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The reality of e-learning at Al Ain University in the United Arab Emirates, and its influence in achieving interaction between students and lecturers

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ABSTRACT

This study aims to analyse the reality of e-learning at Al Ain University in the United Arab Emirates and its influence in achieving interaction between students and lecturers. The descriptive-analytical approach were used. The study includes 300 students and faculty members at Al Ain University. The study shows that there were no statistically significant differences in the reality of e-learning at Al Ain University in the United Arab Emirates and its role in achieving interaction between students and faculty members based on age and academic qualification. The researcher suggests providing educational courses on the usage of electronic programs in all aspects of the e-learning process and providing strong e-learning guidance for students and faculty.

Keywords: E-Learning, Al Ain University; UAE, Interaction Learning

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1. Introduction

Humanity has gone through several revolutions throughout history. According to historical studies, the industrial revolution changed society by developing a financial economy and businesses and using physical labor energy to create vast amounts of wealth based on exploiting the earth's natural resources. Historical studies have also revealed the rise of a new revolution, the technology and information revolution, which began in the middle of the twentieth century and continued until it reached the knowledge period in which we currently live. In the second millennium, technology came to control various political, economic, and social fields and their multiple aspects in the second millennium. Education reflects its impact, which can be considered humanity's bridge to progress and development. This technology has been used to facilitate and improve learning and teaching. It was gradually integrated into the learning system to work alongside educators and curriculum in making a meaningful contribution to the accessible and high-quality sharing of knowledge with students. Hence the need to activate electronic and digital communication technology in educational institutions in general and higher education, in particular, has become obvious. The adoption of new technologies to solve the difficulties and challenges posed by continuous worldwide changes is one of the prerequisites and necessities of the modern period. Also, the computer and its applications, such as the World Wide Web and electronic curricula, were introduced into the educational learning process. [1-3]. technological education has become one of the most important modern means that can be used to keep pace with the learning system's progress and maintain its efficiency. There has been a huge increase in population numbers, and an ever-increasing number of learners enrolled in educational establishments. Thus, the change began with traditional education, which was based on information indoctrination, and moved to electronic learning, dependent on self-learning and continual improvement, with the learner at the center of the educational process. [4]. Electronic learning is a new educational movement that emerged due to the changes brought about as a result of the online platform and increasing adoption of technological tools [5]. It involves using electronic technologies such as computers, networks, multimedia, electronic libraries, Internet portals, and other software to present educational content

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more effectively and efficiently [6]. According to Abdel-Aziz (2016), e-learning is defined as the use of electronic means to achieve communication between learners, teachers, and educational institutions and the best possible use of technical innovations such as hardware and software [7]. Electronic learning is defined as "the use of digital communication." by higher education institutions to transfer educational content to students outside or inside the university campus, with the goal of making the learning process available to all members of society, raising the efficiency and quality of the educational process, achieving the principle of equal educational opportunities, and training students to work positively and independently" [8]. There are various definitions, but they all agree that what sets e-learning apart from other types of learning is the use of technical tools and the internet in the classroom. The following terms of referring to e-learning will be used as indicated in the procedural definitions: It is a modern means and a contemporary educational method for advancing the educational process and pushing it to keep up with scientific development and information flow by achieving the principle of optimal technology investment and using its means to transfer knowledge content to learners and to achieve effective and flexible communication between elements of the learning process [9, 10].

2. Previous studies

Every country in the world aims to reform its educational system in order to develop and adapt it to the needs of the times, and because higher education is one of the most important challenges, so many studies have sought to provide solutions and suggestions to keep up with transformations and changes, as it has become the foundation for improving education. Reda Al-Mawdieh submitted a paper titled, "The Realities of Strategy and planning in 'Private Jordanian Universities' Educational Sciences Faculties and the Relation to Educational Development," "in 2013. The goal of the research is to learn more about the role of electronic learning in Jordanian public institutions and the availability of e-learning infrastructure and faculty members' understanding of the university's e-learning requirements. A sample of (110) faculty members from Jordan's Tafila Technical University and Al-Hussein Bin Talal Universities were given a questionnaire with 38 items. The findings revealed that Jordanian universities' e-learning infrastructure is still at low average levels. In contrast, faculty members' understanding of e-learning requirements is high, and faculty members' practice of e-learning is medium. The findings also revealed a link between faculty members' understanding of e-learning requirements and their location of work, specialties, and qualifications, with master's degree holders having the advantage. The study recommended various, including providing more funding to universities to improve their e-learning infrastructure [11]. On the other hand, a study titled "The Reality of Distance Education at Iraqi Universities Students in light of the Corona from the Viewpoint of the Students and Faculty Members" this paper aimed to figure out the degree of The Status of Distance Education at Iraqi Universities Students in Light of the Corona from the Students' and Faculty Members' Perspectives. The study applied the Quantitative approach, and a questionnaire survey for students was developed, each consisting of four domains and a scale with 52 items. It was tested on a group of 380 learners, both females and males. The other was for academic staff, and it consisted of four fields about the reality of distance education in light of the Corona pandemic. It was administered to a sample of (321) academic staff. According to the conclusions of the study, learners and university staff in Iraqi institutions had a (medium) level of comprehension for the reality of distant education in the wake of the Corona pandemic. There were very few statistically significant differences in the degree of appraisal based on the variables, according to the findings (specialization and academic rank). The study came up with several suggestions, the most significant of which are as follows: Faculty and students are being trained on how to use remote education [12, 13]. “Training Lecturers at Al-Balqa Applied University's Technical and Technological Skills about the usage of e-learning in university education from their viewpoint," according to the study [14]. The goal of this study was to learn about faculty members' opinions toward the use of electronic learning in teaching at the University of Al-Balqa, as well as the influence of taking computer and e-learning training courses. To accomplish this, an attitude scale was created and disseminated to the study sample, which consisted of (81) members of the Irbid University College teaching staff. The study's findings revealed that faculty members at Al-Balqa Applied University had a good attitude toward the usage of e-learning on a broad scale, and the researcher gave a series of recommendations based on the findings. On the other hand, a study was conducted to identify the barriers to electronic learning at King Saud University's Teachers College according to the perspective of faculty members. A total of 56 faculty members were included in the study. A questionnaire was created for faculty members to meet the study's goals, and its validity and reliability were confirmed using acceptable procedures. The findings revealed that the most significant barriers to faculty members implementing e-learning are students' lack of Internet skills, a lack of technical support, and some faculty members' inability to convert traditional paper courses into electronic courses. Additionally, the internet occasionally crashes. The

researcher made several recommendations, the most important of which are to increase the number of computers in laboratories and to offer training courses for instructors and learners on how to use computers and the internet in education and how to integrate e-learning [15]. Furthermore; a study was conducted entitled" During the Coronavirus Global epidemic, the State of Online University Studies (A Survey on a sample of Algerian Universities).This study looks at the state of electronic university education in Algeria during the extraordinary circumstances created by the new Coronavirus epidemic, which began in March 2020. The Algerian ministry has introduced a variety of steps and strategies to combat the pandemic and alleviate its social and economic repercussions, including the cancellation of all learning programs at all levels. Rather, the Department of Education And higher Education supported universities to function online as a way to prevent the inevitable conclusion of the academic year by releasing courses on platforms designed for this purpose. The results of a questionnaire of Algerian students from a variety of local colleges about the efficacy, shortcomings, and opportunities of this educational option are presented in this paper [16]. In addition, a study entitled" Obstacles to Distance Education in Light of the Coronavirus (COVID-19) Pandemic from the Viewpoint of Teachers and Parents of Students in Al-Jizah District Schools" showed that from the perspective of instructors and prospective students in Al - Jiza District, this study attempted to determine the major barriers to remote learning in view of the Corona epidemic (COVID-19). The questionnaire was tested for validity, and the sample of the paper included (141) female and male teachers, as well as (143) guardians of learners from Al - Jiza Schools in the district associated with the Ministry of Education. Instructors in the Al - Jiza district schools, as well as parents in the Al - Jiza region, held a positive attitude. The researcher made several recommendations the most crucial of that was to notify Ministry of Education authorities more about the findings of the research to support school teachers and communicate more effectively, as well as to establish training courses and cooperative workshops for both teachers and parents to improve their technical knowledge and skills about the existence of online courses. And the method for implementing distance learning and resolving conflicts in the learning process, as well as the development of electronic online courses to deal with the problems and challenges that students face [17].

3. Problem of the study

In the Arab world, and the UAE in particular, e-learning is a relatively new educational industry. One of the most essential experiences in this sector is recognizing the validity of e-learning at Al Ain University and its significance in making communication among students from the perspective of students in the University of Graduate Studies and university staff in the College of Education courses. recognizing this reality nearly three years after the establishment of Al Ain University's E-Learning Center is worthy of research and analysis, as well as proposing the best ways to develop and identify strengths to strengthen them and weaknesses to address them, and thus this study will be a source of information for university policymakers to make future decisions about E-learning at the university.

3.1. Study questions

1. What is the reality of electronic learning at Al Ain University from the viewpoint of graduate students in the College of Graduate Studies in the programs of the College of Education?
2. Are there any statistically significant differences among the averages of the responses of students in the College of Graduate Studies in the College of Education programs about the role of electronic learning at Al Ain University from their viewpoint due to variables (gender, educational level, age) at the significance level (= 0.05)?

3.2. Aims of the study

The research intends to achieve the following goals:

- Providing more information to help students ro understand the realities of e-learning at Al Ain University.
- Differentiating between the realities of using electronic learning according to the study variables.
- Assessment of the e-learning system from the perspective of the study participants.
- Recognizing the importance of e-learning in enhancing student connection.
- Identifying the most significant obstacles to Al Ain University's usage of the e-learning system in the United Arab Emirates.

3.3. Importance of the study

Because this is a new topic, there is a clear need for research on the topic of e-learning and assessing its impact on university students. The outcomes of the study are expected to help the university improve its e-learning system by providing input.The findings of the study are expected to benefit educational scholars by allowing them to use the study's findings and suggestions.

3.4. Imitations of the study

The study included the following limits:

- Spatial limits: the University of Al-Ain in the UAE.
- Human limits: students and faculty members among College of Graduate Studies in the programs of the Education College at Al Ain University.
- Time limits: the second semester of the academic year 2020/2021
- Statistical and procedural limitations: the tools used by the researcher to gather data, the type of statistical analysis employed in analyzing the data, and coming up with results to answer the questions raised all influence the study's results.

3.5. Terms of definitions

- E-learning is a method of learning and a method for developing a set of diverse methods of learning by using the digital technology that allows for the spread of knowledge and the enhancement of learning [18].
- E-learning (procedural): It is a modern and contemporary educational method for advancing the educational process and ensuring that it keeps up with scientific advancement and information flow by accomplishing the principle of optimal technology investment. And the use of its tools to impart knowledge content to learners and achieve effective and flexible communication between learning process parts.
- Interaction between learners: This is the process in which the learner takes a more positive role in the learning environment and inspires others to have positive, growing attitudes. And, when compared to comparable programs that do not encourage interaction inside them, it has a higher completion rate and a lower dropout
- Interaction between learners (procedural): It is the use of all the different tools provided by the learning environment to communicate between the elements of the educational process in general and the learners in particular, and to create a free and lively arena for dialogue, discussion, and the exchange of opinions and experiences among them, to enhance learning and improve the educational process [19].
- Collaborative learning is a course design method that combines the greatest elements in electronic learning with face-to-face learning, resulting in a more effective learning experience for educated people [20].
- Blended Learning (Procedural): This is a delivery strategy for educational courses that blends electronic learning and face-to-face learning.

2. Methodology and procedures

Methodology: To achieve the study's objectives, the researcher used a descriptive-analytical approach.
Population of the study: According to the statistics of the Deanship of Admission and Registration for the academic year 2020/2021, the study population to which the first tool of the current study (the questionnaire) was applied consisted of all students of the College of Graduate Studies at Al Ain University who are enrolled in the programs of the College of Education, and whose number reached (510) learners.
The sample. The sample was consist of (300) females and males who were selected randomly , and Table 1 indicates how the study sample's numbers were divided based on the study variables:

Table 1. Distribution of the questionnaire sample based on the variables.

Variable	Item	No.
Gender	Male	80
	Female	220
Age	From(22 – 33) years	190
	From (34 - 44) years	70
	More than (45) years	40
Academic qualifications	Higher Diploma	79
	Master's	120
	PhD	101

The researcher used the questionnaire to collect data from the study sample also referred to the theoretical literature of the previous studies . The questionnaire consisted (50) items in its original version.

The study Validity: The research instrument was given to a group of ten specialists from various fields to assess its validity (evaluation and measurement, management and pedagogy, and teaching methods, pedagogy, and management). They were asked to give input on the tool's wording and clarity, as well as any improvements they thought were needed. The paragraph that was agreed upon by at least (9) juries, or (90 %) of the juries, was adopted by the researcher. As a result, there are currently (45) items in the tool. The study tool was employed on an experimental selection of (50) females and males from outside of the intended study group to obtain the correct correlations for the association of items to the research instrument, as shown in Table (2)

Table 2. The levels of the adjusted correlations for the item-to-study-tool connection

No.	R	No.	R	No.	R
1	0.66	16	0.61	31	0.30
2	0.58	17	0.68	32	0.58
3	0.57	18	0.30	33	0.54
4	0.57	19	0.62	34	0.60
5	0.58	20	0.61	35	0.63
6	0.54	21	0.68	36	0.63
7	0.59	22	0.67	37	0.70
8	0.63	23	0.39	38	0.76
9	0.63	24	0.60	39	0.70
10	0.71	25	0.39	40	0.72
11	0.70	26	0.52	41	0.69
12	0.75	27	0.66	42	0.71
13	0.63	28	0.55	43	0.61
14	0.68	29	0.50	44	0.69
15	0.71	30	0.65	45	0.73

Table 2 shows the relation between items and the study instruments, the adjusted correlations coefficients ranged from (0.76) to (0.30).

The study reliability**:** Equation of Cronbach's used to calculate the stability of the internal consistency of the research tool, based on the data from the pilot sample's first use. To calculate repeatability, the exploratory sample was re-applied with the test-retest approach with a two-week. while R was used to determine the relation in the first and second implementations of the experimental group as in Table (3).

Table 3. Internal consistency value stability coefficients and re-testing

Item	Reliability coefficients		Items No.
	Internal consistency	Re-test	
The field of e-learning reality at the university	0.93	0.87	23
The field of students' attitudes towards e-learning	0.85	0.83	11
The role of electronic learning in enhancing interaction among students	0.90	0.86	11
Total	0.96	0.90	45

According to Table 3, it can be noticed that the stability of the internal consistency level of the study tool was (0.96), whereas the stability of the tool's re-test was (0.90). While the internal consistency of the field of e-learning reality at the university was (0.93), the test-retest reliability was (0.87), the stability of the internal consistency of the field of the role of electronic learning in enhancing interaction among students (0.90) and the test-retest reliability (0.84). As for, the stability internal consistency value of the item of "students' attitudes towards e-learning (0.85), the test-retest reliability (0.83). The study sample's opinions were measured using a five-point Likert scale, with the options of highly agreeing (5), agreeing (4), neutral (3), disagreeing (2), and severely disagreeing (1), and the following judgment classification was utilized. In terms of averages:
Period length = (highest value - lowest value) / 3 = (5-4) /3 = 1.33
As a result, it will be:

- A low level of approval from (1-less than 2.33).
- A medium level of acceptance from (2.34-less than) (3.67)
- A high level of acceptance from (3.68-5)
- The study Variables are based on:

First, the independent:

1. Gender, (female, male).
2. Age is categorized into: from (22 – 33) years, from (34 - 44) years, and (45 years and more).
3. The academic qualification has three levels: (higher diploma, masters, and doctorate).

Second, the dependent variable. The reality of E-Learning at the University of Al Ain in the UAE, and its influence in achieving interaction between students and lecturers

3. Results of the study

To respond to the study's questions, following uploading the information in the system, the researchers performed the required statistical analyses to evaluate it using the (SPSS) application and statistically analyze it as shown in Averages, standard deviations, and percentages are used to find the first question answer. Standard deviations, Means, and variance (ANOVA) were utilized to answer the second question.

First: outcomes referring to the first question, which indicates "What is the reality of electronic learning at Al Ain University from the viewpoint of graduate students in the College of Graduate Studies in the programs of the College of Education?" To address the questions the question, the average and standard deviations of the fields of the survey and all items were extracted as shown in Table 4.

Table 4. The standard deviation and average of the fields of all items

Item	Average	standard deviations	%	Rank	Degree
The field of e-learning reality at the university	3.62	0.60	72.4	1	High

Item	Average	standard deviations	%	Rank	Degree
The field of students' attitudes towards e-learning	3.81	0.61	76.2	2	High
The role of electronic learning in enhancing interaction among students	3.91	0.63	78.2	3	High
Total	3.78	0.51	76	High	

According to the responses of the study sample, the total degree of the e-learning reality field at Al Ain University was (3.78) and standard deviation of (0.51), shows a high degree of e-learning reality domains at Al Ain University, while the averages of the study sample's responses to the fields ranged from (3.62-3.91). The field of the role of electronic learning in enhancing interaction among students came in first place with a mean of (3.91), followed by the field of students' attitudes toward e-learning with a mean of (3.81), and the field of the actuality of electronic learning with a mean of (3.62). The researcher attributed this result to students' high satisfaction with the university's facilities and services, as well as the university's policies being explicit in a way that makes it easier for students to deal with them and the simplicity with which procedures are implemented.

Second: outcomes referring to the second question which states that "Are there statistical significant between the averages of the responses of students in the College of Graduate Studies in the College of Education programs about the role of electronic learning at Al Ain University from their viewpoint due to variables (gender, educational level, age) at the significance level (= 0.05)?

To address the questions, the average and standard deviations of the fields of the questionnaire and the items as a whole were extracted as in Table 5.

Table 4. The standard deviation and average according to the variables of gender, age, and academic qualification

Variable	Item	Average	standard deviations
Gender	Male	3.94	0.78
	Female	3.60	0.69
Age	From (22 to 33) years	3.76	0.71
	From 34 to 44 years	3.85	0.78
	(45) years and more	3.84	0.66
Academic qualifications	Higher Diploma	3.83	0.76
	Master's	3.80	0.60
	PhD	3.76	0.78

Table 5 shows that there are considerable variances in the degree of e-learning application based on gender, age, and academic level. Three-way ANOVA was used to calculate the statistical significance of such differences, as shown in Table 6.

Table 6. Result of the three-way of variance based to the variables of gender, age, and educational qualification

Item	Sum of squares	Fd	Average	F value	Sig
Gender	9.598	1	9.598	19.745	0.000
Age	1.369	3	0.456	0.939	0.422
Academic qualification	0.112	1	0.112	0.231	0.631
Error	123.251	367	0.456		
Total	183.672	372			

Table 6 shows that there is statistical significance differences in preference of gender hierarchy (= 0.05), with the average for males being (3.94), whereas it was for females (3.60). The researcher attributes that for some females' weak personality features, such as sensitivity or embarrassment in asking for help, as well as a lack of time, particularly for married women, to complete duties between studies, work, household responsibilities, and

other chores. The lack of a computer in the home or any learning device, the difficulty of utilizing some e-learning programs due to a lack of knowledge, skills, and abilities in using them, and inadequate skill in using the electronic device. The outcomes also indicate that there were no statistical significant at the level of significance of ($\alpha = 0.05$) of the reality of e-learning at Al Ain University in the UAE and a role in achieving interaction between students and university staff due to the variables of age and educational qualification. The researcher attributes this to the spread of electronic culture among people of all ages, and we note that all people who do not know how to deal with it strive to learn it to keep up with the current era's development, equipping the university's infrastructure to promote and encourage the use of electronic devices.

4. Conclusion and recommendations

1- Providing educational courses on the usage of electronic programs and their significance in all aspects of the e-learning process.
2- Investing in positive e-learning guidance for students and faculty members.
3- Providing training courses on the most up-to-date educational programs to members of the teaching staff to assist the educational process and increase interaction between the instructor and the student.
4. It is necessary for Al Ain University to continue e-learning and to adopt it as a basic educational method and develop it continuously.

Declaration of competing interest

The authors declare that they have no any known financial or non-financial competing interests in any material discussed in this paper.

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