

# Coronavirus (COVID-19) and Online Studying Cas's Study Alasala University KAS Law School

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## **Abstract**

The first quarter of 2020 is one of the most difficult times for the region and whole world. Where the epidemic (COVID-19) invaded the world and thus affected many aspects of human aspects: in terms of low industrial production, the global economy stopping work, and educational aspects closed to students. All educational institutions modified their academic assessments, and then educational programs were modified during this period. As stakeholders and management of higher education institutions do not have another option is to take advantage of Internet and new technologies, and therefore go to online learning to continue academic activities at all levels of education around the region and the whole world.

The study aims at assess whether students in KSA, especially Alasala University in general, and in particular the College of Law, if they are satisfied with the “group” online learning experience in higher education institutions, therefore, the study used an online survey to investigate the level of satisfaction with online learning and how students adapt to these “new initiatives”.

The study undertakes a case study of a law school within a leading university such as Alasala, which has implemented a quality system. The study reviews the development of the quality system and examines the concept of service quality in law education. The aim of this study is to address the paucity of service quality research in law education in this region. Empirical research is used to determine the factors that influence student evaluation of service quality. With data collected from 664 students, the study identifies six factors that influence students' evaluations of service quality. Research implications of the study are then discussed. The study results indicate that the implementation of online learning programs was a very impressive idea as the majority of students included in the sample supported the initiative.

**Keywords:** *Distance education; student satisfaction, online Learning, COVID-19 pandemic, higher educational institutions, Alasala, KAS.*

## **Introduction**

“Never before have we witnessed educational disruption on such a large scale” said UNESCO Director General Audrey Azoulay (2020). The global academic calendar has been thrown into a state of disarray by the Coronavirus outbreak. Most schools from basic to universities have shut down their doors and students have returned home to their parents

and together self-quarantined (UNESCO, 2020). Convocations and graduations have been cancelled, and some classes have been cancelled, some examinations have been cancelled; university research programs have been postponed. Leaders around the world are feared and at the same time facing a major dilemma. It is imperative that education leaders make the decision to end the spring semester in most cases. But these sudden and decisive decisions related to

coronavirus (COVID-19) will change the history of the entire world on all levels, so it must be thoughtful and accurate.<sup>(1)</sup>

In March 2020, Distance Education had a major revolution in the in the Middle East and they are continuing to progress into a more widespread form of educational technology. However, to what extent can these work and what are the motives for applying this new technology to the KSA? It is important and necessary to recognize that online education is the critical solution in times of crisis, especially to avoid direct communication. Where many universities began to transfer their programs gradually over the Internet and to reduce the presence of huge numbers of students in the university edifices and to alleviate administrative and financial burdens alike (Paw, 2020). Where the best universities in the world have done this like Tsinghua, Peking University, Harvard, MIT.<sup>(2)</sup>

Pao (2020), Philius et al. (2019) they argue that a full online transition requires effort, massive budgets, bigger planning, and investments from all sectors. So, fundamental changes to the laws recognize the study certificates online. We cannot compare the first world country with countries in the third world, especially since there is a different boom in terms of laws and economic and political systems.<sup>(3)</sup> Many universities have not taken into consideration the training of students and teachers through online teaching, and they may not have sufficient resources, including both registration platforms. The campus, and also through the work of the faculty from her home to record the work and submit it in a way that can be accessed by students, then the plan ends online here.

There have been increased levels of sophistication and effectiveness in a number of schools that have embraced digital learning (Murphy, 2020). According to UNESCO (2020), over 1.5 billion learners in 165 countries are attracted by COVID-19 school closure<sup>(4)</sup>. This translates to 87% of the world's student population. According to another survey

conducted by an education think-tank the 'Times Higher Education', on the prospects of higher learning from the perspectives of leaders of major universities in the world in 2018, about 200 respondents drawn from 45 countries across the 6 continents pointed to a specific fact; online education cannot match the normal teaching method. However, 63% predicted that by 2030 most prestigious universities will be offering their full courses online. However, only 24% agreed that electronic learning would be more popular than traditional methods of learning. Technology will reshape the universities by 2030. Though the online system of education is viewed as relatively new, according to research, in the future, it will just be as effective as school-based methods (Murphy, 2020; UNESCO, 2020).

The Alasala University is becoming increasingly competitive and consolidated, which means that local universities are facing shareholder pressure to focus on value rather than revenue growth. The ease and convenience offered by technologies such as mobile phones and the internet have help KSA higher education insituations serve the domestic education and their students. Education are now facing strong and intense competition. Universities in Saud Arabia are formulating various strategies to retain the quality services, the key to which is increasing service quality. KSA universities need a system to foster student satisfactions.<sup>(5)</sup>

## Literature Review

Educators and schoolers have long sought to define quality in several forms of education. Distance and open education and online education spreading with the support of the Internet and new technologies, the tasks required to evaluate the quality of online programs become more difficult. To help teachers and institutions search for quality assurance methods for the continuous improvement of their distance learning programs, the Sloan-C Framework (Moore, 2002), with five pillars identified for quality - effective learning, Access, student satisfaction, faculty satisfaction, and

cost-effectiveness of online programs. Based on the relevant literature review, this article explores the reasons behind online program quality assurance, key standards recommended by major accrediting agencies and some of the best practices currently used to ensure online program quality standards. It serves as a starting point for education officials and teachers to formulate program goals and evaluation policies regarding their online programs.

It is important to note that such problems can only be faced due to the high speed that universities in Saudi Arabia go through and they have been forced to transform the teaching method online to preserve the health of their students due to the coronary virus outbreak (COVID-19) that greatly paralyzed the region and the whole world. However, there are many complaints among students on social media platforms about their frustration with online education. There are cases when students are forced to rush to the kitchen to answer the calls of their teachers or to stop the video channels because the family plays and screams in the background. Other major issues of great concern to students participating in the Internet are the effectiveness and credibility of the content of the online learning course.

In KSA, several distance education students have positive perceptions and attitudes towards open and distance learning while many people who are outside the system are sceptical about the quality of evaluation and mode of service delivery in distance education. We observed that students in particular have mixed feelings about the inadequate coverage of the syllabus in distance learning. Hence, we assert that many students criticize distance education because of high rate of malpractices in home work, assignments, tests and examinations, which invariably lower the quality of education in the system. That many students still have wrong impression about distance learning in KSA, stressing that despite the popularity of the system in CORONA time, it is still facing credibility problem.

## **Theoretical Framework**

The survey assesses the associations among the system quality, information quality, service quality on student satisfaction and use of systems in virtual learning environments. The survey was carried out by means of a distance education program offered to 646 students from law school. Confirmatory Factor Analysis and Structural Equation Modelling were used for data analysis in order to understand the student satisfaction process in virtual learning system.

The survey guided by a well-structured questionnaire had been administered across a valuable sample of 646 students of law school. The findings generally indicate that the majority of students are satisfied with the facilities provided by law school. Such finding law school make better strategic plan as to enhance student's satisfaction in particular and its service quality were corrected with student satisfaction.

The survey was carried out through an online program presented to 646 students Law Faculty of Al-Alasala University. Analysis and structural equation modelling were used to analyse data for understand the student satisfaction process in a virtual learning system. Results show differences in system quality, information quality, and quality of service affect using the system, building user satisfaction was 75% of the variance previously explained quality of information and quality of service.

## **Research Aims and Questions**

This study aims to identify the views of students in relation to the quality of distance education. The objective is to determine what could be done to improve the programmes, and the institutional framework in which they exist? In this sense, the following research questions were formulated to guide the study:

- Explore KSA students' perceptions of the importance of quality standards in distance education.
- Explore KSA students' perceptions of the

current implementation of quality standards in their current distance education.

- Investigate KSA students' perceptions of the strengths and weaknesses of their distance education courses.

- Investigate KSA students' perceptions of the barriers facing distance e-learning.

Hence, to achieve our research goals, the study seeks to answer these questions:

RQ 1 What are the KSA students' perceptions of the importance of quality standards in a distance study?

RQ 2 What is the expected challenges that students are likely to encounter during the online teaching and learning?

RQ 3 What is KSA students' perceptions of strengths and weaknesses through distance learning applications?

RQ 4 How much satisfied is the students with the "Learning Resources" available?

These study questions will determine the structure of the current study. We have made student perceptions are the basis for an investigation of both quality and strengths and weaknesses the obstacles students face, along with their suggestions for changes that may be reinforced their experience.

### Statement of the Problem

Linking quality education with student satisfaction the relationship between quality education and student satisfaction is much debated. One view is that, if the provision of high quality education is a "service", then it is closely related to levels of student satisfaction and that quality also results from a comparison of expectations with perceptions of performance.<sup>(6)</sup> <sup>(7)</sup>

In Saudi Arabia's density populated countries have a good opportunity to benefit significantly from the gains of education via distance learning as

a means to reach large numbers of students scattered in the outskirts of the Kingdom in order to achieve education for all in a reasonable period of time and to break the barrier of fear and the unknown. Perhaps, many Saudi students do not have the desire to study remotely, but the crises have forced them to do so, but they lack the skills, but they are quickly adaptable, as the questionnaire at the College of Law showed the great desire of his law request to study remotely by a percentage. Also, there is a problem of poor teaching materials, as if they are not programmed for distance study and poor methods of remote teaching, which creates for us a problem called dropout from study.

### Model of Research and Hypotheses:

System Quality is characterized by factors related to the software managing the distance course, such as ease of use, stability, and visual resources.<sup>(8)</sup> Information Quality refers to characteristics about the course content, and Service Quality comprises actions of the subjects who are part of the teaching-learning process, such as teachers, tutors, and technicians. Jointly, both these dimensions, information and services, promote higher satisfaction and greater intention to use the resources delivered in the virtual environment.<sup>(9)</sup>

The use construct refers to the frequency with which the user accesses the resources offered by the virtual learning environment, and User Satisfaction is the positive feeling derived from participating in the course<sup>(10)</sup>. Identified a relationship among multidimensions in which system quality, information quality, and service quality are independent variables that influence students' use of and satisfaction with virtual learning environments<sup>(11)</sup>.

Lee-Post (2009) reinforced the causality of the independent dimensions indicated in this study and termed them Satisfaction, Benefits Perceived, and Intention of Use<sup>(12)</sup>. In research on the antecedents of continuity of use in distance learning, disclosed that "information quality, technology quality, perceived usefulness, and satisfaction with the system influence



the intention to use.

### **Importance of the study**

By the study, the instructions will be able to know the necessity of students and they will try the best to the student's satisfaction. The study also will help to find the problems in distance education. The serviced of quality of the new college is questionable due to due to lack of fulltime faculty members, up dated curriculum intrastation facilities and libraries teaching aid session jam, students-teachers polices and proper monitoring.

**Distance e-Learning:** Merisotis (1999) stated, "It is important to understand what is meant by 'distance learning.' Because the technology is evolving, the definition of what distance learning is continues to change."<sup>(13)</sup> In the same report, they illustrated the fact that much of the research in distance learning since 1990 has serious, methodological flaws and there is "a relative paucity of true, original research dedicated to explaining or predicting phenomena related to distance learning."<sup>(14)</sup> This is a definition that does not distinguish formal and informal learning or different types of distance (temporal and physical). Newby, Stepich, Lehman and Russell (2000) define distance learning as "an organized instructional program in which teacher and learners are physically separated."<sup>(15)</sup> <sup>(16)</sup> Moore and Kearsley 2012<sup>(17)</sup>.

**Student's satisfaction:** what student thinks about their university experiences, quality of education facilities teachers, students support services and other important aspect related to life on the university.

### **Concepts of Quality**

Quality in education has been defined by many researchers. A brief summary is presented by Sahney, Banwet, and Karunes (2003) in various words, "excellence in education and academics"<sup>(18)</sup>, value addition process in educational output fitness for purpose fitness of educational outcomes to planned goals and objectives, specifications and requirements

in education. Avoidance of defects in the educational process and meeting or exceeding students' expectation from education<sup>(19)</sup>.

### **Methodology**

The questionnaire was adapted according to online-learning requirements and is around four dimensions namely: effectiveness and credibility of online learning, availability of learning resources, students' challenges with the issues of the e-learning as well as questions on students' knowledge on COVID19. A total of 646 questionnaires were distributed, which consist of 35 Likert scale survey items, sorted into four dimensions/factors.

Out of 700 survey questionnaires administered, 646 survey questionnaires were responded to; nevertheless, 646 were applicable since 52 questionnaires remained unfinished or mistakenly filled out. This translates to a response rate of 90%. Cited that any study with a response rate of 50% and above is appropriate for analysis, hence our response rate of 95% was very good to continue with the analysis. Survey Monkey software was used to get data for the research. A self-structured questionnaire called Perception Profile of Distance Education (PPDE) was structured in Likert format using SA for Strongly Agree, A for Agree, D for Disagree, and SD for Strongly Disagree, which were weighed 4, 3, 2, and 1 respectively for data collection. The results were recorded on a 5 point Likert scale. The range was from strongly disagree to agree strongly. A mean score was used to evaluate students' responses to each dimension the reading for the Mean is 1.1.8-1.81-2.61-3.41-5.0.

### **Data Collection**

The questionnaires were given to the students of the Alasala law school at KSA University used for the study to administer among literate students in the areas. Out of 700 copies of the questionnaire given out, a total of 646 copies were returned and used for data analysis.

## Data Analysis

The data collected were analysed using the Raw-Data- ENG-xlsx platform. The research questions were answered using descriptive statistics (mean and standard deviation) while the hypotheses were tested at 0.05 level using inferential statistics (t-test and ANOVA). For the interpretation of the results in Tables 1, a mean of 2.5 and above is an indication that an item was accepted while a mean score of less than 2.5 is an indication that an item was rejected by the respondents. Results The results of the study are as presented in Tables 1-6 below.

## Results

The results of the research were discussed in detail based on the questions that were provided. The purpose of the study was to investigate Coronavirus (COVID-19) and quality of Online Learning in Alasala law school in the analysis, data from questionnaires were coded and analysed by the use of version 20 of SPSS software. The software was used to excellent reliability among multiple measures of variables of the study. During the study, 700 questionnaires were given out to the respondents, out of which 646 were valid.

## Instrumentation

A self-structured questionnaire called Perception Profile of Distance Education (PPDE) was structured in Likert format using SA for Strongly Agree, A for Agree, D for Disagree, and SD for strongly disagree, which were weighed 4, 3, 2, and 1 respectively for data collection. Through face validity, the instrument was validated by an expert in guidance and counselling. Out of 24 items proposed in the draft copy of the instrument, fifteen of them were used for final construction after careful and painstaking scrutiny by the expert. Below the instrument was an open-ended question on the general impression of distance education in Alasala law school. The final version of the instrument was subjected to Cronbach alpha analysis using people working in Alasala University

who were not part of the study. A result of Cronbach's alpha 0.870 was obtained to ascertain the reliability of the instrument. And the split-half coefficient was 0.891.

**Sex of Respondents, Female** Frequency 430 ,the present 66.56, valid present 66.56 and cumulative 66.56. the man Frequency 216,the percent 33.44,valid present 33.44 and cumulative 100.0.

**Sex of Respondents** of the study describes the whole number of respondents along with the frequency of two options, first is 'Female' 430 with the percentage of 66.56 the second is 'Male' 216 with a percentage of 33.44.

Educational Qualification of Participants of the study presents the total number of respondents which is 646. Also has the frequency of each level such as level 1 (12.69 %) next level 2 (14.71%) level 3 (7.12 %)level (21.83 )4 level(21.83 %) 5 level (6.97)6 (13.47) level 7(8.36 ) level 8 (10.53)then and 'level 9( 4.33) .

The study presents a numerical summary of the 646 usable responses obtained from students who participated in the questionnaire survey. The average ratings on these questions are mostly between 3.0 (indication a neutral stances) and 4.0 (indication a favorable stance). For example, in response to question If the Ministry of Education's decision to continue distance education during the first semester of next year continues, how many hours do you expect to enrol in that semester?, the average rating is 3.4suggestion that students were generally confident and comfortable with using the relevant technology required foe online-learning. Similarly. The mean response to question, Do you prefer recorded lectures or live lectures during the distance learning experience? indicating that students had a moderate amount of trust in the information that was presents through online-learning. The mean response to question, Do you complete lectures, tests and tasks through distance learning? quite high (4.3), suggestion considerable enthusiasm for recorded

lectures or live lectures during the distance learning experience, and pointing to an area where online-learning technology clearly has the potential to make a positive contribution. The mean rating for question. Do you think that the educational materials provided for the courses is also favorable (3.6) confirmation that students found it useful to be able to download and/or or print learning materials for ready access.

It is interesting to compare the moderately favorable responses (mean =3.6) to If Distance Learning continues, how many hours will you enrol for in Semester 1? which asks about the If Distance Learning continues, how many hours will you enrol for in Semester 1? Which mean students accepted the use of online-learning instead of face to face classes? With the rating of only (3.7) obtained for If the Ministry of Education's decision to continue distance education during the first semester of next year continues, how many hours do you expect to enrol in that semester. Taken together, these responses suggest that although students with access to face-to-face classes did not particularly wish see greater use of online-learning technology they did recognise the essential role of online -learning in the current KSA context to meet the requirements of a rapidly growing education system and to address the needs of female students as well as students in remote areas.

The question about has educational content during the distance learning experience helped you understand the course and prepare for evaluations? The most general, asking students to provide on overall rating on the current use of online-learning. The answer is generally negative mean rating of only 1.7, the lowest of all mean ratings. Similarly, response to the What kind of educational content do you prefer in distance learning? about, what kind of educational content do you prefer in distance learning? The answer generally negative (mean=1.9) to extent that dissatisfaction which current systems could be reduced via changes in information technology systems.

## Validity and reliability of the questionnaire

Honestly meant the internal validity and consistency of each paragraph of the questionnaire with the domain that this paragraph belong to, and the researcher calculates the internal consistency of the questionnaire through the expense of correlation coefficients between each paragraph of the areas of the questionnaire and the total score of the field itself.

### Reliability of the questionnaire:

The steadfastly questionnaire means to give this questionnaire the same result if the questionnaire re-distributed more than once under the same circumstances and conditions, or in other words, the stability of the questionnaire means stability in the results of the questionnaire and not to change significantly as if it were re-distributed to individuals several times during certain periods of time .

In 5 & 6, as discussed already, reliability entails the level upon which an instrument used to make the measurements have variable errors that vary every time the use of the instrument successfully measures a unit. Also contains the mean of each instrument and the cumulative variance of each instrument. The questionnaire consisted of 04 subscales and used 5 points Likert Scale, following is showing a score of each point of the Likert scale. In the first question, what are the expected challenges that students are likely to encounter during the online teaching and learning?.

In addition the discussion of Student's Perception of the Effectiveness and Credibility of Course Content for Online Learning What are the Saudi students' perceptions of the importance of quality standards in a distance study? Learning refers to the use of texts, software, videos together with some other forms of materials recommended by the teacher to help a student meet the required expectations of learning. A mean of 3.6 shows that students are satisfied with the learning resources available Self-motivation is a prerequisite for e-learning; however, many online

learners lack this, which surprised them. Students need to find the motivation to follow new educational trends as well as properly equip themselves to face future challenges in their education and careers. Only a positive attitude will help them overcome challenges in e-learning; although this is difficult to do, students need to understand that it is necessary to reap the benefits of e-learning in the future

### **Discussions Reliability of the questionnaire**

**Student's Perception of the Effectiveness and Credibility of Course Content for Online Learning**  
What are the Saudi students' perceptions of the importance of quality standards in a distance study?

Learning refers to the use of texts, software, videos together with some other forms of materials recommended by the teacher to help a student meet the required expectations of learning. A mean of 3.74 shows that students are satisfied with the learning resources available. What are the expected challenges that students are likely to encounter during the online teaching and learning?

Many students are not provided with the high bandwidth or strong internet connection required for online study, and thus fail to catch up with their virtual classmates: their weak screens make it difficult to follow the study management system and their learning experience becomes a problem. Moreover, some of them do not have modern computers or electronic devices. The only solution to this problem is knowing exactly what kind of technology support they will need for a particular course before enrolling in it, as well as preparing themselves properly to successfully complete the course.

Although students are generally technologically intelligent and thus able to manage computers well, the lack of computer literacy is a major problem among students today. Many of them cannot run basic programs like Microsoft Word and PowerPoint and therefore cannot handle their files. Moreover, many students find that fixing basic computer problems

is troublesome, as they know nothing in this field. However, technological competence is a must for online courses, as it enables students to manage their assignments and curricula in an organized manner without difficulty. Basic computer literacy courses enhance students' knowledge in this field. Having a basic knowledge of computers will help them participate in classes online without interruption or hindrance.

What are students' perceptions of strengths and weaknesses through distance learning applications?

In the course of the study, one major challenge of online learning is meant to impart a sense of togetherness in a community in an online environment. Other issues Students identified the high cost of internet data for students . Self-motivation is a prerequisite for e-learning; However, many online learners lack this, which surprised them. Students need to find the motivation to follow new educational trends as well as properly equip themselves to face future challenges in their education and careers. Only a positive attitude will help them overcome challenges in e-learning; Although this is difficult to do, students need to understand that it is necessary to reap the benefits of e-learning in the future. How much Satisfied are the Students with "Learning Resources" Available?

Learning refers to the use of texts, software, live study with some other forms of materials recommended by the teacher to help a student meet the required expectations of learning. A mean of 3.7 shows that students are satisfied with the learning resources available.

### **Conclusion**

The results of the study indicate that the KSA students' experience in a distance study is insufficient and immature, as they have not previously experienced it or providing adequate training for students compared to what was happening in traditional education. Where as, the method of presenting the lecture is weak and traditional and does not correspond to the era of rapid



development, and this indicates weakness of quality and service.

The interaction of KSA students is weak and sometimes non-existent in distance education; online services are not enough for the student to help him with educational materials to provide good service and high-quality education. The study also found that the quality assurance mechanism does not exist. More criticism as discovered in this study is that distance education from where the supervision of the lecturer does not exist, which makes the system weak.

A total of 646 participated in the study, 66.56% were females, and 33.4% males. The reliability of all subscales and the overall scale was found higher, which substantiated the reliability of the instrument. The survey found out that the learners were contented with online learning education provided by Institutions of Higher Education in Alasala, KSA. Student's Perception of the effectiveness and credibility of the online learning program yielded the highest mean score (3.77), and challenges that students encounter during the online Teaching and Learning received lowest mean score (3.51); on a 05 point Likert scale these scores are appreciative. Based on the findings, it is clear students are satisfied with the online teaching and learning instituted by Alasala law school, despite the few challenges identified. The results of the study indicate that the students' experience in a distance study is insufficient and immature, as they have not previously experienced it or providing adequate training for students compared to what was happening in traditional education. Where as, the method of presenting the lecture is weak and traditional and does not correspond to the era of rapid development, and this indicates weakness of quality and service the system.

The results indicated the importance of raising the level of interaction and social cooperation. Therefore, we saw the importance of partnership between teachers and students together to formulate modern methods of interaction and cooperation to create an

effective and effective community online.

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### **Compliance Interest: Standards**

**Conflict of Interest:** - The author declare that they have no conflict of interest.

**Ethical Clearance:** - All procedures performed in the study were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

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