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Lecturers' Perceptions and Satisfaction of Employing Electronic Learning Tools at the Arab Universities During COVID-19

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Abstract: This study aimed to identify the trends of faculty members in Arab universities toward the use of electronic learning tools in the context of the Corona pandemic. To achieve the study objectives, the questionnaire was the main instrument for collecting study data. The study was applied to a sample consisting of (82) faculty members at Altaif University, Irbid Alahlia University and Middle East University, who were selected randomly. The results revealed that attitudes and satisfaction of faculty members in Arab universities toward the use of e-learning tools in light of the Corona pandemic were medium. Also, the results showed that there are no significant impact of gender, academic ranking and experience but there is a significant impact of the university according to the point of view of faculty members on the use of e-learning tools in Arab universities.

Keywords: E-learning, Arab universities, e-learning tools, Covid-19.

1 Introduction

The Corona epidemic has invaded most countries of the world, and this is what forced all educational institutions to shift from face-to-face education that allows physical closeness which constitutes an opportunity for transmission of infection to e-learning or distance education [1]. 1.5 billion children and young people in 188 countries around the world have had to stay in their homes after closing schools and higher education institutions [2].

Distance Learning (DL) or Electronic Learning (EL) is a type of learning that has been talked about for a long time and the controversy over the need to integrate it into the educational process -before the Corona pandemic- it became an alternative and an urgent necessity for continuing education in conditions that impose physical distancing [3]. E-learning came as a result of technological developments, especially after the educational process was directly affected by industrial automation and the development of artificial intelligence and the internet of things, as well as the information technology revolution that stormed the classroom and became an integral part of it.

The students' experience in distance education was different according to the environment, the material, culture, the local capabilities of the state, and other elements that negatively or positively affected the distance education experience in the Arab countries in general [4]. Governments were keen to implement distance education, even if the capabilities in some of them were few and limited [5].

E-learning depends on modern communication technology, computers, and their accessories to provide the scientific material, including lectures, lessons, discussions, exercises, and tests, whether in a synchronous or asynchronous manner. Many educational institutions, from schools and institutes to the most prestigious international colleges and universities, have applied various models of e-learning [6]. We can talk about the disparity in the application of e-learning between providing some lessons in an electronic way in some courses to providing electronic courses completely, and even complete programs that are now presented electronically, so there are open universities and colleges that offer their programs in an electronic way. Its experiences were generalized as successful and then began to talk about the necessity of transferring these experiences from the teachers' perspectives as well as students to other students and teachers [1].

Distance learning in the Arab world has been applied in many universities even before the pandemic, and it has

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achieved success in a number of universities, but the pandemic in the year 2020 required the states to create solutions by applying distance learning to all [7]. To achieve this, universities and schools must be prepared with the necessary technology, and appropriate training for all faculty and students in order to ensure correct learning [8]. Therefore, universities have provided the correct technology that students and lecturers need to pursue education, but there were some problems due to the sudden transition to learn remotely, and the lack of opportunity for proper training and configuration [9]. In order for distance learning to take place correctly in universities, it was necessary to follow up and evaluate the correct evaluation of distance education to know the problems and the level of benefit offered by this new educational method. Therefore, it is not possible to evaluate and develop distance learning without having a correct evaluation follow-up that can properly evaluate each step of distance learning [1].

Given this, there is a need to know the lecturers' perceptions and their satisfaction with the use of e-learning tools in Arab universities during the Covid-19, to find out whether it has performed what is expected of it, especially with the expectation that the distance education system will continue at the present time.

Problem Statement and Research Questions

The problem of lecturers' perceptions and satisfaction with the use of electronic learning tools has emerged clearly during COVID-19 (Nambiar, 2020). This problem appeared promptly at the tertiary level in Arab universities, especially in the disciplines of teaching Arabic, English, Science, and Islamic studies [10, 11, 12]. Therefore, attempts have been undertaken to identify the reasons for those problems and how to solve them [13]. These attempts targeted the essential requirements for the lecturers at these universities to establish a solid knowledge of electronic learning tools during COVID-19 and some attempts have focused on their skills in using these tools and their attitudes while using them. In addition, solutions and treatments have been introduced to cater to the use of electronic learning tools during COVID-19.

Previous research and studies that were conducted in the field of education showed the necessity to empower lecturers in using electronic learning tools, especially at the tertiary level. These studies revealed that universities lecturers could not use electronic learning tools properly [14, 15]. Therefore, the above-mentioned studies recommended training universities lecturers to use electronic learning tools to master dealing with online learning.

It should be noted that the problem of the tendencies of faculty members in Arab universities towards the use of e-learning tools in the context of the Corona pandemic was obvious [16]. Problems that have suddenly emerged in Arab universities in the field of university education, especially in Arabic, English, religious, and science subjects. Despite attempts to find out the causes of this problem and how to treat it, these attempts have tended to know the demands of faculty members to be able to provide e-learning tools in the context of the Corona pandemic, and others focused on their skills in it, working to know their directions, and providing solutions and prescribing appropriate treatments for them.

Research and studies conducted in the field have shown the need to master the tools of e-learning, and at the university level in particular, where the weakness of faculty members in e-learning tools, and the prevalence of mistakes when practicing them [15], which called in their recommendations that the need to pay attention to the training of faculty members in electronic learning tools and this is done through training programs to be skilled.

There is a need to focus on training faculty members in e-learning tools, and this is done through training programs to be skilled. Previous Research Studies Conducted in The Field of Education Show the Necessity to Emperor Lectors in Using Electronic Learning Tools Special at The Tertiary Fl. This study revealed that university lectures laced the ability to use e-learning tools properly [15].

Therefore, the current study attempts to reveal the degree to which the universities lecturers use electronic learning tools at the Arab universities during COVID-19 to contribute to overcoming the problem of not being able to use online teaching tools. This problem can be solved by answering the following question:

Research objectives:

- 1- To reveal the perceptions of universities lecturers towards electronic learning tools in Arab countries.
- 2- To reveal the satisfaction of universities lecturers with electronic learning tools in the Arab countries.
- 3- To identify the effects of the study variables (qualifications, years of experience, specialization and gender) on the responses of the sample towards electronic learning tools.

Significance of the study:

The current study can be useful for the following stakeholders:

1-The universities administration can identify the most important electronic learning tools that are suitable for the universities' lecturers and students during COVID-19.

2-This study is useful for the universities lecturers in that it provides a list of electronic learning tools that they need during COVID-19 to use when they plan, execute and assess electronic learning.

3-This study caters to the universities, and lecturers with the necessary skills to increase their competencies electronic learning tools which will reflect positively on the performance and the quality of learning outcomes.

2 Literature Review

By the early 1990s, several schools were established offering only online courses, thus making maximum use of the Internet and bringing education to people who had previously been unable to attend college due to geographic or time constraints, technological progress has also helped educational institutions reduce the costs of distance learning [17].

Al-Halafawi [18] defines e-learning as a type of interactive education that depends on the use of electronic media in achieving educational goals and delivering electronic educational content to students without considering temporal and spatial barriers. These electronic media may be represented in modern electronic devices such as computers and satellite receivers. Industrial, or through computer networks represented in the Internet and other media that resulted from it, such as educational websites, electronic libraries, and electronic museums. E-learning is an educational method based on electronic educational tools that facilitate the process of communicating information to children and students and arouse their enthusiasm and motivation for education [19]. E-learning was also described as providing scientific content, including the information, explanations, activities, and exercises it contains, partially or comprehensively, using the computer and its software in order to enable the student to interact with the teacher inside or outside the classroom to the extent that it saves time and effort and achieves goals [20].

Distance education is an alternative option for direct education within public and university education institutions, coinciding with the emergence of the Coronavirus pandemic, as this type of education needs necessary requirements for its success and to achieve the quality and continuity of education [7]. In order to identify the challenges that hinder it and impede ways to benefit from it to the fullest, it was necessary to know the trends of the specialists to implement and activate it on the ground from teachers and learners in the field of public education [15]. E-learning has become the only way out for the continuation of the educational process, and although distance education is still in its early stages, the positives resulting from its application have become an eyewitness to being the best alternative in the current situation in the Arab world in particular and the whole world in general [10]. The findings of some studies have proven the positive attitudes toward using online learning at tertiary levels.

The results of these studies showed positive attitudes from the faculty members at Universities towards the employment of E-learning tools (the Blackboard platform) in the educational process as a strategic option and not as an alternative in the educational process.

E-learning needs some requirements that if they are available the goal will be achieved in the required manner, in order to effectively employ e-learning these requirements must be met which are numbered by [21] as follows:

- 1- Building a vision and plan for e-learning in accordance with the curriculum philosophy and capabilities.
- 2- Infrastructure equipment such as computers, software and communication networks such as the Internet and the local area network (LAN).
- 3- Development of the human element in terms of qualifying supervisors, managers, teachers, learners and the school's executive team.
- 4- Development of interactive digital content according to e-learning standards.
- 5- Development of an interactive portal on the Internet that contains: educational management systems, school management systems, interactive digital content in line with national content, systems for authoring and designing educational units, testing and measurement systems, and support systems.

E-learning management systems consist of a number of components, each of which provides a specific service. Paulesen [22] defined an E-learning management system as a term given to a group of applications that organize and provide e-learning services over the Internet or local networks to students, teachers and administrators, and these services include access control, content provision to the learner, communication tools, and the organization of user groups [23]. These components differ from one system to another according to their availability, while the main components of any e-learning management system are hardly outside of the following [24]:

First: Interface System

It is the main address of the e-learning management system, through which all the components that allow the user to navigate between them easily and without much effort, and assist him in accessing various learning materials are reviewed.

Second: Content Authoring Tools

They are tools that help a faculty member to design the electronic educational content provided by the system without the need for programming languages knowledge.

Third: Communication Tools

It is the source of interaction and communication between the faculty member and students in the e-learning process, and it can be classified according to the characteristics of the system that you follow into:

- Simultaneous communication tools: chat and virtual classes.
- Asynchronous communication tools: e-mail, discussion forums, advertisements, and file sharing.

Fourth: Assessment and Testing

Learning management systems provide several tools that help a faculty member to evaluate the performance of his students and measure their progress. These tools are characterized by their ease of design, accuracy, and speed of performance, allowing for determination of results after exams, and allowing comments to be added on them, such as: tests, assignments, and questionnaires.

Fifth: Decision Management

The course is administered by means of specially designed tools that assist the faculty member in managing his courses effectively.

Sixth: Collective participation Tools

They are interactive tools that allow users to interact and participate outside the framework of the system in line with the educational process, including: website feed, blogs and social networks.

3 Previous Studies

The theoretical literature and previous studies were reviewed in scientific journals and various databases, and a set of studies related to the subject of the study were accessed.

Alkhashkhashi [25] revealed that students and faculty members in Iraqi institutions had a (medium) level of comprehension of the reality of distance education in the wake of the Corona pandemic. There were no statistically significant variations in the degree of appraisal between the two factors, according to the findings (specialization and academic rank).

Almahasees et al. [1] showed that Zoom, Microsoft Teams for online interactive classes, and WhatsApp for communication with students outside of class were found to be the most popular online platforms in Jordan. Also, Faculty and students agreed that online education is beneficial during the current pandemic. At the same time, it is ineffective when compared to face-to-face learning and teaching. Online learning obstacles, according to faculty and students, including adjusting to online education, particularly for deaf and hard of hearing students, a lack of contact and motivation, technical and Internet issues, data privacy and security, and technical and Internet concerns.

Al-qudah [26] found that at Taibah University in the Kingdom of Saudi Arabia, general attitudes toward the quality of e-learning and its dimensions were positive, with an average of (3.897). Furthermore, the findings revealed that learner satisfaction at Taibah University in the Kingdom of Saudi Arabia was high, with an average of (4.128). Jaoua et al. [4] showed that the interactions between four components enable effective e-learning: the e-learning system, e-learning preparedness, interactivity, and resistance to change.

4 Method and procedures

Study Approach

To achieve the objectives of the study, the descriptive survey approach was used. Therefore, this approach measured the attitudes and satisfaction of faculty members in Arab universities towards the use of e-learning tools in light of the COVID-19 pandemic. Through the study tool that was developed to collect data on a study sample, after extracting its psychometric properties, the researchers analyzed the data and arrived at results that help in answering and explaining the study questions.

Study population and sample

The study population consisted of all faculty members in the Faculties of Education in Arab universities for the academic year (2020/2021). The study sample were (82) respondents from the faculty members at three Arab universities (Taif University in Saudi Arabia, Irbid National University of Jordan and the University of the Middle East), with a confidence rate (95%), and a margin of error (5%). Table (1) shows the distribution of the study sample according to its variables:

Table 1: Descriptive Statistics of the lecturers' demographic information.

Valid	Categories	Freque ncy	Percent
Gende r	Male	47	57.30%
	Female	35	42.70%
	Total	82	100.00 %
Acade mic rank	Assistant Prof	36	43.90%
	Associate Prof	32	39.00%
	Prof.	14	17.00%
	Total	82	100.00 %
Experi ence	Less than 5 years	12	14.60%
	5 -10 years	23	28.00%
	More Than 10 years	47	47.40%
	Total	82	100.00 %
the Univer sity	Altaif Uni	36	43.90%
	Irbid Alahlia Uni	24	29.20%
	The Middle East Uni	22	26.80%
	Total	82	100.00 %

The descriptive analysis was used to describe the respondents' profile in terms of "gender, academic ranking, experience and university". The most of respondents were male representing 57.3%, while 42.7% were female, respectively. With respect to the academic ranking of respondents, 43.9% of respondents were assistant professor ranking, while 39.0% of respondents were associate professor, finally, the respondents who ranked professor were 17.0%. With respect to the work experience, the results showed that the majority of the respondents have more than 10 years of experience representing 47.4%, followed by the respondents who have 5 to 10 years of experience representing 28.0%. Finally, the respondents have less than 10 years' experience representing 14.6%. With regard to the university, table 1 shows that the work in Altaif university with a rate of 43.9%, while those working in Irbid

Alahlia university represented 29.2% of respondents, followed by the respondents who work in Middle east university representing 26.8%.

5 Instrument

To achieve the objectives of the current study, the instrument of the study was developed. The study instrument was developed to measure the attitudes and satisfaction of faculty members in the Arab universities towards using e-learning tools in light of the COVID-19 pandemic. Referring to the study of Abd al-Hussein and Ibrahim (2020) Haider et al. (2020), and al-Sharif (2020) and after reviewing the literature. The five-point Likert scale was used, as it was divided into five levels (Very large (5), large (4), medium (3), low (2), very little (1) for answering those items: The score (5) represents a very high degree, a score of (1) represents a very low score).

The questionnaire was formed in its first form. It contains four dimensions in the construct of perceptions:

- The faculty members' attitudes towards designing electronic content, which consists of (6) items.
- The faculty members' attitudes towards the obstacles facing e-learning, which consists of (7) items. The faculty members' attitudes towards the infrastructure and requirements of e-learning, consisting of (3) items
- The faculty members' attitudes towards students' and community's awareness of the requirements of e-learning, consisting of (6) items.

The second construct, satisfaction, consists of two dimensions:

- The first dimension: the degree of satisfaction of the faculty members towards electronic content, which consists of (6) items.
- The second dimension: the degree of faculty members' satisfaction with regard to effectiveness, consisting of (8) items.

Instrument Validity

To verify the validity of the content of the study tool, the study tool was presented to several faculty referees with expertise and experience from specialists in curricula at colleges of education in Iraqi and Jordanian universities, in order to judge the suitability of its paragraphs to the study sample, the extent of clarity of its language, the grades respectively (5 - 4 - 3 - 2 - 1) for all items, the scores on the study instrument range between (36) degrees, which represents the lowest score that the subject can obtain, and (180) degrees, which represents the highest score that the subject can obtain on the scale. In order to judge the opinions of the respondents on the scale after extracting their mean, an arithmetic equation was performed for this by finding the extent of the response on the five-point response scale. The range was extracted equal to 4 and it was divided by the number of decisions in which the responses are separated, which are (high degree, medium degree, low degree. Then judge the resulting value, and the judgment points (cutoff point) were (1.33), where High degree (5.00 - more than 3.67), Medium degree (3.67 - 2.34). and low degree (2.33 - 1.00).

The Key to Correcting the Study Instrument:

Since the response scale is five-scale, the answer to all the items of the instrument ranges between (very large, large, medium, few, very few) and corresponds to the following effectiveness of alternatives to its items, the appropriateness of their number, and the extent of their representation to measure. To measure the attitudes of faculty members in Arab universities towards using e-learning tools in light of the COVID-19 pandemic, and the belonging of the items to the dimensions to which they belong, and to add, amend or delete what they see appropriate from the items.

Instrument Reliability:

To ensure the reliability of the study tool, the reliability coefficient was found through the method of applying and re-applying the test (test-retest). The test was re-applied after two weeks on an exploratory sample consisting of (30) male and female students, and then the Pearson correlation coefficient was calculated between their estimates. Both times on the study tool as a whole, the reliability coefficient was calculated using the internal consistency method using the Cronbach-Alpha equation to ensure its reliability. Table (2) shows each of the test application and re-application reliability coefficients and the internal consistency coefficient according to the Cronbach alpha equation for the fields study instrument and for the entirety of the items.

Table 2: Cronbach Alpha Test.

Dimensions of Questionnaire	Cronbach Alpha Value
Attitudes towards designing electronic content	0.716
Attitudes towards the obstacles facing E-learning	0.860
Attitudes towards Infrastructure and requirements of E-learning	0.703
Attitudes towards awareness of the requirements of e-learning	0.744
Satisfaction of the faculty members towards electronic content	0.789
Satisfaction of the faculty members with regard to effectiveness	0.723
Questionnaire as all	0.766

Table (2) showed that the values of the internal consistency coefficient for the dimensions of attitudes and satisfaction of Employing Electronic learning tools at the Arab universities during Covid-19 were accepted and ranged between (0.716-0.860). Also, the Table showed that Cronbach Alpha coefficient value of the instrument as all was (0.766). This indicates that Cronbach Alpha coefficient value for all dimensions of the instrument was higher than (0.60), which means that the study instrument has internal consistency between items.

6 Data Analysis

In order to answer the questions of the study, the researcher used means, an independent sample "t-test" and One Way ANOVA by SPSS software. The independent sample "t-test" is used when comparing two means with each other and preferred using Anova One Way when comparing three or more means [27].

Table3: The attitudes of faculty members in Arab universities towards the use of e-learning tools in light of the Corona pandemic.

N	Dimensions	Mean	St.d ev	Result
1	Attitudes towards designing electronic content	3.54	0.67	Medium
2	Attitudes towards the obstacles facing E-learning	3.35	0.77	Medium
3	Attitudes towards Infrastructure and	3.16	0.67	Medium

	requirements of E-learning			
4	Attitudes towards awareness of the requirements of e-learning	3.31	0.65	Medium
	Over all	3.34	0.40	Medium

Table 3 shows that lecturers' perceptions towards the content design got the highest mean ($M = 3.54$, $SD = 0.67$). While attitudes towards the obstacles facing E-learning got ($M = 3.35$, $SD = 0.77$), followed by attitudes towards awareness of the requirements of e-learning with ($M = 3.31$, $SD = 0.65$). Finally, attitudes towards the infrastructure and requirements obtained the lowest mean ($M = 3.16$, $SD = 0.67$). The mean and standard deviations of the construct of attitudes of faculty members in Arab universities towards the use of e-learning tools in light of the Corona pandemic are ($M = 3.34$, $SD = 0.40$).

Table 4: The satisfaction of faculty members in Arab universities towards the use of e-learning tools in light of the Corona pandemic.

N	Dimensions	Mean	St.d ev	Result
1	Satisfaction of the faculty members towards electronic content	3.78	0.68	High
2	Satisfaction of the faculty members with regard to effectiveness	3.53	0.52	Medium
	Over all	3.66	0.54	Medium

Table 4 shows that lecturers' satisfaction towards electronic content obtained high mean scores ($M = 3.78$, $SD = 0.68076$), compared to the satisfaction of the effectiveness of online learning which obtained medium mean score ($M = 3.53$, $SD = 0.52$). The preliminary result reveals that the lecturers at the Arab university are somehow satisfied with online teaching during COVID-19.

Table 5: Independent Samples T- test of gender.

Dimensions	Variables	N	Mean	St. dev	df	t	Sign
Satisfaction	Male	47	3.63	0.59	80	0.56	0.614
	Female	35	3.69	0.46			

Perception	Male	47	329	0.45	80	1162	0.249
	Female	35	340	0.33			

Table 5 shows that the mean of responses male from faculty members in Arab universities towards the satisfaction of e-learning tools was (3.63) and the mean of responses female was (3.69). Also, the table showed that the mean of responses male from faculty members in Arab universities regarding the perception of e-learning tools was (3.29) and the mean of responses female was (3.40). In addition, the Sig of two groups of satisfaction is (0.614) and Sig of two groups of perception is (0.249), which means that there are no significant impact of gender according to the point of view of faculty members on the use of e-learning tools in Arab universities.

Table 6: ANOVA Test.

Dimensions	Variable	Groups	Sum of Squares	df	Mean Square	F	Sig
Satisfaction	Academic Ranking	Between groups	0.995	2	0.497	1.761	0.179
		Within groups	22.318	79	0.283		
		Total	23.312	81			
Perception	Academic Ranking	Between groups	1.755	2	0.878	4.561	0.300
		Within groups	11.266	79	0.143		
		To	13.0	8			

		tal	21	1			
Satisfac tion	Experience	Be tw ee n gr ou ps	0.23 6	2	0. 11 8	0 . 4 0 3	0 . 6 6 9
		W ith in gr ou ps	23.0 77	7 9	0. 29 2		
		To tal	23.3 12	8 1			
Percep tion	Experience	Be tw ee n gr ou ps	0.22 0	2	0. 11 0	0 . 6 7 8	0 . 5 1 0
		W ith in gr ou ps	12.8 01	7 9	0. 16 2		
		To tal	13.0 21	8 1			
Satisfac tion	University	Be tw ee n gr ou ps	4.44 1	2	2. 22	9 . 2 9 5	0 . 0 0 0
		W ith in gr ou ps	18.8 72	7 9	0. 23 9		
		To tal	23.3 12	8 1			
Percep tion	University	Be tw ee n gr ou	0.99 5	2	0. 49 7	1 9 . 2 5	0 . 0 0 0

	ps					
	With in groups	22.318	79	0.283		
	Total	23.312	81			

Table 6 shows that there are no differences among groups according to academic ranking. Where Sig is (0.179) of satisfaction and (0.300) of perception. Also, there are no differences among groups according to experience. Where Sig is (0.669) of satisfaction and (0.300) of perception. which indicates no statistically significant effect ($\alpha \leq 0.05$) of academic ranking and experience based on the point of view of faculty members on the use of e-learning tools in Arab universities. in addition, the Table shows that there are differences among groups according to university. Where Sig is (0.000) of satisfaction and (0.000) of perception. which indicates a statistically significant effect ($\alpha \leq 0.05$) of university-based on the point of view of faculty members on the use of e-learning tools in Arab universities.

7 Results

In order to answer the first question of the study, the researcher used means and standard deviation for each dimension of measuring the attitudes of faculty members in Arab universities towards the use of e-learning tools in light of the Corona pandemic.

This result indicates that although the university' lecturers holds positive attitudes toward the design of the content, they suffer from the infrastructure and requirements of online learning such as fast internet, computers used while teaching, etc....

In order to answer the second question of the study, the researcher used means and standard deviation for each dimension of measures the satisfaction of universities lecturers with electronic learning tools in the Arab countries in light of the Corona pandemic.

In order to answer the third question of the study, The independent sample "t-test" and Anova One Way were used to identify the significance of statistical differences in the responses of faculty members in Arab universities towards the use of e-learning tools that are attributed to the variables of gender, academic rank, experience and university.

8 Discussion

Results of the First Question: What are the Lecturers' Perceptions of using electronic learning tools at the Arab universities during Covid-19?

the mean of responses female was (3.40). In addition, the Sig of two groups of satisfaction is (0.614) and Sig of two groups of perception is (0.249), which means that there are no significant impact of gender according to the point of view of faculty members on the use of e-learning tools in Arab universities.

The results revealed that the mean score of faculty members' attitudes in Arab universities towards the use of e-learning tools in light of the Corona pandemic reached (3.34) with a standard deviation of (0.40) at a medium degree and that all fields came at a medium degree. This result agrees with the study of Alkhashkhashi [25], but it differs with the study of Al-qudah [26].

This result is attributed to the lack of pre-approved educational software in universities, which affects students' progress in theoretical aspects, while they found it difficult to learn from distance in practical aspects. This result is also attributed to the fact that the educational staff in Arab universities is trained in face-to-face education, while e-learning requires distance communication and computer competencies, which are competencies that faculty members in Arab universities did not train, which created difficulties in understanding messages and instructions from the first. Once, some faculty members are not trained in dealing with computers and smart phones. This result is due to the fact that e-learning is an educational novelty imposed by the Corona pandemic, and every newcomer faces difficulty at the beginning, and then experience comes later to remove many obstacles and adapt e-learning to suit the conditions of the learning environment in Arab countries.

Results of the Second Question: What is the Lecturers' Satisfaction with using electronic learning tools at the Arab

universities during Covid-19?

The results of this question indicated that the level of lecturers' satisfaction with the use of e-learning tools in Arab universities during COVID-19 was medium. This result agrees with the study of Sensors et al. (2021), but disagrees with the study of Jaoua et al. [4].

This result may be attributed to the university's failure to adopt prior and reliable software for use in e-learning, which made some faculty members communicate with students through social media, which are not specialized programs for distance education, and some students and faculty members do not trust the test results, which made them not take e-learning seriously. Moreover, the interaction of faculty members in Arab universities is governed by the continuous availability of the Internet service, which is an intermittent service that makes faculty members stop interacting with students in case the service stops, or limits their ability to respond easily to students' inquiries about the educational material. The teaching staff in Arab universities to attach educational materials is limited due to the low levels of file uploading in Internet services.

Results of the Third Question: Are there any statistical differences in the responses of Arab universities lecturers towards the usage of electronic learning tools pertinent to academic ranking, years of experience, university and gender?

The result showed that there are no differences among groups according to gender, academic ranking, and experience. In addition, the result showed that there are differences among groups according to university. This result agrees with the study of Alkhashkhashi [25].

This result can be explained by the fact that all members of the study sample, regardless of their gender, years of experience and academic rank, have common denominators with regard to their attitudes towards the use of e-learning tools from their point of view, and therefore the gender factor, experience and academic rank are not considered influential for them. The result of the differences in universities can be attributed to the fact that the capabilities of each university differ from other universities.

9 Conclusion

The study has provided insights into lecturers' perceptions and satisfaction of employing electronic learning tools at the Arab universities during Covid-19. According to the study results, the attitudes and satisfaction of faculty members in Arab universities towards the use of e-learning tools in light of the Corona pandemic were medium. Which highlights the training and encouragement of lecturers to communicate with students through electronic pages and e-mail, given that many students have Internet service at home. Also, emphasizes the need for the university to pay attention to the introduction of e-learning in university education, and to spread e-culture among students to achieve the greatest degree of interaction with this type of education. In addition, it is necessary to provide an appropriate educational structure for the application of e-learning at the university and to remove all human, material, and technical obstacles that prevent its spread in the educational system in various stages and fields. Finally, the necessity for the university to offer materials that give the student the skills and techniques of e-learning in order to facilitate the process of interaction and benefit students with the educational materials presented electronically.

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