

Primary School Teachers Adaptation towards ‘*Madrasati*’ E-learning Platform during Covid-19 Crisis

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ABSTRACT This study aims to reveal the most notable obstacles that primary school teachers face in using the educational platform MADRASATI during the coronavirus (COVID-19) crisis. A descriptive survey with a questionnaire tool was employed, and there were 20 questions on the potential obstacles. The randomized sample comprised 390 teachers in state primary schools in Riyadh City (from 22,458 teachers in total). The results revealed that the main obstacles were “difficulty in applying the educational platform to primary beginner students” and “overcrowded virtual classes [which] do not allow the use of the platform MADRASATI.” However, the teachers ranked responses such as “the students’ abstention from dealing with new types of education” lowest, with only an average degree of agreement on whether this was a notable obstacle. The study also revealed statistically significant differences in the obstacles to using MADRASATI, with male teachers in the sample more likely to use the platform. However, other variables such as educational qualification and pedagogical experience were not associated with any statistically significant differences in obstacles the teachers faced.