
THE IMPACT OF ONLINE LEARNING ON SECONDARY SCHOOL STUDENT'S ACADEMIC PERFORMANCE IN THE CITY OF BASRA-IRAQ (Research Paper)

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Abstract

Online education has become more common in our daily lives since the spread of the Corona pandemic as a solution for students to continue education. For this reason, this study focused on the impact of online learning on the academic performance of students in private and public schools, and whether or not there were statistical differences among students. The sample of the study consisted of 600 male and female students distributed over ten public and private schools in the center of Basra city. With regard to the theoretical aspects, the study is a mixed method one that involves qualitative and quantitative data and it relies on the principles of Gestalt theory because it is closely related to education.

The study showed that the negative effect of online learning on public school students is more than that on private school students. This could possibly be due to the fact that the latter is controlled by a private staff and is fully funded by the student's tuition fees. At the same time, private schools usually have better infrastructure facilities and modern technology if compared to public schools. Private schools helped solve some of the problems of online education during the pandemic. In fact, private schools generally depend on qualified and experienced teachers who have the desire and accept teaching with passion and diligence, as well as their quest to raise the scientific level of students.

Key Words: (Online Learning, Covid 19, Academic Performance, Private and Public Schools).

تأثير التعليم الالكتروني على الأداء الأكاديمي لطلبة المدارس الإعدادية في

مدينة البصرة_ العراق

الباحثة: عدوية جبار كاظم

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الملخص

أصبح التعليم عبر الإنترنت أكثر شيوعاً في حياتنا اليومية منذ انتشار جائحة كورونا، حيث تم اعتماده كحل للطلاب لمواصلة التعليم. لهذا السبب ركزت هذه الدراسة على أثر التعليم عبر الإنترنت على الأداء الأكاديمي لطلبة المدارس الحكومية والخاصة، وهل توجد فروق ذات دلالات إحصائية بين الطلاب وفيما يتعلق بهذا التأثير تكونت عينة الدراسة من ٦٠٠ طالب وطالبة. موزعة على عشر مدارس حكومية وخاصة في وسط محافظة البصرة. أما الجانب النظري فقد اعتمدت الدراسة على مبادئ نظرية الجشطالت لارتباطها الوثيق بالتعليم

وأظهرت الدراسة أن الأثر السلبي للتعلم عبر الإنترنت على طلاب المدارس الحكومية كان أكثر من تأثيره على طلاب المدارس الخاصة لأن الأخيرة تخضع لسيطرة طاقم خاص ويتم تمويلها بالكامل من الرسوم الدراسية للطلاب. في الوقت نفسه، تمتلك المدارس الخاصة عادةً مرافق بنية تحتية أفضل وتكنولوجيا حديثة عند مقارنتها بالمدارس العامة. ساعدت المدارس الخاصة في حل بعض مشاكل التعليم عبر الإنترنت أثناء الوباء. في الواقع، تعتمد المدارس الخاصة بشكل عام على معلمين مؤهلين وذوي خبرة لديهم الرغبة ويقبلون التدريس بشغف واجتهاد مع سعيهم لرفع المستوى العلمي للطلاب ، وهو أشبه بالدروس الخصوصية

الكلمات المفتاحية: (التعلم عبر الإنترنت، كوفيد ١٩، الأداء الأكاديمي، المدارس الخاصة والعامة)

1. Introduction

Education is fundamentally important for the development of any society. Without education, society becomes fragile and does not stand on basic foundations. Education is a necessity for the community and the country we live in. It is considered as the best way to successful societies and the best way to achieve stability for their citizens. In addition, education fulfills the aspirations of individuals by acquiring the knowledge and skills necessary to see and perceive life in the right way. The strength of any society lies in its academics and scholars and the capabilities of decreasing ignorance. Indeed, education comprises the development of all necessary skills for students and the possibility of keeping pace with technology.

Technology is the language of the age, and educational technology has become one of the necessities for developing educational systems and improving various aspects of learning. As one of the most important forms of education, online learning is provided by modern electronic technologies to access educational materials. It has helped fill some gaps resulting from the increasing learning demand. Additionally, it has contributed to educating, raising awareness, and training many groups such as the working class and employers with the least time and effort.

Many scholars worldwide have taken an interest in online learning, as they have dealt with it in many studies. It is worth noting that many of those interested in this field used many words and terms to refer to online learning, such as flexible education, distributed education, e-learning, and Computer-Mediated Communication (CMC). In many studies, it's peculiar that authors, for example, use e-learning as a synonym for online education

because the internet has become the of “basic electronic delivery” (Scagnoli,2009:555). Other terms synonymous with online learning are 'web-based education' and “e-learning”(Curtain,2022:12).

The pandemic has contributed to changing many practices and policies. Education can be considered the most important sector that has been affected by this pandemic. Due to Covid 19, educational institutions and educational systems worldwide have replaced traditional learning with online learning. Schools and universities were closed in order to control the diffusion of Coronavirus. As a result, education was transmitted to the student's home. Schools, universities, and institutes had to create online learning opportunities to help students complete their academic year so that the wheel of life wouldn't stop turning. Covid 19 is a blessing in disguise because it had some positive aspects. Although some students grumble about online learning, many know how to learn from home. The Coronavirus has contributed to changing the form of education in one way or another. Teaching and learning were abruptly upended due to the Covid-19 pandemic(Zhang et al. 2020:1).

As part of the world, Iraq faced challenges of the non-predicted move to online learning because the Covid 19 pandemic has influenced all sectors of the educational system. Hence the "Stay at Home" orders spread all over the world. However, the shift caused some academic concerns for students; for instance, it might affect students' academic performance. The first year of closure was highly challenging for students in Iraq at all levels. As the researcher is a teacher in secondary schools, the first semesters of online education started on the wrong foot.

The current study thus aims to investigate the influence of online learning on Iraqi students' academic performance in secondary schools in the center of Basra city. It is worth examining whether the actual academic performance has been influenced and the extent to which the influence might be happening. Furthermore, the current study is supported by Gestalt theory, which is considered one of the influential theories of learning (Sequeira, 2012:2). As a phenomenological study, it is mainly based on the teachers' as well as students' attitudes and experiences by using mixed methods such as a questionnaire and informal interviews. The findings may benefit educators and students as they might apply online learning in the future.

2. Statement of the Problem

Students' academic performance constitutes a meeting point for all those working in the educational process, including students, teachers, and specialists in this field. After much research and investigation, the researcher found that some studies worldwide dealt with the effect of online learning on students' academic performance. However, most of these studies target university students, such as a study conducted by Yassen et al. (2001) at Amman University. In Iraq, some Iraqi researchers in Baghdad and the provinces undertook online learning in their studies. Still, most of their studies revolved around general online learning, and some linked their studies to university institutions. So, the topic addressed by the researcher in this study has not been studied. Hence, not much research has been done in this particular field, especially in Basra city. This issue prompted the researcher to address this topic because, according to the researcher's vision, studying it more deeply is necessary and useful.

3. Research Objectives

The main aim of the current research study is to investigate the effectiveness of online learning on the students' academic performance at secondary schools in the center of Basra city and to understand if there are significant differences between private and public schools regarding the effect of online learning on students' academic performance.

4. Research Questions

The main question is concerned with the efficacy of online learning and its effect on academic performance. More specifically are there statistically significant differences regarding the effect of online learning on students' academic performance between private and public schools?

5. Hypotheses of the Study

Based on the aforementioned objectives and questions, the present study has put forward the following hypothesis:

there are differences between private and public schools regarding the effect of online learning on their students' academic performance.

6.Theoretical Background

6.1 Student's Academic Performance

Covid 19 had caused disquiet and melancholy for most students. Most significantly, it has a "devastating" impact on their academic success, as many universities and schools have no public teaching system, and only a healthy mind leads to academic success (Edith, Eric & Janet, 2021:82-84). Academic Performance (AP) is mainly considered as the primary aim of the educational

process that can be carried out by a teacher, student, or institution during an academic period. In a general essence, AP refers to the current level of a student's learning. Academic performance is vital for any specialist or interested in education because it is a prerequisite for securing a secure future and a better life for the learner. Therefore, the success or failure of any educational institution depends to an unquestionable extent on the academic performance of its students (Kumar et al., 2021:3092). Moreover, academic performance is described as a broad concept with several connotations. Hence, it is a broad and important concept that has been defined in different ways; thus, it can be measured in different ways through different indicators of educational success and aspects (Steinmayr et al., 2014:5, Kumar et al., 2021:3093).

The student's academic performance is the center of the entire educational process. University and school staff expect a high-performance level from their students because better academic performance leads to better career options in the future. It is worth noting that the aim of the educational context may differ from one institution to another. AP of students indicates attaining knowledge and achieving goals or completing educational benchmarks (such as getting a High Diploma or Bachelor's Degree) during the academic period, which can be conducted under the supervision of the professor or teacher. The knowledge that students might get differs depending on the level of the student's competence in a classroom. It can be divided into five classes; excellent, potential excellent, medium, and critical level students. That's why students need a considerable effort to have good academic performance (Samikkanu Jabmoney, 2018:84).

6.2 The Gestalt Theory

The current study is anchored on the Gestalt theory. The Gestalt theory is one of the well-known schools in psychology and philosophy (Smith,1988:11) and one of the main theories of learning (Sequeira, 2012:2). As a concept, it appeared for the first time in the year 1890 by the scientist Christian von Ehrenfels when he published his article entitled "On Gestalt Qualities," which garnered wide interest and a strong position in philosophy and psychology (Smith,1988:11). However, the scientific roots of this theory go back to 1920 and, more specifically, to the German scientist Max Wertheimer (1880-1943) and other scientists such as Kurt Koffka(1886-1941) and Wolfgang Köhler(1887-1967). These scholars were considered the primary formulators of the "Berlin School of Gestalt Psychology."

The notable figures of Gestalt theory were the first group of psychologists who studied the "Perceptual Organization" and other phenomena based on German philosophies. They believe that this theory is superior to the behaviorist theory because the latter is based on the stimulus-response approach to learning (Jeganathan and Shanmugam,2022:88-89). It is worth noting that Max Wertheimer is considered the most prominent founder of this theory, as he was known for the concept of the Phi phenomenon and productive thinking (Wolman, 2012:443).

Gestalt theory drew the attention of educators and those interested in many important matters in the educational field, whether in the planning or implementation of curricula. The theory, as mentioned earlier, emphasized the necessity of organizing the curricula in a way that enables the learner to organize the perceptual situation in which the learner is located so

that he can gain insight from perceiving the relationships between the parts of the situation(Al-Bahadli and Al- Asadi 2003:44). Moreover, it helped many students by opening wide horizons to obtain correct knowledge easily and in new ways. More importantly, its interest in the psychology of thinking has made it a reliable basis for teaching methods today (Abdel Hamid,2021).

Another important principle in this theory involves(1) teachers should encourage their students to discover the relationship between the elements that make up a problem (2)- incongruities, gaps, or disturbances are essential stimuli in the learning process.

(3) educational instruction should be based on the Laws of Organization (Pappas,2014).

Furthermore, the Gestalt theory is based on the idea that our brain attempts to simplify and organize complex images and incomprehensible designs by arranging their parts into a system that creates a dynamic whole from the parts. The human brain is built to see structure and patterns to better understand our environment. Several primary factors determine the "laws of the organization". They are also known as the principle of "grouping" (also called prägnanz) , some of them are the following:

1- similarity: according to the Gestalt theory, the human brain tends to group similar things together. The principle of similarity in the elements is used to link them together so that one design includes those elements. For example, depending on the principle of similarity, you can structure and design your site with similar appearances,

2- proximity: the principle of proximity is based on the extent to which the elements are close to each other. The convergence relations depend on the strength of the overlapping relations between converging subjects. Thus things that are close to each other are connected together,

3- closure: the mind can fill the missing parts of a design or image based on prior experience and already acquired knowledge to create the whole, and

4- simplicity: the principle of simplicity is based on the idea that the human mind can look at the elements in the easiest way possible and that it tends to make it simple and focus on what matters so that we can focus on what we want to communicate. Thus, "complex images can be viewed in the simplest of terms" (Schunk, 2008:176-178)

5-Continuation: gestalt theory opines the educational process as "a process of continuous growth." (Carr 1934:194).

7. Review of Related Studies

7.1 Gonzalez et al. (2020)

Gonzalez et al. presented a short paper entitled "**Influence of COVID 19 Confinement on students' Performance in Higher Education,**" in which they investigated the effect of Coronavirus quarantine on the "autonomous learning performance" "of students in higher education", especially in "Universidad Autonoma de Madrid" in Spain. The authors, in their analysis, have done some experiments, including 458 students. In order to get accurate and precise details, they aimed to divide the students into two groups, the control group and the experimental group. The experimental group involved students

who experienced online courses as a result of the "confinement." Gonzalez et al discovered that the quarantine has a crucial positive impact on students' academic performance, and this helped improve the strategies of learning into a more constant habit. On the bases of the study results, the researchers deduced that the pandemic confinement changed the learners' strategies to a more continuous habit and improved their efficiency".Hence the authors expected better grades in the learner's assessment which can be seen in the development of the learning performance. Moreover, the researchers have demonstrated an improvement in the students' academic performance.

7.2 Adnan and Anwar (2020)

In the same vein, Adnan and Anwar, in their article "**Online learning amid the Covid 19 pandemic: Students' perspective**", investigated students' behavior in the College of Pakistan regarding online learning during the pandemic. In order to execute their study, Adnan and Anwar surveyed postgraduate and undergraduate students. Depending on the students' perspective, they opined that distance learning in Pakistan, which according to the authors, is considered one of the underdeveloped countries, cannot provide desired academic performance because a significant amount of students cannot access the internet. Adnan and Anwar concluded that students faced some difficulties during the pandemic, such as time management, lack of socialization in the traditional classroom, and no face-to-face interaction with the teacher. According to them, even though online learning helped safeguard" students' and faculty's health" during the pandemic, it was not as influential as traditional learning. Online education cannot give the results that the educational process aims to achieve in" underdeveloped countries like Pakistan," where most

students cannot access the internet due to monetary and technical difficulties. Participants also stated that there are" other difficulties like lack of interaction with the instructor, response time, and the absence of traditional classroom socialization." The lack of F2F interaction and socialization has caused stress for students. This study also proposed that" educational organizations need to improve their curriculum and design their content in line with the requirements of online lectures."

8. Research Design

The current study investigates the effect of online learning on secondary school students' academic performance during the pandemic. The theoretical underpinning of this study is based on basic principles in Gestalt theory. This study is anchored on phenomenological research because the researcher sought to know the participants' perceptions and everyday experiences by using the study methods to describe the phenomenon and bring its image closer to the reader, i.e., it helps understand a particular phenomenon comprehensively. In 1998, Merriam described phenomenological research as ferreting out the core structure of a particular phenomenon(Merriam,1998:158). Bogdan and Biklen state that: "Researchers in the phenomenological approach attempt to gain entry into the conceptual world of their subjects in order to understand how and what meaning they construct around events in their daily lives" (Bogdan and Biklen,2003:23). The participants in this study represent the center of this investigation because their life experiences shed light on the phenomenon in question.

The researcher used the Mixed-Method Approach (MMA)for its suitability for this type of study. Mixed-method

research is those procedures that collect and analyze qualitative and quantitative data in one study to obtain a clear picture of the research problem and establish various views of the phenomenon. The questionnaire and the informal interview were the main methods of the study, and they were analyzed by adopting this type of approach.

Moreover, the current study is a descriptive-analytical one. According to Koul(2009:104), "any research that investigates phenomena in their natural setting by collecting data, measurement, classification, analysis, comparison, and interpretation." This approach indicates tackling the problem(s) through touching upon a plurality of approaches to collecting data; therefore, it would be harmonious with the hybrid methods research adopted in this study.

9. Data Collection Methods

Research tools are the means of collecting data to provide strong answers accompanied by evidence to the questions of scientific study or academic scientific research. Two types of methods are employed in the current research. They included a questionnaire with students(see Appendix A) and semi-structured interviews with teachers, through which data were collected systematically. A questionnaire; is a group of questions asked to individuals to get beneficial information about a specific topic(s)(Roopa & Rani, 2012:273). Furthermore, the questionnaire items should be formulated appropriately to the subject of the scientific research and its coordination. At the same time, an interview is a vital data-gathering technique for collecting information that involves verbal and nonverbal communication between the interviewer and the interviewee (Fox, 2009: 4).

10. Data Analysis

In order to find out the effect of online learning on students in the center of Basra Governorate according to the type of school, i.e., whether the school is public or private, the questionnaire was applied to several schools in the center of Basra city (five public schools and five private ones). The researcher used the **T-test** for two independent samples at **the level of significance (0.05)** and **degree of freedom (598)**, as shown in the following: table(1)

Sample	No. of schools	No. of students	Arithmetic Mean	S.D	T-test		Significant at level (0.05)
					computed	Tabulated	
Private schools	5	319	96.333	14.648	2.782	1.97	Statistically Significant
Public schools	5	281	107.553	12.970			

Table (1) **T-test** for two independent samples

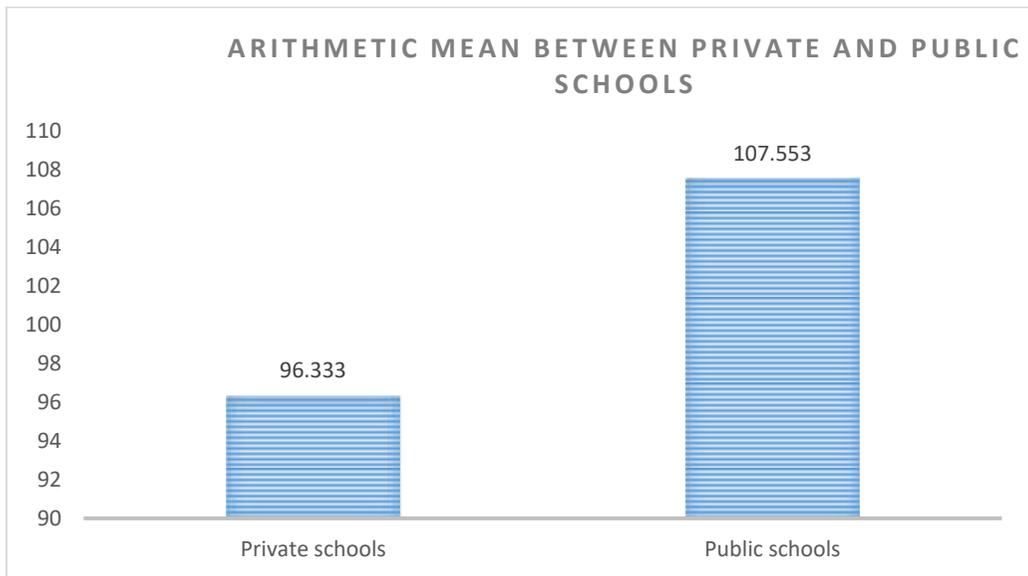


Figure (1) The Arithmetic mean between private and public schools

A look at the above table reflects that **the Computed t-test (2.782)** is higher than **the Tabulated t-test (1.97)**, and this indicates there is a statistically significant difference at the **(0.05)** level for public schools with **Arithmetic mean (107.553)** and a **Standard deviation (12.970)**. While in private schools, **the Arithmetic Mean is (96.333)** with a **Standard deviation (14.658)**. The researcher clarifies that as it became clear from the questionnaire results, there are fundamental differences between private and government schools regarding the effect of online learning on students' academic performance. Depending on the questionnaire results, the researcher found out that the teacher of private schools was previously trained on how to deal with electronic educational programs. This matter facilitates how to deal with online learning, shortening the time and ease of accessing the material to the student. Furthermore, displaying the material in private schools is done through advanced programs

such as Zoom and Google classroom, unlike the public schools where most of its teachers use WhatsApp and Telegram. The researcher opines that WhatsApp can distract students from the classroom. Instead of using it to study, it becomes their preferred space for entertainment and fun. It also helps make them lazy to do their homework. Additionally, private schools have stability and continuity with the internet, and there is effective communication between the teacher and students. Furthermore, most of the assessment methods in public schools are not rational, whilst in private schools, most teachers make quizzes and daily electronic exams. It is clear that private schools have more facilities, better equipment, and buildings, and have a well-organized curriculum.

11. Discussion and results

Regarding the main question of the research, the questionnaire and interview findings meet together because they all indicate that private schools have more facilities, better equipment, and buildings, and the curriculum is well organized. Thus the negative effect of online learning is less in private schools than in public schools. In terms of their online learning knowledge needs, in public schools, teachers and students demand more practice in order to be able to understand how to use technology in education.

The study showed that the negative effect of online learning on public school students was more than that on private school students because the latter is controlled by a private staff and is fully funded by the student's tuition fees. Fees are usually higher in private schools. At the same time, private schools usually have better infrastructure facilities and modern technology when

compared to public schools. Private schools helped solve some of the problems of online education during the pandemic. In fact, private schools generally depend on qualified and experienced teachers who have the desire and accept teaching with passion and diligence, with their quest to raise the scientific level of students, which is more like private lessons. The administration of private schools determines a kind of Organization and an educational strategy, which the **Gestalt theory** advocated. The **Gestalt theory** brought about that Organization is an essential principle for the success of education. Based on the findings above, hypothesis no3, "there are differences between private and public schools regarding the effect of online learning on their students' academic performance," is thus accepted

12. Conclusion

The current study attempts to identify the effect of online learning on the academic performance of secondary school students in the center of Basra Governorate. Based on the quantitative and qualitative data analysis, the researcher concluded that although online learning helped continue the school year during the pandemic, it harmed students' academic performance and thus most students were not satisfied with it. The results also reflected that **the Computed t-test (2.782)** is higher than **the Tabulated t-test (1.97)**, and this indicates the is a statistically significant difference at the(**0.05**) level for public schools with an **Arithmetic mean (107.553)** and a **Standard deviation (12.970)**. While in private schools, **the Arithmetic Mean is (96.333)** with a **Standard deviation (14.658)**. The researcher clarifies that as it became clear from the questionnaire results, there are fundamental differences between private and government schools regarding the impact of online learning on

students' academic performance. The effect of online learning was negative in public schools more than the private ones due to the presence of many privileges and facilities in private schools and many obstacles and difficulties in public schools. Most public schools use social media to deliver school materials to students. Social media can promote nonacademic "chatting" more than academic passing knowledge.

The researcher attributes the effect of online learning on students' academic performance to major reasons. The main reasons were: the lack of Organization, the paradigm shift implemented without in-depth study or correct procedures by the Ministry of Education, the lack of trained educational staff, weak infrastructure, poor digital content, the use of ineffective methods of teaching, the inadequacy of the study materials for this type of education and the absence of psychological readiness of the student and teacher. Therefore, online learning during the Corona pandemic did not meet the needs of students. Thus, it cannot substitute traditional education, but it can be supportive and armrests. The researcher opines that it is possible to integrate online education with traditional F2F education so that the student and teacher become accustomed to it and be prepared for any future crises that Iraq may face in the future.

This study may raise some questions: what are the appropriate curricula for online learning? And how will they be designed? And is online learning suitable for all stages? The following section will present some contributions to English Language Teaching.

13. Recommendations

The current study offers the following recommendations:

1-It would be effective if the Ministry of Education would study the online education system in-depth. They should be concerned about using the internet to create an appropriate atmosphere before involving both teachers and students in such type of education.

2- It would be good if the stakeholders in the Iraqi government cooperate with the Ministry of Education, hand in hand, to ensure uninterrupted internet and continuous electricity for e-learning because it is the basis of infrastructure for this type of education.

Appendices

Appendix (A) The Academic Performance Questionnaire

Department of English

College of Arts/University of Basra

STUDY TITLE: THE IMPACT OF ONLINE LEARNING ON SECONDARY SCHOOL STUDENT'S ACADEMIC PERFORMANCE IN THE CITY OF BASRA-IRAQ

University-level M.A. Candidate: Adawiya Jabbar Khadim

Dear students, this form aims to poll your opinions regarding e-learning to achieve the study's objectives, and we will be grateful for your responses to these questions. We assure you that all your answers will be used for scientific research purposes only. There are no right or wrong answers. Please state your opinion on each item included in the questionnaire. Your participation will enrich

and add originality to the study. Please accept our sincere thanks and regards.

Thank you in advance for your collaboration.

Appendix (B)

The Questionnaire of "Academic Performance"

Themes	NO.	Items	strongly agree	agree	uncertain	Disa-gree	strongly disagree
Student's Score	1	Many students prefer online learning over in-person learning					
	2	in online learning, the students' most significant interest is to obtain high scores of success					
	3	online learning raises the student's score but does not increase their scientific level					
	4	students feel that it is difficult for the teacher to control their scores in online learning					
	5	students' scores in online learning are higher than in-person learning					
	6	in the online lesson, it is difficult for most students to focus with the teacher					
understanding Materials	1	In-person learning is much better than online in terms of understanding and comprehending the school subjects					
	2	in online learning, the student loses many of the skills that they learned in the					

		traditional education					
	3	In e-learning, it is difficult for the student to focus with the teacher during the lesson					
	4	The methods used for presenting the school materials in the electronic lesson do not provide the student with the required scientific skills					
	5	The students need to read and explore more to understand the material after the electronic lesson					
	6	the deletion of some subjects from the curriculum by the Ministry of Education (due to the Corona pandemic) affects students' academic level					
	7	Teachers resort to using social media programs (Telegram - WhatsApp) as ways to explain their materials because they are not previously trained on how to use other advanced programs such as google classroom and zoom					
Class size	1	sitting for many hours on a mobile device or laptop causes boredom from lessons and a lack of focus					
	2	The class size in the electronic lesson hinders the continuity of the internet and causes technical problems					
	3	some students speak randomly in the electronic lesson, which distracts the					

		student's thinking					
	4	The large number of students covers some wrong behaviors such as playing on the entertainment programs					
	5	some difficulties in joining the electronic lesson due to a large number of students					
	6	the large number of students covers the absence of some students					
	7	a large number of students feel that online learning affects specific scientific subjects such as physics, mathematics , and biology					
Feedback	notes	Note:- Feedback is a set of information that an individual receives about his performance of a particular job, so that it shows him the mistakes he made, the amount of what he learned, and the suitability of his performance to the goal.					
	1	In the electronic lesson, the students receive their papers after correcting them by the teacher					
	2	In the electronic lesson, the teacher continuously answers the students' inquiries about the scientific material presented in the e-lesson.					

	3	After completing the exercises in the electronic lesson, the teacher guides the students to the correct solutions and how to reach them					
	4	Some teachers delay or neglect the guiding aspects of the student in the electronic lesson					
	5	Feedback is one of the most important components of e-learning					
	6	The teaching ability of some teachers in e-learning is decreased compared to the in-person education					
Assessment	1	The difficulty in observing the student's activity in e-learning results in difficulty in evaluating his academic level					
	2	E-learning cannot be used as a fair method for student assessment					
	3	assessment methods in e-learning are not based on scientific matters and are not carried out in a rational way					
	4	The assessment of the student's level is not carried out continuously by the teachers for many reasons, and this leads to the absence of the student's academic motivation					
	5	Student assessment is one of the most important indicators of successful e-learning					

	6	E-learning does not achieve justice in assessing the real student level					
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