The Role Of Elementary School Teachers In Developing A Flipped Learning Strategy In The Educational Process In Light Of The Corona Pandemic

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Abstract:

The study aimed to identify the role of elementary school teachers in developing a strategy of flipped education in the educational process in light of the Corona pandemic, and the study relied on the descriptive and analytical approach. The study sample consisted of (280) male and female teachers, who were randomly selected. The results of the study showed that the reality of the use and role of elementary stage e-learning teachers was positive, with a high degree, and an arithmetic mean (3.54). The obstacles facing elementary school teachers in using the reverse learning strategy came with a high degree, with an arithmetic mean (3.82). The study recommended holding courses and workshops for teachers and students alike, developing their attitudes towards the permanent and continuous use of the inverted learning strategy even after the end of the Corona pandemic, and training them on ways to use it, taking care of various activities and software, developing and updating them, to include all schools, and connecting all schools to the Internet and providing devices Computers in proportion to the number of students in schools, adjusting the curricula of the basic stage to match its application using flipped learning, dissolving all obstacles towards the use of flipped learning.

***Key Words*:** elementary school, corona pandemic, flipped learning

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Introduction:

The current era is witnessing many developments and changes in all areas of life, and among these changes is scientific and technological progress. This paved the way for the emergence of a modern global society known as the knowledge society, which resulted from an inherent intertwining of multiple phenomena represented in the information and communication revolution, the knowledge explosion and the expansion in the use of modern means and information technologies that allowed the building of the so-called knowledge economy, which made information and communication technology an integral part of Most of the activities of social, political, economic, educational and educational life, and perhaps the most important of them is the educational system. The development of the educational system has become a modern necessity, not a privilege, a luxury or a choice. Education technologies seek, in essence, to improve the educational process through all available resources.

Technology penetrated all fields, including education, enabling the learner to obtain self-learning. As well as face education, but it was a means for the student to reach information easily and conveniently and in proportion to the individual differences of learners and their various needs, by integrating technology tools with modern educational methods and providing students with modern teaching strategies and moving away from traditional methods of teaching to provide innovative educational opportunities aimed at investing students' mental abilities and innovative. The integration of technology in the educational process is a contemporary necessity and it is not a privilege or choice as traditional

education is no longer suitable for the new generation and old educational methods, and it is no longer useful for students and lacks the element of suspense, curiosity and excitement (Amadu, 2013).

The e-learning circle has expanded in the Ministry of Education, whether face-to-face or remotely, as its presence enriches and strengthens the work of the teacher and meets all the needs of students at all levels, most notably blended learning, which is one of the strategies that integrate technologies in the education delivery process. In order to overcome some of the restrictions imposed on education in traditional schools. This type of education is distinguished by combining face education and technological education.

Modern teaching strategies have emerged that intentionally develop educational practices using information and communication technologies in the classroom. Among these strategies is the so-called (flipped learning), which is intended to invert learning tasks between the classroom environment and the home, so that the teacher invests in modern technologies and the Internet to prepare the lesson through visual educational material: (videos, files, presentations, programs) Interactive, computational apps and platforms). Then the student reviews the teacher's explanation. He then performs activities that were homework in class, enhancing his understanding of the scientific material (Trucker, 2012).

This strategy appeared and was applied mainly during the academic year 2020/2021 when the Corona virus invaded the world, which led to the disruption of all sectors in the world, especially the education sector, which is the cornerstone in every country. Countries have sought to solve this problem, each according to their capabilities. Perhaps the most important thing that facilitated the continuation of the educational process is the emergence of technology in all its dimensions, which enabled countries to deal with the matter.

One of the most prominent solutions taken by the Jordanian Ministry of Education was the launch of a campaign entitled (Our Education ... Our Future), which calls for school attendance to remain complete according to the health protocol in open areas and schools that meet the conditions of physical distancing, while working hours will be alternating days and mixing education Direct school and distance education in schools that do not achieve the conditions of divergence through the use of a flipped learning strategy (Al-Nuaimi, 2020).

The Problem of the study:

The flipped learning strategy is based on the use of modern technologies to activate digital learning, and it is one of the modern technical solutions to treat the weakness of traditional learning, develop students' level of thinking skills and increase their effectiveness. And reliable in shaping the school of the future, in which culture, self-learning and cooperative learning are the main engines in the teaching and learning process.

Numerous results of studies have shown the vital role of the flipped learning strategy in the educational process and the effect it has when applied in different stages of education, and these studies include Snowden, (2012), Abu Al-Rus and Amara (2014), Brown & Jacobsen, (2015). Shaheen (2017), and Qatash (2019).

And because of what the state of emergency and alert prevails in all education systems because of the Corona pandemic crisis raiding the world without prior warning, which brought us to confusion and confusion, and the continuation of the educational process in the basic stage using different strategies, the most important of which is flipped education. Hence, it was necessary to address the issue scientifically and through employing emergency plans in resolving crises to continue the educational process and ensure the right to education for students, as well as taking into account health protection and public safety.

Hence, in this study we have tended to know "the role of elementary school teachers in developing a strategy of flipped education in the educational process in light of the Corona pandemic."

The questions of the study:

The study seeks to answer the following two questions:

1. What is the role of elementary school teachers in developing a strategy of flipped learning in the educational process in light of the Corona pandemic?

2. What are the obstacles facing elementary school teachers in developing a strategy of flipped learning in the educational process in light of the Corona pandemic?

The significance of study:

The importance of the study is represented by two aspects of theoretical and practical importance, which we explain as follows:

Theoretical importance:

The study dealt with flipped learning and its importance in the educational process in light of the Corona pandemic.

It showed the role of elementary school teachers in flipped learning.

- The study was exposed to the most prominent obstacles to implementing flipped learning that face elementary school teachers.

Practical significance:

This study may benefit researchers in developing their research.

- It can be used by teachers of other majors and stages in employing flipped education.

It can be of benefit to specialists in the Ministry of Education in developing and approving the Flipped Education Plan.

Limits of the study:

- Spatial limits: elementary schools in the Hashemite Kingdom of Jordan.

Time limit: the first semester of the year 2020/2021.

- Objective limit: the study was limited to flipped education and its obstacles.

Terms of the study:

Flipped Learning: It is a blending methodology that combines school, home, technology, textbooks, and knowledge (Al-Nuaimi, 2020). The two researchers define it as a procedural combination between face and distance education.

Corona pandemic: Covid-19 disease is an infectious disease caused by the last discovered virus of the Coronavirus strain. There was no knowledge of the existence of this new virus and its disease before the outbreak began in the Chinese city of Wuhan in December 2019. Covid-19 has now turned into a pandemic affecting many countries of the world.

Theoretical framework:

The use of modern electronic technologies and media in the teaching and learning processes has become a necessity, and a prerequisite imposed by the tremendous technological developments added by the information age and e-learning. Among the most prominent of these developments is the use of electronic programs and courses, in whole or in part, in the educational process (Mayer, 2001).

At the present time, and in light of the spread of modern technological technologies such as effective educational methods, the need to use teaching methods and teaching methods has emerged that may increase the effectiveness of education, and change the prevailing traditional educational style, which is based on assigning students to read a section of the textbook and perform tasks and duties after the end of the school day, and then discuss it the next day in the classroom. After that, students are given a homework assignment to evaluate them to prove their mastery of the subject, and this traditional pattern does not help the student to invest their motivations for learning except by integrating this method in a modern technical method that simulates the needs of students and contributes to developing self-learning skills, and increasing motivation to learn using modern technology, and this can be achieved through a flipped learning system (Kotami and Kattami, 2000).

Flipped learning:

The idea of flipped learning originated in the West, where Eric Mazur developed the principle of peer education in the 1980s, and found that computer-aided education allows him to train instead of lecturing. In early 2000, lecturers at the University of Wisconsin-Madison used video to deliver a lecture rather than directly in a computer science course (Al-Babtain, 2008). In 2006, Glasson presented an approach to teachers in his

research on inverted learning in the classroom, and Bill Brantley presented the flipped learning model (2007) at the American Political Science Association conference. In (2011) two centers were established in Wisconsin to focus on flipped learning, and in (2011) Clinton Dale High School applied the flipped learning model to all grades (Jaber, 2009).

Flipped learning has existed for a long time, but under multiple names, but the appearance of the term in its current form dates back to a recent period. Among the definitions that dealt with flipped learning, including:

Brisson (2014) definition, which he defined as one of the modern technical solutions that aims to address the traditional weakness of students, and develop their thinking skills to take advantage of learning in the educational process, so that here the teacher can spend more time interacting, dialogue, and discussion with students instead of Of giving regular lectures, and students study the subject at home; Most of the time is used to discuss the content studied in the classroom, under the supervision of the teacher.

The Flipped Learning Network defines it as an educational strategy that allows a shift from group education to individual learning, which leads to an increase in the dynamism of the learning environment as the teacher guides students during the application of material concepts and encourages them to participate creatively, which is a form of blended learning that uses Technologies in learning outside the classroom, so that the teacher can spend more time interacting with students instead of lecturing (The Flipped Learning Networkm 2014).

The teacher's role in flipped learning:

The teacher prepares a visual file using the available modern technologies to be accessible to students before the lesson, and available to them over time, so that students can review the interactive contents several times, so that they can understand the new concepts. Students come to the classroom and are fully prepared to apply these concepts, participate in class activities, and solve practical problems instead of wasting time listening to the teacher's explanation (Hazem, 2008).

Advantages of flipped teaching:

The flipped learning strategy is distinguished from other educational strategies by many features, which take into account in its entirety the student, his needs and capabilities. This is in order to achieve better learning based on the distinctive learning opportunities provided by technology and modern technologies. We can summarize the most prominent advantages of flipped learning as follows:

1- Keeping up with the requirements and data of the digital age: as the digital age has produced a new generation that is different from the previous ones, and placed in its hands many technical tools that were not available before. Individuals born during the last decade of the twentieth century grew up in an environment full of digital and non-digital technological devices and tools (Sharman, 2013).

2- Flexibility: The quality of students has changed a lot in the late twentieth century and up to now of the twenty-first century, especially in the higher education sector. Most of them are not traditionalists, they are committed to work, jobs and family ties, and many of them are always on the move due to different ties. The mechanism by which educational content is presented in the flipped learning environment through educational (videos) uploaded on the internet, gives students the opportunity and space to benefit from this feature (Al-Mashni, 2015).

3- Effectiveness: The rearrangement of the educational process elements and their time makes the interaction more enriching, rich and beneficial as the case with integrated teaching in general. The aim of flipped teaching is to take advantage of the possibilities of (electronic) learning, the possibilities of direct learning, and to mitigate the negative aspects of each method if taken alone, thus learning becomes more effective and achieves its goals in the short term and the feast in a better and more permanent way (Bishop & Verleger, 2013).

4- Helping students who are academically behind: often students who excel within the traditional learning style receive attention, care, and attention from teachers. Whereas, underachieving students take the role of a passive listener of what is happening within the classroom, while this type of learning takes into account individual differences between students, and

leaves more room for learning during the classroom to care for students, guide them and help them when needed (Al-Zabin, 2015).

5- Increasing the interaction between the teacher and the student: As a style of blended learning, combining traditional learning and e-learning, the flipped learning increases the interaction between the teacher and the student, and makes this interaction more effective in serving the educational process (Alvares, 2012).

Application of a flipped learning strategy in the educational process:

Inverted learning seeks to employ technologies in the educational process, and this is not an easy thing, as it poses a challenge to reshape the course of the educational process, and to turn the roles between it and its students, as the added value of technologies in education appears, and in this Al-Ghamdi (2016) reviews a smooth procedural plan through which Apply the flipped learning strategy to the fullest extent as follows:

1- Preparation: It is the first step in which the teacher defines the educational content, prepares educational activities, and determines what technology corresponds to this content.

2- Planning: In this step, the teacher prepares a comprehensive, integrated teaching plan, setting out the educational outcomes that he seeks to achieve with his students, and corresponds to all the output of the learning resource that students will use at home in conjunction with the activities that can be applied, and plans the applied activities that he will present to his students in the classroom, and prepares Evaluation tools related to appropriate evaluation strategies. It is the responsibility of the teacher to introduce parents to this learning, how to implement it, and the importance of their role in it.

3- Implementation: In this step, the actual application is carried out, from preparing the educational material, sending it through the approved means of communication, and making sure that students see it through effective communication with parents, and students implement specific activities by the teacher at home, in order to implement educational activities in an active learning method And cooperative learning in the classroom and learning evaluation.

In spite of the interest in flipped learning, there are some challenges that face it. Preparing the educational material requires a great effort, and it is the responsibility of the teacher. Students may complain about the lack of a teacher face to face in front of them, and often the equipment and speed in receiving the media may not be available, and given that the classroom is broadcast in a less formal learning environment. Students' self-discipline may be affected, and biting sees that flipped learning is nothing more than letting students educate themselves on their own, and the student may become negative (Brown & Jacobsen, 2015).

Corona Pandemic:

That virus prevented the continuation of normal life in the entire world, especially the field of education, which has been significantly affected in all countries of the world. It has imposed on the Ministries of Education to take decisive and serious measures to prevent the education process from stopping through, through logistical plans that achieve physical distancing and ensure the protection of the health of students and staff for education as a whole, because of the danger of its spread in the spread of infection.

The Corona pandemic caused disruption of various educational institutions in the world; some institutions were not affected and remained continuous due to their flexible educational system that was able to employ technology in the continuity of the educational process in what is called e-learning. This is done by creating a virtual learning environment that allows the educational process to continue without any defect. From here, the importance of e-learning appeared in such circumstances; due to the characteristics that e-learning has in terms of characteristics that make it the most appropriate alternative to avoid the consequences of the Corona pandemic and its damages to the educational process. On the other hand, there are many countries, including Libya that were affected by this pandemic, did not find the optimal and flexible alternative capable of moving from traditional education to e-learning due to the inability of its educational system to easily transfer to e-learning and the lack of capabilities and requirements for this transformation in addition to the presence of many Among the difficulties and challenges that prevented this (United Nations (2020)).

It has already become a near-universal impact on students and educators around the world, from pre-elementary to secondary school, TVET institutions, universities and adult learning, and skills development facilities.

Obstacles to activating the flipped learning strategy

Among the most important obstacles to the flipped learning strategy are the following (Al-Wawada, 2020):

- Lack of sufficient experience of some students or teachers in dealing with computers and networks, and this represents the most important learning obstacles, especially in the self-learning mode.

- There is no guarantee that the devices that the learners or teachers have in their homes or in the training places where they study the courses electronically are of the same competence and ability. The speed and equipment and they fit the content and methodology of the course.

- Among the most important problems of flipped learning is the shortage of qualified personnel for this type of education and the lack of studied scientific models to integrate traditional learning with e-learning.

- The low level of experience and skill of some students and teachers in dealing with the seriousness of technology.

- The high costs of computing devices, their efficiency, and their attachments, and their evolution from one generation to the next may stand up.

- Sometimes an obstacle to acquiring it for some students, teachers and others.

Previous studies:

The study of Al-Awada (2020) aimed at identifying the trends of science teachers in the basic education stage towards a flipped learning strategy and their training needs necessary to use it in teaching. The study used the descriptive survey approach, and a questionnaire was developed for this purpose after ensuring its validity and reliability. The sample of the study consisted of (175) male and female teachers who were randomly selected, and appropriate statistical methods were used to analyze the information. The results of the study showed that science teachers 'attitudes towards the flipped learning strategy were of a (medium) degree. The results of the study also showed that there are training needs for teachers to use flipped learning with a (medium) degree. The study found that there were no statistically significant individual differences attributed to the variables (gender, years of service, training courses in techniques), and the presence of a positive correlation between teachers 'attitudes and their training needs.

As for the study of Awimer Wahdi (2018), that aimed to identify the importance of flipped learning from the point of view of elementary and intermediate teachers in light of some variables. The sample of the study consisted of (80) male and female teachers, and the study used the descriptive survey method, and the questionnaire was adopted as a tool for the study. The study reached important results, including: that there are positive trends towards the importance of flipped learning from the teachers 'point of view, and it showed that there are no statistically significant differences attributable to the variables (gender, years of service, teaching level).

Salim (2018) conducted a study aimed at identifying the attitudes of basic education teachers towards a strategy of flipped learning among students of learning difficulties in Nablus governorate schools. The sample of the study consisted of (191) teachers of the basic education stage. The study used the descriptive survey method, and the study tool was a questionnaire consisting of (30) items. The results of the study showed that there are significant trends for teachers of the basic education stage towards a reverse learning strategy for students with learning difficulties, and there are no statistically significant differences in teachers 'attitudes due to variables (gender, academic qualification, years of service, and specialization with a bachelor's).

As for Shaheen's study (2017), it aimed to investigate the attitudes of teachers in secondary education towards the use of a flipped learning strategy in science education. The study sample consisted of (200) male and female teachers. The study used the descriptive survey method, and the study tool was a questionnaire distributed to a random sample. The study found a set of results,

the most important of which is that the attitudes of teachers in secondary education towards using a reverse learning strategy in teaching science is a positive trend, as they have the desire to use this strategy because of its positive repercussions on the educational process from their point of view, as teachers emphasize the Reverse learning contributes to an increase in learning time, and provides an educational environment that stimulates the learners' participation in taking responsibility for their own learning. It also showed that there were no statistically significant differences in teachers 'attitudes attributed to the gender variable, while there were statistically significant differences according to two variables (academic qualification, years of service, knowledge of using the computer).

Method of the study:

To answer the study questions and achieve its objectives, the researcher used the descriptive and analytical method. To suit the nature of this study which aims to reveal the role of elementary school teachers in developing a strategy of flipped education in the educational process in light of the Corona pandemic.

Population and sample of the study:

The study population consists of all elementary school teachers of the Directorate of Education in public schools in the Hashemite Kingdom of Jordan, for the year (2020/2021). The study sample consisted of (280) male and female teachers, who were randomly selected.

The study instrument:

There are many scientific research tools that are used to collect information and data, and depending on the nature of the data to be collected, and the approach followed in the study, it appeared that the most appropriate tool to achieve its objectives is: the questionnaire, as it was designed after reviewing the literature, scientific research methods, and relevant field studies in relevance to the subject of study.

The tool consisted of (39) paragraphs, concerned with knowing the role of elementary school teachers in developing a strategy of flipped education in the educational process in light of the Corona pandemic. The statements (1-20) were concerned with the reality of using elementary - stage teachers to learn the reverse, and in front of each statement there were five alternatives, which are: (Strongly agree and give five degrees, agree and give four degrees, neutral and give three degrees, disagree and give two degrees, disagree. Strongly, and one score is given), while statements(21-39) measure the obstacles of the inverse from the consideration of elementary school teachers, and in front of each statement there are five alternatives, which are: (Strongly agree and give five degrees, agree and four degrees are given, neutral and give three grades, disagree. Two scores are given, strongly disagree, and one score is given.) To understand the meanings of the arithmetic means for each of the two scales, the following criterion was adopted: (Less than 2.80: poor approval score, from 2.81 - 4.15: medium approval score, higher than 4.16: high approval score).

Validate the study instrument:

The tool was presented to (8) experienced and specialized arbitrators. To know their views on the extent of the consistency, clarity, and comprehensiveness of the questionnaire, as this included the belonging of the statements to the scale as a whole. The questions have been modified and drafted based on the recommendation of the judges. In light of the arbitrators' proposals for amendment, the amendments agreed upon by the arbitrators were made, and in light of this a number of them were modified and deleted, in addition to reformulating some statements to directly and briefly indicate what the statement aims for, thus achieving its apparent validity.

Reliability of the study instrument:

To verify the reliability of the internal consistency of the tool, the Cronbach s Alpha coefficient was calculated on an exploratory sample from the study population and outside its sample consisting of (15) male and female teachers, and the value of the reliability coefficient for the Reality of Use scale was (0.89) and for the constraints scale (0.91), which indicates a high stability of the resolution, which is an appropriate value for the purposes of the study.

Presentation and discussion of results:

Results related to the answer to the first question: What is the role of elementary school

teachers in developing a strategy of flipped learning in the educational process in light of the Corona pandemic?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated, and Table (2) shows the results.

Table (2) the arithmetic mean and standard deviation of the responses of the sample members towards the reversed education

No	Statements	Mean	S.D	Level
1	The disadvantages of teaching using a flipped learning strategy outweigh the pros.	2.81	0.96	Medium
2	Flipped learning requires techniques that are difficult to provide.	2.86	1.05	Medium
3	I encourage flipped learning.	3.45	1.01	High
4	Assign students to assignments through flipped learning.	3.15	1.11	Medium
5	I believe that flipped learning is one of the most good alternatives to education in light of the Corona pandemic.	3.20	1.25	Medium
6	Motivate students when they interact with (distance) flipped learning.	3.19	1.24	Medium
7	Use flipped learning continuously in the educational process.	3.40	0.94	Medium
8	I feel that using flipped learning increases my motivation towards teaching.	3.45	0.96	Medium
9	I see flipped learning as stressful and tiring when teaching.	3.00	0.93	Medium
10	I believe that flipped learning can allow for better follow-up of students.	3.52	1.11	Medium
11	I believe that using flipped learning increases student motivation.	3.70	1.10	High
12	Have students submit the assignment via email.	3.69	0.93	High
13	Design an electronic copy to accompany the paper copy of the material.	3.80	0.81	High
14	Flipped learning contributes to the development of the teacher's practical skills.	4.03	1.10	High
15	Using flipped learning increases the burden on the teacher.	3.92	1.05	High
16		3.71	0.72	High

17	The teacher uses flipped learning to explain a concept while students are in the classroom.	3.95	1.05	High
18	The teacher uses flipped learning to present worksheets during the distance learning.	3.87	0.80	High
19	The teacher uses flipped learning to follow students' work during distance learning.	3.85	0.76	High
20	Learning by turns meets students' needs.	4.01	1.98	High
	Total	**3.54**	**High**	

It is evident from Table (2) that the arithmetic means of the responses of the study sample individuals to the trends of using elementary school teachers in developing the inverse learning strategy in light of the Corona pandemic. It ranged between medium and high level, with an arithmetic mean ranging between (2.81 - 4.03), and the total score of the tool came at a medium level, with an arithmetic mean(3.54), where the highest of it was for the statement "Inverted learning contributes to the development of the teacher's practical skills", then followed by "The use of learning The reversed section contributes to the development of teaching methods, "while the statement got the negatives of teaching using the strategy of flipped learning outweigh the positives", on the lowest arithmetic mean (2.81), and with a deviation (0.96).

The current study agrees with the study of (Al-Awada, 2020), the study of (Awismar Wahdi, 2018), the study of (Salim, 2018) and the study (Shaheen, 2017), which showed these studies a positive level towards the use of flipped learning.

The results showed the role of elementary school teachers in developing flipped learning in light of the Corona pandemic came at a high level, and the researchers attribute the result: to teachers 'awareness of the requirements of teaching using flipped learning, and their experience in this field to facilitate the learning and teaching process. The spread of the Corona virus gave a great opportunity to encourage And taking the decision to use this strategy and apply it mainly in the educational process, which gave teachers an opportunity to practice and be creative in its application. This increases and encourages the use of the reverse learning strategy, which indicates approval and to a degree (positive) of the importance of the flipped learning strategy in teaching.

Results related to the answer to the second question: What are the obstacles that face elementary school teachers in using flipped learning?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated, and Table (3) shows the results.

Table (3) the arithmetic mean and standard deviation of the respondents' responses to the obstacles facing teachers

No	Statements	Mean	S.D	Level
1	The lack of computers for students to use the flipped learning.	3.39	0.94	Medium
2	The cost of proprietary software for flipped learning is high.	3.57	0.95	Medium
3	Lack of the financial resources necessary to secure the needs of inverted education.	4.15	1.02	High

4	The ineffectiveness of the educational devices and technologies available to students.	4.12	0.76	High
5	The small number of trainers in giving training programs to basic stage teachers on how to use flipped learning.	3.87	0.66	High
6	Lack of experience of teachers and students using flipped learning.	3.58	1.11	Medium
7	Weak internet when using flipped learning.	4.14	1.05	High
8	Lack of direct interaction between teachers and students.	3.96	0.99	High
9	Students' weakness in activating flipped learning.	3.98	0.64	High
10	The density of scientific material in the curricula of the basic stage hinders the use of flipped learning.	3.96	0.78	High
11	Teachers are not convinced of the feasibility of flipped learning in implementing.	3.25	0.72	Medium
12	The allotted time is not enough to use flipped learning in elementary school teaching.	3.78	0.87	High
13	Flipped learning does not allow the teacher to have enough dialogue with students.	3.99	0.62	High
14	Poor reverse learning infrastructure.	4.05	0.86	High
15	Technical problems that appear on smart devices and the Internet.	4.02	0.63	High
16	Difficulty using computerized software for flipped learning by teachers.	3.56	1.01	Medium
17	Difficulty using computer software for flipped learning by students.	3.89	1.12	High
18	Weak community awareness of the importance of flipped learning.	4.04	0.98	High
19	Unavailability of electronic study materials for the flipped learning process.	3.21	1.19	Medium
	Total	3.82	**High**	

Table (3) shows that the arithmetic means of the study sample's answers to the obstacles facing elementary school teachers ranged between high and medium level, and the total score of the tool came at the high level, with an arithmetic mean (3.82), the highest of which was for the statement “Lack of the material resources needed to secure the needs of Flipped learning. Then followed by "the weakness of the Internet when using flipped learning. While the paragraph" unavailability of electronic study materials for the process of flipped learning ", the lowest mean (3.21), and with a deviation (1.19).

The results showed that the obstacles facing elementary school teachers in using flipped learning from their point of view came to a high

degree, and the two researchers attribute the lack of tools and techniques necessary to use flipped learning among students and teachers and the weakness of the Internet, which led to the reduction and promise of feasibility for using flipped learning to send assignments and follow up the process. Educational and teachers are not adequately trained on the use of electronic learning tools used in the alternating education strategy due to their low ability to use them, and the lack of community awareness of the importance and advantages of flipped learning. It may be a cause of obstacles to the continuation of the educational process, as well as the weakness of the infrastructure for inverted learning and technical and technical problems in the devices used. For these reasons, the obstacles came to a high degree.

Recommendations:

In light of the results of the study, the researcher recommends the following:

1- Holding courses and workshops for teachers and students alike, developing their attitudes towards the permanent and continuous use of the flipped learning strategy even after the end of the Corona pandemic, and training them on ways to use it.

1. Taking care of various activities and software, developing and updating them to include all schools, connecting all schools to the Internet and providing computers in proportion to the number of students in schools.

2. Modifying the curricula of the elementary stage to match its application using flipped learning.

3. Dissolve all obstacles towards using flipped learning.

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