

# An Investigation into The Difficulties Encountered by The Teachers of English and Mathematics When Using Madrasati Platform During the Covid-19 Pandemic

Dr. Obead Mozel O. Alharbi<sup>1</sup>, Dr. Bader Alharbi<sup>2</sup>

<sup>1</sup>Department of Curriculum and Instruction, College of Education, Qassim University, Buraydah,  
Saudi Arabia

<sup>2</sup>Department of English and Translation, College of Science and Arts, Qassim University, Ar  
Rass, Saudi Arabia

## Abstract

As a result of the widespread of COVID-19 pandemic, the conventional educational system across the world has been shifted to alternative online learning platforms. Saudi Arabia employed an online learning platform for all stages of general education called, Madrasati. This study aimed to analyse the challenges faced by teachers when implementing digital learning and to identify the potential solutions to these difficulties by employing a descriptive-analytic approach. A questionnaire was used as a tool for data collection, and SPSS was used to perform the analysis of the gathered data. The participants of this study comprised 170 primary school teachers in the Qassim area in the Kingdom of Saudi Arabia. The findings showed that a majority of the participants praised the use of Madrasati platform as a useful tool for teaching during the lockdown periods. It also showed that there are no statistically significant differences between the opinions of primary school teachers in the implementation of educational activities and assessment using online tools through the Madrasati platform, regardless of gender, area of expertise, or length of service. It turns out, nevertheless, that the challenges to digital education in primary school teaching vary significantly depending on whether or not a teacher has taken a training course specifically for that purpose.

**Keywords:** Covid-19 pandemic, Madrasati platform, Online learning; Saudi students; Virtual classroom