

# Evaluation of The Quality of E-Learning Platforms Used in Educating Kindergarten Children Distantly During the Coronavirus Pandemic

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Received: 6 Aug. 2023. Revised: 6 Sep. 2023, Accepted: 11 Sep. 2023

Published online: 1 Jan. 2024.

**Abstract:** During the coronavirus pandemic, and for the first time, ministries of education in many countries have resorted to electronic education platforms for kindergarten children as a safe alternative to face-to-face education. This shift to distance education is still used partly in the education process, even after the end of the pandemic. The current study aimed to consider this unique experience by evaluating the quality of the "Rawdaty" platform, which is one of the e-learning platforms launched by the Saudi Ministry of Education during the coronavirus pandemic, to ensure the continuation of the educational process in kindergartens. The analytical descriptive approach was used, and a scale derived from the Saudi National E-Learning Center (NELC) standards was designed to achieve the study's objectives. The scale includes four main dimensions: Design, Interaction, Equity and accessibility, Measurement and Evaluation. The research sample consisted of (94) mothers and (67) kindergarten teachers. The results of the study were as follows: The quality standards of the "Rawdaty" platform were achieved to a high degree from the point of view of mothers, with an arithmetic mean of (55.93) and an average weight of (2.664). It also showed the high-quality standards of the kindergarten platform from the point of view of the teachers, with an arithmetic mean of (58.35) and an average weight of (2.78). The study recommended the possibility of adopting e-learning platforms to teach kindergarten children distantly during exceptional circumstances.

**Keywords:** Distance education, E-learning, Evaluation, Kindergarten children, Saudi Arabia.

## 1 Introduction

Education is considered to be one of the most powerful weapons that indicate the progress of nations. Therefore, countries make great efforts to provide education for their children, and they compete to provide quality education in terms of curriculum, teaching methods, and the use of various modern technological means. Education is also an essential pillar of civilizational development, which makes many countries take care of education at all educational levels, starting from kindergarten up to postgraduate studies. Therefore, there has been a great shift to using electronic education platforms rather than only using traditional education all over the world in general and in the Kingdom of Saudi Arabia in particular.

During the COVID-19 pandemic, the Ministry of Education sought to provide all facilities and capabilities for alternative education. For example, using E-learning platforms affects students differently in all educational stages, but kindergarten children were the most affected groups. This was agreed by the study [1], which showed that kindergarten children have different natures in educational characteristics from other stages of other advanced students. In fact, kindergarten children quickly feel bored, and they are subject to change. From the social side, signs of social growth appear significantly at this age, such as leadership and a love of control, and this social development depends on the type of education they receive. From the physical and motor side, children are more likely to be active; they love moving and rely remarkably on play and using the five senses to discover the world around them [2]. Accordingly, the characteristics of children's development in all developing aspects must be considered during the education of children.

A recent study by [3] explained that the nature of education through electronic platforms does not allow children to acquire tangible experiences during their school day, in addition to the lack of in-person interaction with their teacher. The study also affirmed that kindergarten (KG) teachers are essential to facilitate learning and play a major role in teaching and learning kindergarten programs. For example, kindergarten teachers play role models as they can influence the children's attitudes, values, and behaviors. Thus, since the KG teacher is considered to be one of the basic pillars of the educational process, her role in e-learning is important and essential to push children for success.

Besides the teacher's role, there is no doubt that education through electronic platforms has affected parents as well in all

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aspects due to their continuous interaction with their children at home [4]. Also, there had been noticed that some families suffer financially, which might be an obstacle to their children's learning. For instance, some parents found it difficult to provide electronic devices or uninterrupted strong internet all the time, which made the e-learning process difficult.

The current study aimed to consider this unique experience by evaluating the quality of the "Rawdaty" platform, which is one of the e-learning platforms launched by the Saudi Ministry of Education during the coronavirus pandemic, to ensure the continuation of the educational process in kindergartens. Since teaching KG children using the "Rawdaty" platform was a new educational decision, the kindergarten teachers faced many challenges when using electronic platforms, as it was a new experience for them. It is worth to know that the Ministry of Education in Saudi Arabia strives to ensure the quality of education, as it has launched various electronic education platforms, including the "Rawdaty" platform for kindergarten, to help children complete their studies with the distance education system, taking into account the epidemiological conditions that the Kingdom is going through, and the Ministry has sought to provide the easiest way for meaningful and quality education.

The Saudi National Center for E-Learning (NELC) contributed to launching the standards of the Saudi National Center for E-Learning by decision of the Board of Directors of the Saudi National Center for E-Learning No. (3/5/41) dated (12-21-1441 AH), based on the organization of the center issued by Cabinet Resolution No. (35) on (13/1/1439 AH). In fact, E-learning platforms must be evaluated in order to detect their strengths, weaknesses, and challenges to enhance the quality of the educational process. Therefore, the current study came to assess the quality of the "Rawdaty" platform according to the standards of the Saudi National Center for E-Learning [5]. This research paper addressed two different hypotheses:

- The first hypothesis of the research states: "There is a high level of quality of the "Rawdaty" platform according to the standards of the NELC from the mothers' point of view.
- The second hypothesis of the research states: "There is a high level of quality of the "Rawdaty" platform according to virtual education standards of the NELC from the point of view of female teachers.

## 2 Research Questions

The research team experienced the crisis that the world witnessed in the year 2020. The education sector was affected by the Coronavirus pandemic that the world faced from the end of the year 2019 to 2021. In 2020, the G20 was held with the participation of 20 countries and international organizations such as UNESCO, the World Health Organization (WHO), and the Global Education Alliance (GEA) to address main issues related to the global economy, such as climate change mitigation, international financial stability, and sustainable development. They also provide comprehensive educational opportunities for students during the period of suspension of face-to-face teaching and transition to e-learning. Thus, since the transition to virtual education and the use of the platforms will continue to be used in the future along with face-to-face education or under any unprecedented and sudden disruption of education, it is useful to evaluate this unique experience. The study problem was addressed using the following main question:

- To what extent are the quality standards of the "Rawdaty" platform achieved in accordance with the standards of the Saudi National Center for E-Learning?

The following sub-questions were used further to explore a particular aspect of the main question:

- 1- To what extent are the quality standards of the "Rawdaty" platform achieved from the point of view of kindergarten mothers, according to the standards of the Saudi National Center for E-Learning?
- 2- To what extent are the quality standards of the "Rawdaty" platform achieved from the point of view of kindergarten teachers, according to the standards of the Saudi National Center for E-Learning?

## 3 Review of Literature

Nowadays, the world is witnessing a huge expansion in many fields, and the most important field is information technology (IT), which refers to the use of computers or other physical devices, electronic platforms, networking, storage, secure, and exchange of all forms of electronic data. Electronic platforms for distance education have become a focus of attention for education centers and teachers by taking advantage of every new procedure that would accelerate and develop the process of human knowledge. Distance education was the most important concern in providing education and developing student learning during the COVID-19 period. There are many educational institutions, electronic universities, and centers that offer this sort of instruction, and they grant scientific certificates to those who complete a specified curriculum in e-learning. [6]. E-learning significantly helps promote both individuals and scientific communities. For example, it provides alternatives to people who cannot attend their educational institutions for difficult reasons. Furthermore, e-learning develops people's abilities rather than wasting and losing them if they cannot attend school or work; it helps to fill the gaps

that may arise as a result of the shortage of institutional staff teachers. It also greatly increases students' self-reliance and ability to learn independently. In addition, e-learning helps overcome problems and challenges individuals may face while attending their educational institutions. For instance, some students may be subject to injustice, dismissal, or deprivation for any reason, and this would lead to their inability to continue their education and obtain a certificate that opens their prospects for the future [7].

It is important to mention that e-learning platforms were used before the coronavirus pandemic, but relying entirely on them as an alternative to face-to-face education during the pandemic has significantly contributed to utilizing them at all school levels. Thus, because of e-learning platforms' strengths, they are still used in part when students return to school after the pandemic is over. E-learning platforms are defined as "an interactive learning environment that employs Internet technologies, combines the advantages of e-content management systems with social networks, enables teachers to disseminate lessons and goals, develop duties, conduct electronic tests, exchange ideas and opinions between the teacher and the student, share scientific content, and allow parents to dissemination with teachers and familiarize themselves with the results of their children, thereby helping to achieve quality education consequences" [8]. E-learning platforms have many advantages, and it was revealed by [9], [10], [11], [12], [13], and [14], in the following points:

- Enrich educational content in the most cultural, scientific, and social spheres of those who cannot sustain formal learning.
- Enable anyone to keep up with progress, advanced studies, and various scientific developments.
- Help to reach advanced studies to keep pace with progress in different areas.
- Provide individuals with qualifications in different fields and facilitate group work.
- Provide individuals with specialized educational curricula to learn abundant skills.
- Develop an interactive environment for teachers and students in a way that contributes to achieving the standards of diversity of learning sources.
- Generate technological means to develop a communication system between the teaching team and students and help develop meaningful discussions through electronic channels.
- Develop the competencies of teachers and students in dealing with modern technology to enhance the learning system.
- No need for the physical presence of teachers and students in one place to learn various science.
- Develop the role of both the teacher and the student in the learning process by keeping pace with modern technology.
- Expand students' logical thinking so they do not totally depend on their teacher as the main source of information.
- Provide age-appropriate information and take into account students' individual differences.

#### **"Rawdaty" platform for teaching children:**

Early childhood education is always the focus of attention of the Saudi Ministry of Education. During COVID-19 (2020-2021), the Ministry of Education launched the kindergarten platform called "*Rawdaty*" as a temporary solution to continue children's education through electronic teaching aids that support the child's self-learning. *Rawdaty* is a distinguished platform for digital education, and it includes many developed and interesting educational content in digital icons and files for children at kindergarten age. This platform offers an attractive and interactive learning environment that facilitates the teaching and learning process and allows teachers to create digital interactive content within the kindergarten program. In addition, the "*Rawdaty*" platform provides quality education for the kindergarten stage by providing children with supportive content and ideal activities through virtual classrooms. Further, teachers can track children's attendance, hold virtual meetings with all beneficiaries, send inquiries to parents, and respond to them [15].

#### **National Center for E-Learning (NELC):**

The National e-Learning Center (NELC) was established by the Kingdom of Saudi Arabia Council of Ministers' decision No (35) in 1439 H (2018). The NELS intends to promote trust in e-learning programs, allow integration among employers and educational institutions, and lead innovation in learning digital transformation. The NELS belongs to the education sector in Saudi Arabia, and the center seeks to enable equal access to lifelong e-learning education. It provides many initiatives and services; the most prominent of these services are the Standards of the National Centre for E-Learning. These standards consist of two main sections:

First, the Field of Entities includes three criteria: Leadership- Technology- Qualification, and Support. These three criteria also consisted of 28 sub-criteria divided as follows: (Leadership with 7 indicators - Technology with 10 indicators, Qualification and Support with 8 indicators).

Second, the Program Area consists of four criteria: Design- Interaction- Justice and Accessibility- Measurement and Evaluation, with 39 sub-criteria (Design with 12 indicators - Interaction with 4 indicators, Equity with 3 indicators - Measurement and Evaluation with 13 indicators). The subcategories have also been divided into compulsory basic (licensing), and optional advanced (quality control) to ensure the quality and upgrading of e-learning. <https://nelc.gov.sa/resources/standards-e-learning>

Many studies focused on e-learning platforms; some of them went to assess the quality of the platforms, such as study [16], while others went to measure the extent of satisfaction with the use of platforms during the Corona pandemic, such as the study [17], [18] and [19]. Some research evaluated the quality of e-learning platforms during the Coronavirus pandemic, such as the study of both [20] and [21]. Other studies like [22] and [23] measured satisfaction with educational platforms before the Coronavirus pandemic. The study [24] investigated the difficulties the Larbi Ben M'hidi University students face in the distance learning system. Moreover, the study [25] aimed to identify the impact of distance education on communication between teachers and their students in the primary stage. It also studied the impact of online learning on the student's productivity from the point of view of parents, identified communication obstacles, and provided suggestions and recommendations to improve effective communication between the teacher and the student during the distance education process. Further, the study [26] investigated the degree of readiness of parents of kindergarten children to utilize distance education tools and techniques, as well as the ability of teachers to apply them in the educational process. The study [27] focused on the training needs of kindergarten teachers for the application of distance education in the city of Riyadh, and the study [28] explored the role of the kindergarten platform in achieving the professional growth of teachers.

The samples of the studies were varied. For instance, in the study [29], the participants were the faculty members at the university, while the study sample of the research [30], [31], and [32] consisted of high school students. In the study [33], the participants were the principals of schools at various educational levels. The study of [34] evaluated the quality of educational platforms from the point of view of those responsible for the "*Madrasy*" platform, the virtual kindergarten, and the "*Ain*" portal for the Ministry of Education, in addition to a number of male and female students in the general education in the Kingdom of Saudi Arabia. Last, the sample of the study [35] was middle school students. The current study was distinguished from previous studies as it is interested in evaluating the quality of distance e-learning platforms from the viewpoint of children's mothers and kindergarten teachers.

## 4 Methodology

### Research Design.

The analytical descriptive approach was used in this study. This statistical method is the most suitable and flexible scientific approach to the nature of the current study. Researchers who use this approach can gather some of the most clear and accurate information about the problem being studied so that the appropriate results and explanations can be extracted (إضافة مرجع عن تعريف المنهج الوصفي). [36]

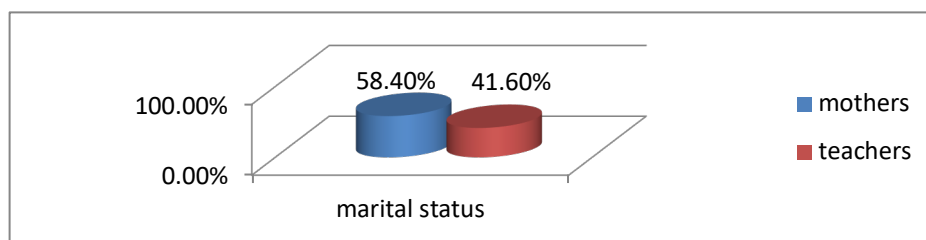
### Participants.

A total of 161 teachers and mothers participated in this study. The researchers obtained the data from mothers and teachers of children who used the "*Rawdaty*" platform in Jubail Industrial City in the Eastern province of Saudi Arabia during the academic year 2022. The following is the sample data according to the respondent's type variable (mothers-teachers), and it is noticed that most sample sizes were mothers, with a rate of (58.40%), while the percentage of teachers was (41.60%).

**Table 1.** Frequencies and percentages of the research sample data according to the type of respondents.

[Mothers, teachers (n=161)]

Responsive type	Number	Percentage
Mothers	94	58.40%
Female teachers	67	41.60%
Total	161	100%



**Fig. 1.** The percentages of the research sample according to the variable of the type of respondent (mothers, teachers).

**Data Collection and Analysis.**

Data were collected using a questionnaire, and it consisted of four standards or scales: (Design), (Interaction), (Equity and accessibility), (Measurement and Evaluation). The questions were measured using a three-point Likert Scale (I agree, I somewhat agree, I disagree). A three-point Likert Scale suggests answer options aligned with the questionnaire's objective. The scale had been converted into numbers I agree (3) I somewhat agree (2) I disagree (1). To analyze data, SPSS statistics software was utilized to conduct several kinds of data analysis and interpretation. In this study, many statistical methods were used, such as standard deviation, arithmetic mean, and weighted average.

**The Scale.**

To achieve the objectives of this study, the researchers prepared a scale of the quality of the "Rawdaty" platform. The scale was derived from the standards of the National e-Learning Center (NELC) and used as a tool for collecting data to verify the validity of the quality standards of "Rawdaty" platform from the point of view of the sample. The scale items were classified as follows: the first axis includes the basic data of the sample, and the second axis contains the scale's items consisting of 21 items. The 21 items were divided into four dimensions: Design, Interaction, Equity and accessibility, Measurement and Evaluation. The responses were determined according to the three-point Likert scale of the study sample's responses to the different items of the scale related to the variable under study (evaluation of the quality of the "Rawdaty" platform according to the standards of the NELC with its three-points scale (I agree - I somewhat agree - I do not agree) for each section of the scale.

**Validity and Reliability.**

The validity and reliability of the scale for evaluating the quality of the "Rawdaty" platform according to the standards of the NELC was prepared by researchers. The researchers followed some steps to verify the validity and reliability of the quality assessment scale of the "Rawdaty" platform according to the standards of NELC. First, the tool's validity was confirmed by presenting it to a group of experienced arbitrators and specialists in the kindergarten field to express their opinions about the scale regarding the clarity, diversity, accuracy of the phrases, and language correctness. Second, the validity to measure what it was scale developed for, and the suitability of each question to the standards. Third, after collecting their opinions, the research team made the proposed amendments, as they fixed some linguistic wording of some paragraphs and questions. Last, the researchers used the questions that achieved an agreement rate higher than 80% of the arbitrators. The scale, in its final form, consisted of 21 questions.

The alpha-Cronbach coefficient was used to calculate the stability of each dimension of the "Rawdaty" platform quality assessment scale according to the standards of the Saudi National Center for E-Learning (NELC): Design, Interaction, Equity and Accessibility, Measurement and Evaluation. Each time, the scores for one of the expressions were omitted from the total score of the dimension measured by the statement, and this step resulted in all statements being constant, as it was found that the alpha coefficient for each statement is less than or equal to the general alpha coefficient of the dimension to which the statement belongs. The inclusion of statements does not lead to a decrease in the stability coefficient for the dimension as a whole, and this indicates that each statement contributes to a reasonable degree to the overall stability of the dimension it measures. Table 2 shows the stability results using the Alpha-Cronbach method for each dimension:

**Table 2.** The reliability coefficients of the dimensions of the quality assessment scale of the "Rawdaty" platform according to the standards of the Saudi National Center for E-Learning (n =100).

Measurement and evaluation		Equity and Access		Interaction		Design	
Alpha coefficient	Phrase number	Alpha coefficient	Phrase number	Alpha coefficient	Phrase number	Alpha coefficient	Phrase number

		t		t		t	
0.896	15	0.770	12	0.769	9	0.805	1
0.877	16					0.812	2
0.871	17					0.811	3
0.875	18	0.628	13	0.673	10	0.802	4
0.874	19					0.795	5
0.890	20					0.802	6
0.872	21	0.649	14	0.713	11	0.822	7
						0.810	8
The alpha coefficient for the dimension as a whole =0.896		The alpha coefficient for the dimension as a whole =0.770		The alpha coefficient for the dimension as a whole =0.796		The Alpha coefficient of the design dimension =0.827	

It is clear from the previous table that the values of the alpha coefficients for each statement were less than or equal to the global alpha coefficient for the dimension to which the statement belongs, which means that the intervention of the expressions does not lead to a decrease in the stability coefficient of the dimension as a whole, and this indicates that each statement contributes to a reasonable degree in the overall stability of the dimension it measures. The values of the alpha coefficients for the four dimensions that the scale measures were (0.827, 0.796, 0.770, 0.896) respectively, while the value of the general alpha coefficient for the quality evaluation scale of the "Rawdaty" platform, according to the standards of the NELC, as a whole was (0.918). These high values indicate the stability of the expressions and the four dimensions of the quality evaluation scale of the "Rawdaty" platform according to the standards of the NELC.

To achieve the reliability of the four dimensions for the quality assessment scale of the "Rawdaty" according to NELC standards, the researchers used the Spearman-Brown split half method. The Spearman-Brown prediction formula is a method utilized to evaluate test reliability, and it is based on the idea that split-half reliability has better presumptions than coefficient alpha. Table 3 explains the reliability of the four dimensions:

**Table 3.** The reliability coefficients of the midterm segmentation of the scale for evaluating the quality of the "Rawdaty" platform according to the standards of the NELC (n = 100).

Dimension/Scale	Number of Phrases	Reliability coefficient by Spearman-Brown split half method
First: Design	8	0.715
Second: Interaction	3	0.803
Third: Equity and Accessibility	3	0.799
Fourth: Measurement and Evaluation	7	0.861
The scale for evaluating the quality of the "Rawdaty" platform	21	0.769

The validity of the statements of the dimensions of the quality assessment scale of the "Rawdaty" platform was calculated according to the standards of the NELC in Saudi Arabia. This was achieved by calculating the correlation coefficient between the degree of the statement and the total degree of the dimension to which the statement belongs. If the degree of the statement was omitted from the total score of the dimension, the rest of the statements of the dimension are a criterion for the phrase. Table 4 shows the coefficient of validity of statements of each scale dimension for evaluating the quality of

the "Rawdaty" platform according to the standards of the

**Table 4.** The validity coefficients of the expressions of the dimensions of the quality assessment scale of the "Rawdaty" platform according to the standards of the NELC (n=100).

Measurement and calendar		Equity and Accessibility		Interaction		Design	
correlation coefficient	number	correlation coefficient	number	correlation coefficient	number	correlation coefficient	number
0.619**	15	0.794**	12	0.800**	9	0.684**	1
0.824**	16					0.638**	2
0.842**	17					0.667**	3
0.825**	18	0.853**	13	0.882**	10	0.701**	4
0.826**	19					0.741**	5
0.706**	20					0.701**	6
0.837**	21	0.842**	14	0.847**	11	0.620**	7
						0.654**	8

\* Statistically significant at the level of (0.05) \*\* Statistically significant at the level of (0.01).

It is clear from the previous table that all correlation coefficients between the degree of each statement and the total degree of the dimension to which the statement belongs, in the case of deleting the degree of the statement from the total score of the dimension, are statistically significant at the level of (0.01), and this result is consistent with the results of reliability by the alpha-Cronbach method. The validity of each dimension of the "Rawdaty" platform quality assessment scale according to the standards of the NELC was calculated by calculating the correlation coefficients between the score of each dimension and the total score of the "Rawdaty" platform quality assessment scale according to the standards of the NELC. It was found that the correlation coefficients are statistically significant when a level of (0.01), which indicates the validity of each dimension of the scale for evaluating the quality of the "Rawdaty" platform according to the standards of the NELC, as shown in the following Table 5:

**Table 5.** Correlation coefficients between each dimension of the scale for evaluating the quality of the "Rawdaty" platform according to the standards of the NELC and the total scale score (n = 100).

Dimensions	Correlation coefficient	
	Link indication	The value
First: Design	0.000**	0.792
Second: Interaction	0.000**	0.763
Third: Equity and Accessibility	0.000**	0.782
Fourth: Measurement and Evaluation	0.000**	0.860

\* Statistically significant at the level of (0.05) \*\* Statistically significant at the level of (0.01).

From the previous analysis, the researchers verified the validity and reliability to ensure that the scale for evaluating the quality of the "Rawdaty" platform is an accurate and valid tool for measuring the evaluation of the quality of the "Rawdaty" platform according to NELC standards.

## 5 Findings

**The first hypothesis of the research states: "There is a high level of quality of the "Rawdaty" platform according to the standards of the NELC from the mothers' point of view".**

To verify this hypothesis, the weighted average of the four dimensions of the scale and the total score of the quality scale of the "Rawdaty" platform were calculated according to the standards of the NELC from the point of view of mothers; Medium-High: From (1.00) to less than (1.67) = low, (1.67) to less than (2.34) = medium, and (2.34) to (3.00) = high. Table 6 below shows the results detailed:

**Table 6.** The average quality of the "Rawdaty" platform according to the standards of the NELC from the mothers' point of view (n = 94)

Dimensions/scales	Number of phrases	SMA	Weighted average	Verification level
First: Design	8	22.136	2.767	high
Second: Interaction	3	7.883	2.628	high
Third: Equity and Accessibility	3	7.862	2.621	high
Fourth: Measurement and valuation	7	18.053	2.579	high
The quality of the "Rawdaty" platform is in accordance with the NELC.	21	55.936	2.664	high

It is clear from Table (6) that the quality of the "Rawdaty" platform was achieved according to the standards of the NELC with its four dimensions (Design, Interaction, Equity and Accessibility, Measurement and Evaluation) according to the mothers' point of view with a high degree, and with an average weight (value= 2.664), while the average values of other dimensions are (2.767, 2.628, 2.621, 2.579) respectively, which means that the first hypothesis has been fulfilled.

**The second hypothesis of the research states: "There is a high level of quality of the "Rawdaty" platform according to virtual education standards of the NELC from the point of view of teachers.**

To verify this hypothesis, the weighted average of the total score of the quality scale of the "Rawdaty" platform was calculated according to the standards of the NELC from the point of view of teachers. Parameters and the verification level were judged in the light of the following criterion, which was calculated using both the score range and the number of categories (low-medium-high): from (1.00) to less than (1.67) = low, and from (1.67) to less than (2.34) = medium, and from (2.34) to (3.00) = high. Table 7 displays the results:

**Table 7.** The average quality of the "Rawdaty" platform according to the Saudi standards of the NELC from the teachers' point of view (n = 67).

Dimensions/scales	Number of phrases	SMA	Weighted average	Verification level
First: Design	8	22.597	2.825	high
Second: Interaction	3	8.343	2.781	high
Third: Equity and Accessibility	3	8.299	2.766	high
Fourth: Measurement and Evaluation	7	19.119	2.731	high
The quality of the "Rawdaty" platform is in accordance with the NELC.	21	58.358	2.779	high



It is clear from Table (7) that the quality of the "Rawdaty" platform was achieved according to the standards of the National Center for E-Learning (NELC) in Saudi Arabia and its four dimensions (Design, Interaction, Equity and Accessibility, Measurement and Evaluation) from the point of view of the teachers with a high degree, with an average weight whose value for the total score was (2.779), while the values of Dimensional averages, respectively, are (2.825, 2.781, 2.766, 2.731), which means that the second hypothesis has been fulfilled.

## 6 Discussion and Conclusion

The first result of the current study agreed with the results of the study [37], which showed a high degree of satisfaction among parents of students with learning difficulties on the questions of the quality of the platforms, the effectiveness of the system, and school management). Also, the study's results [38] confirmed the willingness of kindergarten children's parents to apply distance education techniques to a large extent. The researchers of this study disagreed with the study's results [39], which concluded that the degree of parents' satisfaction with the quality of the "Madrasaty" platform is medium and that they prefer face-to-face education.

The second result of the current study agreed with the results of this study [40], which revealed positive attitudes among Early childhood faculty members toward using educational platforms. The study [41] showed that the degree of satisfaction of secondary school teachers with the quality of educational platforms was good. The researchers of this study disagreed with the study's results [42], which concluded that early childhood faculty members were dissatisfied with the distance education experience during the Coronavirus pandemic due to the increase in the percentage of electronic illiteracy and technological difficulties. In the study [43], the results showed the dissatisfaction of kindergarten teachers and principals in Palestine with using computers in the educational process due to the several obstacles related to their lack of teachers' knowledge and competencies to use computers.

The research team attributes these differences to the time of conducting studies. In fact, previous studies were conducted at the beginning of applying distance education via platforms during the COVID-19 pandemic period, as both students and teachers were not accustomed to e-learning platforms, and they had never been trained to use them. As a result, many negative attitudes towards using those platforms were found among children and teachers. However, the current study was conducted after the return to face-to-face education, where the knowledge about using distance education and platforms is high and widespread among all beneficiaries, such as teachers, children, and parents. As this study was carried out in order to evaluate the quality of distance e-learning platforms used in educating kindergarten children, the researchers of this study declare that the acceptance of using e-learning platforms and having positive attitudes towards is because of the increase of experiences and technological understanding among the study sample.

## 7 Recommendations

Based on the findings of this study, the following recommendations are made to enhance future research in the area of e-learning:

- Continue to enhance the experience of kindergarten teachers and parents when using the "Rawdaty" platform, or any other e-learning platforms. continue to enhance the experience of kindergarten teachers and parents when using the "Rawdaty" platform, or any other e-learning platforms.
- Design informative electronic brochures and publish them on the social media sites of educational institutions to educate beneficiaries on how to use the "Rawdaty" platform.

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