SECONDARY SCHOOL TEACHERS' PERSPECTIVES WITHIN GREEN LINE ON ONLINE EDUCATION

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Abstract

The purpose of this study is to better understand Secondary School Teachers' Perspectives within Green Line about online education. The researchers employed a questionnaire for the study's objectives, which included questions on teachers' perspectives toward adopting online education. In the second semester of the academic year 2022–2023, 40 teachers (20 males and 20 females) were randomly selected from ten sections of tenth-grade pupils at a public school in north Israel. The findings indicated that teachers' perspectives of using online education in classes were generally positive. This outcome made clear how crucial online education is effectively.

Keywords: Teachers' Perceptions, online education

INTRODUCTION AND BACKGROUND OF THE STUDY

Teachers are increasingly embracing the Web and other digital materials in their classes as computer technology advances. According to Michaelson (2023), human-machine interfaces provide a context for interactive learning that can encourage the development of cultural and communication competency. Teachers with technology ability can develop Web-based projects that involve students in compelling and purposeful learning (Warschauer & Meskill, 2000). Although the majority of the already available materials that combine cultural sensitivity and communication abilities are on CD-ROM (Stepp-Greany, 2002), internet use is increasing in popularity. Intercultural projects are thought to improve students' communication skills, comprehension of a new culture, and understanding of their own culture from the perspective of another group (Chen & Yang, 2016).

We discuss online learning a lot since it has so many stated advantages and benefits (Ahmed, 2015). Among the most important features of these tools are their effectiveness in educating students, their use as professional development, their cost-effectiveness in addressing the rising cost of post-secondary education, credit equivalence at the post-secondary school level, and their potential to provide high-quality education to those with broadband connections (Snowden & Daniel, 1980). Positive attitudes towards online education among EFL students have been demonstrated to promote learning outcomes, but negative attitudes reduce students' motivation and impede efficient results (Ahmed, 2015). Literary attitudes have been explored in relation to two ideas: student attitudes towards the learning environment and target public perspectives (Ahmed, 2015). Academics and teachers strive to raise the degree of passion among their students and the inspiration of their lessons (Ahmed, 2015).

We can see that one's positive or negative evaluations of objects are linked to one's opinions. According to Qin (2007), one of the most important factors influencing competence and proficiency performance is a person's mindset. According to De Costa (2023), highly motivated

pupils have a great desire and delight in learning the effectively. Alternatively, learners must be motivated. Concerns concerning the pedagogical efficacy of e-learning ranged from highly positive to strongly doubtful (Mpungose, 2020). It became clear that there was a dearth of understanding of the pedagogical principles behind effective online learning (Mpungose, 2020). According to ideas of second pedagogy, teachers should provide their students with opportunities to learn the in meaningful and communicative contexts (Pawlak, 2021).

The communicative method to education then refocused educators' attention on the role of culture in the curriculum (Pawlak, 2021). Computer technology and e-projects (projects that use electronic media to provide instructors and students with more options for teaching and learning) are thought to improve the development of students' communicative and intercultural skills (Pawlak, 2021). Scholars and teachers have recently worked to explore strategies to use computers to help students improve their skills (Wang, Derakhshan, & Zhang, 2021). The majority of research refers to remote learning, distance education, online education, virtual schools, and cyber schools using interchangeable words (Viscione & D'Elia, 2019). The terms "online education" and "virtual education," in particular, are used interchangeably to characterise a learning environment in which instruction is provided remotely using computer and communication technologies (Simonson, Zvacek, & Smaldino, 2019).

Conversational methods and grammar education are now used in classrooms (Sato, 2020). Meaningful use and direct instruction are not mutually exclusive. Supporters of communicative techniques claim that forcing pupils to focus on grammatical rules might stifle or even hinder teach (Sato, 2020). Other theorists contend that, even if learners do not always recognise grammatical structures, they may be guided first towards comprehending and effectively reacting to the target, then towards noticing and expressing the grammatical rules whose meaning they have acquired (Simonson, Zvacek, & Smaldino, 2019). As a result, grammatical understanding and communicative usage in L2 instruction can be balanced (Sato, 2020). Learners can gradually internalise grammatical rules by paying attention to them when they are used (Sato, 2020). As a result, if learners are aware of how the target language is spoken around them, it will be easier for them to adapt (Sato, 2020). The most successful strategy to raise this understanding is through a focused, supervised workplace analysis (Simonson, Zvacek, & Smaldino, 2019).

Understanding someone's activities entails understanding their attitudes towards online education. Views on online learning education are defined as the result of an effort and desire to achieve the educational goal, together with positive attitudes (Preusche and Göbel, 2022). There are three sorts of online education perspectives, according to Preusche and Göbel (2022): emotional, cognitive, and behavioural. The cognitive component is concerned with how people understand; the emotional component is concerned with how we feel about; and the behavioural component is concerned with our behavioural objective of behavioural planning (Preusche and Göbel, 2022). In a virtual learning environment, teachers and students connect and collaborate. Except for the ability to remotely view all professors and students via the Internet and the ability for students to record courses and upload them to the library, using discussion features and a web camera in class is identical to taking a traditional class (Katz, Jordan, & Ognyanova,

2021).

Teachers that collaborate with students online may be more involved and motivated to stay current with digital activities (Katz, Jordan, & Ognyanova, 2021). Through online learning, anyone with an internet connection should be able to access world-class education at any time and from any location. Many prominent academics and corporate leaders are projected to study online, particularly in large-scale public online courses (Garcia-Vedrenne, Orland, Ballare, Shapiro, & Wayne, 2020). Online courses consist of self-paced training exercises that students can do when and when they wish. It does not require instant feedback or being there at the designated time (Quezada, Talbot, & Quezada-Parker, 2020).

According to Katz, Jordan, and Ognyanova (2020), online education has also provided learners with a variety of possibilities, including the opportunity to collaborate with peers, strengthen critical thinking skills, complete creative projects, and learn about lifetime learning using online platforms. Katz, Jordan, and Ognyanova Ognyanova studied how technology and the internet affect academic outcomes. They identified a number of opportunities, such as the chance to collaborate with peers, develop critical thinking skills, participate in creative activities, and learn about lifetime learning through online platforms. Katz, Jordan, and Ognyanova (2021) explored how technology and the internet affect academic outcomes. These goals are further classified as social development, cognitive flexibility, peer instruction, autonomous work, and exploration. He claims that technology has had a huge impact on education. Bringing technology into schools, according to experts and linguists, stimulates children to study at a higher level, think critically, and solve issues (Campos & Muoz, 2023).

STATEMENT OF THE PROBLEM

The researcher discovered a scarcity of research-based data on secondary school teachers' perspectives on online education within the green line. Based on her experience teaching students. Furthermore, as more students engage in online courses, it is more important than ever to comprehend secondary school instructors' opinions on online education. This will assist you in comprehending how students can employ self-regulated learning approaches to achieve academic success in online education courses. The Ministry of Education has begun to digitise school curricula and implement an e-learning system, but proper adoption and use of educational innovations will not yield positive results unless studies are conducted to determine the degree of acceptance, trends, capabilities, and abilities to absorb the innovations among the target group. When the researcher explored the educational literature in the subject of e-learning, he discovered a dearth of material on secondary school teachers' viewpoints inside the green line on online education in general because the majority of the studies available were on attitudes towards computers.

PURPOSE OF THE STUDY

This study aims to find out what secondary school teachers' perspectives within green line on online education there. Based on their activities, goals, perspectives, capacities, self-efficacy, motivation, and anxiety. The study's findings will provide light on how secondary school

teachers within green line view online learning.

RESEARCH QUESTIONS

The present study seeks to answer the following research question:

1. What are the perspectives of secondary school teachers' perspectives within green line about online education??

SIGNIFICANCE OF THE STUDY

This study is important because it will look at instructors' perceptions on online learning within the green line. The study's findings will provide light on how teachers within the green line perceive online learning based on their behaviours, goals, opinions, resources, self-efficacy, anxiety, and motivation. According to the researcher, this is one of the first studies to look at secondary school teachers' viewpoints and thoughts on online education.

Hopefully, this study will help curriculum designers, decision-makers, and teachers comprehend the true need to incorporate education within the curriculum when constructing, reviewing, and selecting resources. The outcomes of the study may also improve counselling services for distance education students taking online courses. Furthermore, because the study's findings are expected to contribute to relevant educational research, they may present new prospects for academics interested in the area.

PREVIOUS STUDIES

Moore and Kearsley (1996) coined the expression "transaction processing distance" to explain the psychological and fundamental communication location that may occur in any educational environment in order to improve student comprehension, results, and satisfaction. When planning research, it is critical to consider the many remote education theories as models with various underlying assumptions. 1996 Moore and Kearsley According to Moore and Kearsley (2011), the reported distance is impacted by the degree of interaction between students, teachers, and their environment and is considered psychological rather than geographical. Moore and Kearsley's (2011) concept of transactional distance is similar to locational considerations in that it focuses on the universe of teacher-learner connections that exist when students and instructors are separated by place and/or time. Although this concept can be used in any educational situation, it is most commonly used in online learning (Ruiz, Mintzer, & Leipzig, 2006).

This is especially true considering how the concept has become increasingly relevant as online education has evolved and matured over the last few decades (Ruiz, Mintzer, & Leipzig, 2006). Online education, a relatively new concept in education, has the potential to interest and inspire students to study (Alam, 2022, April). It could give the teacher the opportunity to direct, reward, and allow students to continue their study. In the vast majority of studies (Alam, 2022, April). The terms "distance learning," "distance education," "online education," "virtual schools," and "cyber schools" are used to characterise a learning environment in which

instruction is delivered remotely via computer and communication technology (Alam, 2022, April). Online education in a virtual classroom, teachers and students can collaborate and interact (Ferri, Grifoni, & Guzzo, 2020). Despite the fact that all instructors and students can be accessed remotely over the Internet, and students can record courses and upload them to the library, the use of the class discussion features and a web camera is comparable to that of a traditional class (Ferri, Grifoni, & Guzzo, 2020).

Online education may boost participation and offer teachers with motivation to engage in electronic activities while peers are present (Amandu, Muliira, & Fronda, 2013). Answers and rapid feedback assist students in addressing challenges that arise throughout their studies, while speech tones and face emotions allow for less expensive global contact (Amandu, Muliira, & Fronda, 2013). When there is online education, it appears that there is a community for cooperative learning and teaching (Hodges, Moore, Lockee, Trust, & Bond, 2020). Self-paced exercises that students can complete whenever and wherever they want are part of online learning (Hsieh & Cho, 2011). It does not necessitate immediate input, nor does it necessitate being there at the appointed time (Hodges, Moore, Lockee, Trust, & Bond, 2020). Online education also employs a self-paced learning strategy that emphasises engagement and self-discipline (Hsieh & Cho, 2011). It can be difficult to keep students interested and involved in the online learning environment because only a carefully thought-out set of strategies can help them gain motivation, confidence, engagement, problem-solving skills, and higher-order thinking abilities (Amandu, Muliira, & Fronda, 2013).

Transactional distance is made up of three major components (Hsieh & Cho, 2011). The first two are concerned with instructional tactics, while the third is concerned with how students should conduct (Hsieh & Cho, 2011). When learner flexibility, structure, or discourse all increase, transactional distance is expected to grow (Hsieh & Cho, 2011). There is little consensus among the various definitions of attitude. A person's attitude, according to Amandu, Muliira, and Fronda (2013), is their overall view of any given object. Learners' attitudes clearly have a significant impact on the learning process (Amandu, Muliira, & Fronda, 2013). Teachers can establish a successful and productive learning environment based on their students' attitudes towards language learning and learning outcomes (Amandu, Muliira, & Fronda, 2013).

Salamah, Abu-Dames, Al-Zaareer, Al-Zoubi, and Sobh (2018) investigated how EFL students perceive utilising social media at Ajloun National University. For the study's objectives, the researchers used a questionnaire that included questions regarding students' attitudes towards social media use. As research participants, 50 EFL students from Ajloun National University's Department of English Language and Literature (23 men and 27 women) were chosen at random. According to the data, EFL students at Ajloun National University had generally good attitudes towards using social networking sites.

The goal of Alnatour's (2018) study was to evaluate the level of anxiety among students at Yarmouk University in Irbid, Jordan, and to see if there are any statistically significant differences in anxiety level due to gender. The study's sample consisted of 280 participants (150 females and 130 men) enrolled in English Language Instruction Courses Eng 99 and Eng

101 in the second semester of 2016-2017. The investigator utilised a scale to collect data and achieve the study's aims. The test consisted of 33 questions with multiple-choice answers on a 5-point Likert scale. The data show that the participants were typically worried about learning English. They experienced test anxiety and were concerned about earning a low grade. Furthermore, the findings show that there are statistically significant gender differences in anxiety levels that benefit male pupils. More research on providing a stress-free learning environment for students learning English as a second or foreign language is recommended by the researcher.

Al Bataineh, A. Banikalef, and H. Albashtawi investigated the impact of blended learning on EFL students' grammatical attitudes and performance in 2019. The purpose of this mixed-methods study was to look at the impact of a combined learning strategy on the grammar competency of Jordanian EFL learners. The study also attempted to investigate Jordanian EFL students' attitudes towards blended learning. To achieve its objectives, the study used a quasi-experimental approach (pre- and post-tests) and qualitative interviews. The participants were divided into two groups: the control group and the experimental group. Moodle was utilised to offer education to the experimental blended learning group (n = 13) of the sample's 28 students, while traditional instruction was delivered to the control group (n = 15). All 13 participants in the experimental group were interviewed. According to the posttest results, students in the experimental group outperformed those in the control group.

Ahmed Eldesouky, (2021), of Tanta Higher Institute for Computers, Information, and Management Technology, investigated the application of MOODLE platform-based blended learning in increasing EFL grammar learning among EFL first-year MIS students. The participants (N = 160) were chosen at random during the second semester of the school year 2020-2021. They were divided into two groups: control and experimental. Students in the control group (N = 80) were taught in a traditional classroom setting, whereas participants in the experimental group (N = 80) were exposed to blended learning via the MOODLE platform, which supplemented in-person lectures for 10 weeks (face-to-face lectures only). For the study, the researcher created a pre-post EFL grammar exam. The two groups were given tests before and after the trial. T-tests were performed on both independent and paired samples. SPSS version 22 was used to log and analyse the gathered data. Students in the experimental group outperformed those in the control group, according to the findings, and profited from blended learning, which used the MOODLE platform to study EFL grammar.

Tümen and Elik, 2022). The purpose of this study is to investigate the effects of reading tasks delivered via WhatsApp on students' English reading comprehension achievement and to analyse students' perceptions on the process. The project employs WhatsApp to help EFL students improve their reading comprehension with Turkish early secondary students. The research was conducted using a mixed-methods approach. 54 seventh-grade students, aged 11 to 12, were divided into experimental and control groups. The experimental group received reading texts with comprehension quizzes over WhatsApp. The tasks were designed to make maximum use of WhatsApp's functionalities. Students performed the reading comprehension activities in the allotted time, sent their solutions to the teacher over WhatsApp, and she

responded with the solution key. The students in the control group used the identical reading materials and completed the same classroom exercises. The results showed that the experimental group performed better. It is worth noting that the rating and reward system implemented to inspire the WhatsApp group may have contributed to its success.

Vejayan and Yunus conducted research in 2022 to determine whether the mind map approach had any discernible impact on participants' narrative writing ability. A total of 16 students were chosen as study samples using the sampling technique. This study's tools included a pre-test, a post-test, and semi-structured interviews. As evidence, it uses semi-structured interviews that were thematically analysed, as well as descriptive analysis and statistical analysis of pre- and post-test findings from SPSS. Under the circumstances, there was a significant difference between the pre-test score (M = 8.19, SD = 2.562) and post-test score (13.81, SD = 3.124); t (15) = -9.893, p = 0.005, demonstrating that students' perceptions of their writing performance improve after comparing both the pre-test and post-test scores using SPSS. Overall, the results indicate a positive outcome.

Method and Procedures, Design and Variables of the Study, Context and Participants

The approach and actions used by the researcher to examine secondary school teachers' viewpoints on online education within the green line, which includes information on the participants, the instruments' reliability and validity, and the processes. To achieve the study's objectives, the researcher designed a questionnaire expressly for use in scientific research. To collect data for this descriptive study, a comprehensive, self-reported questionnaire was used. The independent variable is online education, and the dependent variable is secondary school teachers' perspectives. Participants were carefully selected among secondary school students enrolled in north of Israel Directorate of Education public schools that use the textbook prescribed by the Ministry of Education (MoE).

The Instruments of the Study

In order to answer the research question, one instrument was used: the perspectives questionnaire, which will be detailed next. Teachers were given a questionnaire on their thoughts on online education to help researcher better understood how they viewed the subject in classrooms. Consequently, the applicable ideological questionnaire had two key sections.

Background information on the participants was gathered in the first section. In the second phase, teachers were required to reply to 5-point scale questions with the following options: strongly agree, agree, disagree, strongly disagree, or uncertain. The teachers carefully prepared the items and chose the response by placing a checkmark in the column that best reflects his points of view. Disagree: If he frequently disagrees with the statement, if the expression doesn't apply to him or he is undecided, it means that. If he frequently agrees with the statement, then strongly Agree: If he consistently supports the thing, strongly Disagree: If he consistently opposes the thing.

Target Audience

The target audience is the secondary school teachers in public schools in north of isreal of the academic year 2022/2023.

Instruments Validity and Reliability

A panel of specialists in curriculum and teaching, education, measurement, and assessment determined the validity of the questionnaire and provided input that was utilized to improve it before it was distributed. According to Cronbach Alpha (Cronbach, 1951), the reliability of the questionnaire was 0.97, which was regarded suitable for the research's objectives. The data were examined using SPSS (version 23), a statistical package for social sciences.

Table 1: Summary Results of Construct Validity Indices for perspectives Questionnaire

Item number	R1	R2	Cronbach Alpha
1	.823**	.819	0.981
2	.778**	.762	
3	.351*	.510	
4	.833**	.819	
5	.838**	.821	
6	.862**	.846	
7	.815**	.803	
8	.852**	.837	
9	.833**	.819	
10	.815**	.803	
11	.852**	.837	
12	.833**	.819	
13	.779**	.762	
14	.351*	.510	
15	.351*	.411	
16	.928**	.936	
17	.868**	.857	
18	.857**	.846	
19	.871**	.856	
20	.343*	.419	
21	.868**	.855	
22	.822**	.809	
23	.893**	.880	
24	.852**	.840	
25	.502*	.467	
26	.822**	.809	
27	.886**	.875	
28	.954**	.927	
29	.356*	.405	
30	.868**	.855	

According to Table 1, there is an appropriate level of internal consistency (construct validity) with Pearson Correlation Coefficients (R1) ranging from.343 to.954 and all being statistically significant (P 0.05) and greater than.30 (Brown, 1983). Additionally, the corrected item-total correlation (R2) between the items' scores and the scale's overall scores varied from.405 to.936, which is higher than.30, indicating a reading test's construct validity has an adequate level of internal consistency (leach et al., 2011).

FINDINGS OF THE STUDY

Item	Rank	Mean	SD	Level of Agreement
Students can comprehend the lesson better by using online education.	1	4.45	0.89	High
Students have more options to learn in classes thanks to internet education.	2	4.35	0.99	
Student's skills have improved thanks to online schooling.	3	4.30	0.87	
In classes, using online learning fosters attentive.	3	4.30	1.17	
I detest teaching using internet resources.	5	4.25	0.91	
My interest in classes has increased by using online education.	6	4.20	1.20	
Learning online is enjoyable.	6	4.20	1.24	
Students interact with classmates more thanks to online learning.	6	4.20	1.00	
Student's ability to make deductions is enhanced via online schooling.	6	4.20	1.11	
Utilizing online learning strengthens my will to succeed in my classes.	6	4.20	1.01	
My ability to infer in classes has improved thanks to online schooling.	6	4.20	0.96	
My understanding is enforced by using online schooling.	12	4.15	0.99	
For classes, I like using internet resources.	12	4.15	1.14	
Classes are ineffective when conducted online.	14	4.10	1.33	
Getting my education online helps me stay motivated to teach.	14	4.10	1.45	
While using online schooling, I feel ashamed.	14	4.10	1.02	
I'm encouraged to take notes during sessions by the use of online education.	14	4.10	0.85	
My use of online education helps me understand challenging concepts.	18	4.05	1.40	
I feel comfortable using online education for my classes.	18	4.05	1.10	
Students see Utilizing online education makes it easier to remember material throughout the session.	20	4.00	1.12	
Students don't feel comfortable taking classes online.	20	4.00	1.34	
Students can monitor how well I understand by using online education.	20	4.00	1.03	
Lesson understanding is improved by using online learning.	20	4.00	1.17	
Taught or learned in a flexible way through online education.	24	3.95	1.36	

Item	Rank	Mean	SD	Level of Agreement
Students can communicate with peers in courses by using online education.	25	3.90	1.02	
Students can better discern between fact and opinion in classes thanks to internet education.	26	2.45	0.76	
Students can answer comprehension questions more rapidly because to online schooling.	27	2.75	0.55	Moderate
Student's ability to scan has improved thanks to online learning.	28	2.40	0.60	
Individual pupils have the opportunity to ask and receive answers in classes when they use online education.	29	2.20	0.83	Low
Taking courses online makes Students feel bored.	30	2.15	1.10	
		3.93	0.84	High

RESULTS AND DISCUSSION

Investigating secondary school teachers' opinions within Green Line on online education is one of the study's main goals. The findings relevant to either topic are presented in the table below. The questionnaire was meant to learn more about how secondary school teachers within Green Line felt about online learning. The averages and standard deviations for each statement of the viewpoints on online education are shown in Table 2. The question of the study reads as:

1. What are the perspectives of secondary school teachers within Green Line toward online education?

The perspectives of secondary school teachers within Green Line on online education were explained using the mean scores and standard deviations. The following criteria was used to calculate the ranges of agreement with the survey's attributions: Low level, moderate level, and high level of agreement with the survey's conclusion were indicated by the intervals of 1 to less than 2.33, 2.33 to less than 3.66, and 3.66 to 5. The averages and standard deviations for each statement on the perspectives of secondary school teachers within Green Line toward online education are shown in Table 2.

Table 2: Means and Standard Deviations of EFL learners' opinions on online education

Item number	Mean	Standard Deviation	Rank	Agreement level
22	4.050	1.099	1	High
28	4.000	1.124	2	High
29	4.000	1.338	3	High
21	4.000	1.026	3	High
4	4.000	1.170	4	High
1	3.950	1.356	5	High
11	3.900	1.021	5	High
12	4.450	.887	6	High
23	4.350	.988	6	High
17	4.300	.865	6	High
30	4.300	1.174	12	High

18	4.250	.910	12	High
24	4.200	1.196	13	High
19	4.200	1.240	14	High
5	4.200	.988	15	High
6	4.200	1.137	15	High
10	4.200	1.334	15	High
16	4.200	1.447	18	High
25	4.150	1.021	19	High
3	4.150	.852	19	High
8	4.100	1.395	20	High
13	4.100	1.005	20	High
27	4.100	1.105	21	High
9	4.100	1.005	23	High
2	4.050	.951	24	High
14	2.460	.754	25	Moderate
15	2.450	.560	26	Moderate
26	2.350	.587	27	Moderate
20	2.100	.864	28	Low
7	1.150	1.189	30	Low
Overall	**3.927**			**High**

Table 2's descriptive statistics findings revealed secondary school teachers' viewpoints on online learning through mean scores that ranged from 2.150 to 4.450 on a five-point scale (from low to high). As a result, it can be said that students' opinions on online learning ranged widely. This question's responses revealed that secondary school instructors were generally in favour of adopting online education to deliver instruction. These results show that secondary school teachers preferred online education sessions for their lessons. Additionally, the views that secondary school instructors had in their classes on online learning inspired them to participate in extracurricular activities. The findings of this study support those of Ninsiana, Gabidullina, Widodo, Patra, Pallathadka, Alkhateeb, and Gheisari (2022), who asserted that teachers had a positive attitude towards using online education in the classroom.

The secondary school teachers valued the exercises, according to the researcher who used online instruction. This might be as a result of the fact that all secondary school teachers had stimulating learning opportunities in a welcoming environment where they were free to participate actively in sessions. The results of this study support Kessler's assertion that learners increase their abilities through online learning, have fun, and respond. In addition, replies to the postings and activities were timely and humorous.

The views of secondary school instructors were equally positive since they felt that incorporating online learning into their classes improved their ability to respond to questions. Zhang (2023) asserted that using online learning in the classroom, in their perspective, enhanced their capacity to respond to inquiries. Students got a great opportunity to engage in intriguing conversation with their peers and to ask and respond to questions. This shows that secondary school teachers' perceptions on learning have greatly improved as a result of online education.

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