

Role of E-Learning in the areas that is suffering from terrorism

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Abstract— The purpose of this study is to clarify the impact of terrorism on society, especially the age groups that remain in school. The research provides a study of the reality taken from the Iraqi model, which was dominated by terrorism of all kinds. The research focused on explaining terrorism in modern times and how to tackling the suffering of students to obtain a certain level of education. It also presents a study explaining the impact of terrorism on the students and also study the impact of Internet on the students' awareness by helping them to reverse this effect through supporting and encouraging them to exploit the net to access the information and continue studying and learning. This study reveals many perceptions of students, teachers and parents about the educational terrorism and the role of e-learning to support government curricula and the educational process in general. It also studies assumptions and poses the relevant questions and looks for answers by developing realistic and reliable knowledge about e-learning.

Index Terms— Centennial Weight, E-learning, Education Terrorist, Internet penetration, Mosul, Terrorism, Weighted mean.

1 DEFINITION OF TERRORISM

The words of fear and horror have been mentioned in all heavenly books. All religions have agreed to deny terror and fear. In Quran there are several words that revolve around the subject of terrorism. The meaning of "Fear" has been found about one hundred and twenty four times, the word of "Terror" has been received five times, and the word of "Horror" six times while the material of the awe received eight times. It is important to clarify that the diversity of terminology came in the Quran to warn people and prevent them from using violence and murder to force people to adopt a particular religion or belief, or for any other purpose [Islam web][1]. In the Bible, there was another statistic about these terms, for example, the words that means "not afraid" and its derivatives, are mentioned 132 times, while the word "do not fear" is mentioned 10 times both in Old Testament and the New Testament. These words came to reassure people and make them safe and to remove fear [2]. The Global Terrorism Index defines terrorism as any threatening or using of illegal force and rudeness or fierceness by a non-government actor or even external threat from another country to earn or to reach a religious, political, or social goal through fear, compulsion, or intimidation. This definition doesn't mean the act of physical attack terrorism, but also the psychological affecting on a society for many years. In the lexicon, "Terrorism" is a term used for those people who take the path of violence and terrorism to achieve political goals. Another Definition according to Matusitz the terrorism was summed up as follows:

- It is the use of violence or threat of violence in the pursuit of political, religious, ideological or social objectives.
- It can be committed by governments, non-state actors, or undercover personnel serving on the behalf of their respective governments.

- It reaches more than the immediate target victims and is also directed at targets consisting of a larger spectrum of society.
- It is both mala prohibita (i.e., crime that is made illegal by legislation) and mala in se (i.e., crime that is inherently immoral or wrong).

Another term for terrorism which is **Education Terrorist** that aims to spread fear and ignorance through:

1. First: exploitation absence of the regime and the governmental role in the region that is suffering from terrorism.
2. Second: Attempting to replace the official government curricula with backward curricula to consolidate the objectives of terrorism. The terrorism organization aims to exploit the time spent by the students in the schools for their political goals that beyond the people directly affected by their attacks but also affect the society education.
3. Third: this study explores many pupil perceptions of educational terrorism, and the role of electronic education to support government curricula. It also examines assumptions, asks pertinent questions and seeks answers by developing realistic and reliable knowledge about the electronic education. Other terms like oppression, injustice, aggression, treachery, murder, theft and barbarism all of them represent images, means and destructive tools that spread fear in the society and intimidate the safe people [3].

1.1 How does conflict in the Middle East depriving the children of their learning

In some of Middle East Countries and North of Africa, the conflict led to expulsion thirteen millions of children from schools, where, report "Education Under Fire", addresses the impact of violence on school children and education systems in nine countries that have been affected by violence directly or indirectly. One of the most important reasons of why many children do not attend classes is the attacking - sometimes de-

liberate - on schools and education infrastructure. for example in Iraq, Libya, Syria and Yemen about 9000 schools are out of service or no longer used as educational centers because of their destruction, use as a refuge for civilians displaced by terrorism or violence, or it was taken over by the conflicting groups. Add to the previous, perhaps other factors like fear and forced displacement that pushed thousands of teachers to left their jobs, or perhaps because parents prevent their children from attending to school, for fear of the problems and difficulties they face on the way or at school itself.

More than 700,000 Syrian refugees in Turkey, Lebanon, and Jordan cannot attend schools due to the national educational infrastructure in these countries that cannot afford the costs and burdens of more students. According to Peter Salama, Regional Director for UNICEF in the Middle East and North Africa said "The destructive impact of conflict was felt by children right across the region," he also said "It's not just the damage for the schools structure, but the despair felt by a generation of school children who see their hopes and futures shattered".

The report focused on a range of initiatives to find solutions, including the "self-learning" method and "expanded learning spaces" that urged students to studying even in the most difficult circumstances. He also said that the funding obtained for such businesses has not been agreed upon or is not commensurate with the increasing needs, although all of those affected by terrorism, students and their parents, directly or indirectly, consider education their first priority. So, according to the report, the "No Lost Generation" initiative launched by UNICEF and other partners in 2013 to obtain international support for the education and protection that the segment of students affected by the Syrian crisis deserves is a lot and a lot of support.

The reports also urged the international community, host governments, policy makers, the private sector and other partners to:

- Expand non-formal education services, especially for children with disabilities or children at risk, in order to decrease the number of children out of school.
- Provide more support to national education systems in countries that have faced terrorism or other host countries to expand learning, recruit and train teachers, and provide educational resources.
- Encouraging other countries, especially those affected by the Syrian crisis, and inviting them to recognize and accredit non-formal education services [4].

2 THE EFFECT OF TERRORISM IN IRAQ AFTER 2014

Iraq has been subjected to many wars and terrorist attacks for long periods and many times throughout its long history. In the modern era, Iraq has witnessed the most attack by the so-called "Islamic state". Terrorist operations varied from war to forced displacement of society to kidnapping and other forms of terrorism and violence. UNICEF has produced several reports that reflect the painful reality of children and young people, their suffering and their denial of educational opportunities in a healthy environment. "Children living in countries affected by the conflict have lost their homes, family members, friends, security and normal lives, deprived of the most basic literacy skills to face the risk of losing the future and opportunities to contribute to their societies and economies when they grow up," said Joe Born, head of UNICEF education.

UNICEF noted the difficulty of gathering information on children in conflict areas and said that the numbers in the report might not adequately reflect the magnitude of the challenge, so that made the organization is worry about the generation of children who are living in warfare zones where, they grow up without minimum of skills that needed to contribute in their community and countries, so this will lead to exacerbating the already difficult situation for millions of children and their families if the priority is not given to education in emergencies. Education remains among the sectors that receive the least funding in humanitarian appeals [5].

2.1 How does UNICEF view the problem of education in terrorist areas and what are the proposal for improving the status of education?

According to Joe Born, head of UNICEF education, said that "education provides children with the multiple knowledge and skills that they need to rebuild their communities once conflicts are over". In the short term, education provides and gives children the stability and the system to cope with the shocks they experience. That's mean in times of violence and instability schools become more than a place to learn, as they can protect them from any panic or psychological risks.

UNICEF try to support the Ministry of Education, particularly in Ramadi, whose schools have been disabled, as well as the 135 schools that have been damage by terrorism, not to mention the use of nearly 800 educational facilities as shelters for displaced people.

UNICEF seeks to rehabilitate schools; train teachers and help children catch up with other pupil in other cities.

UNICEF has warned in many reports that the children of Fallujah face the threat of forced recruitment by separating them from their families on the fatwa of jihad; they expressed their concern about the danger to Mosul children, who could be the victims.

UNICEF: the educational process has been disrupted by more than 3 million children [5].

3 WHAT DOES E-LEARNING MEAN?

E-learning is an educational system supported by electronic technology as one of the main sources where teaching inside or outside the classroom can be using the Internet and various types of smart devices and others (such as laptops, tablets, mobile phones, etc.) that are the main component of e-learning.

In other words, e-learning considered as a network that transmit skills and knowledge, and transfers education to a large number of beneficiaries at the same time or at different times. In the past, e-learning was not accepted by a large segment of society due to many factors, including factors related to the lack of qualified educational staff and others related to the infrastructure, support, and the environment that appropriate for this type of learning. However, e-learning has become accepted by the masses after the rapid scientific and technological development, and the entry of computers was the basis of this revolution. Over time, we communicate with smartphones, tablets, etc.; these devices now have an important place in the education classes, as books are step by step being alternated by for example smart board, optical pen, etc. Today science and knowledge are available 24/7, and can be shared online at any time [6].

The use of e-learning technologies in some schools and universities is a good step forward than those that still follow the traditional approach in teaching methods. The concept of indirect education based on books and lectures must have the same importance and effectiveness as education based on technology. As is known in many studies, the ability of the human brain to remember what is visible and audible by watching pictures or videos. It has also been found that visual picture is representing a part of holding the student attention, and also the mind can keep it for longer time. It is important to note that the development of nations in various sectors in agriculture, medicine, education, services, business, government, and others, through its adoption of the concept of e-learning. It is worth noting that one of the most important activities that

need improvement and development is reading, sharing and motivating e-books, and may also include language support for young children and early literacy. The masses of e-books in the market today provides new educational possibilities as well as new challenges for shared reading between adults and children, and last, the e-book features also allow children to read (or listen) to e-books individually without needing for adult help [7].

3.1 Difference between traditional learning & E-learning

Through many of studies, the main obvious difference was the real-world classrooms versus the default forum coordinate. The effects of this discrepancy comes from the way that e-learning students communicate with online classrooms anywhere and anytime, including the participation of researchers, students, employees and trainees. So, they can all learn on their special terms. Due to assimilated for different types of learning in this field, as well as the ability to use different devices such as mobile devices, tablets, etc. to retrieve information at any time, thus acquiring skills and keep it will success within the framework of the e-learning approach.

Another big or important difference between the two types of learning comes in the form of communication and interaction. In general, the benefit of traditional classroom methods comes from charm of teaching and listening and student-instructor proximity, especially when the lesson including practical application. However, E-Learning still encourage correct connection and relevant interactions through discussion boards, forums, chat, video calls and other types of interactions with the extra benefits that comes from recorded which be as text and video and easy to retrieve later [8].

3.2 E-Learning styles approved in the Middle East

Most countries of the ME witnessed growing and interest at 21st century. It came through of applying and adaptation of E-Learning. Programs and projects of E-Learning became the most important for different governments which rushed to establish this project. For example, since 2002, Oman's Ministry of Education created a continuous relation with Edutech Middle East, "a provider of technology-enabled learning solutions", to merge about 590 schools across the country with e-learning solutions for K-12 and college students [9], while other countries in the Middle East have been somewhat slower than others to adopt e-learning solutions for their schools, for example the Saudi Ministry of Education [10].

Since Internet was accessible, the region has witnessed an expansion in the amount of people browsing the network. As

shown in Tables 1 and 2, the old and new statistics between 2000, 2009 and 2018 show increasing in the number of Internet users in the Middle East. For example, between 2000 and 2009 we see that Iran has the most rebound in Internet penetration, with 128 times and in the following percentages, we can note that UAE with approximately 61%, Bahrain 55%, Qatar 52%, Iran 48.5%, Kuwait 37%, Saudi Arabia approximately 27% also, Internet penetration in Jordan is less than 24%, while in the Middle East is less than 20%. The worst ratio of Internet penetration can be in Iraq, where only 1% of the population entered the Internet [11].

Statistics, as shown in Table 2, indicate that the rate of Internet access in the Middle East was 28.3% by September 2009.

TABLE 1
INTERNET BROWSING IN THE MIDDLE EAST 200-2009

| Middle East | Population (2009 Est.) | Usage in Dec./2000 | Internet usage, latest data | Population (penetration)(%) | User growth (2000-2009)(%) | Table of (%) |
|----------------------|------------------------|--------------------|-----------------------------|-----------------------------|----------------------------|--------------|
| Bahrain | 728,709 | 40,000 | 402,900 | 55.3 | 907.3 | 0.7 |
| Iran | 66,429,284 | 250,000 | 32,200,000 | 48.5 | 12,780.0 | 56.1 |
| Iraq | 28,945,569 | 12,500 | 300,000 | 1.0 | 2,300.0 | 0.5 |
| Israel | 7,233,701 | 1,270,000 | 5,263,146 | 72.8 | 314.4 | 9.2 |
| Jordan | 6,269,285 | 127,300 | 1,500,500 | 23.9 | 1,078.7 | 2.6 |
| Kuwait | 2,692,526 | 150,000 | 1,000,000 | 37.1 | 566.7 | 1.7 |
| Lebanon | 4,017,095 | 300,000 | 945,000 | 23.5 | 215.0 | 1.6 |
| Oman | 3,418,085 | 90,000 | 465,000 | 13.6 | 416.7 | 0.8 |
| Palestine (West Bk.) | 2,461,267 | 35,000 | 355,500 | 14.4 | 915.7 | 0.6 |
| Qatar | 833,285 | 30,000 | 436,000 | 52.3 | 1,353.3 | 0.8 |
| Saudi Arabia | 28,686,633 | 200,000 | 7,700,000 | 26.8 | 3,750.0 | 13.4 |
| Syria | 21,762,978 | 30,000 | 3,565,000 | 16.4 | 11,783.3 | 6.2 |
| UAE | 4,798,491 | 735,000 | 2,922,000 | 60.9 | 297.6 | 5.1 |
| Yemen | 22,858,238 | 15,000 | 370,000 | 1.6 | 2,366.7 | 0.6 |
| Gaza Strip | 1,551,859 | n/a | n/a | n/a | n/a | n/a |
| Total Middle East | 202,687,005 | 3,284,800 | 57,425,046 | 28.3 | 1,648.2 | 100.0 |

This figure places the percentage of Internet penetration in the Middle East ahead of the global average of 25.6%. According to the same source, previous statistics indicate that the figures in 2008 left the Middle East region behind the rest of the world in Internet use which was about 21.3% compared to a global average of 21.9%, while in 2007 the rate of Internet penetration in the Middle East 17.4% compared to the global average of 20%. These figure showed that the Middle East has interesting outgrowth in the last few years [11].

The latest figures, as shown in Tables 3 and 4, indicate that the total average of Internet penetration in the Middle East has

TABLE 2
NETWORK USERS IN THE MIDDLE EAST AND WORLD

| Middle East Region | Pop. of (2009- Est.) | Pop. of world (%) | Internet users, latest data | Pop. of Penetration (%) | User Growth (2000-2009) (%) | Users Of World (%) |
|--------------------|----------------------|-------------------|-----------------------------|-------------------------|-----------------------------|--------------------|
| Total in ME. | 202,687,005 | 3.0 | 57,425,046 | 28.3 | 1,648.2 | 3.3 |
| Rest of World | 6,565,118,203 | 97.0 | 1,676,568,695 | 25.5 | 368.7 | 96.7 |
| Total of World | 6,767,805,208 | 100.0 | 1,733,993,741 | 25.6 | 380.3 | 100.0 |

reached 64.5% by 31 December 2017. By observing tables 1 and 3 [12], we can see an important development in the number of Internet users, generally in the Middle East and especially in Iraq, which is our subject in this research. This great development has been stimulating and encouraging in order to reach solutions to the subject of education in the regions of terrorism, which will discuss in the next section in detail.

TABLE 3
INTERNET USERS COMPARED TO POPULATION OF MIDDLE EAST COUNTRIES IN 2018

| Mid-delEast | Pop. of (2018 Est.) | Users, in Dec/2000 | Internet Usage 31-Dec-2017 | Pop. of Penetration | Internet users % | Face book 31-Dec-2017 |
|---------------------|---------------------|--------------------|----------------------------|---------------------|------------------|-----------------------|
| Bahrain | 1,566,993 | 40,000 | 1,535,653 | 98.0 % | 1.0 % | 1,100,000 |
| Iran | 82,011,735 | 250,000 | 56,700,000 | 69.1 % | 34.6 % | 40,000,000 |
| Iraq | 39,339,753 | 12,500 | 19,000,000 | 48.3 % | 11.6 % | 17,000,000 |
| Israel | 8,452,841 | 1,270,000 | 6,740,287 | 79.7 % | 4.1 % | 5,800,000 |
| Jordan | 9,903,802 | 127,300 | 8,700,000 | 87.8 % | 5.3 % | 5,300,000 |
| Kuwait | 4,197,128 | 150,000 | 4,104,347 | 97.8 % | 2.5 % | 3,100,000 |
| Lebanon | 6,093,509 | 300,000 | 5,546,494 | 91.0 % | 3.4 % | 3,600,000 |
| Oman | 4,829,946 | 90,000 | 3,310,260 | 68.5 % | 2.0 % | 2,630,000 |
| Palestine | 5,052,776 | 35,000 | 3,055,088 | 60.5 % | 1.9 % | 1,700,000 |
| Qatar | 2,694,849 | 30,000 | 2,644,580 | 98.1 % | 1.6 % | 2,300,000 |
| Saudi Arabia | 33,554,343 | 200,000 | 30,257,715 | 90.2 % | 18.4 % | 18,000,000 |
| Syria | 18,284,407 | 30,000 | 6,025,631 | 33.0 % | 3.7 % | 4,900,000 |
| UAE | 9,541,615 | 735,000 | 9,385,420 | 98.4 % | 5.7 % | 8,700,000 |
| Yemen | 28,915,284 | 15,000 | 7,031,784 | 24.3 % | 4.3 % | 2,352,942 |
| TOTAL ME. | 254,438,981 | 3,284,800 | 164,037,259 | 64.5 % | | 116,482,942 |

TABLE 4
STATISTICS THAT REFLECTS INTERNET USERS IN THE MIDDLE EAST AND THE WORLD

| Middle East Region | Pop. of (2018-Est.) | Pop. of world (%) | Internet Users 31-Dec-2017 | Pop. of Penetration (%) | Inter-net Users (%) | Face Book 31-Dec -2017 |
|--------------------|---------------------|-------------------|----------------------------|-------------------------|---------------------|------------------------|
| Total in ME. | 254,438,981 | 3.3 | 164,037,259 | 64.5 | 3.9 | 16,482,942 |
| Rest of World | 7,380,319,981 | 96.7 | 3,995,403,425 | 54.1 | 96.1 | 2,002,577,210 |
| Total of World | 7,634,758,428 | 100.0 | 4,159,440,684 | 54.5 | 100.0 | 2,119,060,152 |

4 EXTENDING THE USE OF E-LEARNING IN IRAQI REALITY AS AN ALTERNATIVE FOR TRADITIONAL EDUCATION

Many areas of Iraq and at the provincial level, suffered from terrorism. As a result of the scenes of violence and injustice, the study stopped for a long time. This has led large proportion of students and of both sexes having lost the right education opportunity. As a result of the abnormal situation, it is necessary to find alternative means of compensating for some losses, because we consider that the loss of educational opportunities, especially basic education, has great psychological, social and scientific dimensions. One of the fastest and most effective solutions for exceptional circumstances is e-learning or using online learning centers or using a CD-ROM containing solutions and an explanation of all the contents of the book. The great incentive to go to e-learning as a successful alternative is the great evolution of internet penetration rates in the Middle East, especially in Iraq, where there has been a clear development. To enrich the study that presented in this paper, we have prepared a three of questionnaires for various sectors of Iraqi society in the fields of terrorism.

This study included a set of questions that were distributed to three questionnaires as described below. After collecting the results of these surveys, we analyzed them statistically to give results reflecting the views of the communities concerned.

4.1 Survey and the results

Due to the difficult situation in the city of Mosul and the city of Ramadi, and because of the insufficient realistic information to reflect the real numbers of students in the city of Mosul or Ramadi and from the original sources (the education departments in the cities). So, a varied and random category were used to presents this study in order to know the tendencies and desires of Iraqi society in many of the Iraqi cities towards

e-learning, and the possibility of developing traditional education towards this type of education, especially if the study stopped for any reason.

This survey included students and their parents from Mosul, Baghdad, Ramadi and Basrah from al-mutamaizeen schools and other schools, also survey of teachers from the same schools.

4.1.1 Statistical Method

To achieve the research objectives, and according to the type of samples that studied, we used the following statistical methods:

1. *The weighted mean equation:* Used to calculate the severity of each paragraph in the questionnaire. In this paper we used the following equation [13].

$$\text{Weighted mean} = (X1 * 2 + X2 * 1) / T$$

Where,

X1: represents number of answers (Yes).

X2: represents number of answers (No).

T: represents total number of (Yes & No).

Sometimes, some numbers need to be associated with weighting coefficients. This depends on the significance associated with these numbers. Here we used (2) as a weight coefficient with the event (yes) and (1) with the event (no).

2. *The centennial weight equation:* Used to calculate the percentage weight of each paragraph in the questionnaire [12]:

$$\text{Centennial Weight} = (\text{Weighted Mean}/2) * 100$$

4.1.2 Analysis of the Results

In the following the search results to be displayed, and then discussed them according to their goals.

- **The first goal** identified the views of *Teachers* about the use of e-learning. Statistical verification which shown in the table below revealed the accessing to information and determined the importance of the question according to its level. In order to achieve this goal, the weighted mean and percentage weight of the teachers' sample responses were calculated. The results were as shown in Table (1) we will discuss the paragraphs that got the top six rankings, in addition to some of the paragraphs that are worthy mention. We consider it interesting, which was drawn through the results of the analysis.

TABLE 1
 A QUESTIONNAIRE FOR TEACHERS

| Ind | Questions | Yes | No | Mean | Wgt % | Level |
|-----|---|-----|----|------|-------|-------|
| 1 | Did the terrorism affect the educational process and particularly the teaching profession? | 83 | 17 | 1.83 | 91.5 | 4 |
| 2 | Did your students stop studying because of International terrorism, Sectarian terrorism, Tribal terrorism, or Biological terrorism? | 74 | 26 | 1.74 | 87 | 7 |
| 3 | Have you heard about e-learning? | 87 | 13 | 1.87 | 93.5 | 2 |
| 4 | Have you used any of the Internet applications for information? | 90 | 10 | 1.90 | 95 | 1 |
| 5 | Do you prefer using e-learning to communicate with your students, in case of studying stopped? | 78 | 22 | 1.78 | 89 | 6 |
| 6 | Do you prefer online e-learning for your children? (Social media, Electronic platforms, and others ...) | 49 | 51 | 1.49 | 74.5 | 11 |
| 7 | Do you prefer indirect e-learning to communicate with your students? CDs, electronic library ... | 61 | 39 | 1.61 | 80.5 | 9 |
| 8 | Do you think e-learning gives you more space for teaching? | 85 | 15 | 1.85 | 92.5 | 3 |
| 9 | Do you think e-learning will contribute in developing the scientific level of your students? | 82 | 18 | 1.82 | 91 | 5 |
| 10 | Did you use the internet to search for new sources in order to enhance and support your lectures? | 62 | 38 | 1.62 | 81 | 8 |
| 11 | Have you participated in a specific exam or assessment, online? | 38 | 62 | 1.38 | 69 | 12 |
| 12 | Do you prefer the traditional exam to evaluate your students? | 51 | 49 | 1.51 | 75.5 | 10 |
| 13 | Do you prefer the electronic exam? | 44 | 46 | 1.49 | 74.5 | 11 |

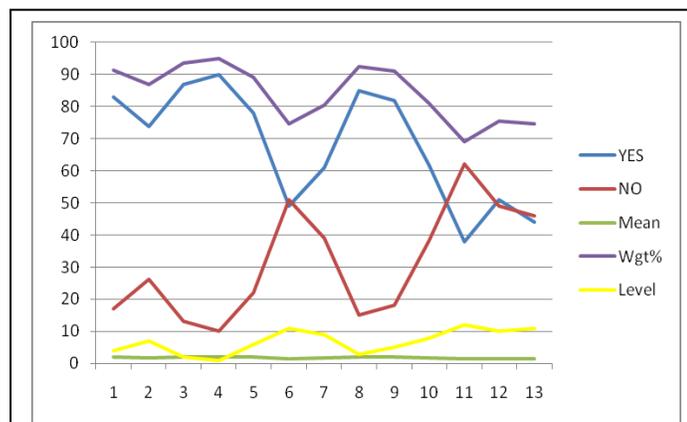


Fig.1. This chart reflects the results of table (1).

From Table (1) we note that the question that got first ranked, was carrying the 4 sequence in the questionnaire paper (Have you used any of the Internet applications for getting information?), which showed that the high percentage of the answer is yes, and this confirms the use of the teachers sample for the Internet and its applications in enhancing their general and specialized information.

The second rank obtained by question 3 in the questionnaire paper and it was (Have you heard about e-learning?), this proves that e-learning has become known to the teachers through their access to educational sites on the Internet.

While question 8 in the questionnaire paper (Do you think e-learning gives you more space for teaching?) ranked third, that confirms the teachers' perception of the importance for this type of education at the present time, by giving them the freedom to choose teaching time, teaching type and to enhance it with modern things that are not available in e-learning.

And the question 1 in the questionnaire paper (Did the terrorism affect the educational process and particularly the teaching profession?) ranked fourth, this showing the negative impact of terrorism on teachers work in particular and on the educational process in general.

With regard to question 9 (Do you think e-learning will contribute in developing the scientific level of your students?), obtained the fifth rank, which confirms the teachers' conviction that their students should use e-learning and the Internet for more information, which will enhance their studies contained in the textbooks and make students keep up with this field.

The question 5 in the questionnaire paper was (Do you prefer using e-learning to communicate with your students, in case of studying stopped?) ranked sixth. This reflects the teachers' desire not to stop teaching if the study stops for any reason, and to follow up the students and communicate with them through the use of e-learning as an alternative.

For paragraphs 6 and 7 (whether the teacher prefers direct or indirect e-learning) was ranked as 11th and 9th respectively. The results show that teachers prefer indirect e-learning. Also, the question 11 (Have you participated in a specific exam or assessment, online) which got last ranking in the results of the survey, showed there are very few of the teachers had an exam or an online assessment.

Hint: In related to the last question in the questionnaire paper, 10 of teachers didn't put any answer, so it counted according to total number equal to 90.

➤ **The second goal** represented the views of *Students* about the use of e-learning. Statistical verification in the table below reveals access to information and determines the importance of the question according to its level. In order to achieve this goal, also we used weighted mean and percentage weight of the Students aged 12 -18 years old sample responses were calculated. The results were as shown in Table (2), we will discuss the paragraphs that got the top six rankings.

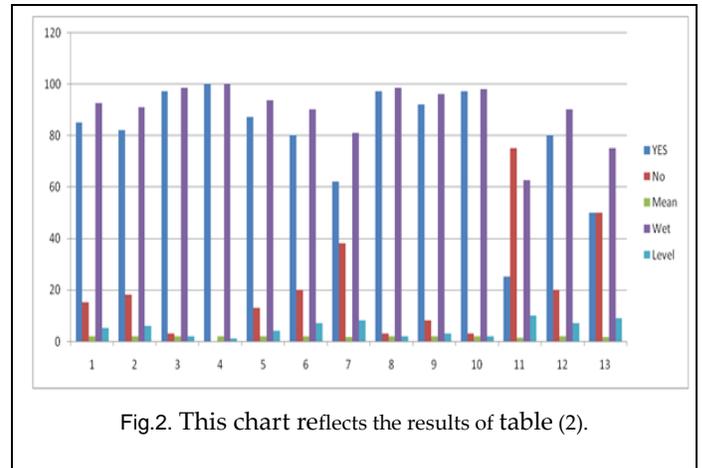


TABLE 2

A QUESTIONNAIRE FOR STUDENTS AGED 12-18

| Ind | Questions | Yes | No | Mean | Wgt % | Level |
|-----|---|-----|----|------|-------|-------|
| 1 | Did the terrorism impact on the school environment and your academic situation? | 85 | 15 | 1.85 | 92.5 | 5 |
| 2 | Did your students stop studying because of International terrorism, Sectarian terrorism, Tribal terrorism, or Biological terrorism? | 82 | 18 | 1.82 | 91 | 6 |
| 3 | Have you heard about e-learning? | 97 | 3 | 1.97 | 98.5 | 2 |
| 4 | Have you used any of the Internet applications for getting information? | 100 | 0 | 2 | 100 | 1 |
| 5 | Do you prefer e-learning during the break-out period? | 87 | 13 | 1.87 | 93.5 | 4 |
| 6 | Do you prefer online e-learning for your children? (Social media, Electronic platforms, and others ...) | 80 | 20 | 1.8 | 90 | 7 |
| 7 | Do you prefer indirect e-learning? (CDs, electronic library, ...) | 62 | 38 | 1.62 | 81 | 8 |
| 8 | Do you think e-learning gives you more space to ask questions? | 97 | 3 | 1.97 | 98.5 | 2 |
| 9 | Do you think e-learning will develop your scientific level? | 92 | 8 | 1.92 | 96 | 3 |
| 10 | Did you use the Internet to search for a specific source or definition, in order to do homework or to write report or research? | 97 | 3 | 1.97 | 98.5 | 2 |
| 11 | Have you participated in a specific exam or assessment, online? | 25 | 75 | 1.25 | 62.5 | 10 |
| 12 | Do you prefer the traditional exam? | 80 | 20 | 1.80 | 90 | 7 |
| 13 | Do you prefer the electronic exam? | 50 | 50 | 1.50 | 75 | 9 |

From Table (2), we note that the question that ranked first was carrying the sequence 4 in the questionnaire paper (Have you used any of the Internet applications for getting information?), which showed that all the students in the questionnaire answered yes. This generally indicates that the sample of students has a culture of using the Internet and its applications in enhancing their information.

The second rank obtained by questions 3, 8 and 10 in the questionnaire paper, they was (Have you heard about e-learning? Do you think e-learning gives you more space to ask questions? Did you use the Internet to search for a specific source or definition, in order to do homework or to write report or research? Respectively, came in the second rank. This proves that e-learning has become known to the students through their access to educational sites and this type of learning enhanced their knowledge and helped them in preparing some of their duty.

While question 9 in the questionnaire paper (Do you think e-learning will develop your scientific level?) ranked third. This confirms that e-learning is very useful for them to solving or understanding some of subjects and as a result the e-learning improved their scientific levels.

And the question 5 in the questionnaire paper (Do you prefer e-learning during the stopped period?) got ranked fourth, this showing the students desired to continuing in studying and do not stopping and the alternative here is the e-learning.

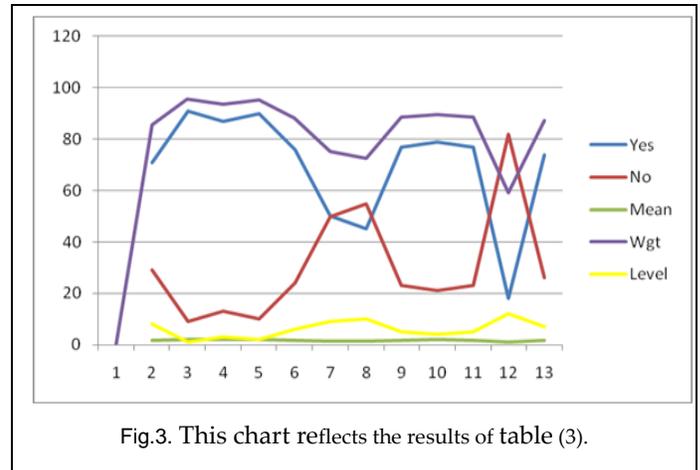
With regard to question 1 (Did the terrorism impact on the school environment and your academic situation?), obtained the fifth rank. Unexpected result and the explanation may be due to lack of understanding of the question by the students correctly, and also that some of the respondents are from other

provinces which currently considered stable.

➤ **The third goal** reflects the views of *Parents* about the use of e-learning. Statistical verification in the table below reveals access to information and determines the importance of the question according to its level. Weighted mean and percentage weight of the parents sample responses were calculated in order to achieve this goal. Table (3) shows the results, and also we will discuss the paragraphs that got the top six rankings.

TABLE 3
A QUESTIONNAIRE FOR PARENTS

| Ind | Questions | Yes | No | Mean | Wgt % | Level |
|-----|---|-----|----|------|-------|-------|
| 1 | Did the terrorism affect the educational process? | 71 | 29 | 1.71 | 85.5 | 8 |
| 2 | Did your students stop studying because of International terrorism, Sectarian terrorism, Tribal terrorism, or Biological terrorism? | 91 | 9 | 1.91 | 95.5 | 1 |
| 3 | Have you heard about e-learning? | 87 | 13 | 1.87 | 93.5 | 3 |
| 4 | Did your children use any of Internet applications in order to get information that they need? | 90 | 10 | 1.90 | 95 | 2 |
| 5 | Do you prefer using e-learning for your children in case of school stopped? | 76 | 24 | 1.76 | 88 | 6 |
| 6 | Do you prefer online e-learning for your children? (Social media, Electronic platforms, and others ...) | 50 | 50 | 1.50 | 75 | 9 |
| 7 | Do you prefer indirect e-learning to your children? (CDs, electronic library, ...) | 45 | 55 | 1.45 | 72.5 | 10 |
| 8 | Do you think e-learning gives your children a better opportunity to learn? | 77 | 23 | 1.77 | 88.5 | 5 |
| 9 | Do you think e-learning contributes in raising the scientific level of your children? | 79 | 21 | 1.79 | 89.5 | 4 |
| 10 | Did your children use the Internet to get information about their studies? | 77 | 23 | 1.77 | 88.5 | 5 |
| 11 | Did your children participate in an online exam or assessment? | 18 | 82 | 1.18 | 59 | 12 |
| 12 | Do you prefer the traditional exam for your children? | 74 | 26 | 1.74 | 87 | 7 |
| 13 | Do you prefer to develop the system of exam to become electronic? | 32 | 68 | 1.32 | 66 | 11 |



From Table (3), the question that ranked first was carrying the sequence 2 in the questionnaire paper (Did your children stop studying because of terrorism?, (international, sectarian, tribal)). This result clearly shows that areas dominated by any kind of terrorism or conflict will prevent parents from sending their children to schools, which means a complete cessation of study.

The question that ranked second was carrying the sequence 4 in the questionnaire paper (Did your children use any of Internet applications in order to get information that they need?), which showed that a high percentage of parents in the questionnaire paper answered yes. This means that they are keen to provide modern technology to their children and as a result reflects the importance of continuing education in any form of traditional learning or e-learning.

While question 3 in the questionnaire paper (Have you heard about e-learning?) ranked third. This shows that a good proportion of parents are familiar with modern techniques.

With regard to question 9 (Do you think e-learning contributes in raising the scientific level of your children?), obtained the fourth rank, which confirms the parents conviction that their kids should use e-learning and the Internet for more information, which will enhance their studies contained by the textbooks and make students keep up with this field.

The two question 8, 10 in the questionnaire paper (Do you think e-learning gives your children a better opportunity to learn? and did your children use the Internet to get information about their studies?) ranked fifth. This means that there is an interest on the part of parents to give a good space to their children who use the Internet to acquire information, and the Internet is the best technology, especially e-learning.

The question 6 in the questionnaire paper (Do you prefer using e-learning for your children in case of school stopped?)

ranked sixth. This reflects the parents desire not to stop learning if the study stops for any reason, and to continue studying through the use of e-learning as an alternative.

5 CONCLUSION & RECOMMENDATION

Due to the research and study, a set of useful conclusions and recommendations are proposed and summarized in following points:

In the last 10 years, we have noticed that Iraq has a significant internet penetration rate as well as the large daily uses of various types of computer applications as well as the Internet, and as a result of this development and openness to the world through communication with others by using various Internet applications, this consider as an encouraging indicator of the wide use of technology in the areas of education.

The results of the questionnaires for groups, reflect a great desire to keep pace with electronic development, especially e-learning and start with advanced stages and recommended by kindergartens, so that, the process of follow-up students and their scientific and social activities will be easier for teachers and also for parents, especially with the availability of many ready-made applications that gives the follow-up opportunity, as well as, E-learning provides more scientific stability than traditional education, especially in times of war and conflict. In other words, students continue to learn from any place, even in immigration camps.

Since Iraq is one of the countries that raise the banner of free education so, E-learning needs financial support by the government through providing electronic classrooms and training the educational staff. Also, the government should supports parents by providing students with partially or fully supported computers instead of providing them with textbooks and stationery so that to change from traditional learning to e-learning. The technology used allows for more students to think efficiently about information, how to make choices and implement skills instead of teacher-led lessons.

In the technology-driven classrooms the role of teacher is to give facilities for students instead of information distributor, where students can learn information or perform skillfulness individually or in small groups, while the teacher circulates and helps those who may need it. With regard to the curriculum should distributed to school students in a form of book with CD explaining the curriculum by a streamlined and fun video, so the students can following the book curriculum in the period of interruption.

Open a virtual school for each real school, this shall be held in non-official working hours, where, all students (students who are excluded from studying because of terrorism or those suffering from chronic diseases) and parents can follow-up study. Activate the method of research in the curriculum studying to make the student bear part of the process of education rather than total dependence on the teacher

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