

Assessment for the Quality of the Distance Education Delivered by the Emirati Public Schools during the Coronavirus Crisis

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Abstract

This study aimed to assess the quality of the distance education delivered by the Emirati public schools during the Coronavirus crisis. The researcher adopted the descriptive analytical approach. He designed and used a five point Likert questionnaire to obtain data from the sampled. He designed the questionnaire. The population consists from all the teachers who taught during the Coronavirus crisis in Emirati public schools. The sample was chosen purposively. It consists from 150 teachers chosen from twelve (12) Emirati public schools. Four schools of them are located in Abu Dhabi, four schools of them are located in Dubai and four schools of them are located in Sharjah. The questionnaire forms were passed by hand. All the forms were filled and retrieved. They are valid for the analysis. The SPSS program was used. The researcher found that the quality of the distance education delivered by the Emirati public schools during the Coronavirus crisis is high. That's because the extent of meeting the standards related to the design and development of curricula, student assessment, infrastructure, student services, teachers and teaching-learning process are high. He recommends encouraging teachers and administrators to meet the standards of quality in education. Financial and moral incentives must be set for encouraging them to meet such standards.

Keywords: Quality, distance education, Emirati public schools, Emirate, Coronavirus crisis

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1. Introduction

There are various educational modes. Such modes include: the blended learning mode, the flipped learning mode (Al-Derbashi, 2017) and the distance learning mode (Al-Derbashi, and Abed, 2017). Those modes are used to provide students with skills (Abed, and Al-Dirbashi, 2012). Due to the spread of the Coronavirus in Emirate, the Emirati government decided to shift from face-to-face education mode into distance education mode (Madi, 2021). That was decided by the Emirati government to administer online exams (Alderbashi, 2021). The same decision was taken in Emirati universities. It was decided out to protect the health of students in schools and universities. The distance education mode is a pattern of education in which the instructors and pupils are spatially separated from each other. However, those instructors and pupils interact and communicate with each other through using interactive telecommunications systems. Through using such systems, learners are provided with the material, tests and academic resources (Schlosser and Simonson 2009, p. 1).

Distance education has several merits. For instance, it increases students' engagement in the teaching-learning process. It reduces the time needed for teaching students. It reduces the costs incurred by the management of institutions (Hussein et al., 2020). It improves the learning outcomes of students and enhances their computer skills. That is because distance education provides students with access to various learning resources (E.g. books, e-libraries, databases, educational movies and etc..) (Amer, 2020). There are several methods used in the distance education mode. Such methods include: the social networks (Alderbashi, and Khadragy, 2018)

Due to shifting from delivering face-to-face education into delivering distance education, officials at the Ministry of Education in UAE were keen on delivering education of high quality to students at home. Thus, they exerted much effort and carried out several procedures to ensure delivering such education. It should be noted that the term (quality) refers to the extent of meeting goals. The term (quality in education) refers to the extent of meeting the intended goals in educational institutions. It is affected by human and financial resources and the operations carried out for utilizing such resources (Al-Hnaiti, 2020).

They are various types of quality. Such types include: quality in design, quality in performance, and quality in outputs. Regarding the quality in design, it refers to having plans that enjoy specific characteristics and meet specific quality standards. Regarding the quality in performance, it refers to doing tasks based on specific quality standards. Regarding quality in outputs, it refers to having educational services and outputs that enjoy specific characteristics and meet specific quality standards (Al-Hnaiti, 2020).

Delivering education of high quality requires having efficient and effective policies and procedures that meet specific quality standards. It requires having convenient educational environment and carrying out ongoing improvement processes. It requires carrying out assessment processes for assessing the procedures and operations of the institution. It requires assessing the outcomes of the institution through passing competency tests to the graduates and students. It requires getting academic and professional accreditations (Al-Hnaiti, 2020).

According to Thabet (2021), the quality standards related to distance educational programs include: quality standards related to the programs design, program management, support and development of students, communication with students, and assessment of students (Thabet, 2021). Due to the significance of delivering education of high quality during the Coronavirus crisis, the researcher believes that several studies must be conducted about this topic. That shall contribute to raising the quality of school education in UAE. Therefore, this study aimed to assess the quality of the distance education delivered by the Emirati public schools during the Coronavirus crisis

2. Objective

This study aimed to assess the quality of the distance education delivered by the Emirati public schools during the Coronavirus crisis

3. Question

This study answered the question shown below

What is the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis?

4. Significance of the study:

This study is significant because

- a) It contributes to promoting knowledge about the meaning of the term (quality) and the term (quality in education).
- b) It offers an instrument that measures that quality of education in several areas
- c) It employs an instrument that targets several areas of quality
- d) As far as the researcher knows, it is the first study that target this topic in Emirati public schools

5. Limits

Temporal limits: This study was conducted during the second semester of the academic year 2021 / 2022.

Spatial limits: This study targets the Emirati public schools.

6. Limitations

The results can't be generalized. That's because the results are influenced by the size of the sample. It's because the results are affected by the type of the instrument being used in research and the reliability and validity of the instrument.

7. Definitions

7.1. Theoretical definitions

-Quality: It refers to the extent of meeting goals. It is affected by human and financial resources and the operations carried out for utilizing such resources (Al-Hnaiti, 2020).

. Quality in education: It's the extent of meeting the intended goals in educational institutions. It is affected by human and financial resources and the operations carried out for utilizing such resources (Al-Hnaiti, 2020).

- Emirati public schools: The schools which are located in UAE and affiliated with the Emirati government.

- Coronavirus crisis: It is a crisis represented in the spread of COVID 19 virus. This virus is an infectious respiratory disease. It may lead to having severe pneumonia. It emerged for the first time in December, 2019 in Wuhan which is a city in China. It is transmitted through inhalation of air involving infected droplets. The incubation period of this virus is between (14-2) days. The symptoms include: cough, fever, breathlessness, sore throat, malaise, fatigue and etc. They are deemed mild for most individuals. This virus may be life threatening in some cases, especially the cases involving healthy elderly and the elderly with comorbidities. In fact, it may lead to having acute respiratory distress syndrome (ARDS), and multi organ dysfunction. Many infected people are asymptomatic (Singhal, 2020).

-Distance education: It is a pattern of education in which the instructors and pupils are spatially separated from each other. However, those instructors and pupils interact and communicate with each other through using interactive telecommunications systems. Through using such systems, learners are provided with the material, tests and academic resources (Schlosser and Simonson 2009, p. 1)

7.2. Operational definition

- Quality in education: It refers to the extent of meeting goals of the distance education delivered by the Emirati public schools during the Coronavirus crisis.

-Distance education: It refers to delivering education by teachers in Emirati public schools to students at home due to the restrictions enforced during the COVID 19 crisis.

8. Theoretical framework

There are several quality standards that must be met in the distance educational programs. Such standards include quality standards related to the design and development of curricula, technological infrastructure, student services, instructors, and teaching-learning process. Regarding the quality standards related to the design and development of curricula, they include: the clarity of the goals for the curricula, the clarity of the content of the curricula, and students' interaction with the curricula and extent of having dialogue when using the curricula to teach students. They include: the clarity of the outcomes of each unit in the curricula. They include: the clarity of the assessment mechanisms, the clarity of the exams and ability to update the material of the curricula. They include: having mechanism for preventing cheating in exams. They include: keeping up with the latest scientific development through the curricula and employing multimedia in the curricula (Al-Hnaiti, 2020)

Regarding the quality standards related to infrastructure, they include: the availability of the modern technological devices and efficient systems. They include: the access of students to learning resources. They include: having an IT centre or department for processing the data related to distance education, and provision of the required maintenance services and technical support. They include: providing students with the needed educational resources. They include: having clear quality policies, efficient management of the ICTs, and easiness of the use of ICTs. They include: having a system that ensures that the user's privacy is protected (Al-Hnaiti, 2020)

Regarding the quality standards related to student services, they include: providing students with training about the way of using ICTs, provision of inquiry services, and assessment services, and delivery of information about scores, financial aid, and drop out policy to students. They include: sending questionnaire to students to gain data about the students' satisfaction with the services provided to them and using such data to improve the quality of such services (Al-Hnaiti, 2020).

Regarding the quality standards related to instructors, they include: providing instructors with ongoing and adequate training about the use of ICTs. They include: having instructors who hold graduate degrees, and assignment of low burden to instructors. They include: providing instructors with the needed information related to teaching the material, the areas of development and the students' opinions. They include: having instructors who are capable of using the distance education strategies, software, and multimedia, and interacting with students (Al-Hnaiti, 2020).

Regarding the quality standards related to the teaching-learning process, they include: students' satisfaction with the distance education program, instructors' satisfaction with the distance education program, and the number of students who use the library. They include: extent of achieving the outcomes and goals of the distance education program. They include: the average of students' scores. They include: analysing the distance education programs through analysing the collected data and aspects of weaknesses and strength (Al-Hnaiti, 2020).

According to Thabet (2021), the quality standards related to distance educational programs include: quality standards related to the programs design, program management, support and development of students, communication with students, and assessment of students. Regarding the standards related to the assessment of students, they include: using assessment methods that fit with the pattern of education and content of the material. They include: ensuring that the right assessment procedures are carried out and ensuring that the scores are delivered to students through using the rights methods. They include: assessing the students in a manner that fits with their achievement (Thabet, 2021)

Regarding the quality standards related to the communication with students, they include: providing students with knowledge about the educational program, and requirements, and credit hours. They include: providing students with guidelines, and access to e-libraries and books. Regarding the quality standards related to the support and development of students, they include: setting goals and providing means for supporting students' self-learning process, and engaging students in learning activities and letting students express themselves (Thabet, 2021)

Regarding the quality standards related to the program management, they include: carrying out control and review processes, and obtaining feedback to improve the teaching-learning process and communication systems. Regarding the quality standards related to the programs design, they include: ensuring that the program fits with the assessment standards, content of the material, and teaching strategies.. They include: assessing the program in an ongoing manner and ensuring that the program design offers students the ability to meet academic standards (Thabet, 2021)

9. Empirical Studies

Several empirical studies were reviewed by the researcher. They are relevant to the study's topic and shown below:

Al-Qudah (2021) carried out an assessment for the quality of e-learning and its impact on university students' satisfaction. He chose a sample from Taibah University which is located in the Kingdom of Saudi Arabia. He used the descriptive analytical approach and employed a survey for collecting data. This survey includes 18 items. The sample was chosen through the simple random sampling method. It consists from 300 students. AMOS Ver. 24 was used. It was found that the quality of e-learning in Taibah University is high. It was found that students' satisfaction is high. In addition, the quality of e-learning has a significant impact on students' satisfaction

Kathem (2021) explored the reality of distance education at Iraqi universities during the Coronavirus crisis from the perspective of students and faculty members. He used a descriptive survey based approach. He used two surveys to obtain data from 380 students and 321 faculty members. After using the SPSS program, the researcher found that students have natural attitudes towards the reality of distance education at Iraqi universities during the Coronavirus crisis. The same attitudes are shown by the faculty members.

Al-Kharoosi (2021) explored the reality of the teachers' experiences in delivering distance education during the Coronavirus crisis (COVID 19) in the public schools in Sultanate Oman from the teachers' perspective. He sampled 230 female and male teachers. He used a descriptive analytical approach. The population involves all the teachers teaching in the public schools in Sultanate Oman during the Coronavirus crisis. The researcher reached several results. For instance, the teachers were satisfied with their teachers' experiences in delivering distance education during the Coronavirus crisis (COVID 19). The used platforms are effective for meeting the intended goals. Teachers were willing to deliver distance education through using the e-learning platform. There isn't any significant difference between the respondents' attitudes which can be attributed to major or experience.

Al-Zahrani (2021) explored the reality of online educational services delivered to deaf students during the Coronavirus crisis (COVID 19). He sampled 59 female and male teachers who were responsible for teaching deaf students during the latter crisis. He used a survey to obtain data from those teachers. He found that the quality of the online educational services delivered to deaf students during the Coronavirus crisis (COVID 19) is poor. There isn't any significant difference between the respondents' attitudes which can be attributed to gender.

Al-Manee' (2021) aimed to identify the extent of practicing academic cheating in the light of using the e-learning pattern from the faculty members' perspective in King Saud University. He used a survey and chose a purposive sample. The sample consists from 109 faculty members chosen from King Saud University. It was found that the extent of practicing academic cheating in the light of using the e-learning pattern is high. Such

acts of cheating involve committing acts of plagiarism when submitting homework and academic works. There isn't any significant difference between the respondents' attitudes which can be attributed to academic rank.

Junblat (2021) explored the quality level of e-Learning at Tishreen University from the perspective of the graduate students enrolled at the Faculty of Economics in the latter university. He used a survey. The sample consists from 135 students enrolled at the latter faculty. The survey forms were passed to them. 132 forms were retrieved. The researcher found that the quality level of e-Learning at Tishreen University is low from the perspective of the graduate students enrolled at the Faculty of Economics in the latter university. It was found that the infrastructure needed for e-learning is poor. In addition, the ability of faculty members to teach through using the e-learning platform is poor. The ability of students to learn through this platform is poor too.

10. Methodology

10.1. Approach:

The researcher adopted a descriptive analytical approach

10.2. Population and sample

The population consists from all the teachers who taught during the Coronavirus crisis in Emirati public schools. The sample was chosen purposively. It consists from 150 teachers chosen from twelve (12) Emirati public schools. Four schools of them are located in Abu Dhabi, four schools of them are located in Dubai and four schools of them are located in Sharjah. The questionnaire forms were passed by hand. All the forms were filled and retrieved. They are valid for the analysis. Data about the sample is shown below:

Table (1): Data about the sample

Variable	Category	Frequency	Percentage
Gender	Males	83	55.33333
	Females	67	44.66667
Place of school	Dubai	53	35.33333
	Abu Dhabi	56	37.33333
	Sharjah	41	27.33333
Academic qualification	BA degree	139	92.66667
	Higher diploma	4	2.66667
	MA degree	6	4
	PhD degree	1	0.66667

N= 150 teachers

10.3. Instrument

The researcher designed a questionnaire which is based on the five point Likert scale. This scale consists from five rating categories. Each category stands for a specific score. The scores in this scale range from one score to five scores. The instrument is a two-part instrument. The first part collects data about gender, academic qualification and place of school. The second part obtains data about the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis. It was designed by the researcher based on the following references published by: Al-Hnaiti (2020) and Thabet (2021)

10.4. Validity of the Instrument

After having the initial version of the questionnaire written, this version was sent to five instructors. Those instructors were chosen from three Jordanian universities. They hold a PhD degree. They were asked to assess the instrument in terms of language, relevancy and ability to meet the intended goal of the study. The researcher informed the instructors to assess the instrument objectively. All the instructors added that the questionnaire is free from language mistakes, clear and relevant to the goal of the study.

10.5. Reliability of the Instrument

The Cronbach alpha values are calculate and displayed in the table below. The instrument is reliable because all the shown values are greater than 0.70 as it's suggested by Salehi & Farhang (2019)

Table (2): The Cronbach alpha values of the areas targeted through the instrument

No.	Area	Cronbach alpha value
First	Meeting the quality standards related to the design and development of curricula	0.78
Second	Meeting the quality standards related to student assessment	0.84
Third	Meeting the quality standards related to infrastructure	0.73
Fourth	Meeting the quality standards related to student services	0.76
Fifth	Meeting the quality standards related to teachers	0.87
Sixth	Meeting the quality standards related to the teaching-learning process	0.70
Overall		0.78

10.6. Analysis Criteria:

For classifying the means, the criteria displayed below were adopted:

Table: (3): The criteria used for the classification of means

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Neutral
3.67 or more	High	Positive

*Source: (Alderbashi, 2021)

The five point Likert scale consists from 5 rating categories. Those categories are shown below

Table (4): The categories and scores of the five point Likert scale

Category	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

*Source: (Al-Derbashi and Moussa, 2022)

11. Results and discussion

What is the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis?

Means and standard deviations representing the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis in the targeted areas are shown below in

Table (5): Means and standard deviations representing the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis in the targeted areas

No.	Statement	Mean	Std.	Level	Attitude
First	Meeting the standards related to the design and development of curricula	4.46	0.58	High	Positive
Second	Meeting the quality standards related to student assessment	4.53	0.75	High	Positive
Third	Meeting the quality standards related to infrastructure	4.55	0.66	High	Positive
Fourth	Meeting the quality standards related to student services	3.95	0.24	High	Positive
Fifth	Meeting the quality standards related to teachers	4.48	0.61	High	Positive
Sixth	Meeting the quality standards related to the teaching-learning process	4.73	0.41	High	Positive
	Overall	4.45	0.54	High	Positive

The researcher found that the extent of meeting the standards related to all the areas is high in all the areas jointly and separately. That is because all the means in table (5) are greater than 3.66. Thus, the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis is high. The latter result isn't in agreement with the one reached by Junblat (2021). It indicates that the Ministry of Education in UAE exerted much effort during this crisis to provide students with excellent education. It indicates that the teachers working at such schools are well-trained and possess much expertise in teaching and using technology.

Means and standard deviations representing the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis are shown below in each area through the table below:

Table (6): Means and standard deviations representing the quality level of the distance education delivered by the Emirati public schools during the Coronavirus crisis

No.	Statement	Mean	Std.	Level	Attitude
First	Meeting the standards related to the design and development of curricula				
1.	The goals of the curricula used during the delivery of distance education are clear	4.66	0.55	High	Positive
2.	The content of the curricula used during the delivery of distance education is clear	4.62	0.97	High	Positive
3.	The students interacted much with the curricula and material used during the delivery of distance education	4.51	0.62	High	Positive
4.	There was much student-teacher dialogue when using the curricula during the delivery of distance education	3.64	0.13	Moderate	Neutral
5.	During the delivery of distance education, the intended outcomes of each unit of the curricula are clear	4.77	0.26	High	Positive
6.	During the delivery of distance education, the material used can be updated	4.69	0.58	High	Positive
7.	The material used during the delivery of distance education keeps up with the latest scientific developments	4.52	0.74	High	Positive
8.	The material used during the delivery of distance education employs multimedia	4.34	0.82	High	Positive
	Overall	4.46	0.58	High	Positive
Second	Meeting the quality standards related to student assessment				
9.	The exams taken during the delivery of distance education are clear	4.85	0.96	High	Positive
10.	There were effective mechanisms for preventing	4.94	0.70	High	Positive

	cheating in exams during the delivery of distance education				
11.	The management of the school assessed the reliability of the student assessment procedures in an ongoing manner during the delivery of distance education	3.57	0.52	Moderate	Neutral
12.	The assessment strategies used during the delivery of distance education fit with this pattern of education	4.48	0.89	High	Positive
13.	Teachers used a variety of assessment strategies during the delivery of distance education	4.56	0.77	High	Positive
14.	The assessment processes carried out during the delivery of distance education fit with the academic achievement of students	4.78	0.69	High	Positive
	Overall	4.53	0.75	High	Positive
Third	Meeting the quality standards related to infrastructure				
15.	Students had access to learning resources during the delivery of distance education	4.92	0.94	High	Positive
16.	During the delivery of distance education, the quality of the internet services at the homes of students and teachers were high	3.61	0.53	Moderate	Neutral
17.	The required maintenance services and technical support were available during the delivery of distance education	4.76	0.46	High	Positive
18.	During the delivery of distance education, the school used a system that ensured the protection of the user's privacy	4.54	0.72	High	Positive
19.	During the delivery of distance education, the school used efficient and advanced systems	4.93	0.67	High	Positive
	Overall	4.55	0.66	High	Positive
Fourth	Meeting the quality standards related to student services				
20.	Students were provided with adequate training about the way of using ICTs	2.20	0.22	Low	Negative
21.	Students were provided with excellent inquiry services to answer their inquiries during the delivery of distance education	4.41	0.17	Moderate	Neutral
22.	Students were asked to fill a questionnaire to gain data about their satisfaction with the services provided to them	4.59	0.32	High	Positive
23.	Data about scores was delivered on the right time to all students during the delivery of distance education	4.60	0.28	High	Positive
	Overall	3.95	0.24	High	Positive
Fifth	Meeting the quality standards related to teachers				
24.	During the delivery of distance education, teachers were provided with adequate training about the use of ICTs	4.16	0.56	High	Positive
25.	During the delivery of distance education, there were adequate number of teachers who hold a graduate degree	4.24	0.68	High	Positive
26.	During the delivery of distance education, teachers proved that they have excellent abilities in using the strategies that fit with distance education	4.80	0.93	High	Positive
27.	During the delivery of distance education, teachers proved that they have excellent abilities in using software	4.72	0.27	High	Positive
	Overall	4.48	0.61	High	Positive
Sixth	Meeting the quality standards related to the				

	teaching-learning process				
28.	The intended goals and outcomes of the distance education delivered during the Coronavirus crisis are met	4.75	0.11	High	Positive
29.	During the delivery of distance education, the average of the students' scores are accepted	4.64	0.50	High	Positive
30.	The school management analysed the data collected about the distance education delivered during the Coronavirus crisis	4.82	0.64	High	Positive
	Overall	4.73	0.41	High	Positive

*Source: The instrument was designed by the researcher based on the following references published by: Al-Hnaiti (2020) and Thabet (2021)

The researcher found that the extent of meeting the standards related to the design and development of curricula is high, because the overall mean of this area is 4.46. The latter result isn't in agreement with the one reached by Junblat (2021). It indicates that the curricula designers in UAE offer much attention to the process of designing and developing curricula. Designing and developing curricula effectively shall positively affect students' learning outcomes and the quality of education. It was found that the goals and content of the curricula used during the delivery of distance education are clear, because the means of statements 1 and 2 are 4.66 and 4.62 respectively. That indicates that the curricula were designed in a systematic manner with ensuring that the content isn't vague.

It was found that students' interaction with the curricula and material used during the delivery of distance education is high, because the relevant mean is 4.51. It was found that the extent of having student-teacher dialogue when using the curricula during the delivery of distance education is moderate because the relevant mean is 3.64. That may be attributed to the limited time of the online period. It may be attributed to the low teachers' awareness about the significance of having dialogue with students.

The researcher found that the extent of meeting the standards related to the student assessment is high, because the overall mean of this area is 4.53. That indicates that the management and teachers of the targeted school offered much attention to the online assessment process during the coronavirus crisis. The researcher found that the exams used during the delivery of distance education are clear, because the relevant mean is 4.85. It may be attributed to the fact that teachers realize that exams must be written in a clear manner in order not to have any misinterpretation for the questions.

The researcher found that there were effective mechanisms for preventing cheating in exams during the delivery of distance education because the relevant mean is 4.95. That is because the absence of such mechanisms in online assessment mode shall lead to the spread of cheating acts. The researcher found that the assessment strategies used during the delivery of distance education fit with this pattern of education because the relevant mean is 4.48. Such assessment strategies include: writing articles, e-projects, and multiple choice exams.

The researcher found that teachers used a variety of assessment strategies during the delivery of distance education, because the relevant mean is 4.56. This result may be attributed to the fact that teachers realize that it's necessary to use a variety of assessment strategies in order to gain reliable data about students' achievement.

The researcher found that the extent of meeting the standards related to the infrastructure is high, because the overall mean of this area is 4.55. The researcher found that students have access to learning resources during the delivery of distance education because the relevant mean is 4.92. That is because the management of the targeted schools ensure that students are provided with the needed electronic material.

The researcher found that the required maintenance services and technical support are available during the delivery of distance education, because the relevant mean is 4.76. That's because the management of the targeted schools realize that maintenance services and technical support must be provided to prevent the failure of the e-learning system and handle the defects in this system.

The researcher found that during the delivery of distance education, the schools used systems that ensure that the user's privacy is protected, because the relevant mean is 4.54. That's because the management of the targeted schools realize that the privacy and data of users (i.e. teachers, students and administrators) must be protected. Otherwise, students won't desire to use the e-learning system. That shall discourage students from learning.

The researcher found that during the delivery of distance education, the school used efficient and advanced systems, because the relevant mean is 4.93. That's because the management of the targeted schools realize that teachers and students must be provided with the latest systems. The researcher found that the extent of meeting the standards related to the student services is high, because the overall mean of this area is 3.95. The researcher found that students weren't provided with adequate training about the way of using ICTs, because the relevant mean is 2.20. This result may be attributed to the poor awareness of the management of the targeted schools about the significance of training students about the use of ICTs.

The researcher found that data about scores was delivered on the right time to all students during the delivery of distance education, because the relevant mean is 4.60. That's because the teachers realize that students must identify their scores on tests and projects. Identifying the score shall enable students to raise their performance and gain a better understanding for the content that they don't understand much. The researcher found that respondents have moderate attitudes towards the student inquiry services during the delivery of distance education, because the relevant mean is 4.41. This result may be attributed to the poor communication channels between administrators, and IT employees from one hand and students from another hand.

The researcher found that the extent of Meeting the quality standards related to teachers is high, because the overall mean of this area is 4.48. This result indicates that the Emirati officials offer much attention to teachers and their development and training. The researcher found that during the delivery of distance education, teachers were provided with adequate training about the use of ICTs because the relevant mean is 4.16. This result may be attributed to the high awareness of the management of the targeted schools about the significance of training students about the use of ICTs.

The researcher found that during the delivery of distance education, teachers show that they have excellent abilities in using the strategies that fit with distance education, because the relevant mean is 4.80. This result may be attributed to having much knowledge by teachers about the field of pedagogy. The researcher found that during the delivery of distance education, teachers proved that they have excellent abilities in using software, because the relevant mean is 4.72. This result may be attributed to the provision of much training to teachers about the use of ICT. In fact, showing attention to teacher training shall positively affect the learning outcomes, and meeting the intended goals of teachers, school and educational system.

The researcher found that the extent of meeting the quality standards related to the teaching-learning process is high, because the overall mean of this area is 4.79. That's because teachers realize that having an effective teaching-learning process shall lead to meeting the goals of the course and improving the students' scores. The researcher found that the intended goals and outcomes of the distance education delivered during the Coronavirus crisis are met, because the relevant mean is 4.75. This result may be attributed to setting effective teaching plans and providing students with well-designed curricula. The researcher found that during the delivery of distance education, the averages of the students' scores in courses are very accepted, because the relevant mean is 4.64. This result may be attributed to administering clear exams, teaching students effectively and using effective teaching methods.

12. Conclusion

The researcher found that the quality of the distance education delivered by the Emirati public schools during the Coronavirus crisis is high. That's because the extent of meeting the quality standards related to the design and development of curricula, student assessment, infrastructure, student services, teachers and teaching-learning process are high. For instance, the researcher found that the goals, and content of the curricula used during the delivery of distance education are clear. He also found that the exams used during the delivery of distance education are clear. He found that teachers used a variety of assessment strategies during the delivery of distance education.

The researcher found that during the delivery of distance education, the targeted schools used efficient and advanced systems. He found that data about scores was delivered on the right time to all students during the delivery of distance education. He found that during the delivery of distance education, teachers were provided with adequate training about the use of ICTs. He found that the intended goals and outcomes of the distance education delivered during the Coronavirus crisis are met

13. Recommendations:

The researcher recommends:

- Promoting awareness among teachers and administrators about the standards of quality in education. That should be done through holding courses and workshops

- Encouraging teachers and administrators to meet the standards of quality in education. Financial and moral incentives must be set for encouraging them to meet such standards.
14. Suggestions for researchers:
- Conducting a study that explore the quality of the distance education delivered by the Emirati private schools during the Coronavirus crisis
 - Conducting a study that explore the quality of the distance education provided by the Emirati private and public universities during the Coronavirus crisis
- Conducting a study that explore the obstacles that hindered the delivery of distance education in schools in UAE during this crisis.

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