire, Table 3 shows that 98.36% of students use the Internet, and eight students do not. The pie chart below in Figure 1 shows that 98.36% of the students use the Internet, and therefore the data they reported was based on their daily Internet use. Most students use the Internet to gather new ideas, fashion, music, interior design, recipes, and real estate ideas. The 1.64% who did not track Internet usage indicated that they did not own the devices and lived in areas where Internet connectivity was poor or completely absent.

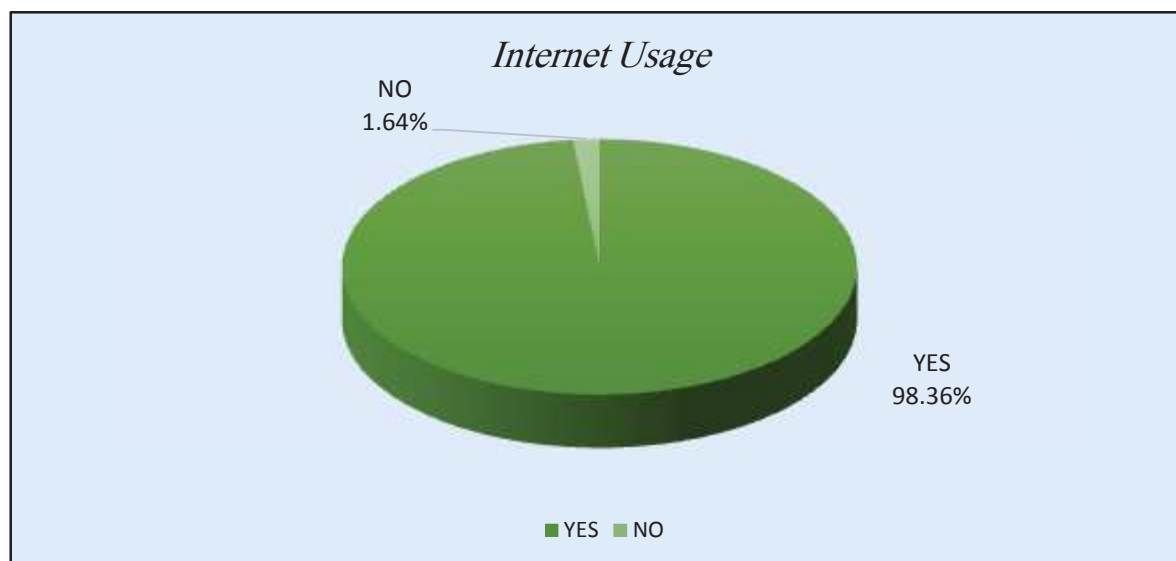


Figure 1: The Actual Usage of The Internet

4- Level of Experience

Some Internet users have extensive expertise, while others are familiar with its core functions. On the other hand, some users possess in-depth knowledge of computer programming languages and other relevant terminologies that only experts know.

Table 7: Levels of Different Users in The Experience

Levels	Responses
<i>Experts</i>	29.56
<i>Good</i>	21%
<i>Intermediate</i>	39.88%
<i>No experience</i>	5.16%
<i>Weak</i>	4.36%
TOTAL	504

As indicated in Table 4, the majority of respondents to the questionnaire, 39.88% students, are familiar with the fundamentals of computers, including how to use the Internet for simple tasks. 29.56% are programmers and highly

experienced students; 21% know the fundamentals, while 22 and 26 have little or no expertise. According to Figure 2, only 29.56% of the data presented above are expert, 21% good, 39.88 % mediocre, and finally, 5.16% and 4.36% as inexperienced and weak.

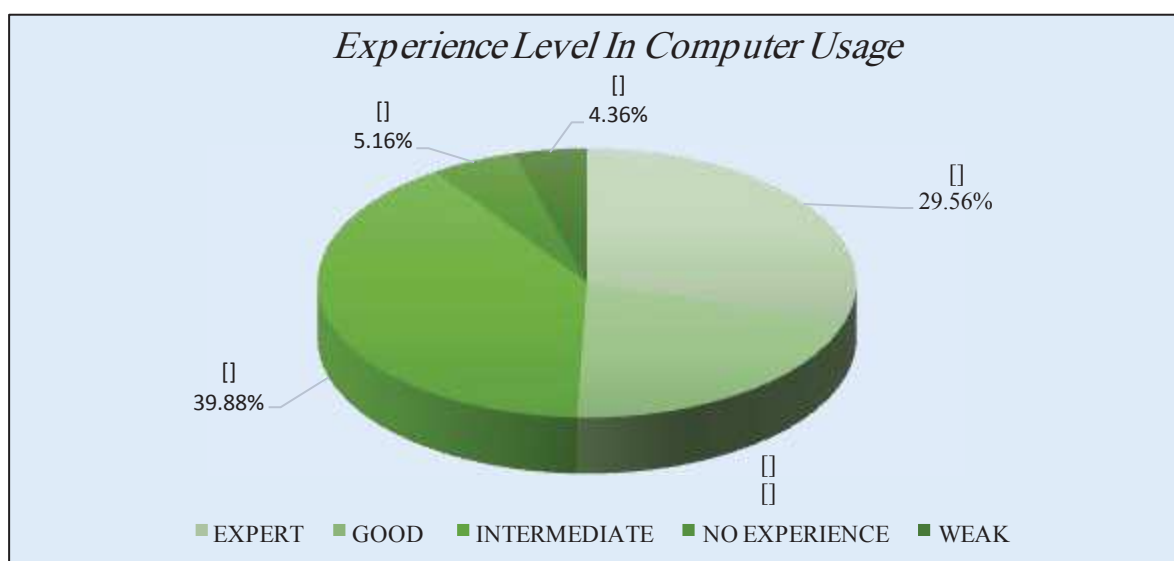


Figure 2: Experience Level in Computer Usage

Table 8: Table of Time Students Used on The Internet

<i>Time Spent</i>	<i>Number of Users</i>
<i>Less than one hour</i>	2.05%
<i>3-5hours</i>	21.11%
<i>5-10hours</i>	44.47%
<i>more than ten hours</i>	32.38%
TOTAL	488

From Table 5, few students spend less than an hour every day on the Internet. The most significant proportion spends more than 10 hours online, indicating that the most significant percentage is entirely reliant on the Internet. 44.4% of students spent more than five hours online, 32.38% spent more than 10 hours, and just 2.05% spent less than one hour, as shown in Figure 3.

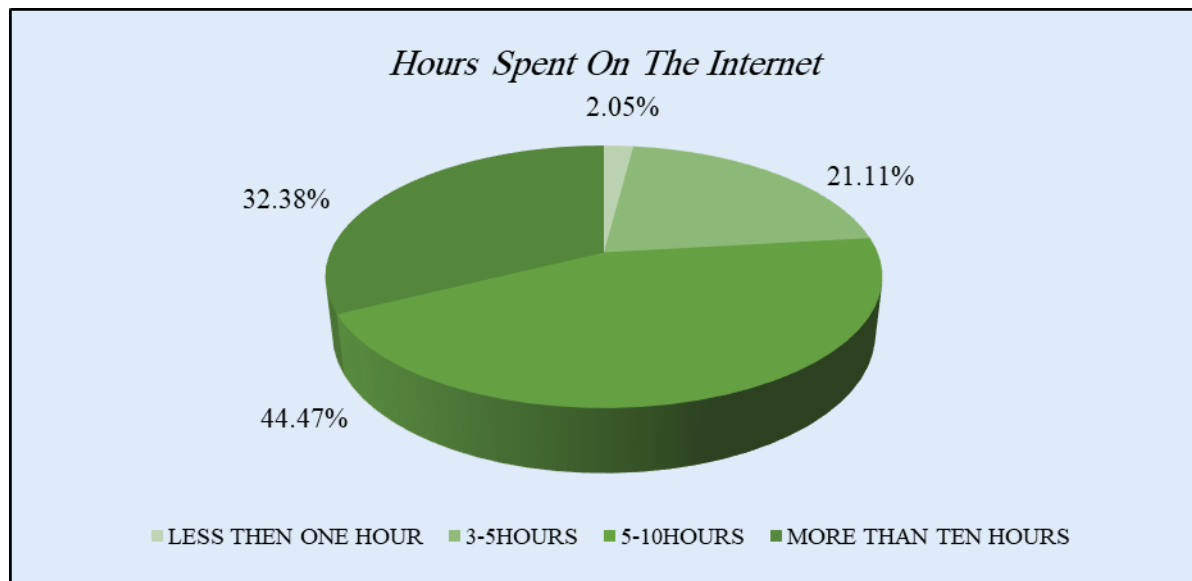


Figure 3: Pie Chart Showing the Distribution of Time

5- Uses of the Internet

Internet addiction is a type of behavioral addiction in which a person relies on the Internet or other online devices to cope with the pressures of life (Hartney, 2018). According to Hartney, young people are the most susceptible. The study's questionnaire contains the most popular activities conducted through the Internet to identify students' most commonly utilized activities. These activities include learning, scientific research, entertainment, social networking, news following, work, searching, and other general uses, as shown in Figure 4. The majority of them responded by selecting all the activities mentioned, which quickly led to the conclusion that they use the Internet for multiple purposes rather than a single purpose. Most students had entertainment as one of their uses, demonstrating that students utilize the Internet more for entertainment than for educational purposes.

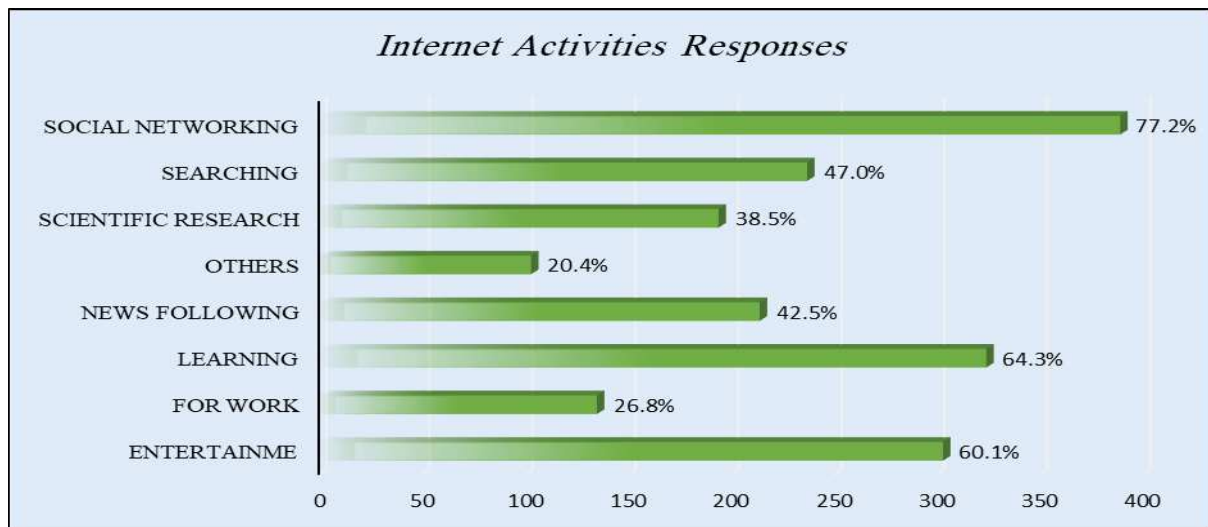


Figure 4: Internet Activities Responses

6- Devices Uses:

The research focuses on six popular devices: mobile phones, personal computers, laptops, iPad, and smartwatches. Student responses to these devices were: 92.06%, 31.55%, 26.98%, 37.7%, and 16.47%, respectively. The first four stated devices have targeted students well. However, most students gave more than one response to this question. Some use laptops, iPads, smartwatches, or personal computers, while others use a combination of them or at least two. Mobile phones are the most used among students; this is consistent with what has been found in the previously discussed Cisco report, which was published in 2020. Phones are portable and thus more convenient to use than laptops and PCs; this is why most students prefer them over others or at least a combination of phones and other devices. They access the Internet faster and at a favorable cost and quickly learn to use it. Students did not choose smartwatches as the primary devices because they have some issues that other devices do not have, like a small screen, limited input methods, a high price, and problems with different operating systems (Davie & Hilber, 2016).

Analysis of The Data:

The study provides the required data to assess the impact of Internet outages on education. The study shows that students make extensive use of the Internet. Some students felt that the Internet outages could lead to a nervous breakdown, according to the recorded data. The lack of well-established platforms significantly impacted learning as students could not easily create their platforms (Oster, 2020). The government must ensure that installed an adequate number of interconnecting cables to provide connection and prevent outages. However, it was challenging to ensure that the Internet reached every household during the epidemic. There was a ban on movement, which increased the number of Internet users in households, which led to network congestion. As evidenced by the data presented in the study, traditional education has advantages over online learning. Online learning can be effective, readily available, and safe during a pandemic, but it has not met its pedagogical efficiency goals. School systems encourage organization (Chapman, 1978) moral and emotional growth, while online learning makes students less interactive, increasing stress levels. Most students had conflicting views about using the Internet for research versus visiting a physical library (Sukmaningrum, 2012). They agreed that libraries are often overcrowded and located in remote areas, but the Internet is easily accessible via mobile phones. On the other hand, some students showed great interest in books instead of spending much time on the Internet. These students felt the impact of the curfew that denied them access to the libraries. Previous data in this study shows that one of the main disadvantages of using the Internet in education or research is the lack of social contact with family and friends. Family time and social relationships are made possible when the Internet is off. Many students are constantly on the phone and

ignore discussing things with their family and friends. Moreover, participation in online learning requires a certain level of experience. Therefore, it is difficult for ordinary people without initial computer skills to figure out certain aspects like databases, websites, portals, and login information.

Conclusion:

The COVID-19 pandemic has shown its apparent impact on various aspects of life, especially education. The Internet's existence has been critical in mitigating the pandemic's harmful influence on education. During this period or in comparable circumstances, the Internet failure may have unforeseeable consequences. Therefore, this research discusses the effect of the Internet outages on education during the pandemic using a questionnaire administered to Department of Libraries and Information Sciences students at Kuwait's College of Basic Education at Kuwait's College of Basic Education. From this perspective, in a pandemic situation, students should continue to study via the Internet but return to school immediately. The Internet, like traditional education, has significant advantages and disadvantages. Elementary school students must be familiar with computer skills to achieve good outcomes. Students should learn to research the Internet by physically continuing the conventional school programs. Therefore, teachers should build online courses and exams to orient students to online methods that could be helpful during an epidemic. Entertainment is an essential component of the Internet. However, students should limit their recreational time to approximately 30% of their day during the day and spend the remaining 70% on innovative projects, social interactions, and family time. The right time allocation for the mentioned aspects enhances the development of the individual's aspects of cognition (Kim et al.,2015), psychomotor and affective domains relevant to growth. Students

should be encouraged to use the Internet appropriately and save time participating in other related projects. Teachers should use educational technologies and programs such as the Internet of Things (IoT) technologies or Artificial Intelligence (AI) programs instead of whiteboards. A contemporary lecturer is much more than an effective communicator of training information. They are also responsible for monitoring students' progress and assisting them in achieving a successful course completion. The data collected from IoT devices reveal students' attitudes toward the training topics. The following artificial intelligence techniques effectively show some hidden dependencies in acquired data: Face recognition is used to identify students; facial expression recognition is used to determine students' emotional states, and attendees are classified according to their behavioral characteristics. The instructor can use this input to adjust the rate and teaching methods, thereby improving the training process's quality. Higher education institutions must change their laws to encourage reasonable distance learning practices to enhance the inclusion of information technologies and the IoT in educational activities during a pandemic. In addition, They should update curricula and syllabi focusing on distance learning in an electronic environment and incorporate practical training in digital technologies and algorithmic thinking into the curricula of all university majors (Ilieva & Yankova, 2020).

Parents and guardians play an active role in education, especially during the Covid-19 pandemic. Students should attend classes without being disturbed (Kheryadi et al., 2021). Schools should also improve their infrastructure to support disasters and pandemics like Covid 19. For example, clean water, disinfectant, and enough structures to allow proper distancing. These pre preparations can help with future disasters by ensuring that physical learning

does not stop and hence effective results without much wasted time like in 2020. Likewise, school libraries should also create contingency plans that can take effect during pandemics to ensure learning continues as usual during future pandemics. These may include ensuring the place is spacious and controlled and using protective equipment such as face masks and disinfectants. In addition, libraries rarely post the essential books on public sites on the Internet; school libraries can reduce this by allowing students to access the online libraries comfortably and get all the required scientific articles and references that support the curriculum (Al-Qallaf, 2020). Online libraries will encourage students to research as they learn without necessarily going to the library. In cooperation with the Ministry of Education, the government needs to develop new ways to establish computer networks all over the country to improve online learning by providing high-speed Internet connections (Al-Kandari & Al-Qattan, 2020). Some professors hold online classes and exit classes due to poor connection, especially in video conferencing a larger group of students. These interruptions cause time wastage and thus making the whole process ineffective. Consequently, the government should use the funds delegated to the education sector to train enough technicians to be responsible for the school network.

It is evident from the preceding that, at present, there are no alternatives to learning other than self-learning when the Internet is unavailable in pandemic or war situations. According to McNamara (1997), self-learning involves the learner's responsibility to learn, make choices, and develop an experience of what and how they have it. In self-learning, the students study alone and follow the syllabus required of them by providing support references in printed form; then, a test can be taken to measure their achievements. The United Nations Children Fund (UNICEF) confirmed this in a report published during the

Corona pandemic (UNICEF, 2020). The report points out a lack of infrastructure to provide the Internet in some regions that need self-learning with the help of parents or older siblings. The effectiveness of the self-learning system may be implemented within formal education by the transition from teacher-centered to student-centered education (Mihai, 2021).

Future Studies:

A further study using qualitative methods is recommended to provide more insight into how students face Internet outages when learning during pandemics or wars.

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