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Towards Sustainable Online Education at Schools: The Determinants of Teachers' Intentions to Adopt E-Learning

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Abstract. Despite the global increasing trend towards accepting and implementing online education, Syrian school teachers are still reluctant to adopt such advancement. We examine factors that influence the intention-to-use technology for online education among teachers of Alwataniah private school, a leading private school in Damascus. We find that school teachers consider the expected benefits, easiness-to-use, as well as affordability as the key determinants of their intention to use online education. However, resources and support availability, social influence and achieving additional educational goals seem to be insignificant determinants of teachers' intention to use remote education. We recommend that the Ministry of Education encourage both private and public schools to start offering some classes using e-learning platforms. Moreover, to enhance the sustainability of the education system, more efforts should be directed towards improving the attitude of students and parents towards the use of e-learning platforms in the educational process. This could be achieved through various means such as social media, television programs, and awareness workshops.

Keywords: online learning, intention-to-use, school teachers, private schools, Syria.

1. Introduction

Technology has made a major shift in all aspects of life, which has led to major changes in the world. This effect can be seen in the administration, which usually collects data from different parties, stores it, and organizes it, which leads to easy access for managers.

In view of the technological development in the field of information, educational institutions such as schools and learning resource centers needed to keep pace with this development in order to be able to catch up with the information age, and it was also necessary for them to move out from the providing traditional information services to providing electronic services.

The introduction of online education corresponds to the 4th goal of sustainable development of ensuring inclusive and equitable quality education. The introduction of technology in education has been of great importance in being able to integrate additional students more efficiently. Although many teachers prefer using traditional teaching methods, endless possibilities are open when technology is brought into classrooms. Moreover, integration in education has been greatly expanded as a result, including a variety of learning styles and degree options.

New tools and teaching methods require continuous update and adaptation to improve the education process. Hence, it has been found that one of those more advanced tools is e-learning, which has spread as a modern and vital tool through the spread of the Internet in the nineties. At present, many educational centers rely on e-learning as a flexible method of education, as well as a method of remote education.

Although remote education has imposed itself after the Corona pandemic, most teachers and those who form an essential focus of education may not have the intention or desire to continue using remote education in the future. As remote education may collide with many factors surrounding the teacher, including cultural factors (such as some wondering if this education achieves clear educational benefits and increases education outcomes), social factors (including the teacher's environment and the extent of support from those around him for using remote education in his educational work), or economic factors (such as the additional cost that the teacher will incur if he uses a new type of education). We focus on teachers because they are the actual players who mainly influence this process and are most able to identify the motives and reasons that may push or hinder them from using remote education if they have the option to use one of the two models.

Thus, the research problem can be posed by formulating the following questions:

1- What are the levels of benefit expected from the use of electronic platforms for remote learning from the teachers' point of view?

2- What are the levels of availability of facilitating conditions for the use of electronic platforms for remote learning from the teachers' point of view?

3- What are the levels of social impact of using electronic platforms from the teachers' point of view?

4- What are the expected levels of effort to use electronic platforms from the teachers' point of view?

5- What are the levels of availability of technological educational knowledge for the use of electronic platforms from the teachers' point of view?

6- What are the expected cost levels for using electronic platforms from the teachers' point of view?

7- What are the levels of intention to continue using electronic platforms from the viewpoint of the surveyed teachers?

8- Are there differences in teachers' perceptions of the use of remote education according to personal and functional variables?

2. Literature Review

Allen & Seaman (2011) surveyed 2,500 colleges and universities and concluded that the demand for e-learning has doubled during the last five years and is growing at a rate of up to 19.7% annually, and they agreed that this comes through what e-learning and education providers from the capabilities that meet their needs and remove obstacles that traditional education may cause, such as remoteness, lack of available time, or scheduling conflicts.

John & Alon (2004) discussed the goals of e-learning: Improving inputs, improving educational quality, increasing the efficiency of both institutions and students, achieving the satisfaction of customers benefiting from the educational service, and expansion of the geographical area of the institutions and their access to remote areas.

Mouselli, Raudeliūnienė, and Tvaronavičienė (2021) surveyed Syrian university students on the digitalization challenges of distance learning sustainability during Covid-19. They pointed out that poor internet connection and lack of housing of distance learning as well as lack of training on how to use learning management system in addition to modest technical support represent the key challenges.

Mouselli and Hasan (2022) examined different aspect of digitalization in the Syrian higher education institutions that is based on integrating digital skills in universities' curricula. They found that there is crucial need to enhance the digital content of business and engineering curricula. That is, the introduction of certain digital modules in addition to training on digital skills and improving the digital infrastructure are required are crucial for the sustainability of higher education.

Reimers (2022) discussed how Corona pandemic had disrupted education in many countries worldwide, limiting educational possibilities for many students, especially for poor students and students with disabilities. He characterized the short-term educational impact of this epidemic in a selected number of countries, which reflects in disparities in financial levels, institutional education resources and levels of educational performance in different regions of the world, levels of diversified economic development, per capita income, and social and economic inequality. He notes that when schools were closed, plans for the continuity of education were implemented in all the countries he studied. His study documented severe imbalances in access to required communication, devices, and the skills needed to use them among kids from different socioeconomic backgrounds.

Sousa et al., (2022) argue that digital learning is an educational format that contributes toward sustainable education. That is, active student integration with technologies improves students' collaborative skills, self-study skills and promote sustainable learning practices. Hence, they recommend integrating digital competencies in the curricula and adapt them to meet the scientific and social challenges to make digital education sustainable.

3. Theoretical Framework

The concept of traditional education refers to the educational process that takes place between the teacher and the student directly and includes their physical presence in the same place and time. It is the most famous system in the world; It continues periodically in addition to conducting an oral or written exam for students at the end of the semester. The teacher is the center of the educational process.

Some of the advantages of traditional education are social communication, active learning, and maintaining personal relationships; not all majors can be taught online: such as nursing or agriculture, and scheduling the educational process. Also, the teacher can use his skills and inspire his students during the lecture, which makes them more excited about his lectures and get inspiration from him.

There are also disadvantages of traditional education like social interaction among students may lead to bullying, the quality of education may be at risk, traditional techniques have limited the development of student's critical thinking and decision-making skills, and in addition to that, the strategies used in traditional education may suit the auditory learner and not the visual learner.

E-Learning in the current era is witnessing an increasing interest in human development because it

is considered the most important source of wealth in any society, especially in light of the technological educational revolution, rapid development intensified competition in global markets, and the increased need for technical and scientific skills.

The digital revolution has contributed to changing the nature of educational systems with their countless elements. For example, digital information technology has changed the role of the faculty member and teacher from merely a mediator of information to playing the role of facilitator, clarifier, and corrector. Digital technology has also served a key role in changing the role of the learner from a simple recipient of knowledge to become investigator, researcher, and discoverer.

Alhazifi (2008) mentions that the educational environment for e-learning has several components, including service devices, the teacher's workstation, the learner's workstation and online login. Abu AlMaaty (2012) argues that the tendency to reject technological learning decreases as the student's environment is less developed and the student's possession of a computer and its skills decreases.

The e-learning management system has many advantages. They include ensuring the quality and efficiency of the educational design, the multiplicity of methods of presenting information, employing modern technology and using it as an educational tool, encouraging interaction between the two components of the education system, developing students' self-education and ease of follow-up and good management of the educational process.

However, there are barriers of e-learning. They contain a lack of confidence in the use of these technical devices, the fear of the occurrence of technical problems during their use, the weak spirit of competition among teachers to use e-learning, especially in developing countries, and the unwillingness among some teachers to change and to maintain the traditional methods and methods of education. This is because many teachers lack the skills to use technical devices.

Hybrid education is the process of merging face-to-face education and remote education via the Internet (Abu-Mousa & Al-Sous, 2011). The most important of which is to reduce mixing between students in schools, universities, and other educational institutions, with the development of a precise mechanism that has to be followed to implement that educational system and preserve both the health of students and the level of their educational and academic achievement. They pointed out that many studies have shown that students who learned through the blended learning method had higher achievement than students who learned through traditional education or complete e-learning.

Some of the advantages of hybrid education are the ability of self-learning, time management, space, time and application flexibility, and active participation in lessons. There are also disadvantages, like the different financial capabilities of the students, lack of sufficient awareness of educational technology among faculty members (Al Aqili, 2021). Also, students' assessments may lose credibility if the education occurs remotely.

Another critical issue that has to be mentioned is the promotion of technology acceptance and work (Molino et al., 2020). The most important characteristic of the Fourth Industrial Revolution is the existence of Cyber-Physical systems (CPSs), which are a combination of technologies that can facilitate interconnections between various subjects and devices as well as software and humans. More precisely, CPSs fulfill three basic functions: Generating and acquiring data, initiating its processing, aggregating it, and supporting the final decision.

Some of the most typical technologies in the fourth industry are the Internet of Things, big data, advanced robotics, and additive manufacturing. However, some risks may arise; Implementation of new technology often fails because of employee resistance and because of inadequate management influence on other elements of the organization. Workers' opposition may arise due to a lack of trust, a sense of control, fear of losing a job, as well as a lack of technical and digital skills and the need for competence. Understanding the factors that can influence people's acceptance of new technologies has become a vital issue due to the large number of new tools and devices being deployed.

Many authors have attempted to clarify the acceptance of technology, as many models are now available in the psychological and social literature today. The Technology Acceptance Model (TAM) is the model that has attracted the most attention and assumes that the individual's perceptions of a new

type of information technology predict her intention to use the technology (The actual use of the technology) (Sakka, 2022). Based on TAM, the intention to use technology is based on two principles: "perceived usefulness," which is defined as the extent to which a person believes that using information technology will improve their job performance, and "usability," which is known as the degree to which a person believes that using information technology will be effortless.

Several renowned theories and models have been proposed to describe the relationship between user expectations, behaviors, and behavioral intentions for technology use; Innovation Diffusion Theory (IDT), Reasonable Action Theory (TRA), Planned Behavior Theory (TPB), Social Cognitive Theory (SCT), Motivational Model (MM), Personal Computer Use Model (MPCU), Technology Acceptance Model (TAM) and Hybrid Model, which mixes TAM and TPB frameworks.

Another important theory in this domain is the Unified Theory of Technology Acceptance and Use (UTAUT), which has been proposed as a complete theory that synthesizes the previous technology acceptance models and theories, including TAM and the theory of planned behavior. It analyzes and integrates these eight models of technology. This model helps to identify users' intentions to use the IT system and their subsequent behavior. The model has four main formulations: performance expectation, effort expectation, social impact, and facilitation conditions. Due to its simplicity and durability, this model is considered one of the most popular.

A study based on the UTAUT model conducted in Indonesia (Staszkiewicz and Chomiak-Orsa, 2020) indicated that performance expectation, expected effort, and social impact were not affected by age or gender. It suggested that remote learning can attract and maintain students' interest. The study also showed that social influence proved to be a strong motivation for students to use e-platforms in the remote learning process. Various pilot studies have indicated that performance expectation significantly affects behavioral intention and is one of the best predictors to explain the behavioral intention relationship.

Raciborski et al. (2020) argued that all four combinations of the UTAUT model were found to be a good indicator of intention. While expected performance was found to be the most influential among teachers to adopt and use ICT, it also turns out that it is difficult to take lessons online without first having a high-speed internet connection and purchasing a laptop/desktop or other smart devices.

Anezi and Alajmi (2021) argued that among the most critical factors and variables that impact teachers' acceptance of the use of technology in education and thus activating e-learning that can be studied are: Expected benefit, expected effort, social influence, expected cost, educational and technological knowledge, facilitating conditions.

The proposed research model is represented in Figure 1, and a detailed description of each variable is described in the next subsections.

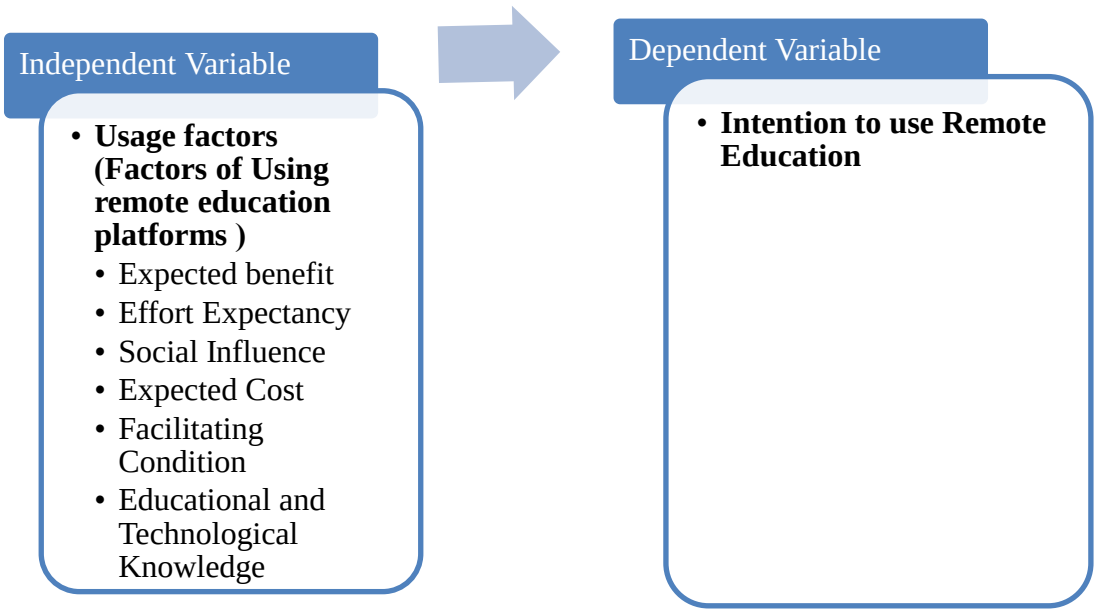

Fig. 1: Research Model

The variables are defined as follows:

Intention to use remote education. The user's intention to use the technology influences her decision to use it (actual use). Therefore, it is necessary to study the impact of previous variables on the teacher's intention to use technology in education and, thus, remote education.

The following are the independent variables**.**

*Expected benefit***.** It measures the degree to which the teacher believes that remote education helps achieve educational benefits; moreover, using a particular system will improve work performance compared to traditional alternative methods.

Effort expectancy. It measures the degree of ease associated with using the remote learning system . When users' perceptions of ease of the use of technology are positive, they will adopt the new technology without any problem.

Social influence. This variable measures the degree to which the technology user is affected by the individuals around him (family, friends, school, students) in using the remote education system.

Expected cost. This variable measures the extent to which the technology user believes that the cost of using it will be acceptable.

Facilitating condition. This variable measures the degree to which the teacher trusts that organizational and technical infrastructure is available to support him in using technology.

Educational and technological knowledge. It measures teachers' ability to use technology in teaching and learning guidance.

4. Methodology

This study was conducted at a private school, "Alwataniah," where one co-author works. It is a primary, middle, and secondary school in the Syrian Arab Republic. This study was implemented, and its data were collected in 2022. This study was applied to teachers working at this school, including approximately 1500 male and female students from kindergarten to baccalaureate. It employs about 150 teachers. Almost fifty teachers were not included in the study because they teach in kindergarten, ninth grades, or baccalaureate.

Since the establishment of this school, large presentation screens have been found in every classroom, and a Local Area Network (LAN) has been connected inside the school in order to achieve educational interaction with books and interactive curricula of electronic sources.

Since the beginning of the Corona pandemic, the open-source Big Blue Button platform has been used. It is a clear and easy-to-use platform, and appropriate modifications have been made to suit the needs of the school. All teachers have been trained to use it by the relevant department. All teachers were able to communicate with the students, especially since most of the students had digital copies of the books.

The school continued to use these platforms in remote education after the students returned to schools, despite the absence of many of them due to illness and being affected by the Coronavirus, by introducing hybrid education, which involves the absent students entering classes from their homes and interacting with the rest of the students by activating the platform in each classroom.

The lessons were also recorded by the teachers and sent through the platform to the absent students who were unable to attend the lessons online due to their illnesses. This is in addition to the ease of entering grades and notes by teachers and administrators and the immediate collection of results by the relevant departments.

The researchers have prepared a questionnaire for the purposes of collecting data from the respondents by referring to the literature, previous studies, and theories related to the subject of the study (Nikolopoulou et al. 2021). The questionnaire was designed as it contained two main parts. The first part is collecting the personal and occupational data of the respondents. The second part concerns collecting data on the respondents' agreement on the various factors of interest to the study. The electronic form was used through Google Forms to collect data from the targeted respondents, who are the teachers in the school.

The researchers have used the Statistical Packages for Social Sciences (SPSS v.27) to complete the statistical analysis process, where the following tools and tests were used:

1. Descriptive statistic measures, which include frequencies and special percentages for the distribution of respondents according to personal and functional characteristics, while the arithmetic means and standard deviations were used to provide degrees of agreement of the respondents with the items and variables of the study.

2. Cook's distance coefficients and their representation through a dot diagram to detect outliers in the data (Weinberg & Abramowitz 2008).

3. Skewness and Kurtosis test the normal distribution of the data (Sposito, Hand & Skarpness 1983).

4. Pearson Correlation, Tolerance, and Variance Inflation Factor (VIF) to examine the presence of linear correlation between the independent variables (Pallant, 2020).

5. Cronbach α stability coefficient to test the stability and reliability of the study tool (Bougie & Sekaran 2019).

6. Multiple linear regression model and simple linear regression model to test the effect between the independent variable and the dependent variable.

7. One Way Analysis of Variance (ANOVA) test, in order to test the statistically significant differences in the respondents' answers according to a variable with three or more categories.

8. Scheffe's test for multiple homogeneous dimensional comparisons to identify the sources of differences in the ANOVA test.

The sample of the study included teachers' respondents from various educational departments in the targeted school. This indicates that there is a remarkable diversity in the sample. The frequencies and percentages of teachers, according to the teaching stage, were close, indicating once again the diversity of the study sample. The study sample included teachers from different age groups, and the highest frequency was for the age group from forty-one to fifty.

It was noted that the majority of the respondents were newcomers to the field of distance education, and this is logical when taking into account that distance education technologies did not come into actual use except with the Covid-19 pandemic. Where the arithmetic mean for years to use was 2.37

years with a standard deviation of 1.29 years.

5. Results and Discussion

This part provides a presentation and discussion of the results according to each question of the study and the hypotheses, using various statistical methods and tests, where the answer to each question was as follows.

The first question: What are the expected levels of benefit from the use of electronic platforms for remote learning from the point of view of the surveyed teachers in the school? The levels of expected benefit from using e-learning platforms are high, as the general arithmetic mean is (3.60). The arithmetic means of the items for this variable ranged between (4.11) to (2.52), and three items had high approval ratings, while one item had a low approval rating: The following paragraphs had a high approval rating according to the following descending order: "The use of distance education allows the completion of education tasks more quickly," with an average of (4.11), followed by the paragraph, "The use of distance education increases the achievement of education goals," with an average of (4.02), and then the paragraph, "The use of distance education is useful in the subject I teach," with an average of (3.7). While the paragraph "The use of distance education allows the teacher to follow up on the student and know the extent of his benefit" has a low degree of approval and the lowest ranking with an arithmetic average of (2.52). All standard deviations were at levels less than 1, indicating that there is a consensus in the opinions of the respondents, as the answers were grouped around their arithmetic mean.

The results reflected a positive indicator towards the respondent teachers in the school, as these respondent teachers agree with a high degree and realize that the use of e-learning platforms provides a good benefit that serves the educational process.

The second question: What are the levels of availability of facilitating conditions for the use of electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

Teachers at the school have the facilitating conditions for using e-learning platforms to a very high degree, as the general arithmetic mean was (4.23). The results also showed that there are two aspects of facilitating conditions that are available to a very high degree, namely, "I can get help from colleagues or those responsible for technology when I find any difficulty in using distance education" and "electronic platforms are compatible with other technologies that I use" with arithmetic averages of (4.55) and (4.23) respectively. While the two paragraphs "I have the necessary knowledge to use the distance education system." and "I have the necessary resources and equipment to use the distance education system" had high scores, as the arithmetic means were (4.18) and (4.00), respectively. It was not noticed that there was any dispersion in the perceptions of the respondents, as all the standard deviations were below the level of 1. The results reflected the unremitting efforts made by the school administration to provide the teachers working for it with the various facilitating conditions they need.

The third question: What are the levels of social impact of using electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

Teachers at the school believe that the levels of the social impact of using e-learning platforms are high, with a general arithmetic mean of (4.04). Looking at the arithmetic averages for each paragraph, it was found that the highest social impact from the teachers' point of view was from "The school administration supports my use of the distance education system," as the paragraph recorded the highest arithmetic mean of (4.82), which is with a very high degree of approval and with a minimum standard deviation less than 1, this indicates a consensus in the opinions of the respondents. As for the second order, the paragraph came: "The family supports my use of the distance education system," with an arithmetic average of (3.98). This indicates a high degree of unanimous agreement by the respondents, where the standard deviation was less than 1. The lowest social impact level was on the part of "students' response supportive of me in using the distance education system" with a medium degree, with an arithmetic mean of (3.34) and a deviation of (1.11), which is higher than level 1, indicating that there is

a dispersion and discrepancy in the opinions of the educated respondents towards this aspect.

The results indicated a tangible attitude by the school administration towards the use of e-learning platforms, but the levels of support and encouragement towards the use of these platforms decreased as we moved away from the school environment.

The fourth question: What are the expected levels of effort to use electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

The teachers in the school see that the levels of ease and clarity of the expected effort to use the e-learning platforms are high, as the general arithmetic average was (4.09). The arithmetic averages for the paragraphs of this axis ranged from (4.32) to (3.75). The degree of agreement on the two paragraphs "The use of the distance education system is clear and understandable to me" and "It is easy for me to use the distance education system" reached very high degrees in the first and second places, respectively, with standard deviations that did not exceed level 1. While the level of agreement on the aspect "It is easy for me to use distance learning skills" was high with an arithmetic mean of (3.75), the respondents' opinions differed towards this paragraph, as the standard deviation was higher than the level of 1.

The results formed a positive indicator towards the respondents, as they will not need high levels of effort to be able to use e-learning platforms, as they have sufficient knowledge and know-how to use these platforms clearly and easily.

The fifth question: What are the levels of availability of technological educational knowledge to use electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

The levels of availability of technological educational knowledge among the surveyed teachers in the school were at high levels, with a general arithmetic mean (3.72). The highest level of agreement was for the side "I am able to use distance education in order to inform students about many sources of information" with a very high degree, with an arithmetic mean of (4.43), and unanimously by the respondents, as the standard deviation did not exceed level 1. Followed by the second order, with a high degree level of approval and an arithmetic mean of (3.95) for the side "I am able to facilitate students' use of the distance education system to obtain information on their own" and unanimously by the respondents, where the standard deviation was recorded (.930), which is less than level 1. The lowest level of agreement with an average degree and an arithmetic average of (2.80), was for the side "I am able to facilitate students' use of distance education to plan and monitor their education by themselves." It was also found that there was a deviation and dispersion in the perceptions of the respondents, as the standard deviation was higher than 1 and scored (1.04).

The results showed the availability of a high degree of technological educational knowledge that the respondents needed to be able to use e-learning platforms.

The sixth question: What are the expected cost levels for using electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

The agreement levels of school respondents' teachers towards the expected low cost of using e-learning platforms was high, with a general arithmetic mean of (3.55). The highest level of approval was for the paragraph "Free training courses provided me with the necessary training to use the distance education system" with a general arithmetic mean of (4.41), indicating a very high degree of approval, followed by a high level of approval with a mean of (3.86) for the paragraph. "I have a subscription to the Internet service to use distance learning at an acceptable price." Finally, the lowest level of agreement was in the third order, with a low score for the side "The cost of computer hardware and equipment that I need for distance education is acceptable," with an arithmetic mean of (2.39) and a standard deviation that exceeded level 1, This reflecting discrepancy and dispersion in the opinions of the respondents.

The results reflected a good opportunity for further application of e-learning platforms, as the cost associated with it is not an obstacle for teachers, except for the cost of computer hardware and

equipment that the teacher needs, which was unacceptable, as the prices of this equipment have become unreasonable, compared to the income of the Syrian citizens.

The seventh question: What are the levels of intention to continue using electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

The levels of intention to continue using e-learning platforms as seen by the respondents are high, as the general arithmetic mean was (3.75). Two paragraphs recorded high degrees of approval in the first and second order, respectively, and they are: "I intend to continue using the distance education system in the future" and "I find it necessary to use distance education in the educational process" with arithmetic averages of (4.16), (4.14) respectively. With standard deviations not exceeding level 1. This reflects the existence of a consensus in the opinions of the respondents. As for the last order, the paragraph "I plan to use distance education more than using traditional education" with an arithmetic mean of (2.95), indicated an average degree of agreement with standard deviations higher than 1 to reflect disparity and dispersion in the opinions of the respondents.

The results constituted a good indicator regarding the presence of a high intention to continue using e-learning platforms by teachers in the school. However, more attention should be paid to raising the intention levels of these teachers.

The eighth question: Is there a statistical effect of the proposed factors on the intention to continue using electronic platforms for remote learning from the point of view of the surveyed teachers in the school?

This question was answered by applying both the multiple linear regression model and the simple linear regression model, where the multiple linear regression model was used to test the effect of the six factors simultaneously on the intention to continue using the platforms E-learning, and the simple linear regression model was applied to test the effect of each factor separately on the intention to continue using e-learning platforms.

The results of the multiple linear regression model provide the result of testing the first main hypothesis, while the results of the simple regression model provide the results of testing the sub-hypotheses.

The first main hypothesis. There is a statistically significant positive impact of the proposed factors on the intention to continue using electronic platforms for remote education among school teachers. Table 2 presents the results of the multiple linear regression equation, indicating that there is a significant impact of the proposed factors on the intention to continue using e-learning platforms, and also shows a high-level correlation between the proposed factors and the intention to continue using the e-learning platforms.

Table 2: Multiple linear regression results to test the factors affecting the intention to continue using e-learning platforms among school teachers

The independent variable	Standardized Coefficient (β)	(T) Value	(T) Indication	R	R^2	Adjusted R^2	(F) Value	(F) Indication (P)
Constant	-0.738	-2.058	0.043	0.920	0.847	0.836	74.796	0.001*
Expected value	.3350	4.829	0.000*					
Resources & support availability	-0.039	-0.451	.6530					
Social influence	.1180	1.751	.0840					
Expected effort (easiness to use)	.5310	5.781	0.001*					
Educational goals	-0.018	-0.372	.7110					
Expected cost (affordability)	.1140	2.105	0.038*					

Table 2 shows that three factors have insignificant effect on the intention to use online education. That is, resource and support availability, social influence, and the educational goals. As for the other factors, they all recorded significant levels and had a direct effect. Easiness to use is the most dominant factor followed by the expected value and finally the expected cost factor. The previous results indicate that the first main hypothesis is accepted.

The result of this study is consistent with Raciborski et al. (2020), where UTAUT model constructs was a good behavioural intention predictor and performance expectancy was proven the most important motive among teachers for the adoption and use of ICT.

The ninth question: are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the levels of perceptions of the teachers' respondents towards the levels of the proposed factors and the levels of intention to continue using according to the personal and functional variables?

This question was answered by applying the One-Way Analysis of Variance [ANOVA] test in order to examine the statistical differences in the levels of perceptions of the respondents according to the personal and functional characteristics. In the event that the ANOVA test recorded statistical significance, the Scheffe test is applied for homogeneous multiple-dimensional comparisons to find out the sources of differences in the ANOVA test. Moreover, the results of the ANOVA tests provide the results of the second main hypothesis.

It was found that there was no statistical significance for all ANOVA tests, which indicated that there were insignificant differences according to any of the personal and functional variables, indicating a state of consensus among the respondents regarding the levels of the study variables, regardless of the difference in the personal and functional characteristics of the respondents. Thus, the second main hypothesis is rejected.

6. Conclusions

We examine factors influencing the intention-to-use technology for online education among teachers of Alwataniah private school, a leading private school in Damascus. We find that school teachers consider the expected benefits, easiness-to-use, as well as affordability as the key determinants of their intention to use online education. However, resources & support availability, social influence and

achieving additional educational goals seem insignificant determinants of teachers' intention to use remote education.

We recommend that private and public schools in the Syrian Arab Republic should capitalize on the documented strengths of remote teaching, as the respondent teachers have a high awareness of the expected benefit of using e-learning platforms, thus enhancing the ability of such teachers to use these platforms. We also suggest that schools use e-platforms to provide more explanations and training courses for teachers to enhance their knowledge of how to follow up on the student's benefits from the educational process through e-learning platforms.

When it comes to school administration, we suggest that more efforts should be excreted to maintain this high level of availability of the facilitating conditions needed by its teachers to use e-learning platforms. We also encourage them to improve the attitude of students and parents towards the use of e-learning platforms in the educational process through various means such as social media, television programs, awareness workshops, and others. Moreover, more training and educational workshops should be conducted to help teachers maintain the high level of possibility of using e-learning platforms without these teachers' need for very high efforts. Furthermore, school administration should pay more efforts to reach higher levels of technological educational knowledge among its teachers because of its essential role in determining the ability of teachers to use e-learning platforms.

It is recommended that more training be given to teachers in raising their ability to help students plan and monitor their own learning. The school administration is supposed to work on providing various equipment and devices that teachers need to use e-learning platforms, which may be through providing purchase offers at subsidized prices for school teachers and providing laboratories equipped with computer equipment available in most times of need for teachers.

We recommend that the Ministry of Education maintain the levels of future intentions for use and work to raise them to higher levels to reach a true intention of commitment towards using e-learning platforms in the educational process by teachers.

This study focuses on teachers working at private schools. However, public schools are characterized by both poor internet and infrastructure, and their staff are usually of lower technical skills. Hence, expanding the sample of this study to include teachers from public schools would give further insights on the determinants of teachers' intentions to use remote education. Moreover, our sample consists of teachers at one of the reputable private schools. Hence, our results may not be applicable to other lower ranking private schools. Furthermore, other determinants of teachers' intentions could also be examined, and these limitations constitute promising venues for future research. All these limitations represent venues for future research.

This study is linked to previous research that examines remote learning and the factors affecting its sustainability at higher education (Mouselli, Raudeliūnienė & Tvaronavičienė, 2021). However, this study explores these factors on a school level not higher education level. Moreover, the success and sustainability of such education system will depend on supporting factors affecting the acceptance of teachers and learners to use technology. Hence, we recommend investigating other factors that influence teachers' acceptance of technology, in addition to separating the influential factors between primary schools and high schools. Furthermore, using e-learning platform should not be considered the ultimate goal for the sustainability of digital education. On the contrary, utilizing virtual reality and a full variety of instructional strategies such as gamification and flipped classrooms should also be considered.

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Appendix: Study questionnaire

The educational department in which you work:
Arabic Language
English Language
Mathematics
Science
Social Studies
Elementary teacher

The educational stage you are studying
Elementary
Middle
Secondary

Age
20-30
31-40
41-50

Years of Experience in using the Remote teaching
One year
Less than 3 years
More than 3 years

	Strongly Agree	**Agree**	**neutral**	**Disagree**	**Strongly Disagree**
Expected Benefit					
The use of remote education allows the completion of education tasks more quickly					
The use of remote education increases the achievement of education goals					
The use of remote education is useful in the subject that I teach					
The use of remote education allows the teacher to follow up on the student and know the extent of his benefit					
Facilitating Conditions					
I have the resources and equipment to use the remote education system					
I have the necessary knowledge to use the remote education system					
I can get help from colleagues or those in charge of technology when I find any difficulty in using remote education					
The electronic platforms are compatible with the other technologies that I use					
Social Influence					
The family supports my use of the remote education system					
The school administration supports my use of the remote education system					
The response of the students is supportive me in using the remote education system					
Expected Effort (Easiness to use)					
The use of the remote education system is clear and understandable					
It is easy for me to use the remote education system					
It's easy for me to use remote education skills					
Educational and Technological Knowledge					
I am able to use remote education to expose students to many information resources					
I am able to facilitate students to use the remote education system to obtain information on their own					
I am able to facilitate students to use remote learning to plan and monitor their own education					
Expected Cost (Affordability)					
I have a subscription to the internet service to use remote learning at an acceptable price					
The free training courses provided me with the necessary training to use the remote education system					
The cost of computer hardware and equipment that I need for remote education is acceptable					
The Intention of using Remote teaching					
I intend to continue using the remote education system in the future					
I find it necessary to use remote education in the educational process					
I plan to use remote education more than traditional education					