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A study titled: The effect of computer use and its applications on basic education in light of the Corona pandemic

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Abstract

The COVID-19 pandemic has forced many international educational system to undergo significant transformation, rethinking key elements of their learn processes and use of technology to maintain operations whilst adhering to a changing landscape of guidelines and new procedures. This study offers a collective insight to many of the key issues and underlying complexities affecting teaching and learning in light of the corona pandemic. The presented research reports a rapid growth in the methods used previously in education when using computers and their applications as alternative education to the traditional classroom education. In the surveyed sample, the opinions of teachers (female and male) indicated that there are various benefits for the use of computers and their applications in the education field, such as the simplicity of explaining and presenting lessons to students thinking that using computers as a source for alternative education is time wasting and affects the academic achievements of students involved in the basic education. Yet, the new reality in the educational process was adopted via students and teachers due to the COVID pandemic, and this might be an indication that using computers in the educational process in a permanent future in the future.

Keywords: Computer; Applications; Basic Education; COVID-19

1. Introduction

Considering the changes occurring in the global society due to the informatics' introduction and the revolution in communications considering the COVID pandemic in the educational institutions, for tackling such changes, there was a requirement for studying the educational-learning process, its methods and goals, allowing students to make use of the technological tools and means in their academic achievements.

Computers, along with their many useful applications are of high importance in present-day technological advancements and vital tool in the educational process for staying ahead of the new changes. This technology should be used in the educational field. Thus, in Iraq, there is a continuous need for the education to be developed in a way grantee that it maintains the same rate of progress with the rapid development worldwide technologies. Since the appearance of COVID pandemic and when distance learning was used in the applications of basic education in the academic year of

2019/2020, it was reported how such system help students in facing the COVID pandemic and the present situations of educational process by means of the modern technologies. In the academic year of 2019/2020, basic education was entered through internet, as educational platforms were prepared for allowing the basic education students for entering such platforms as well as obtaining educational materials, and even though using computers in education remains in the early stages, yet, researches and opinions are indicating that it is going to be essential in the learning and teaching process due to the potential of using it as a new education method . Computer knowledge is one of the significant topics for students and for teachers to use such technologies in all the educational process aspects, since computers are used now in our education systems and schools.

This work represents an attempt at the monitoring of the reality of the opinions concerning the use of the computers their applications in the learning and teaching in the basic education, from the viewpoint of the female as well as male teachers.

The significance of this study

In spite of the interest that the countries related to using the computer devices and their applications as one of the alternatives to the class-room learning, however, via the facts of experience of the researchers in the area, they have found that there have been differences in the computer utilization views and their applications in the alternative learning to the class-room teaching in the schools of the basic education in Iraq and in spite of the devices and applications availability between teacher and student hands, which is why the issues of the studying the subject that is related to the reality of the use of the computer devices in the classroom education. The issue of this study has been specified in the questions below:

a- What are the choices of the female and male teachers concerning the experiences of the use of the computer devices and their applications in the teaching and learning for the basic education as one of the alternatives to the class-room learning?

b- How suitable and sufficient is this alternative learning strategy for the female and male teachers in the area of the computers and their applications and utilization in the learning and teaching?

Study Aims

a- Surveying the ’views of the female and male teachers about the experiences of the use of the computer devices and their applications in the substitute strategies of the learning of the class-room learning in the Iraqi fundamental education.

b- Emphasizing the significance of the computer devices and their applications in alternative learning process in the Iraqi basic education, through the review of female as well as male teacher opinions concerning the presentation of the lessons and explanation of those lessons to the students.

c- Review of female and male teacher opinions concerning the benefits where the computer devices are utilized and their applications in the area of the education are considered as alternatives of the class-room learning in basic learning.

d- Presenting some of the suggestions, which results in benefits from services that are provided by computers in the Class-room education.

The Questions of study

a-the present paper can be helpful for the Iraqi officials in getting acquainted with female and male teacher opinions in regards to the alternative options of the learning to the class-room learning in the basic stages of education.

b-This study results can show the real female and male teacher opinions on using computer devices in the alternative learning to the class-room education.

The limitations to this work

This study has been limited to being aware of the actual opinions on the utilization of the computers in the alternative learning to the class-room education in the basic learning stages. It has been limited to opinions of the teachers of the academic materials in Al-Anbar city for the 2019/ 2020 academic year.

2. Literature Review

The effects of the computer devices on the learning

In the present day, the technology is all around, in the case where one does not comprehend the fundamentals of the computer devices and the ways of operating them, then, the options of the jobs and the things they might be doing will be quite narrow. Nearly in all of the aspects of the life and each one of the jobs everywhere use the computer devices. Which is why, the computers became a considerable portion of educational system. The new technologies have a significant part in the lives of the people. None-the-less disputes concerning the roles of the technology in the education remain emerging in the most sophisticated and modern education facilities. Therefore, the question that arises is: Are the up-to-date smart-phones and tablets helpful for the kids in learning or are they only used for the entertainment? The process of the education undergoes massive impacts as a result of the spreading of the modern technology. Simultaneously, in spite of introducing technology in the majority of the areas is mainly fine, still, the case in area of the education is quite more complicated. The significant point is that utilizing high-technology process of education became the subject of the subjective arguments. Numerous experts have been fearing the fact that the technology might substitute the educators, and such action will have a negative impact on the education system. On the other hand, other experts have argued that by the use of tools, the children's learning will be more sufficient. It is obvious that both sides are right. The modern technologies will provide benefits for the process of the education only in the case of being applied correctly. For instance, it would be irrational denying the fact that tablets are considered more attractive for the kids compared to the traditional paper books. Thus, it would be a good option to benefit from it, which makes the process of the learning exciting as well as advantageous? Considering the most significant advantages of the technology in the learning may be summarized as:

Gaining access to a massive information background

Internet has been capable of connecting the people, which is why, it may be utilized as one of the efficient tools to gain education. The users of the internet are only required to enter certain information that they require finding in the search engines, which directs them to millions of the results of the search. There is a wide range of the news websites and web directories, providing information about various subjects. The students are capable of using Internet for the purpose of getting all extra information that they require for the expansion of their knowledge.

The absence of the political and geographical restrictions in the networks of the social media

In the present day, the citizens of various countries in virtual world exchange their choices and concepts and communicate with no limits. Any environment user may discuss their questions and thoughts safely, and talk with their friends virtually concerning their issues that can't be discussed with

their families or relatives. Internet is becoming gradually a very significant information source and a quite an easy tool of communication. Because of Internet, anybody is capable of the direct transfer of the information via the remote networks of the computer, and for the scientific, educational and administrative requirements. In future, all of the educational facilities will be consolidating their computer devices to unified and integrated network with the access to the Internet. The technology effects on the students are evident. The process of the learning keeps becoming simpler, and more cost effective as well for the individuals who live in the developing regions. Despite the information that is needed by the user, they will find it undoubtedly on Internet.

High clarity degree

In the schools, the computers help teachers quickly combining various tools contributing to a more enlightened and deeper studied material assimilation, saves the time for the lesson, and allows the organization of the process of the learning through the individual programs .

On-line learning

The information technology results in the facilitation of the access to the knowledge and presents the prospective for various activities of the learning. Their distinctiveness provides the organization of interactions amongst all of the educational subjects in new way, for the purpose of building an education system where students are considered as equal and active participants in the process of the education. In addition to that, using technology may result in replacing numerous conventional means of teaching. Such replacement is quite efficient, due to the fact that, it results in the stimulation of the interests of the students about the subject, and creates knowledge environment.

Students have the ability of verifying themselves

The contemporary multi-media programs provide the students with the ability of visualizing the outcomes of their activities. The significance of the technology in the learning must not be forgotten. Using computers makes the lesson very up-to-date and engaging. Throughout such occasion, one-on-one coaching appears, summarization and control have provided right on time and the students don’t need to be searching themselves for answers. (WPS Office, 2018)

Drawbacks of the computer devices and Internet

It is difficult to learn

IT skills may be considered quite challenging for some of the people. What has been referred to as the (computer literacy) can be a thing that the user finds hard to deal with, and can appear as a waste of the time trying to learn.

Connections might be disconnected

When relying completely upon the computer devices and Internet, without developing the conventional skills such as keeping hand-written account or learning the ways of searching for the information in books rather than the Internet, a mere shortage or blackout of the internet connection may be quite bad for such person.

Isolation

The objective of the internet is keeping the people connected with one another. However, it is ironic that staring at a computer monitor for hours may lead to a terrible feeling of the loneliness.

Eye strain

The use of the computer devices for long periods may result in straining to the eyes. Which is particularly true in the case where the device's screen is quite small, or in the case where it is being used in a dark place.

Repetitive Stress Injury (RSI)

Tapping away from keyboards with the wrists and arms in one position for long periods may result in painful RSI condition.

Incorrect posture

The prolonged learning over the computers may result in harming the posture.

The vanishing of the traditional form of art

In the case of spending the entire time on writing e-mails, one may start to forget how charming the hand-written letters are. We may never feel like needing to draw a picture or sending a post-card someone dear, because of the feeling that it can all be done on-line!

The privilege of the individuals who live in the urban or rich areas

Not all people have the ability to acquire a computer or a digital device, and not all people (particularly the ones in the rural and remote areas) have sufficient access to the internet. Which makes the society depend upon the computer devices and Internet, giving advantages to the individuals who live in the urban or affluent regions.

Information of insufficient quality

Not all the information that can be found on Internet is true! However, it may be hard to distinguish the on-line articles that are of a good quality from the unreliable ones. Thereby, Internet can be considered as level playing are – which is quite dangerous.

Difficulty closing

In the case where the computers demand the attention most of the day, it may be difficult to relaxing and unwinding (Xiaojun, 2008).

Utilizing the computer devices and their applications for educational purposes is one of the latest areas, it invaded the computers and their applications. Which leads to raising a question: What are the roles that have to be played by computers in educational processes under the circumstances of Coronavirus pandemic**.**

The impacts of the coronavirus pandemic on the education

Distance learning, which is referred to as distance education as well, represents the education of the students that might not always be present physically in schools (Miller & Honeyman, 1993; Kaplan & Haenlein, 2016). Conventionally, this usually included the correspondence classes, in which students correspond with school's vial letters and mail. Presently, it includes the on-line learning. Programs of the distance learning may be entirely distance learning, or a combination of the distance education and the conventional class-room learning, which is referred to as the blended (Towobola & Raimi, 2011; Tabor, 2007).

The pandemic of COVID-19 influenced the education systems worldwide, which result in nearly full closures of the universities, colleges and schools. The majority of the governments worldwide have closed the educational facilities temporarily as an attempt for curbing the spreading of COVID19. By Sept. 30th, 2020, about 1.077 billion students were affected by the closures of the school as a response to this pandemic. Based on the observations of the UNICEF, 53 countries presently implement nation-wide closure and 27 have implemented the local closure, which has affected

approximately 61.60% of students worldwide. The schools are currently open in 72 countries. Coronavirus pandemic influenced the systems of the education worldwide, which has resulted in nearly full closures of the school. By Apr. 2020, about 1.723 billion students were influenced by the closures of the schools as a response to this pandemic. Based on the observations by UNESCO, a total of 191 countries applied a nation-wide closing and 5 applied the local closure, which affect approximately 98.40% of the population of students worldwide. The closure of the schools has affected the teachers, students as well as their families. The closure of the schools as a response to the coronavirus resulted in shedding the light upon the digital learning, impacts of the internet have been more affecting for the children as well as their families, resulting in the interruption of the learning. As a response to the closure of the school, the schools recommended using the distance education programs as well as the open education platforms and applications that may be used by the teachers and the schools for remotely reaching the learners and limiting education disruption (UNESCO, 2020).

Distance learning: as a response to this pandemic, numerous schools have transferred to the on-line education through the software platforms.

Unequal access to the technology: which may result in lack in the access to the technology or reliable and rapid accesses to Internet for the prevention of the students in distant regions. The lack in the access to the technologies or sufficient internet connection has been considered one of the most significant obstacles to education continuity, and as a response to the closure of the schools as a result of COVID-19, it has been recommended using the programs of the distance education, open educational systems and applications, which may be used by the teachers for reaching the remote learners and reducing the disruption of the education (Mustafa, 2020)**.**

However, there is still an importance in have a clear definition of what the successful distance education must be looking like (Anderson, 2020). On-line education has been considered as a viable and safe substitute for the insurance of the staff and students' health, and is one that numerous institutions enacted already in the face of the threat of this pandemic. Due to the fact that educational environment keeps evolving and embracing new technologies, the needs become particularly important for the organizations to be prioritizing the accessibility. With such pandemic like covid-19, it has put the access to the on-line learning in an entirely new light. There is a wide range of the advantages for the creation of the accessible and reliable on-line platforms of education, which go beyond the protection of the wellbeing and the health of everybody that is involved in the school. The trend has been powerful due to the fact that it can mainly change how staff and students live their lives. The professors and the students having higher flexibility in setting the schedules have the ability of working in the case where they're most productive instead of on a particular day, which is why, they are capable of controlling a more sufficient work-life balance in comparison with the current experience. (Beato et al., 2020). Thus, there are alternatives in the case where the schools are closed?

On-line learning

Numerous universities and schools have chosen to proceed with their regular classes on the on-line platforms. Which includes using on-line tools, like the software of the group videos, allowing the students and the teachers to meet and conduct their classes on-line. One other way for the students to carry on with their learning is by implementing the distance learning, using the on-line programs replacing the teachers by learning materials that can be studied by the students on their own. Examples of the distance learning include the on-line videos or classes that may be used by the students on their own time, instead of the face-to-face meetings with teachers and classmates.

Free programs on Internet

Under the circumstances of covid-19 and the disruptions of the conventional education, numerous platforms of on-line education were presenting the free education tools for the learners worldwide, stuck at their homes (Li & Lalani, 2020). While the staff of the school learn the way of converting the lessons to on-line platforms, the teachers as well as the students have to learn the ways for approaching the distance education and communications. Even though the technology already does have a massive impact in the majority of the school matters, the new dependence upon the technology for all the learning aspects has forced to take place over-night – which leaves numerous people facing technological hardships, in addition to the facing of challenges of the distant learning.

Students that currently transfer from the conventional classes the on-line courses can find that the distant learning works well for them in fact, and they might make the decision for taking further education or earning degrees on-line. Such switching has been considered as an opportunity for numerous students for trying the distance education, and it can result in increasing the possibility of the fact that they are going to participate in the on-line classes in future. The students that have been introduced to the on-line learning newly can pursue their goal to get on-line degrees, taking under consideration the advantages of the method of the learning as well as the available cost-effective options. It can be quite early determining the way the teachers and the students are dealing with the on-line learning, due to the fact that they find the kinks, however, the influence of this pandemic on the education has been one of the most significant considerations. What was observed up until now is the fact that the on-line learning results in numerous issues, however, the shifting to the technological platforms has resulted as well in providing new opportunities for the teachers as well as the students in experiencing a variety of the education styles. Whereas numerous schools have become supplied with at least minimal technology that is required for the on-line education, those numbers can diminish the issue, due to the fact that not all of the managers know about the opportunities provided by the modern technologies for the learning. Moreover, the advantages of the technology are measured by its use. For the younger teachers frequently using the technology in class-rooms, as well as the ones for whom the technology was included in the formal training. Which has shown the way that the public policy may be making a difference. None-the-less, the learning core isn't the technology, instead, it is the ownership and pedagogy. Nowadays, the successful systems of education will do all the necessary things for developing the ownership of teaching profession. When the masters claim the ownership, it becomes difficult for them demanding more of what they're asking. In such crises, even the best ministers of education can't do justice to needs of hundreds of thousands of teachers, millions of the students, and tens of thousands of the schools. The issue is building on expertise of the school leaders and teachers and recruiting them for meeting the challenge (Schleicher, 2020).

In the past, the technology in the learning has been a matter of discussion in the society. Everybody had a unique opinion concerning the modernization of the education and supporting it with the technology. There were numerous advantages and disadvantages of the educational technology. However, step by step as the educational institutions have embraced the technology, they admitted its significance in the education. Its advantages have outweighed disadvantages and presently, with the technology, the learning took an entirely new meaning, leaving no doubts of the fact that the education system changed as a result of this continuously developing technology. Many advantages can be gained when combining the education with the technology, in the case of being utilized with the right vision and reason. For the purpose of clarifying the subject of the present study article, there is a high certainty of the fact that the technology has resulted in the great improvement of the learning and now necessitates the revolutionizing of the education for the best. Because of the technology, students, teachers, and parents have various tools of learning at their finger-tips. There are numerous ways through which the technology can improve the learning with time: the educators may be collaborating for the purpose of sharing their resources and ideas on-line: are capable of communicating with the

other students worldwide instantly, meet the shortcomings in their works, improving them, and providing their students with the best that they can be. Such method absolutely improves that teaching practices. The teachers and the students can access many different materials: There is a massive amount of the reliable and resourceful web-sites that are available on Internet that the students as well as the teachers may take advantage from. Internet has provided as well various students and knowledge aren't limited to the opinion of one person. Presently, the on-line learning is a similarly reliable choice: the face-to-face interactions are massive, particularly in younger ages, none-the-less, some of the students perform more efficiently in the case where of having the ability of going at their own paces. The on-line learning is presently accredited and it resulted in changing the ways education is viewed. There is a wide range of the cases now where improvements in the education can be seen as soon as adopting the technology(Saxena, 2013). It is often said that all challenges are opportunities. This pandemic resulted in bringing back the fact that the educational technologies delivering great contents and engaging the educators and students was never that important. Whereas numerous educational systems resisted the change of their 150-year-old structures, the necessity has now forced such institutions to do what the reckless students can't (Allen, 2020). The 7 most significant concepts for understanding when examining uses of the technology for the learning or educational purposes can be summarized as (Shefketi, 2019).

Using the problems of the real world: This model has encouraged using the matters of the real world in class-room. By the use of Internet, the learners have the ability of researching real problems that occur at that moment, relating to the curriculum of the class-room. Which is helpful for the students in understanding the fact that the taught lesson indicates real people and issues.

Effective interactions with the educational material: The technology has been defined as interactive, and the students learn by doing, receiving feedback and researching. This is helpful for the students in becoming passionate with the subjects that they're learning.

Simulations and Modelling: the simulation software is helpful in bringing the activities of the real classroom, which are not possible to see without this technology. With certain tools of simulation, the learners have the ability of seeing the planetary motions, the way of the development of a tornado, or how the dinosaurs lived. The software of modeling provides similar characteristics. Rather than static models that have been utilized in the previous years, those tools provide the students with the ability of seeing the models' dynamic characteristics.

Discussion and debate forums and forums: Using the internet or software tools, students can create online groups, web pages and virtual communities that connect them in real time with students and teachers anywhere around the world. They can receive feedback from their teachers and share questions and concerns about their lessons. By listening to and reading the opinions and observations of others, students improve their thinking and reach higher levels of comprehension and deeper understanding. Online communities also offer students the opportunity to interact with others around the world.

Workgroups: Technology-focused education does not include students learning by themselves, staring at a book. Working groups enhance group activities, discussions, and discussions and encourage the establishment of democratic group dynamics.

Training: Teachers play a more mentoring role these days. They are not just coaches who give a lesson. Instead, they support and direct student activities as do the coaches. They provide feedback and coaching to the class so that students receive appropriate information and academic training. The teachers guide students in developing skills in problem- solving, research and decision-making.

Formative assessment: Educators ensure that students not only learn concepts, but also learn how to use the technology resources at their disposal. Technology-focused activities often require critical

thinking and problem-solving skills. The teachers act as facilitators, providing continuous feedback, enabling students to achieve deeper levels of understanding. Teaching is all about introducing students to a whole world of concepts that they didn't know about yet. Technology in the classroom is like a foray into modern invention – and you get to be the expedition leader. Rather than viewing digital devices and Internet spaces as a threat to your duties, view them as] unexplored areas of growth for both you and the young minds trusting you to show them what's out there. Teaching is about introducing students to a whole world of concepts that they did not yet know. Technology in the classroom is a breakthrough for modern invention - and you will become the leader of expedition. Instead of viewing digital devices and internet spaces as a threat to your duties, see them as unexplored areas of growth for you and the young minds who trust you to show them what is out there. (Stosic, 2015, P 111). Since computers are still not widely used in many schools, the teaching process is dominated by traditional methods. It is controlled by the forward form of work as the teacher has sufficient interaction with the students. Failure to thrive at their own pace and insufficient student activity was one of the drawbacks of this type of learning. In the classroom, we have children who are neither unitary in knowledge nor pay enough attention to those who are not sufficiently proficient in the subjects and those who are above average. This difference is often hindered by the teacher's assessment work and by how to impart knowledge to a group of children with different knowledge. The teacher chooses to maintain a medium to good education as children who do not have sufficient knowledge do not acquire the necessary knowledge. Children with insufficient knowledge can progress smoothly without the unpleasant feeling of ignorance, discouragement, and humiliation while for more advanced children teaching will be boring. With the development of information and communication technology, especially computers, a number of researchers have been trying to find out the benefits and impact of their use compared to the ancient traditional learning & quot; (Olson and Means, 1995, p5-p7).

The study and analyses

Method of the Study

The curriculum that has been utilized in this work represents the descriptive curriculum describing the reality of the use of the educational computer devices in the Iraqi schools of the basic education from the viewpoints of the female and female teachers.

Population of the Study

It is all the teachers of the primary education in Al-Anbar, distributed over 15 schools.

The sample of the study

This study sample included (30) female and male teachers from 2 schools from Al-Anbar.

Tool of the Study

On the facts of the use of educational computers in the schools and its benefits, an opinion survey has been conducted, which included:

The female and male teacher opinions in regards to using the computer devices in the learning includes (11) paragraphs.

Steps of the Study

1-Perusing the learning literature on using computer devices in the learning, then build the opinion polls.

2- Selecting the sample of the study, applying the questionnaire to them, then correcting it, through giving scores 1, 2, and 3 for items.

3- Supplying the data to SPSS program and carrying out the required analyses.

For the purpose of draw results, the system of the SPSS has been utilized for the calculation of:

1- Calculation of average female and male teacher opinions on computer experimentations (2.44)

2- Calculation of mean value based on every one of the paragraphs and also showing results in a descending manner:

*It is interpreted as***:**

1- Average: from 2.50 to 3 has been considered as one of the appropriate or major degrees or a major factor based on every axis.

2- From 1.50 to 2.40 it has been considered as a moderate, secondary or acceptable factor.

3- Lower than 1.50 has been considered a little, inappropriate, not a factor.

The female and male teacher opinions regarding computer experiments in the schools of the basic education.

No		**Degree Few**	**Degree Medium**	**Degreebig**
1	I saw a demand for the students in learning using the computers	%0	%10	%90
2	I think that the computers waste more time than optimize it	%80	%16.70	%3.30
3	Using computer devices for presenting and explaining some lessons in the class-room	%26.70	%30	%43.30
4	Using computer devices for teaching and explaining is helpful for innovating in the teaching approaches.	%0	%20	%80
5	He has been encouraged by school administration in using computers in the education.	%16.70	%40	%43.30
6	My students showed interests in performing a variety of the educational activities with the use of computers	%6.70	%73.30	%20
7	Computers result in saving time and efforts in the education.	%6.70	%63.30	%30
8	In my opinion, teaching with the use of the computer resulted in increasing the motivation of my students for learning.	% 3.30	%20	%76.70
9	Computer devices in the education have resulted in increasing my students to understand the lessons.	%3.30	%26.70	%70
10	I feel pleasure when using computer for the teaching.	%0	%20	%80
11	My students have found the pleasure in the interaction and learning with computers.	%3.30	%6.70	%90

3. Analyses

1- **"**I **saw a demand for the students in learning using the computers"**: and results are as: it has been noticed from the data that has been listed in the table above that most teachers (i.e., %90) agreed that there have been demands for women computers by students to a large extent. None of those teachers have answered that the interest of the students in the learning with the use of the computer to a small level.

2 – **"**I **think that the computers waste more time than optimize it":** The proportions have come as: It has been evident from the data that has been listed in the table above that the conviction of the teachers concerning the fact that the computer devices aren't considered a time and effort waste. A high percentage of (%80) have stated that it's a waste of effort and time to a little degree (i.e., % 3.30). They have said that it has been a great effort and time waste.

3- **"Using computer devices for presenting and explaining some lessons in the class-room"**: The ratios below represent the opinions of the female as well as male teachers: The table showed that (%43) utilize computers for presenting some of the lessons in the class by 1 degree Big.

4- "**Using computer devices for teaching and explaining is helpful for innovating in the teaching approaches."**: The proportion of this statement has come as: The maximal percentage (%80) of the ones that answered the statement to a large degree, where they meant that most of them agreed on using the computer devices in the class-room education is helpful in the innovation of the approaches of the teaching. And none of the teachers amongst the females and males that have opposed this statement with evidence that none of those teachers have stated that it can be helpful in the re-generation to a limited degree.

5 -**"He has been encouraged by school administration in using computers in the education**.**"**: this phrase has received a (%43.30) percentage of the ones encouraged by school administration with a high degree. None-the-less, (%40) receive medium encouragement and some of them have stated that they have received encouragement to a low degree (%16.70). Such difference in the opinions can result because of the various School administrations, where implementation has been conducted in 2 different schools, one for the females and one for the males

6 -"**My students showed interests in performing a variety of the educational activities with the use of computers"**: most female and male teachers have stated answered that this has been done by students with a moderate degree and their percentage has been (%73.30) which has been considered high.

7- **"Computers result in saving time and efforts in the education."**: The maximal rate (%63.30) has been limited to the ones who answered that the computers result in saving time and efforts by a medium degree, succeeded with (%30) for the ones that considered the computers as a great saving of efforts and time. Those results have been in agreement with the results that have been obtained from the sentence No2 that has come verbally opposite for this phrase's meaning.

8 -"**In my opinion, teaching with the use of the computer resulted in increasing the motivation of my students for learning"**: This statement has been mostly (%76.70) that stated that it has been noticed amongst their students to a high degree.

9 – **"Computer devices in the education have resulted in increasing my students' to understand the lessons"**: it has been noticed that most female and male teachers (%70) have stated the fact that the computer devices result in increasing the number of the students for the purpose of accommodating their students to a high level.

10 -"I **feel pleasure when using computer for the teaching"**: most female and male teachers (i.e., %80) experience much joy when using computers in teaching.

11 -**"My students have found the pleasure in the interaction and learning with computers"**: most female and male teachers (%90) believed that the students feel pleasure throughout their learning via computers. From these results, it has been noted that the experimentation of using computers in the learning have discovered massive demands amongst teachers, and it has been observed in their opinions and answers.

The order of phrases based on the average values, can be summarized as:

1. I saw a demand for the students in learning using the computers (2.9)
2. My students showed interests in performing a variety of the educational activities with the use of computers (2.87)
3. I feel pleasure when using computer for the teaching. (2.8)

4. Using computer devices for teaching and explaining is helpful for innovating in the teaching approaches. (2.8)

5. In my opinion, teaching with the use of the computer resulted in increasing the motivation of my students for learning. (2.73)

6. Computer devices in the education have resulted in increasing my students to understand the lessons. (2.67)

7. He has been encouraged by school administration in using computers in the education. (2.27)

8. Computers result in saving time and efforts in the education. (2.23)

9. Using computer devices for presenting and explaining some lessons in the class-room (2.17)

10. My students showed interests in performing a variety of the educational activities with the use of computers (2.13)

11. I think that the computers waste more time than optimize it (1.23).

The Technology supported the efforts of the teachers through

a. Besides the perception of the students concerning the fact that their work is important and real. The students have shown more concerns in relation to their technology-supported work quality, with higher considerations given to the way that the external audience perceives it.

b. The increase of the complexity that can be handled successfully by the students. The teachers usually get surprised at how fast the students can learn using new software and hardware tools, as well as at how sufficiently they have advanced to certain areas of the subject in the case of providing the technological supports. The technology is capable of automating repetitive and regular task parts, supporting visualization and presenting more significant abstract elements.

c. Considerably enhancing the self-esteem and motivation of the students. Using the technology has resulted in increasing the amount of the time that is spent by the students on a task, their readiness for critically reviewing and revising their works, and their pride in end results.

Recommendations for the technology-supported efforts of education reform

a. The time has to be specified for the development a broad vision for school, consensus around the educational objectives, and a shared philosophy concerning the technology-supported activity types, which would be supporting those objectives. Location-based managements and grant chances may play the role of the catalysts for these discussions.

b. Accesses to the sufficient technology is necessary for all of the learners. To a degree that there is only a small number of the few computers in the regular class-room or computers that are clustered in a small number of the labs in 1 part of school, the majority of the teachers do not have much opportunity, and in fact don’t feel much responsibility, for the incorporation technology in their learning. It can be concluded that the class-room requires about 1 computer for each 4 students in the case where students are to have a type of access that they need for the participation in large projects that are supported by the technology.

c. It is necessary for the teachers to have time for learning how to be using technology and integrating it in the objectives of their curriculum. Following the initial hurdles particularly, the learning for using a new piece of software or hardware in mechanical senses is an activity that is rather short term. None-the-less, thinking of the way the technology is capable of supporting the learning objectives of the individual, and learning the way of organizing a class-room where the students can be implementing difficult projects, which is partly dependent upon technology, might be taking longer

time. This final training type is usually lacking in the efforts of implementing the technology. Those learning types have to take place throughout the time, if possible with the opportunities for observing the models, practicing, and receiving feedbacks about one's actions.

d. Easy-to-reach technical supports are necessary. The majority of the teachers do not have sufficient experiences with the technology, and even in the case where they're comfortable with the use of the technology they still haven't entirely become skilled in front of the students they teach, those teachers won't be ready for planning around the utilization of the technology in the case where there are good chances that technology will be encountering irreversible issues for days or even for weeks. Numerous teachers are going to incorporate the technology in their education in the case of the ready availability of the on-site technical assistance.

e. The system must be providing recognition and rewards for usual activities that are supported by the technology. Like any person, the teacher is affected by reward structure that surround him or her when concerning the decision of where to be putting their energy. Obviously, the school leadership valuing the activities of technology and education reforms is related to a more sustained and diffuse focus in those fields.

f. Good curricular contents have to be put first. Even though the advent of the new technology in some of the cases can be inspiring the projects, it has been of a critical importance that the strong curriculum contents drive the technology-supported activity design. Sometimes, there will be temptations for allocating the projects that utilize these available new technologies, however have a low methodological importance. Starting the planning with the educational objectives and requirements may be providing a discipline for keeping the projects that are technology-supported "on the right track".

g. Projects have to be providing the opportunities for the teachers in the collaboration with their colleagues. The most successful and ambitious ones of the technology-supported projects have been planned and implemented through teams of the teachers instead of only one. All common teamwork advantages, like multiple sources of the inspiration, energy and experience.

h. Applying for a challenging job of taking student-centered class-rooms. When teachers work as a team, they appear to be planning more ambitious and long-term activities compared to the case where they would be working separately.

I. The technology has to be utilized across class-rooms. There are specific amounts of the "overhead" that are related to learning how to utilized new technologies. The students are required to gain keyboard skills and learn the way of accessing the files and programs, as well as storing the work in suitable ways. The higher is the number of the degrees and classes a Technology Overhead may be spread over, the better. In addition to that, in the case of the use of technology over many different class-rooms, a high number of the students have found it enjoyable using new technological applications and feeling confident in their capability of learning it.

j. Merging the technology-supported approaches of education is actually a significant result.

k. It has been evident that the effects of the technology on the students are dependent upon educational context that is provided by teachers. The students will take advantage from the work and acquire new confidences in their capability of learning with the help of the technology.

l. It is challenging for the education system, teachers, and schools and makes the technology a force for learning and the positive changes in the school's present challenges for the society.

4. Concluding Discussion

It is undeniable that the ability of governments to continue to study within the context of the COVID-19 pandemic is underpinned by their reliance on computer technology and its applications. Technology has also played an important role in the efforts to continue research and has proven to be transformative in the efforts to detect and trace COVID outbreaks in a number of different places around the world. It is critical for success in the post-COVID-19 age that students can better comprehend how we continue to teach in the classroom and attach significance to what has occurred from a lesson learned viewpoint that computers and their apps are used in basic education during this crisis. Using the case study of the classroom, this concluding portion addresses some of the important themes from the individual contributions, highlighting some of the numerous difficulties and essential lessons from the pandemic. This debate discusses the numerous strands of the suggested study agenda and the critical research subjects resulting from the epidemic. The rising usage of computers and its classroom uses have been discussed in a variety of contributions. The study highlights the criticality in computer applications and for management to strike an appropriate balance between educational goals and to understand of students. The contribution from the classroom discusses the transformative aspects of computer use and its applications, as well as developing technology and online education. The paper addresses the impact of computer use and apps on elementary education in light of the Corona pandemic in English teaching, where computer applications encourage more sustainable, inclusive, and collaborative procedures, best practices, and strategic direction in the classroom. Computer-assisted applications' contribution how basic education and used techniques impacted its ability to operate effectively during the pandemic's height, and how computer applications should shape educational strategies for students' impact during any future crises. The strategic implications of computer use and its applications on elementary education in the aftermath of the corona pandemic, where the contribution of teaching and learning in the classroom helped develop a roadmap for their recovery and future progress. The study exemplifies numerous societal difficulties and technological advances from throughout the world, where important epidemic management operations are begun by end-to-end technology solutions. Education in all of its forms has been severely affected globally as access to in-person learning institutions, schools, and colleges has been restricted during lockdowns.
The study demonstrates the numerous lessons acquired from the experience of using computer applications to satisfy students' demands while also providing a high-quality learning experience. These viewpoints discuss numerous critical challenges and practical ideas for sustaining operations and daily living during a pandemic through the use of computer applications. The students e-learning during the pandemic is outlined in Akuratiya and Meddage (2020), acknowledging the criticality of addressing the e-learning divide and removing key barriers to basic education. For many students in developing countries the e-learning divide is most apparent due to economic and cultural barriers reinforced by poverty and a lack of education amongst the population (Allan, Namanyane & Shaoan, 2021; Mogaji, 2020). The post-COVID-19 era offers the chance to address many of these issues and computer use and its applications to deliver a more inclusive and sustainable world (Sahay et al., 2020). The topics of teaching and learning are key underlying concerns for many countries during the pandemic, as governments have deveoped teaching and learning to avoid possible infection routes between the students. The paper discusses the threats relating to the COVID-19 track and effect of computer use and its applications on basic education, to help students to learning of the corona pandemic. The study delves into these areas, demonstrating several situations in which the use of computers and their applications could result in more informed decision-making in crisis management circumstances. These points are reinforced by research that has hypothesized the role of computers and their applications in enhancing students' capacities in a teaching and learning context, increasing levels of knowledge, and assisting in the shaping of a post-COVID era (Burns, Dagnall & Holt, 2020; Pozo

et al., 2021). This essay assesses the major problems and viewpoints on the impact of COVID-19 on basic education via computer use and its applications. Each of the opinion pieces presents a unique perspective on key computer applications subjects and how their use has impacted education in an era of fast change. The epidemic has compelled governments and decision makers to rethink their use of computer applications and to expand their use to alleviate many of the societal consequences of the virus's spread. Looking ahead, the critical issue for these decision makers is to harness the power of computer applications in order to learn the classroom in the COVID-19 pandemic and guarantee that the world is better prepared for future waves of the virus.

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