Investigating Islamic Studies Teachers' Attitudes Towards Utilizing Virtual Learning Environment in Distance Teaching among Primary Stage Pupils

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Abstract
This research aimed at investigating Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils. It also aimed at determining the statistical differences among variables due to sex, educational qualification, number of years of experience, and training sessions. This research adopted the descriptive approach. The sample consisted of male and female primary teachers of Islamic Studies (N=250) in governmental schools in Taif. The questionnaire was used as a main research tool. It included (20) items. Results showed that Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils were ranked to a medium degree. There was a statistically significant difference among primary Islamic Studies teachers' attitudes due to sex variable. It was recommended to adopt more training sessions and seminars for adopting the idea of utilizing virtual learning environments among Islamic Studies teachers at boys' and girls' school in Mecca through emphasizing its significance and benefits in Teaching.

Keywords:
Islamic Studies teachers, attitude, virtual learning environment, Distance Teaching, Primary Stage.

1. Introduction

The world has witnessed many recent technological innovations that has a major impact on the educational model. The development of the traditional model of education, which relies on the book and the teacher, leads to the idea of distance learning utilizing the tools of technology. The wireless revolution has led to the emergence of a new model, which is virtual learning as a type of e-learning. Virtual learning can provide the learner with all dimensions of interaction with the teacher. Additionally, it increases the availability of information so that the learner can get it easily with little effort and time (Al-Obaidi, 2020).

Virtual learning is considered as an effective and meaningful way to acquire knowledge and follow recent discoveries to cope up with the developments of this era and its technological innovations. Without utilizing virtual learning, societies have become undeveloped, and it is difficult for them to co-exist in this era. From this point, the international trends take into consideration the virtual learning due to its great significance and advantages. Thus, the governments, international institutions and developed countries have focused attention to utilize the virtual learning in their educational institutions (Al-Bitar, 2016).

Moreover, virtual learning is an effective way to acquire knowledge desired to be learned at any time to keep pace with the changes and developments of this era. Societies that do not utilize virtual learning techniques and methods, need to review their educational policies to implement appropriate plans to benefit from these technologies. Virtual learning provides an interactive learning environment that allows the learner to learn at any time and place. It allows real life discussions and interviews online, provides information that satisfy the needs of learners, simulation and animation programs, interactive exercises, and practical applications (Ahmed, 2019).

In the light of these rapid and continuous development of technological applications, the limited storage of personal computers, and the high cost of infrastructure, the attention to design virtual learning environment began to rely on virtual web applications. This enables teachers to access the educational environment through their computers easily at any time and from anywhere (Khamis, 2018, 416).

Because of multimedia programs on which virtual learning environments rely, many implications can be prepared such as: training teachers' usage of complex and sensitive equipment which are assigned professionally and utilized to develop their knowledge. Hence, they can face the challenges, be qualified in any circumstances to deal with these challenges, and acquire practical skills needed in real life. Regarding other implications, it provides teachers with all courses, documents and references needed, and constructs positive attitudes towards learning (El-Mansi, 2018).

The world has witnessed the most serious crisis in our recent time. It is the Corona virus and has a negative effect

on all activities and fields of life, especially Education. According to the UNESCO report, " Education was disrupted due to the Corona virus which forced more than 100 countries to close schools, negatively affecting the level of academic achievement of more than half of the world's students. This evokes utilizing virtual learning for the continuity of Education" (Hassan, 2020).

On August 15, 2020, the Ministry of Education in the Kingdom of Saudi Arabia announced the strategy of virtual learning environment for the new academic year dating on 11/1/1442 AH for all stages of General Education through an electronic learning platform, called "E- Madrasati" (Al-Hmoud, 2021).

In accordance with the suspension of the Ministry of Education in the Kingdom of Saudi Arabia and following up the developments of the Corona virus, this requires ensuring the safety of learners at all levels to stop this virus. In response to that, the Ministry of Education provided an e-learning platform based on virtual learning as a quick and effective way in light of the Corona pandemic to avoid the expected educational gap due to the pandemic during the period of interruption of direct teaching. Hence, virtual learning was the only way to communicate and learn.

Utilizing virtual learning as a new learning experience was represented through the e-Madrasati platform which was an innovative initiative with a strategic impact and aim to face the threats and risks of the Corona pandemic. This initiative will have in turn a contribution to the development of the educational process. Teacher is the effective human dimension that has the greatest role in utilizing virtual learning. Therefore, the success of any educational plans in this pandemic depends on the teacher, who directly performs these various programs, and the technological applications. The teacher's role becomes more heavily than before in improving the learner's academic achievement, skills and attitudes towards learning and school. Thus, it has become necessary for the teacher to keep pace with technological progress, have sufficient desire and preparation, and the positive attitudes towards these tremendous developments. On Sunday, 14/1/1442 AH., the Ministry of Education, represented by the National Center for Educational Professional Development, trained school administrators, teachers, and educational supervisors on the Madrasati platform in various educational departments. The aim of the training is to qualify them informatically and apply the technological tools in the Madrasati platform (Al-Hmoud, 2021).

The results of the previous studies dealt with utilizing distance virtual learning were varied. Mouawad (2022), Al-Shammari (2021) and Al-Shatif (2022) showed that there were positive attitudes towards utilizing the virtual classrooms. On the other hand, Ahmed's study (2022) showed negative attitudes towards activating the virtual learning environment. On the other hand, the study of Al-

Najem (2019) showed a positive effect on digital technology skills and their attitudes towards utilizing them. Due to the increased interest in utilizing virtual classrooms, many studies have been conducted on virtual classrooms and their relationship to some other variables. These studies confirmed the effectiveness of utilizing virtual classrooms (e.g., Sadiq, 2017; Salah El-Din, 2018 and Sayed, 2019). The results confirmed the importance of virtual learning environment in teachers' sustainable human development, either in continuous learning or training process, to renew their professional and educational performance. It helps them grow and upgrade their various skills in multiple ways characterized by integration, continuity, comprehensiveness, adaptation, and flexibility with the developments of the current era.

Results of many studies confirmed the role of attitudes towards utilizing virtual learning environments in the educational process. Al-Shannaq and Bani Domi (2018) found that there were positive attitudes among teachers towards e-learning, where the mean of teachers' responses on the scale of attitudes towards e-learning reached a high degree. Additionally, Al-Jumaili's study (2017) showed that teachers' use of educational technologies was average and their attitudes towards it were positive. Finally, the study of Karkaz (2016) showed a statistically significant difference in the mean of students' achievement attributed to the teaching strategy in favor of the experimental group that learned Islamic Education via blended learning.

Eveleigh et al. (2022) have found a range of negative and positive feelings experienced by teachers as they transitioned to utilize the virtual learning environment. Experiences of negative attitudes were represented in anxiety that was evolving from increasing demands and challenges for adapting to distance learning. Experiences of positive attitudes came from new relationships and ways of communicating with teachers, students, and families. Thus, virtual learning was a useful tool in overcoming the challenges teachers have faced.

The study of Yuan et al. (2021) showed a significant effect on users' attitude towards utilizing social media, while ICT tools and their perceived benefit did not have a significant effect on their attitudes. The users' attitudes are closely related to their attempt to use social media for distance learning.

In making a comparison between the attitudes of society in general and those in charge of education towards the effectiveness of utilizing virtual learning, the study of Al-Halafawi (2009: 337) pointed out that the success of applying any new technology in education, or training depends to a great extent on the trainees' attitudes towards this technology. Their attitudes affect the extent of their desire to utilize these technologies. Hence, the attitudes affect mainly the efficiency of any new technology and in turn lead to the success or failure of this technology in achieving its goals in developing the educational and

training process. Consequently, it was necessary to identify attitudes towards utilizing virtual learning in training and education programs, because of its great significance and effect on these programs.

Virtual learning is considered as one of the successful ways in dealing with the problematic areas of education resulting from the Corona pandemic. It is the process of overcoming the separation among the teacher, learner, content and transferring the traditional environment of education to a multiple and geographically separated structure. It is an innovative phenomenon of education that has evolved due to rapid technological developments, and its main aim is to provide more opportunities of learning to all learners (Ramadan, 2020).

Moreover, it has become necessary for the teacher to develop the skills required by the nature of the taught subject. With the rapid scientific and technological developments and the significance of virtual learning, the teacher had to be qualified to use distance teaching in all teaching practices. Some specifications, required from the teacher when applying virtual learning, include: (1) Teacher has to be knowledgeable with the concept of the technology and deal efficiently with files and programs, whether by saving, searching, transferring, modifying or merging, (2) Teacher has to be able to benefit from books, references and encyclopedias available via the network, and to be able to benefit from specialized virtual databases, and (3) Teacher has to utilize virtual learning tools in activating teaching and is convinced of the significance of this learning (Abdel Wahab, 2018).

This research is an attempt to identify Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary pupils.

2. Problem of the Research & its Questions

The need of educational institutions for utilizing digital learning has increased, especially in light of the Corona pandemic, which caused the largest interruption of Education. It postpones most educational institutions in many countries of the world. Thus, virtual learning environments have become the solution to overcome this challenge for the effective and continuous education in the educational institutions.

Investigating attitudes is an urgent and important requirement that has received more attention from many researchers in the field of educational and psychological sciences. Al- Nimri (2001) confirmed that the significance of attitudes stems from the fact that they act as a mediator between the learner's internal psychological processes and the apparent behavior. Thus, they direct and control learner's behavior.

According to the more attention paid by Ministry of Education in the Kingdom of Saudi Arabia to continue education and benefit from distance education services, virtual learning has been completely utilized through

educational platforms. This evokes teachers and pupils to utilize devices and platforms based on virtual learning, and therefore various attitudes have formed towards the process of utilizing them.

Through the researchers' review of several studies, such as Al-Shamrani's study (2019), which explored the effect of utilizing digital learning on the quality of the educational process. The studies of Al-Kahlan (2020), Al-Kanaan (2019), Al-Bashir et al. (2019), and Ahmed (2019) showed that there are shortcomings among teachers of Islamic Studies in utilizing virtual e-learning environments due to the environment and cost, or perhaps because of their poor attitudes.

The study of Squire (2022) revealed that the attitudes of the society and teacher have supported virtual learning through distributed school infrastructure that coordinates learners' cognitive dimension. This home and school technology infrastructure is characterized by physical and human capital for facilitating the development of the youth's knowledge acquisition. Utilizing technology during virtual learning makes them active within the school. Their attitudes towards setting up their learning goals or contributing to make the content were weak, because their usage of technology at home either for learning or entertainment is one of their own goals. The results also showed that teachers' utilization of participatory learning technologies can help rethink the role of technology in schools, including play-based learning, emotional design, participatory communication, place-based learning, embodied understanding, and creative construction.

Mohebi and Lawrence's study (2021) showed different conceptions of teaching formats via internet by integrating technology into lesson planning, addressing classroom management challenges, and expanding the repertoire of teaching strategies. The virtual field experience concluded that there were positive conceptions towards teachers' achievement in implementing the public plan to integrate technology into the curriculum utilizing virtual learning during the Corona pandemic.

Rashid, et al. (2021) revealed that teachers were moderately prepared to utilize the virtual learning environment, accepted the implementation of virtual learning. They felt that virtual learning was useful and easy to utilize in teaching. It was also found that (84%) of teachers were affected by their readiness, and conceptions of the benefits and easiness of utilizing the virtual learning environment in teaching. It is indicated that Malaysian teachers had an intention to utilize the virtual learning environment in their teaching because they were appealing it which could lead to an improved innovative teaching method, and increased learners' interest in acquiring knowledge through their learning process.

Scott and Myers' study (2021) found that Montessori Primary and High school's teachers adjusted their teaching method to meet students' needs via internet during the

pandemic. They felt benefits because of implementing virtual learning environment and their conceptions were positive towards the transition to virtual learning.

Anthony et al. (2021) explored theories of online learning, change management, and the importance and challenges of virtual learning during the Corona pandemic. Teachers reported that the application platforms that were pupilshed to adopt virtual learning during and after the pandemic achieved the required goals. The results revealed that there were several strategies to improve the current and future adoption of virtual learning in educational institutions. It was concluded that virtual learning facilitated the possibilities of distance teaching in emergency situations, e.g., the Corona pandemic as a response to future pandemic crises.

Karagul and Sin (2021) showed that participants had positive attitudes towards some aspects of distance learning while they had negative attitudes towards other aspects. The results revealed that there was a statistically significant difference in teachers' attitudes due to the variables of school type, work experience, and knowledge about distance learning. There were no differences due to sex and qualification.

The results of Balci et al. (2021), Kalalar et al. (2021) and Demir et al. (2021) showed that there was a statistically significant relationship between teachers' attitudes towards e-learning and their readiness for e-learning. It was concluded that e-learning readiness was an effective factor in adopting the e-learning process.

From the previous studies, the importance of identifying attitudes towards the utilizing virtual learning was assured to be activated in the educational process for raising teaching competencies and skills. Hence, it was necessary to reveal the Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils.

Thus, this research aimed to investigate Islamic Teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils through answering the following main question:
"What are Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils?"

3. Hypotheses of the Research

1. There was not a statistically significant difference at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the sex.
2. There was not a statistically significant difference at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the educational qualification.

3. There was not a statistically significant difference at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the years of experience.
4. There was not a statistically significant difference at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary school pupils due to training sessions.

4. Aims of the Research

This research aimed at:
1. Identifying Islamic Studies teachers' attitudes towards utilizing virtual learning in distance teaching among primary stage pupils.
2. Exploring the statistical differences at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to these variables: sex, educational qualification, years of experience and training sessions.
3.

5. Significance of the Research

The significance of the research might be because of:
1. A response to the recommendations of many studies such as Moawad (2022), Al Shatif (2019), and Al-Najem (2019) which emphasized the effect of the Islamic Studies teachers' attitudes towards virtual e-learning environments.
2. Spotting the light on the attitudes of Islamic Studies teachers' attitudes towards virtual e-learning environments in teaching process.
3. Being the first research in Saudi environment concerned with this significant point. On the other side, the previous research was delimited to explore the degree of utilizing virtual learning environments. Hence, this research can be as a contribution in the field.
4. Helping in planning training programs, developing Islamic Studies teachers' skills, and submitting solutions to challenges of utilizing virtual learning environments.
5.

6. Delimitations of the Research

• Object Delimitations: Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils.
• Time Delimitations: This research was administered in the first academic term 1444 AH. -2022AD.
• Place Delimitations: This research was applied on Islamic Studies teachers in the primary school, Taif.

7. Terminology

• Attitude: was defined by Adas and Qatami (2000, 234) as: "a psychological state or situation in an individual that feel a positive or negative impression towards a particular object, situation, idea, or similar, with a willingness to respond in a predetermined way to these matters or all that is related to them."

• Attitude was operationally defined as "Islamic Studies teachers' feelings, whether positive or negative, towards accepting or refusing virtual learning environments. It can be determined by the total sum of their responses on the attitude scale specified in this research."

• Virtual Learning Environments: were defined by Al-Ahmar (2019, 157) as: "three-dimensional simulation environments, through which the learner can experience learning, and deal with its components as if it is a physical environment. They are considered as artificial environments for practicing experiences like those in the real life. It is a common stereotypical example that

Variables	Classifications	N.	Percentage
Sex	Males	112	44.8%
	Females	138	55.2%
Qualifications	Bachelor	196	78.4%
	post graduate studies	54	21.6%
Years of Experiences	Less than 5 years	61	24.4%
	From 5 & less than 10 years	87	34.8%
	10 years & More	102	40.8%
Training in the Field of Virtual Learning	Training	143	57.2%
	Without training	107	42.8%
	Total	250	100%

contributes to bring the concept closer to minds".

• The researchers define it as: "a virtual design used by Islamic Studies teachers in teaching primary stage pupils. It can be tackled as an environment like the real context of teaching as it helped display fixed and moving objects related to the academic content in lesson planning, implementation and evaluation, as if in its real world".

• Distance Teaching: was defined by Al-Rubaie (2008, 545) as an educational system based on the idea of delivering educational content or subject to the learner through various technical communication media or methods, where the learner is far and separate from the teacher or the educational process.

• The researchers defined it as: "the process of conveying knowledge by the Islamic Studies teacher to the learner through different technical media and methods. Technology is used to fill the gap between the two educational parties in a way that simulates face-to-face communication."

8. Method

• In this research, the descriptive approach was used. Through it, the researchers identified the Islamic Studies teachers' attitudes towards utilizing virtual learning environments in distance teaching among primary stage pupils. The questionnaire was used to collect and analyze the data sadistically.

9. The Research Community

The research community consisted of all Islamic Studies teachers at the primary stage working at government schools in Taif Governorate for the academic year 1444 AH, distributed to all education centers in the governorate, which numbered (883) female and male teachers, according to the official statistics of the Department of Education in Taif Governorate.

10. The Research Sample

• The research sample consisted of (250) male and female teachers of Islamic Studies at the primary stage working at government schools in Taif Governorate for the academic year 1444 AH. They were assigned through cluster random sampling technique. Then, Stephen Thompson's equation was used to calculate the sample to be representative of the research community.

• The following is a description of the research sample due to the independent research variables:

Table (1) Distribution of the sample due to the research variables

11. The Research Tool

The researchers adopted the questionnaire to collect data concerning the research. This questionnaire was considered as one of scientific research instruments that was widely used in descriptive survey research. The tool includes two parts:

1. Part One: included the primary data on the members of the research sample according to the independent research variables: (sex, qualification, number of years of experience, training in the field of virtual education)

2. Part Two: included the items of the questionnaire in its initial form which consisted of (20) items to measure the attitudes of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary stage pupils. The responses were identified according to the five-point Likert Scale (always, often, sometimes, rarely, never). The instructions of applying the research tool were formulated through informing the sample with the objective of the research tool. It was considered that the items were clear, comprehensible, and appropriate to their level. The instructions also included an emphasis on writing the data concerning to research

variables. Teachers were asked to read the items carefully and identify what was meant by each one and select their responses in the specified place.

• **The Pilot Study:**

After the research tool had become ready in its final form, it was applied to a piloting sample consisting of (25) male and female teachers of Islamic Studies of the primary stage in Taif Governorate. The pilot study was conducted to experiment the psychometric characteristics of the research tool by verifying its reliability and validity coefficients before the final application of it. The piloting sample was excluded from the research sample. The results of the piloting study were as follows:

Validity of the Research Tool

It was measured through:
First: Content Validity or Face Validity:
To verify the validity of the content of the research tool, it was presented to a jury, experts, and professors (N=16) members from Saudi universities, they were required to examine the tool and give their opinions in terms of "the appropriateness of the items to the content". They were also asked to evaluate the adequacy of the research tool in terms of "the number of items, its comprehensiveness, and content diversity, and give any improvements." The researcher made the jury's suggestions. This leads to the face or content validity and the tool becomes valid.
The validity of the internal consistency of the items of the research tool was verified by identifying the extent to which each item is related to the specified dimension. Additionally, it was made sure that there is no overlap between them by applying to a piloting sample of (25) male and female teachers. It was verified by using the Pearson correlation coefficient indicated in Table (2)

Table (2) The Coefficient of the Internal Consistency of the Research Tool Items

N. of Item	Correlation Coefficient	N. of Item	Correlation Coefficient
1	0.855	11	0.855
2	0.908	12	0.949
3	0.835	13	0.909
4	0.807	14	0.816
5	0.780	15	0.930
6	0.876	16	0.904
7	0.757	17	0.915
8	0.820	18	0.938
9	0.729	19	0.845
10	0.938	20	0.933

The previous table showed that all items of the research tool were significant at the level of (0.01), where their correlation coefficients ranged from (0.729-0.949), which

showed that all the items of the research tool have a high degree of validity. Thus, the research tool was valid.

Reliability of the Research Tool

The reliability coefficient of the research tool was done by the Alpha Cronbach method and by the Half-Segmentation method for each dimension and for the total degree of the tool. The total reliability of the research tool by Alpha Cronbach method was (0.906) and by the Half segmentation method (0.893), which is a high reliability coefficient.

Procedures of the Research Tool Application

The procedures of research tool application were:
1. The research tool was designed electronically via the Google Drive application. The email and social media groups of the research sample were then obtained.
2. The questionnaire link was sent via e-mail as well as using multimedia and social networking sites for primary teachers of Islamic Studies in Taif Governorate, the research sample.
3. After obtaining the results of the electronic distribution, the researchers classified the questionnaires according to the sex variable (males/females) for the sample.
4. The data obtained from the responses of the sample was analyzed.
5. The analysis process was carried out according to the criteria specified in the research tool, where each item was given a degree corresponding to (5, 4, 3, 2, 1) to respond in accordance with the five-likert Scale points (always, often, sometimes, rarely, never)
6. Statistical Analysis was conducted through using SPSS.

Statistical Analysis

Statistical Packages for the Social Sciences (SPSS) were used as follows:
1. Cronbach's Alpha reliability and Half-Segmentation coefficients to measure the reliability of the research tool and its dimensions.
2. Pearson's correlation coefficient to measure the validity of the internal consistency of the dimensions of the research tool.
3. Measuring the Means and Standard Deviations to identify Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in Distance teaching for primary school pupils.
4. Using the T-test to identify the statistically significant differences among the Means of the sample's responses due to the sex, qualification, and training in the field of virtual learning.
5. Using Single Variance Analysis (ANOVA) to identify the statistically significant differences among the Means of the sample due to the number of years of experience.

12. FINDINGS & DISCUSSIONS

This research sample's response was collected and analyzed statistically using the SPSS methods, presenting the results, and interpreting them in the light of the theoretical frameworks of the study.

Findings of the First Question:

The first question states: "What are the Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils?

To answer this question, the Means and Standard Deviations of all items representing Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils were measured, as shown in Table (3)

The previous table showed that the means of items expressing Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary pupils ranged between (3.85 – 2.64) on the five-point Likert scale. Where the general mean of the items of this dimension was (3.38), and a standard deviation was (1.220).

According to the scale, the level of attitudes of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary pupils was ranked to a medium grade. It is noted that the sample's responses varied on the items due to the scale that was presented, where the items ranked with a high and a medium grade.

The top five items according to the research sample's responses were as follows:

The item (7) was ranked the first one, with a mean= (3.85). It stated that: "I feel smooth of lesson time in the virtual learning class". The item (8) was ranked the second one with a mean= (3.84). It stated that: "In virtual learning, appropriate teaching aids are selected and used easily for Islamic Education lessons". The item (3) was ranked the third one with a mean= (3.80). It stated that: "In virtual learning, the topic of discussion of the lesson is determined and its objectives are clarified". The item (10) was ranked the fourth one with a mean= (3.78). It stated that: "I feel free when I utilize virtual learning in teaching Islamic Education". The item (11) was ranked the fifth one with a mean= (3.76). It stated that: "Virtual learning provides me with real-life applications of abstract concepts of Islamic Education."

Table (3) Means and Standard Deviations of Islamic Studies Teachers' Attitudes Towards Utilizing the Virtual Learning Environment in Distance Teaching

N.	Item	Order of Items Descending via Means	Mean	S.D.	Grade
1	7	I feel smooth of lesson time in the virtual learning class.	3.85	1.143	High
2	8	In virtual learning, appropriate teaching aids are selected and used easily for Islamic Education lessons.	3.84	1.057	High
3	3	In virtual learning, the topic of discussion of the lesson is determined and its objectives are clarified.	3.80	1.034	High
4	10	I feel free when I utilize virtual learning in teaching Islamic Education.	3.78	1.121	High
5	11	Virtual learning provides me with real-life applications of abstract concepts of Islamic Education.	3.76	1.082	High
6	4	The implementation of Islamic Education lessons via virtual learning develops the skill of preparing and asking questions.	3.74	1.148	High
7	14	Virtual learning helps me teach the concepts of Islamic Education.	3.68	1.079	High
8	2	The virtual learning environment is appropriate for the implementation of Islamic Education and consistent with pupils' tendencies and interests.	3.66	1.087	High
9	17	Virtual learning stimulates motivation towards learning Islamic Education.	3.65	1.138	High
10	12	Virtual Learning allows pupils to discuss and talk with their peers.	3.39	1.101	Medium
11	9	Virtual learning considers the characteristics of pupils according to their learning abilities.	3.38	1.094	Medium
12	19	Virtual learning develops self-directed learning for the topics of the Islamic Education course.	3.36	1.254	Medium
13	20	Virtual learning helps me develop my interest in teaching Islamic Education.	3.34	1.323	Medium
14	18	I think that utilizing virtual learning in teaching Islamic Education simplifies and makes it clearer.	3.32	1.374	Medium
15	5	The virtual learning environment makes a balance between linking previous and added information when implementing the lesson.	3.23	1.335	Medium
16	6	Virtual learning leads to acquire much knowledge and information in students' minds.	2.97	1.429	Medium
17	13	In virtual learning, educational materials and various styles are used to achieve the goals.	2.82	1.430	Medium
18	16	I prefer utilizing virtual learning in teaching topics of Islamic Education.	2.80	1.503	Medium
19	15	I feel interested during teaching Islamic Education via virtual learning.	2.68	1.440	Medium
20	1	Teaching via virtual learning attracts pupils' attention to the Islamic Education course.	2.64	1.248	Medium
		Overall Mean	3.38	1.220	Medium

The findings above might be attributed to the virtual learning environment through which most of the teachers of Islamic Studies acquired new technological skills when implementing lessons and became willing to utilize them in the educational process. Thus, their attitudes were modified and increased towards utilizing virtual learning environments in implementing Islamic Education lessons. This in turn helped them achieve all learning requirements and placed more emphasis on teaching the content.

This result is relatively consistent with those of the study of Al Shatif (2019), Al-Qahtani (2019), Al-Najem (2019), Squire (2022), Eveleigh et al. (2022), Mohebi and Lawrence, (2021), Rashid, et al. (2021), Scott and Myers (2021) Anthony, et al., (2021) and Yuan et al. (2021).

Teachers also reported that the applications of virtual learning utilized during and after the pandemic achieved the required goals. Hence, virtual learning has become a highly effective learning style in distance teaching especially in the emergency cases and a response to future pandemic crises. Teachers modified their way of education to satisfy pupils' online needs during the pandemic. Utilizing virtual learning for themselves and their pupils has been an effective tool in overcoming the challenges teachers have faced.

These results are also consistent with the results of Al-Shammari (2021), Al-Qahtani (2019), Al-Shannaq and Bani Domi (2018), and Sammour (2011) which indicated that teachers' attitudes towards virtual learning environments were high.

These results differ from those of Ahmed (2022) and Elzboon (2016) which indicated that teachers' attitudes towards virtual learning environments were moderate. These results also differ with those of Abu Latifa and Eisa (2013), Balci, et al. (2021), Kalalar and Sidkli (2021) and Demir et al. (2021) indicating negative attitudes towards utilizing virtual learning environments.

Findings of the First Hypothesis, its Discussion & Interpretation

The first hypothesis stated that: "There was not a statistically significant difference at the level of ($\alpha = 0.05$) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the variable of sex."

To identify the statistical significance of the differences among the mean responses of the research sample on the attitudes scale of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary stage pupils due to sex variable, the T-Test was used, and the results of this hypothesis were as follows.

Table (4): Findings of the T-test for the differences among the means of the research sample's responses due to the sex variable

Sex	Mean	S.D.	df	T-value	Sig.
Male Teachers	73.4018	18.18348	248	1.797	0.816
Female Teachers	77.3116	16.18136			

Table (4) showed that there was not a statistically significant difference at the level of significance ($\alpha = 0.05$) among the means of the research sample's responses for Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils according to the sex variable, where the measured T-value was (1.797), which was not statistically significant, as the measured T-value was less than the T-table value at the degree of freedom (248).

This result might be because the teachers had the same view about utilizing virtual learning environments in distance teaching which was conducted in a systematic way. They also were aware of current applications and problems faced them during the implementation, so their responses did not differ according to sex.

This result was consistent with the results of many studies such as Al-Shammari (2021), Al-Shatif (2019), Al-Jumaili (2017), Karkaz (2016), Karagul and Sin, (2021), and Kalalar and Sidkli, (2021), which indicated that there was not a statistically significant difference due to the sex variable.

While this result was inconsistent with the results of Al-Qahtani's study (2019), which indicated a statistically significant difference due to the sex variable.

Findings of the Second Hypothesis, its Discussion & Interpretation

The second hypothesis stated that "There wasn't a statistically significant difference at the level of ($\alpha = 0.05$) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary school pupils due to the variable of educational qualification."

To identify the statistical significance of the differences among the mean responses of the research sample on the attitudes scale of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary school pupils due to educational qualification variable, the T-Test was used, and the results of this hypothesis were as follows:

Table (5): Findings of the T-test for the differences among the means of the research sample's responses due to the educational qualification variable

Qualification	Mean	S.D.	df	T-value	Sig.
Post -graduate Studies	82.9815	18.32978	248	3.672	0.001*
Bachelor	73.5153	16.31689			

*Sig.(α=0.05)

Table(5) showed that there was not a statistically significant difference at the level of significance (α= 0.05) among the means of the research sample's responses for Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils according to the qualification variable, where the measured T-value was (3.672), which was a statistically significant, because the measured T-value was higher than the T- table value at the df= (248). The difference was in favor of those whose educational qualification was postgraduate. It was higher than those whose qualification was a bachelor's degree, where the mean for those whose post-graduate's qualification was (82.9815), and for those whose bachelor's qualification was (73.5153).

This result might be because teachers with higher qualification had more knowledge of the requirements of virtual learning environments. Most of those who had higher educational qualifications, obtained courses that contained topics related to educational technology and modern trends around it. This in turn provided them with knowledge through which they were aware of virtual learning applications, so their responses were varied according to their qualification.

This result was consistent with the results of the study of

Table (7): Findings of Scheffe' test the for Post Hoc Comparisons of the research sample's responses due to the years of experience variable
*Sig.(α=0.05)

Years of Experience	Mean	Less than 5	5-10	More than 10
Less than 5 years	3.42	-	-	-
5 years and less than 10	3.83	*	-	-
10 years and more than10	3.94	*	-	-

Demir et al. (2021) which indicated a statistically

significant difference due to the qualification variable.
While this result was different from the results of the study of Al-Shatif (2019), Al-Qahtani (2019), Al-Jumaili (2017),

Abu Latifa and Eisa (2013), and Karagul and Sin (2021), which indicated that there was not a statistically significant difference due to the variable of educational qualification.

Findings of the Third Hypothesis, its Discussion & Interpretation

The third hypothesis stated that "There wasn't a statistically significant difference at the level of (α = 0.05)among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the variable of years of experience." To identify the statistical significance of the differences among the mean responses of the research sample on the attitudes scale of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary stage pupils due to years of experience, the ANOVA was used, and the results of this hypothesis were as follows:

Table (6): Findings of the ANOVA for the differences among the means of the research sample's responses due to the years of experience variable

ANOVA	Squares Sum	df	T-value	F-Value	Sig.
Among groups	4216.014	2	2108.007		0.001*
Inside groups	69301.586	247	280.573	7.513	
Total Sum	73517.60	249			

*Sig.(α=0.05)

The previous table showed that there was a statistically significant difference at the level of significance (α= 0.05) among the means of the research sample's responses for Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils according to the years of experience variable, where the measured F-value was (7.513), which was a statistically significant, because the measured F-value was higher than the F- table value at the df= (249).

To identify the direction of the differences among the research sample's responses about the attitudes of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary stage pupils according to the variable of the number of years of experience in favor of any level of the three ones, Post Hoc Comparisons were conducted using the Scheffe' test for the Post Hoc Comparisons, as indicated in the following table.

Regarding the results of Scheffe' test for the Post Hoc Comparisons, it was clear that there was a statistically significant difference at the level of significance (α=0.05) about the Islamic Studies teachers' attitudes towards all virtual learning environments due to the variable of the number of years of experience in favor of those with experience of 10 years or more, then those with experience from 5 to less than 10 years and finally those with less than 5 years of experience.

This result might be because teachers with high experience had more awareness of the challenges, they faced utilizing virtual learning environments. This awareness might be constituted because of experiments and experiences teachers gained while moving among schools utilizing a lot of recent technologies in teaching. They formed a concept of what could contribute to their attitudes towards virtual learning environments, and their concepts differed according to their various experiences.

This result was consistent with the studies of Karagul and Sin (2021); Kalalar & Sidkli (2021); and Demir et al. (2021) which indicated a statistically significant difference due to the variable of number of years of experience.

While this result was different from the results of the study of Al-Shatif (2019) and Al-Jumaili (2017) which indicated that there was not a statistically significant difference due to the variable of number of years of experience.

Findings of the Third Hypothesis, its Discussion & Interpretation

There was not a statistically significant difference at the level of (α = 0.05) among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the variable of training sessions.

The fourth hypothesis stated that "There wasn't a statistically significant difference at the level of (α = 0.05)among Islamic Studies teachers' attitudes towards utilizing virtual learning environment in distance teaching among primary stage pupils due to the variable of training sessions in virtual learning".

To identify the significant differences among the means of the research sample's responses about the attitudes of Islamic Studies teachers towards utilizing the virtual learning environment in distance teaching among primary stage pupils due to the variable of training sessions in virtual learning. T-test was used, as indicated in the following table.

Table (8): Findings of the T-test for the differences among the means of the research sample's responses due to the variable of training sessions

*Sig.(α=0.05)

Training session	Mean	S.D.	df	T-value	Sig.
Had	82.9815	15.57971	248	3.57	0.001 *
Didn't have	73.5153	18.28950			

The previous table showed that there was a statistically significant difference at the level of significance (α= 0.05) among the means of the research sample's responses for Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching among primary stage pupils due to the training sessions variable, where the measured T-value was (3.570), which was a statistically significant, because the measured T-value was less than the T- table value at the df=   (248). This difference was in favor of those who had the training sessions in the field of virtual learning higher than those who didn't have it.

This result might be because teachers who had training on utilizing virtual learning environments, acquire much knowledge and experience about requirements of utilizing these environments. Thus, their attitudes were different due to the various training sessions.

This was consistent with the studies of Elzoboon (2016), Al Mutawa (2013), Karagul and Sin (2021), and Demir et al. (2021) which indicated a statistically significant difference due to the training sessions variable.

While this result was different from the results of the study of Al Shatif (2019) and Al-Jumaili (2017), which indicated that there was not a statistically significant difference due to the variable of training sessions.

13. RECOMMENDATIONS

In light of the results of the research, the researchers suggested some recommendations that might contribute to enhance the Islamic Studies teachers' attitudes towards utilizing the virtual learning environment in distance teaching as follows:

1.Adopting and specifying more seminars and training sessions to reinforce the idea of utilizing virtual learning environments among Islamic Studies teachers in boys' and girls' schools in Makkah Al-Mukarramah through demonstrating the great significance and benefits in teaching.

2.Providing a guide for the applicability of virtual learning environments in each school. It contains all the guidelines that help teachers of Islamic Studies at the primary stage achieve the effectiveness of utilizing virtual learning in the teaching process.

3.Train teachers of Islamic Studies in boys' and girls' primary schools in Makkah Al-Mukarramah on how to utilize virtual learning in teaching process through training sessions including all applications in learning resource centers.

4.Benefiting from regional, Arab, and international experiences for utilizing virtual learning environments in Islamic Studies to cope up with the most recent trends in this educational technology.

5.Applying the system of visits exchange among teachers of Islamic studies and benefiting from the experienced ones to develop the application of virtual learning environments in teaching the Islamic studies.

6.Designing specialized training programs on identifying the educational benefits from virtual learning, overcoming problems that might appear during its applications, verifying the degree of their validity, and becoming continuous in accordance with the development in modern technology.

7.Administering the current research tool to the middle and high school levels to identify teachers' attitudes towards utilizing virtual learning environments.

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