
STUDENTS' SATISFACTION WITH ONLINE LEARNING EXPERIENCE DURING THE COVID-19 PANDEMIC: STUDY BASED ON ARABIC COLLEGES IN AMPARA DISTRICT OF SRI LANKA

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DOI: 10.47760/cognizance.2023.v03i01.001

Abstract: The purposes of this study are to examine the level of satisfaction among the teachers and students of Arabic Colleges those who were involved and participated in the learning and teaching activities carried out through online learning during the period of restriction due to covid-19 pandemic and also to identify the factors that hindered the process of online education. The number of 270 students were selected from the Arabic Colleges situated in the Ampara district of Sri Lanka those who are currently (2022) pursuing *shari'ah* education therein and questionnaires were distributed among them. All the obtained data were subjected to the descriptive analysis method with the help of SPSS software (Version-26). According to the results of this study, the teachers (84%) and students (66.6%) have expressed their dissatisfaction with the online education activities carried out during the period of restriction where various factors have contributed to such dissatisfaction. Such as Lack of access to appropriate internet communication devices due to poverty experienced by the family (70.5%), Unable to obtain clarifications regarding the subject matter (59%), Internet tracks (81.6%), Importance provided only for certain subjects (63.3%), lack of payment of incentive as additional allowances for Teachers for the service and utilizing the internet facilities (60%), Dropout rates among students have increased (76%), lack of enough attendance of students (76%). Also, it would be worth notifying at this juncture that both parties are in the mode of reluctant on recommending the trend of online education in the event of such a situation if it will be re-emerging in the future. This study is important in exploring alternatives for the effective implementation of online education in Arabic colleges in the future and the findings of this study can be a remarkable starting point for future researchers and policymakers.

Keywords: Restriction of Covid-19 pandemic, Satisfaction, online education, online learning experience, Arabic Colleges, District of Ampara.

1. Introduction

The outbreak of Covid-19 has affected all countries throughout the whole world including Sri Lanka which was identified first in Wuhan, China on December 2019 (Kapasia *et al.*, 2020). The World Health Organization has declared the Covid-19 epidemic as a Public Health Emergency of International Concern due to the impact that has started to spread to countries around the world on January 30th (Wargadinata *et al.*, 2020) and it was declared on 11th of March as a pandemic (Rameez *et al.*, 2020). The first case of Covid-19 in Sri Lanka was identified by a tourist from China national on 27th of January 2020, followed by this case the first Sri Lankan infected with the virus of Covid-19 in Sri Lanka on 11th March 2020 (Erandi *et al.*, 2020). It has been confirmed according to the report of the Ministry of health that a total number of the people 66,3937 those who have been confirmed to be infected in Sri Lanka until 02.07.2022 and a total number of people 64,6981 have been confirmed as recovered and 16,519 deaths have occurred (Epidemiology Unit: Ministry of Health, 2020). The isolation centres of around 45 have been established and functioning with the funding of the Government of Sri Lanka (Erandy, 2020). In addition to this, certain measures have been implemented by the government such as wearing face masks, self-isolation at home, maintaining social distancing in public places, and imposing travel restrictions between districts and provinces have been applied to control the spread of Covid-19 (Erandi *et al.*, 2020). Legal action was taken against those who fail to follow such measures and new laws also were enacted with aim of controlling the spread of the virus (Centre for Policy Alternative, 2021).

Covid-19 has affected all sectors of Sri Lanka such as the economy, health, international relations, and tourism (Jayasingha *et al.*, 2021). The effects caused to the education sector is significant among those (Rameez *et al.*, 2020) where the whole Schools, Universities, other private and government educational institutions, and tuition centres were temporarily closed until further notice. In this series, all Arabic colleges in Sri Lanka also were closed by the instruction of the Waqf board in Sri

Lanka. The shutdown of educational institutions has immensely affected the students not only academically but also psychologically.

The International Organization for Universities has revealed by their reports that more than 1.5 billion students have been affected all over the world (International Association of Universities, 2020). Since the situation compelled the authorities concerned to find alternative solutions in order to manage the learning and teaching activities of the educational institutions new e-learning software also were invented and marketed to facilitate distance education (Subashini, 2022). The applications introduced are such as Zoom, Google Classroom, Zoho, and Whatsapp which had been widely used for distance education purposes in Sri Lanka (Hazib et al., 2021). Following the announcement declared by circular (Circular No15/2021 dated 29.07.2021) that schools and universities will carry out learning and teaching processes via the internet by which the educational activities were connected via the internet (Ministry of Education, 2021). All Arabic colleges in Sri Lanka were temporarily closed at the request made by the Waqf Board of Sri Lanka, and most of the colleges have conducted learning and teaching activities using online platforms. As far as concerned of Sri Lanka the online learning mode is a new experience (Subashini et al., 2022).

Especially, the Arabic colleges in Sri Lanka which have been following the traditional learning and teaching methods have been compelled to adapt to the alternative way followed by other government schools and universities which were forced to carry out learning and teaching activities through online. This research has been carried out Based on such kind of background.

2. Problem Statement

The Lockdown followed by Covid-19 (20 August 2021 to 21 September 2021) has affected all sectors such as politics, economy, social communication, international relations and education in general. The Schools and universities were closed. The *Shari'ah* Colleges which were serving on the basis of full and part-time have been closed for a long period. The online learning and teaching activities have been introduced and carried out as an alternative solution to this social restriction.

However, these alternative trends of distance learning and teaching mode have not been considered as a successful solution due to the *Shari'ah* education has been directly taught in Sri Lanka since the historical period and some traditional colleges were unwilling to accept and implement this new alternative which has resulted to close many Arabic colleges completely, and some of them closed temporarily. The impact of such a crisis ended with the dropouts of a number of students and parents who lost their faith in Arabic colleges and intended to leave their children from such colleges. The children those who were from families of low income and economically middle- class have started to involve in businesses and find employment. The students who participated in online learning and teaching activities are also found to be disinterested and unsatisfied on such activities. This research has intended to find out based on the level of satisfaction enjoyed by students and teachers concerned with e-learning and teaching activities during the period of Covid-19 general lockdown and the real factors that hindered the online education process.

3. Objectives

1. To examine the satisfaction of the teachers and the students in online learning and teaching activities during the emergency period of Covid-19.
2. To Identify the factors obstructing the online learning and teaching activities

4. Data Collection and Method

It is a quantitative and descriptive study where both primary and secondary data were used. The data was obtained directly from the study samples through self-administered questionnaires as primary data and secondary data such as research articles, online Articles, internet sources, periodicals, proceedings and magazines were also used in addition to the above.

4.1. Samples and Population

The total number of Arabic colleges registered at the Waqf Board from 1987 to 2019 under the Sri Lankan Muslim Religious and Cultural Affairs Department is 41 (2019) situated in the Ampara district of the Eastern Province. Among them, 7

colleges were randomly selected including the colleges functioning on the basis of full and part-time. Men's and women's Arabic colleges were also selected in order to maintain the gender balance. The study samples were selected using the population sampling method which has been used in the sampling table of Robert V. Krejcie and Daryl W. Morgan for this purpose. Therefore, 270 students have participated in this research out of the number of 950 students. Moreover, 25 teachers serving in 7 Arabic colleges have participated in this study. The Questionnaires were designed and distributed separately considering these two types of study samples.

4.2. Questionnaire

The questionnaires have been used which were prepared by researchers. The early works of literature were reviewed carefully to codify the questions for the design of the questionnaire. The questionnaire was designed in a form of self-administered. The Likert Scale Questions (5 Point Likert Scale) has been used in this questionnaire. The number of questions as of 55 have been included and distributed to the students which had been divided into three parts. Part-01: Questionnaires on Learning Activities during the Covid-19 in the period of Emergency, Part-02: Questionnaires on examining the Satisfaction of Student on Teaching Activities during the Emergency period of Covid-19 and Part-03: Questions on Identifying Barriers to E-Learning.

In addition to these, the questionnaire given to the teachers was also designed on the same basis furnished above and was structured to include a total of 24 questions. The questionnaire was mainly divided into two parts where Part-01: Questionnaires to assess the level of satisfaction of teachers in online teaching activities and Part-02: Questions to identify barriers incurred to the teaching. The details related to the selected study samples can be clearly observed in the following table.

No.	Names of Arabic Colleges	Students	Teachers
1	Thableegul Islam Arabic College	35	3
2	Sahwa Islamic Arabic College	40	5
3	Maasinul Uloom Arabic College	45	6
4	Mmanbaul Khairath Arabic College	42	3
5	Kulliyathusaad Arabic College	32	2
6	Fathima ladies Arabic College	36	2
7	Noorul Hidayah Primary Arabic College	38	2
Total		268	25

Table 1: Selected Arabic Colleges

A total number of 270 questionnaires were distributed and 268 (99.2%) questionnaires had been collected as suitable for the research and analyzed.

4.3 Analysis

All the collected data were subjected to descriptive analysis with the help of SPSS-Statistical Package for the Social Science (Version-26) software. Further, the total questionnaires received from the students 99.2% (number-268) and the questionnaires 100% (number-25) of received from the teachers were used in data analysis and results were obtained in the frequency table with mean, median, Mode and Standard deviation.

5. Results and Discussion

This section has been divided into four sub-headings and discussed. The four main areas were analyzed in order to achieve the objective of the research which measured whether the learning activities were carried out towards the students through online, the second part assessed the level of satisfaction of the students on

the online learning activities, the third part identified the satisfaction level of the teachers on conducting such online teaching activities and the methods used for teaching. Finally, the barriers of the online learning have been identified which are as follows

5.1 The activities of Learning and teaching during the period of Covid-19

Variables(Questions)	Valid												Mean	Median	Mode	Std. Deviation
	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		Non-Valid					
	F	%	f	%	f	%	F	%	F	%	f	%				
The activities of Learning and teaching during the period of Covid-19																
1. The process of learning and teaching have been conducted.	17	65.2	76	28.1	6	2.2	4	1.5%	6	2.2%	2	0.7%	4.54	5.00	5	0.809
2. The timetable formally followed have been kept during the period of e-learning and teaching.	13	48.5	76	28.1	15	5.6	27	10.0	19	7%	2	0.7%	4.02	4.00	5	1.262
3. The question made by teachers during the lessons of e-learning	15	55.6	72	26.7	28	10.4	13	4.8%	5	1.9%	2	0.7%	4.30	5.00	5	0.969
4. The curriculum followed in the normal period has been functioned	11	40.7	109	40.4	13	4.8	18	6.7%	18	6.7%	2	0.7%	4.03	4.00	5	1.156
5. It was able to obtain the competency required during the e-learning process.	12	45.9	88	32.6	37	13.7	13	4.8%	6	2.2%	2	0.7%	4.16	4.00	5	1.205

6.The handouts related to the subjects have been properly distributed by the teachers.	90	33.3 %	84	31.1 %	40	14.8 %	42	15.6 %	12	4.4 %	2	0.7	3.74	4.00	5	1.205
7.I am able to engage on self - searches related to the subjects.	80	29.6 %	94	34.8 %	40	14.8 %	25	9.3 %	29	10.7 %	2	0.7 %	3.64	4.00	4	1.292
8.The guidance required to operate the internet devices have been provided by the colleges.	12	45.9 %	67	24.8 %	30	11.1 %	23	8.5 %	24	8.9 %	2	0.7 %	3.91	4.00	5	1.312
9.My attendance has been confirmed by the teachers during the period of e-learning.	19	70.7 %	54	20 %	9	3.3 %	6	2.2 %	8	3 %	2	0.7 %	4.54	5.00	5	0.900
10.The environment of home was favorable for the e- teaching.	11	42.2 %	70	25.9 %	41	15.2 %	14	5.2 %	29	10.7 %	2	0.7 %	3.84	4.00	5	1.320

Table 2: the learning activities during the period where the Covid -19 was spreading.

When the issue of learning and teaching activities were entered into the study whether they were carried out during the period of Covid-19 under the nature of lockdown. Most of the study sample (Mean- 4.54, Median-5.00, Mode-5, Standard Deviation- 0.809) have strongly agreed. Almost all Arabic colleges situated in the study area have carried out teaching and learning processes with the aim of providing education to the students in general and preventing them from the loss of periodical education during periods of lockdown through the programs such as online media Zoom, Whatsapp, Google classroom. This is the first time in history that the learning and teaching activities have been carried out through online (E-Learning) (Observation).

When it was investigated whether the learning and teaching activities carried out during the said period were followed as per the normal timetable which was

followed on the normal period, the most of the study samples (mean- 4.02, median- 4.00, Mode - 5, standard deviation- 1.262) have accepted that the same time table was followed. In general, the Arabic colleges have organized based on full and part time colleges with the morning and evening hour sessions where students stay and study in the respective colleges from 7.30 am to 12.30 pm and from 3.30 pm to 9.30 pm. In contrast, the part-time colleges often operated from 3.30 p.m. to 8.30 p.m. where there are no arrangements for students to stay and study. Timetables are followed for the courses conducted within these specified periods. It is also noteworthy that there is no rule and regulation stipulating that all colleges in Sri Lanka should follow the same timetable.

When the issue entered into the study of whether the questions were initiated by teachers during online teaching activities or not, a majority of the sample (Mean- 4.30, Median - 5.00, Mode- 5, Standard Deviation- 0.969) have agreed. As far as concerned of questions related to unit learned in the sense of direct teaching activities are to evaluate the students whether they understood the lessons or not through the teaching and the way to orientate the attention of the students towards the subject and to prevent the diversion from the lesson (Hazibet.al., 2021). The said teaching technique has been used during online teaching in the study area is considered as an appreciable feature. When the study samples were asked whether any changes were made in the curriculum of the colleges for online learning or not, most of them (Mean- 4.03, Median - 4.00, Made - 5, Standard Deviation- 1.156) have agreed that the changes were made in the curriculum. It is difficult for the students to understand the subjects related to Arabic grammar and Arabic literature when it is compared with the direct teaching which can be obtained clarifications for the respective subjects only through further searches. The changes made in the curriculum to facilitate the learning activities of the students during online learning are a great and appreciable move towards the future.

The use of mobile phones and other electronic equipment within the premises of the Arabic colleges in Sri Lanka are generally prohibited Justifying that they would distract the students from their principal purpose and divert the concentration of the students except some colleges. However, the students were forced to use mobile

phones and telecommunication devices through virtual education by which the students also got an opportunity to acquire the skills to operate the applications of the internet. When the research sample was asked in this regard, most of the students (mean- 4.16, median- 4.00, Mode- 5, standard deviation- 1.205) have agreed that they have gained the ability to browse the computer and smartphones. The experiences exercised on online learning and teaching during the Covid-19 have paved the way to apply the same in case of such situation in future and an opportunity to promote e-learning activities. However, no one can deny the results of past studies that the usages of mobile phones have increased among students and have caused many problems for students to this practice (Shiyana & Jahan, 2021).when it was searched whether there was any guidance, seminars or classes for students under the heading of “How to operate internet applications” In order to confirm the effective teaching activities via online for which the most research samples have agreed that the guidance was implemented. (mean- 3.91, median- 4.00, mode- 5, standard deviation- 1.312) which has provided an opportunity for students those who were unfamiliar with the use of mobile phones and new applications to engage in online learning.

The students could not get enough books and handouts due to the closure of colleges. the handouts and books needed for the students in schools and universities were shared in soft copy through Whatsapp groups as an alternative arrangement to adjust this situation, a large number of research samples have agreed when it was analyzed whether the same has been followed by the Arabic Colleges (mean- 3.74, median- 4.00, mode- 5, standard deviation- 1.205).When it was examined whether subject-related, self-browsing was carried out by the students or not for which the students responded as they have agreed (mean- 3.64, median- 4.00, mode- 4, standard deviation- 1.292) while the 51% of students refused to accept the same due to the lack of proper library facilities and increased household responsibilities. Hence, the online teaching has failed to contribute to the self-learning activities of the students significantly.

When it was investigated whether any process of measures was taken place to ensure the attendance of students to online classes as it was followed at the

normal classrooms, most of students confirmed that such practice to measure was taken place (mean- 4.54, median- 5.00, Mode- 5, standard deviation- 0.900).The poor attendance of the students has been identified as major challenge of online learning in general. Therefore, the measures taken to ensure the attendance of students is a commendable move in line with online learning. Most of the students have recorded as they have agreed for the investigations conducted by researches whether the activities to encourage and guide the students towards online learning were carried out by mothers and fathers (mean- 3.84, median- 4.00, mode- 5, standard deviation- 1.320) which indicates that their family environment was favorable for online learning and proves that the parents also have orientated the students towards e-learning.

The overall view of the period of Covid-19 where the general shutdown was in force online learning activities were necessary to provide continuous education to the students, changes were made in the curriculum in order to promote effective learning, the related guidelines also were given for operating the internet applications, all whatever necessary were provided to the students by the teachers and measures were taken to ensure the attendance of the students which indicates that fruitful learning activities carried out in such period. Also, the Arabic language courses have been conducted in many parts of the world through Internet. Wargadinata *et. al.*, (2020), the research conducted on Arabic language courses performed by “Moulana Malik Ibrahim University” in Indonesia and the finding was revealed recommended the arrangement to be conduct to achieve productive online learning and teaching in future.

5.2 Satisfaction level of the students

Variables (Questions)	Valid												M e a n	M e d i a n	M o d e	Std. D e v i a t i o n
	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		Non- Valid					
	F	%	f	%	f	%	F	%	f	%	f	%				
Satisfaction level of the students																
11. It is satisfied that the learning the subjects taught through Arabic language via Internet	32	11.9%	56	20.7%	49	18.1%	71	26.3%	60	22.2%	2	0.7%	2.74	3.00	2	1.335
12.The teaching process of the teachers has been conducted properly in a manner of satisfaction.	99	36.7%	93	34.4%	49	18.1%	18	6.7%	9	3.3%	2	0.7%	3.95	4.00	5	1.061
13.It was difficult to obtain the text-books related to the curriculum during the period of Covid -19.	76	28.1%	91	33.7%	53	19.6%	18	6.7%	30	11.1%	2	0.7%	3.62	4.00	4	1.271
14.The extra exercises were provided by the teachers.	104	38.5%	99	36.7%	33	12.2%	20	7.4%	12	4.4%	2	0.7%	3.98	4.00	5	1.103
15.I was able attend the home -works on time given by the teachers.	53	19.6%	69	25.6%	66	24.4%	54	20%	26	9.6%	2	0.7%	3.26	3.00	4	1.256
16.The relation between me and the teacher on the process of teaching via internet was	28	10.4%	55	20.4%	53	19.6%	53	19.6%	79	29.3%	2	0.7%	2.63	3.00	1	1.367

similar to the relation of formal teaching.																
17.I believe that the e-learning is appropriate alternative method in the event of Extraordinary circumstances.	39	14.4%	48	17.8%	50	18.5%	36	13.3%	94	34.8%	3	1.1%	2.63	3.00	1	1.477
18.The Technology used and followed for the learning process during the period of Covid -19 should be followed after such period is over.	71	26.3%	80	29.6%	70	25.9%	18	6.7%	29	10.7%	2	0.7	3.54	4.00	4	1.252
19.The particular subjects have been prioritized on the teaching process conducted through internet	75	27.8%	57	21.1%	39	14.4%	48	17.8%	49	18.1%	2	0.7%	3.23	3.00	5	1.483

Table 3:Satisfactory level of the students

When the level of satisfaction of the students on learning Arabic subjects via online was entered in to research the majority of the participants (Mean- 2.74, Median - 3.00, Mode- 2, Standard Deviation- 1.335) have expressed level of neutral and lack of satisfaction since the ancient history of Sri Lanka the Arabic lessons have been taught directly by the teacher where the students to clarify their doubts on the spot (Gafoordeen et al., 2013). Even though the online teaching process is considered as a two-way communication method it has created an unsatisfactory situation comparing to face-to-face learning due to the reasons of inability to properly maintain the learning and technics methods and skills used during the face-to-face learning and the lack of prior and enough experience on implementing the e-learning. In contrast to this, Norah Mansour Almusharraf & Shabir Hussain Khahro (2020) the study conducted among secondary students in Saudi Arabia has revealed the satisfaction of online teaching. As far as concerned of the teacher-student

interaction during online learning was entered in to the research as it was during face-to-face learning for which Most of the students (mean- 2.63, median- 3.00, mode-1, standard deviation- 1.367) strongly disagreed indirectly. Not only this reason but also lack of experience in online education on teaching and learning in such critical situation.

When it was entered in to research of the teaching process performed by the teachers were on satisfactory level more research samples (mean- 3.95, median- 4.00, mode- 5, standard deviation- 1.061) have indicated their satisfaction. The reason for this level of satisfaction is the teachers have been teaching the students as their full-time occupation and are they were properly supervised by principals of the Arabic colleges. In addition to this, it was also observed that subjects were not conducted properly for the students in the college the par-time system was in account. The reason for dissatisfaction is the workload of the teachers and dissatisfaction on online teaching activities.

When examining the level of satisfaction of students on receiving textbooks and handouts during online learning, most students (mean- 3.62, median- 4.00, Mode - 4, standard deviation- 1.271) have indicated that they were satisfied due to the distribution of the handouts by the teachers and self-study notes necessary to students distribute through Whatsapp. In contrast, some of the students of a few Arabic Colleges have expressed their dissatisfaction with the unavailability of handouts and self-study notes due to the state of emergency prevailed in the country, the situation was not conducive to purchase and using a large number of books and the teachers have instructed the students to follow the find and the enjoy policy.

It was researched on whether certain subjects were emphasized during the online learning process? or all the subjects were taught completely. More students (mean- 3.23, median- 3.00, mode-5, standard deviation- 1.483) have expressed their dissatisfaction due to the insufficient number of subjects. The reason for this kind of situation is that It is difficult to teach and learn certain subjects such as Arabic literature and grammar via online and the students could not complete their lessons within the due time. More study samples (Mean- 3.98, Median- 4.00, Mode- 5,

Standard Deviation- 1.103) agreed when it was researched whether the extra exercises were provided by the teachers during the online learning activities. Home works and mid-term exams were conducted intending to keep the students engaged with the learning activities. Instant exams were also conducted in some colleges for the purpose of continuous learning activities even if they are at home. When it was researched whether the homework given by the teachers could be done on time, most of the research samples (Mean- 3.26, Median- 3.00, Mode- 4, Standard Deviation- 1.256) indicated the middle stranded and a few number of students were able to carry out the exercises on time due to the uncooperative home - environment, inability to work from home, harassment of siblings and increased workload.

When it was researched whether students would recommend online learning in the event of an extraordinary situation like Covid-19 in the future, a majority of the sample (Mean- 2.63, Median- 3.00, Mode- 1, Standard Deviation- 1.477) strongly disagreed to recommend the online learning since the educational activities carried out online are difficult to the students to understand, and many other factors that were hindering them. Hence the observation of the students regarding online teaching is an inappropriate way for Arabic colleges. However, most of the students (Mean- 3.54, Median- 4.00, Mode- 4, Standard Deviation- 1.252) have agreed that the technical activities carried out by the teachers for online learning for example- presentations and handouts should be carried out as well as in the normal times.

Overall observation has revealed that students are found as unsatisfied with online learning activities due to the following facts such as even though the teachers have carried out their teaching activities systematically and provided notes and books with soft copies some certain subjects were taught on the basis of priority, the assignments given by the teachers cannot be completed on time, and the skills of learning have not been maintained properly. It is also worth notifying at this juncture that they are reluctant to recommend online learning in case of such a dilemma in the future and the same practice has taken place in many countries of the world. Mahayudin Ritonga *etal.*,(2021).It has been noted since the students of Muhammediyah University of Western Sumatra those who were in the stream of

Islamic Studies were selected for this research where it was found that the online learning and teaching are productless and unsatisfactory practices.

5.3. The factors that were the barriers to online Learning

Variables (Questions)	Valid												M ea n	M ed ia n	Mo de	Std. Dev iati on
	Strongly Agree		Agree		Neither Agree or Disagre		Disagree		Strongly Disagree		Non- Valid					
	F	%	f	%	f	%	F	%	F	%	f	%				
The factors that were the barriers to online Learning																
20.Lack of appropriate devices and instruments	10	36.9%	51	18.8%	40	14.8%	37	13.7%	40	14.8%	3	1.1%	3.50	4.00	5	1.475
21.Poverty situation of the family	60	22.1%	68	25.1%	72	26.6%	30	11.1%	38	14%	3	1.1%	3.31	3.00	3	1.320
22.The interruption that occurred on the connection to the internet has created a careless situation on the lessons.	10	39.9%	77	28.4%	36	13.3%	28	10.3%	19	7%	3	1.1%	3.85	4.00	5	1.255
23.Lack of interest of the college on e-teaching.	44	16.2%	28	10.3%	50	18.5%	52	19.2%	94	34.7%	3	1.1%	2.54	2.00	1	1.467
24.Unfamiliarity of the students with the e-teaching process.	62	22.9%	77	28.4%	77	28.4%	34	12.5%	18	6.6%	3	1.1%	3.49	4.00	3	1.172
25.Lack of distribution of text books and handouts	35	12.9%	68	25.1%	64	23.6%	66	24.4%	35	12.9%	3	1.1%	3.01	3.00	4	1.245
26.Lack of interest to learn via e-learning system	65	24%	75	27.7%	67	24.7%	38	14%	23	8.5%	3	1.1%	3.45	4.00	4	1.240

27.The home environment was not conducive.	42	15.5%	60	22.1%	50	18.5%	56	20.7%	60	22.1%	3	1.1%	2.88	3.00	1	1.396
28.Lack of knowledge on e-learning	56	20.7%	52	19.2%	56	20.7%	62	22.9%	42	15.5%	3	1.1%	3.07	3.00	2	1.375
29.Lack the proper arrangement to rectify the doubts about the lessons.	54	19.9%	74	27.3%	32	11.8%	56	20.7%	52	19.2%	3	11%	3.08	3.00	4	1.438
30.The teachers did not hold the classes continuously.	22	8.1%	40	14.8%	48	17.7%	77	28.4%	81	29.9%	3	1.1%	2.42	2.00	1	1.283
31.Dropouts of the students.	62	22.9%	57	21%	57	21%	37	13.7%	55	20.3%	3	1.1%	3.13	3.00	5	1.445
32.Lack of interest as they were engaging in part-time jobs.	30	11.1%	26	9.6%	40	14.8%	46	17%	126	46.5%	3	1.1%	2.21	2.00	1	1.407

Table 4: The factors that were the barriers to online Learning.

The following factors have been identified while researching the factors that hindered online learning. when it was examined the opinion of the study sample on the lack of suitable telecommunication equipment related to online learning, most of them (Mean- 3.50, Median- 4.00, Mode- 5, Standard Deviation- 1.475) agreed on the issue as there were scarcities of such equipment where a few study samples have revealed their satisfaction reporting that such devices required for online learning were found. In addition to this, when the poverty status of the family of the study sample was the cause of barrier to online learning (Mean- 3.31, Median- 3.00, Mode -3, Standard Deviation- 1.320) for which the study sample have responded by indicating their neutrality and a significant number of the study samples have agreed that the poverty family status of the family also was a barrier since it was necessary a lot of money to purchase the connections and the communication devices. However, students have joined the lessons through the mobile phones of their relatives, friends and parents.

When examining the condition of the study samples on inability to understand subjects due to the internet interception, most of the study samples (Mean- 3.85,

Median - 4.00, Mode- 5, Standard Deviation- 1.255) agreed on the issue as such internet connections have been hindering the learning activities of the students. Also, when asked about the lack of interest of the College in online teaching, the majority of the respondents (Mean- 2.54, Median- 2.00, Mode- 1, Standard Deviation- 1.467) denied such issue which indicates that the colleges are showing more interest in online learning. when students were examined whether the unfamiliarity was a barrier to online learning, a significant number of students (Mean- 3.49, Median- 4.00, Mode- 3, Standard Deviation- 1.172) agreed initially without having knowledge as a barrier. However, when awareness campaigns are conducted by the respective colleges to empower the students to handle the devices by the percentage of barrier became to reduce. Also, the majority of the study sample (Mean- 3.01, Median - 3.00, Mode- 4, Standard Deviation- 1.245) has denied the issue due to the lack of availability of sufficient materials such as books and handouts since the teachers were responsible for preparing and distributing such material for students.

Most of the study sample (Mean- 3.45, median- 4.00, mode- 4, Standard Deviation- 1.240) when examined whether the interest less nature of the students in online learning is a barrier to implementing effective online learning or not such reason also was accepted by those students due to the nature dissatisfaction with online learning processes. Also, most of the study sample (Mean- 2.88, Median- 3.00, Mode- 1, Standard Deviation- 1.396) when they were investigated whether the home environment of the students was a hindrance to learning activities which was rejected by most of the study samples due to the reason that the parents and relatives of the students have properly guided the students to join the online classes and also monitored the activities of them.

It was examined whether the learning activities were to clarify specific doubts related to the particular subject for which the considerable number of study samples (Mean- 3.08, Median- 3.00, Mode - 4, Standard Deviation- 1.438) have disagreed since there were no times for students to clarify their doubts individually during online learning. It is to be noted here that online teaching does not support to the intimacy of the students with each other but maintained the certain distance. When

examined on the regular lessons were conducted by the teachers, most of the students (Mean- 2.42, Median- 2.00, Mode- 1, Standard Deviation- 1.283) have completely denied stating that the lessons have not been conducted properly by the teachers. Also, when the students were asked about the drop out of the students, most of them (Mean- 3.13, Median- 3.00, Mode- 5, Standard Deviation- 1.445) have indicated the level of neutrality due to the prolonged closure of colleges many students have ended their studies and joined the part-time jobs considering their family economic status.

Even though the management of Arabic colleges and the parents of students have made great efforts to carry out the teaching and learning activities through the Internet but some of the above-mentioned factors have hindered effective learning activities such as lack of suitable telecommunication devices, the poverty level of the family, inability to understand the lessons clearly due to the internet interruption, lack of prior experience in operating the applications related to online learning, lack of interest of the students on online learning, inability to get clarifications of the subject-related doubts, teachers unable to conduct lessons continuously and the increasing drop out of the students those can be considered as major factors. The student of Public Islamic College in Malanga of Indonesia subjected on the research under the topic focusing "Factors that hinder online learning" conducted by Uril Bahrudein & Suci Ramadhanti Febriani (2020) have indicated the following factors such as the insufficient instructions provided by the lecturers, the limited connection of internet services, lack of proper concentration by the students and lack of enough time to discuss the related subject.

5.1.1 Satisfaction level of the teachers on online teaching.

Variables (Questions)	Valid												M ea n	M ed ia n	Mo de	Std. Dev iati on
	Strongly Agree		Agree		Neither Agree or Disagre		Disagree		strongly Disagree		Non- Valid					
	F	%	f	%	f	%	F	%	F	%	f	%				
Satisfaction level of the teachers on online teaching																
33.I was able to follow the technics and the skills of teaching in the e-teaching via the internet.	1	4%	13	52%	3	12%	5	20%	3	12%	0	0%	3.16	4.00	4	1.179
34.The students were interested in e-learning.	16	64%	4	16%	4	16%	1	4%	0	0%	0	0%	3.40	4.00	4	0.913
35.Able to utilize suitable devices and instruments in the e-teaching process.	6	24%	1	4%	14	56%	4	16%	0	0%	0	0%	3.36	3.00	3	1.036
36.The guidance and clarifications required for e-teaching were provided by the college.	19	76%	6	24%	0	0%	0	0%	0	0%	0	0%	4.76	5.00	5	0.436
37.The additional expenses that occurred to the e-teaching process were undertaken by the college.	2	8%	9	36%	4	16%	8	32%	2	8%	0	0%	3.04	3.00	4	1.172
38.I followed the new methods intending to simplify the e-teaching.	4	16%	18	72%	3	12%	0	0%	0	0%	0	0%	3.92	4.00	4	0.812

39.I was able to obtain the knowledge to operate the new devices used for e-teaching.	6	24 %	9	36 %	8	32 %	2	8%	0	0%	0	0%	3.76	4.00	4	0.926
40.I did not like that the new modern devices and instruments to be used in the teaching process	4	16 %	1	4%	11	44 %	0	0%	9	36%	0	0%	2.16	2.00	2	1.375
41.I recommend e-teaching in the event of extraordinary circumstances in future.	5	20 %	7	28 %	7	28 %	6	24%	0	0%	0	0%	3.44	3.00	3	1.083
42.I was able to allocate the time for e-teaching as I had been allocating times at the normal period.	5	20 %	8	32 %	5	20 %	5	20%	2	8%	0	0%	3.36	4.00	4	1.254
43.I was able to engage in the process of teaching with utmost interest.	2	8%	15	60 %	4	16 %	4	16%	0	0%	0	0%	3.60	4.00	4	0.866

Table 5: Satisfaction level of the teachers on online teaching

A large number of teachers (Mean- 3.16, Median- 4.00, Mode- 4, Standard Deviation- 1.179) when they were questioned whether the teaching skills were properly maintained by teachers during the period of online teaching or not for which they have answered positively and accepted as it was performed methodically. However, they were unable to adopt some certain skills which cannot be maintained through the Internet. When the teachers were questioned whether the students were engaging on online learning as it was expected, most of the teachers (Mean- 3.40, Median- 4.00, Mode- 4, Standard Deviation- 0.913) accepted the issue responding that students were engaging on online teaching which indicate the contrary to the finding of the research stating that the students had no interest on online learning.

when it was investigated whether the appropriate teaching applications of online learning such as Zoom, Google Classroom, Zoho have been used by the teachers, most of the participants (Mean- 3.36, Median- 3.00, Mode- 3, Standard Deviation- 1.036) have indicated the position of neutrality placing the reasons for such practice such as insufficient knowledge to operate the teaching devices and reluctance to use new and modern telecommunications devices on teaching activities but the notes, handouts, recorded vice notes and explanations were delivered and posted by the teachers via WhatsApp. Also, when the question was raised among the participants whether the seminars were conducted for the purpose of providing training and guidance to the teachers as how to operate and handle the new learning applications by the colleges, most of the samples (Mean- 4.76, Median- 5.00, Mode- 5, Standard Deviation- 0.436) agreed the issue which can be considered that such alternative arrangements have been used by the college management and principals as an alternative technics to the difficulties faced by the students on the process of online learning and minimize parentage of the barriers.

When the participants were asked whether the administration of college had provided any allowances to cover the costs of expenses occurred to the students on operating the web applications, the majority of them (mean- 3.04, median- 3.00, mode- 4 standard deviation- 1.172) answered negatively. There were no incentives or allowances provided for online teaching in addition to the salary paid to teachers which is considered as one of the factors that the teacher has not been engaging on online teaching process enthusiastically. Also, when it was investigated whether any new methods were adopted by the teachers as a method instead of the routine way to make online teaching easier for the students, it was accepted by most of participants (mean- 3.92, median- 4.00, mode-4, standard deviation- 0.812). In particular, the teachers have applied the new way of teaching methods such as presentations, preparation of handouts and, video recording of lessons have been delivered to the students.

Generally, the teachers engaged in online teaching have acquired the knowledge to operate the new applications relating to online teaching which is considered as an

important training in this regard, when the participants were examined in this regard, most of them (mean- 3.76, median- 4.00, mode- 4, standard deviation- 0.926) accepted that they were able to acquire such knowledge. It is noteworthy at this juncture that such knowledge is a positive achievement gained by the education sector in general followed by Covid-19. Also, when the satisfaction level of the study sample was investigated regarding the use of modern technology devices in the teaching process, most of the participants accepted the use of telecommunication devices. In contrast to this, it has been noted that many traditional Arabic colleges have been avoiding the use of such modern telecommunication devices for the purpose of learning and teaching activities where the research models are the exception to this practice and considered from the indication made by the samples that as an indication that involvement of students and teachers would increase and pave the way towards distance education in the future.

When examined whether the study samples would recommend online learning as an alternative approach in the event of a such critical and dangerous situation in the future, most of them (mean- 3.44, median- 3.00, mode- 3, standard deviation- 1.083) indicated neutrality in this regard, because the online learning is new practice to Arabic colleges which have faced many challenges on implementing it effectively. Also, when the teachers were able to allocate their time for online teaching as much as they allotted for traditional teaching process during the normal period, most of the study samples have responded as they accepted (mean- 3.36, median- 4.00, mode- 4, standard deviation- 1.254), stating that all the teachers did not teach for the sole purpose of money but they engage with the pure intention for Allah (God) and involved enthusiastically in the teaching activities.

When examined the satisfaction level of the teachers on teaching activities they have expressed they had been provided with guidelines by the colleges for operating new online applications and being able to get enough knowledge to operate such applications while they have revealed their dissatisfaction lack of the additional payment given by the college to cover their internet costs and providing

any incentives. Thus, they are not in position to recommend the online learning in case such a situation occurs again in the future. The research was conducted by Uriil Bahridin & SuciRamadhani Fenrini (2020) focusing on the same subject based on the Public Islamic College in Malanga and found that learning Arabic Language through online learning have not been applied properly.

5.1.3. Factors that hinder online teaching Activities

Variables (Questions)	Valid												M ea n	M ed ia n	Mo de	Std. Dev iati on
	strongly Agree		Agree		Neither Agree or Disagre		Disagree		strongly Disagree		Non- Valid					
	F	%	f	%	f	%	F	%	F	%	f	%				
The factors that caused the hindrance to the online teaching																
43.Increase of dropouts of students	10	40%	7	28%	2	8%	4	16%	2	8%	0	0%	3.76	4.00	5	1.363
44.backwards of economic conditions.	13	52%	2	8%	4	16%	6	24%	0	0%	0	0%	3.88	5.00	5	1.301
45.Lack of appropriate internet facilities.	5	20%	4	16%	10	40%	4	16%	2	8%	0	0%	3.24	3.00	3	1.200
46.Unable to conduct the classes continuously due to interruption or poor signal.	1	4%	17	68%	3	12%	2	8%	2	8%	0	0%	3.52	4.00	4	1.005
47.Lack of co-operation from the college.	0	0%	1	4%	1	4%	13	52%	10	40%	0	0%	1.72	2.00	2	0.737
48.Lack of familiarity of the students for e-learning.	2	8%	12	48%	4	16%	2	8%	5	20%	0	0%	3.16	4.00	4	1.313
49.The home environment does not support to e-teaching.	5	20%	6	24%	4	16%	6	24%	4	16%	0	0%	3.08	3.00	2	1.412

50.lack of proper attendance by the students.	3	12 %	12	48 %	4	16 %	6	24%	0	0%	0	0%	3.48	4.00	4	1.005
51. unable to allocate time for teaching due to the workload of the home.	0	0%	12	48 %	2	8%	5	20%	6	24%	0	0%	2.80	3.00	4	1.291
52.The isolation based on the suspicion of covid-19	0	0%	3	12 %	3	12 %	3	12%	16	64%	0	0%	1.72	1.00	1	1.100
53.Lack of text Books and handouts required for the teaching process.	3	12 %	0	0%	5	20 %	4	16%	13	52%	0	0%	2.04	1.00	1	1.369
54. lack of interest on the process of learning by the students.	5	20 %	2	8%	7	28 %	4	16%	7	28%	0	0%	2.76	3.00	1	1.480
55. Inability to access internet connections properly	0	0%	6	24 %	9	36 %	7	28%	3	12%	0	0%	2.72	3.00	3	0.980

Table 6: The factors that caused the hindrance to the online teaching

The factors hindering the teachers from carrying out their teaching activities via online have been identified in this area. Therefore, when it was examined that whether the dropouts of the students have increased due to the lack of interest in online teaching which has been accepted by most of the participants (mean- 3.76, median- 4.00, mode- 5, standard deviation- 1.363). It can be understood that the certain dropout of students has increased during the period of restriction due to the spread of Covid-19 in the country. Also, when examining whether the trend of the economic backwardness of teachers had affected on learning activities, most of the participants (Mean- 3.88, median- 5.00, mode- 5, Standard Deviation- 1.301) accepted the issue due to the reasons identified such as the salary given to teachers attached to the Arabic colleges is lower than the salary given to teachers attached to the schools and those who hold special and tuition classes which is noteworthy that no steps have been taken to systemize the salary of teachers attached to Arabic colleges under the salary structure applicable in Sri Lanka.

Regarding the issue of the connection whether it was a barrier to the online learning process or not, a majority of the participants (Mean- 3.52, median- 4.00, Standard- 4, Standard Deviation- 1.005) agreed to state such problems had to be faced with more teachers joining lessons through their mobile phone and lack of sufficient funds to purchase the separate internet facilities. However, when most of the participants (mean- 3.16, median- 4.00, mode-4, standard deviation- 1.313) were questioned that the mode unfamiliarity of the students of the Arabic Colleges with online education was a barrier, most of the study samples accepted such issue since they had no pre-experience of online learning. When it was asked that the environment at home was a barrier to online education, a majority of the study sample (mean- 3.08, median- 3.00, mode- 2, standard deviation- 1.412) disagreed since then they have been engaging on the teaching process from their homes and using the resources available in the Arabic Colleges. It has been mentioned that the works and the obligations related to their homes have not been considered as hindrances (mean- 2.80, median- 3.00, mode- 4, standard deviation- 1.291). When it was investigated that lack of attendance of students to the subjects on time was a barrier to effective teaching, the majority of the sample (Mean- 3.48, median- 4.00, mode- 4, Standard Deviation- 1.005) have agreed

It was examined in addition to these that the self-isolation conducted for those who had been identified and confirmed the covid infection was a barrier to online teaching and learning (Mean- 1.72, median- 1.00, mode- 1, Standard Deviation- 1.100) and such situation has created nature of inability to secure the books necessary for learning and teaching (Mean- 2.04, median- 1.00, mode- 1, Standard Deviation- 1.369), and the lack of engagement of the students on online learning (Mean- 2.76, median- 3.00, mode- 1, Deviation- 1.480) were as barriers. All these factors have been denied by the study samples completely.

The overall observation on the barriers to the online teaching indicates that the lack of interest of the students on online education has increased the dropouts, the economic crisis experienced by the teachers, internet interruption, the unfamiliarity of the students with online learning activities and poor attendance of the students are

the hindrances. Febriani et al., (2020) this study carried out in Indonesia. It has identified the challenges faced by teachers in teaching Arabic subjects via online as an inability to fully maintain teaching skills, the necessity to allocate more time and the lack of appropriate communication devices.

6. Conclusion

This study has been carried out based on the objectives of assessing the level of the satisfaction of students and teachers in the process of learning and teaching activities carried out by them in the secondary Arabic Colleges in the Eastern Province of Sri Lanka during the period of General lockdown of Covid -19 and identifying the factors that hinder the process of e-learning. The e-learning and teaching activities are very new initiative in the area where the study was conducted even though, the administration of the colleges and parents of the students have honestly involved on implementing the formal education. However, the teachers and students both of them have expressed their dissatisfaction with online learning producing several reasons for such dissatisfaction such as inability to purchase suitable telecommunication devices due to the poverty level experienced by the family of parties in such period, the lack of pre-experience to operate internet applications effectively, the priority and impotency given only for some certain subjects, conducting lessons in an irregular basis, interruptions and disorders incurred on the connection of internet have been mentioned by the students, in addition to the factors furnished above, the lack of interest of the students in e-learning and the poor attendance of the students have been included and notified by the teachers and the students concerned. It is also worth to notify in this juncture that the two sides have disagreed on recommending the process of e-learning in case of such a general lockdown occurs again in the future.

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