

Attitudes Towards The Use of E-learning Platform Among Lecturers in Al-Mustansiriyah University during Pandemic Corona Time

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Abstract

The concept of attitudes regarding E-learning platform is not a new one. Rather , it has been tackled since technology (particularly classroom) were first employed in the learning and teaching process. Nevertheless, the attitude towards use E-learning platform in Iraq is still (to the best of the researcher's knowledge) unknown in pandemic corona time. Based on this, the researcher aims at investigating this attitude towards the use of E-learning platform among lecturers who are working in the AL-mustanseryah University . The participants covered 150 lecturers , whose attitudes towards the E-learning platform were tested by a questionnaire that was specifically made for this purpose. The results arrived at revealed that participants have a positive attitude towards the use E-learning platform, and statistically significant differences in attitude towards E-learning platform between males and females. Finally, the study recommended some points based on the findings arrived at.

Keywords: Attitudes, E-learning Platform, Pandemic corona

الاتجاهات نحو استخدام منصة التعلم الإلكتروني بين المحاضرين في الجامعة المستنصرية زمن جائحة كورونا

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المخلص

مفهوم الاتجاه نحو منصة التعلم الإلكتروني ليس جديداً، وإنما تم التعامل معه منذ أن تم استخدام التكنولوجيا (خاصة الفصول الدراسية) لأول مرة في عملية التعلم والتعليم. ومع ذلك، فإن الاتجاه نحو استخدام منصة التعلم الإلكتروني في العراق لا يزال (على حد علم الباحث) غير معروف في زمن انتشار جائحة كورونا. وبناءً على ذلك استهدف البحث تقصي هذا الاتجاه نحو استخدام منصة التعلم الإلكتروني بين المحاضرين في الجامعة المستنصرية. بلغ المشاركون ١٥٠ محاضراً، تم اختبار اتجاهاتهم نحو منصة التعلم الإلكتروني عن طريق استبيان تم إعداده خصيصاً لهذا الغرض. أظهرت النتائج التي تم التوصل إليها أن المشاركين لديهم اتجاه إيجابي نحو استخدام منصة التعلم الإلكتروني، ووجود فروق ذات دلالة إحصائية في الاتجاه نحو منصة التعلم الإلكتروني بين الذكور والإناث. أخيراً، أوصت الدراسة ببعض التوصيات بناءً على النتائج التي تم التوصل إليها.

الكلمات المفتاحية : الاتجاهات، منصة التعلم الإلكتروني، جائحة كورونا

Introduction

The world is currently witnessing a major event that could threaten education with a huge crisis, perhaps the most dangerous in our contemporary times. Until March 28, 2020 this came at a time when we are already suffering from a global educational crisis, there are many students in universities, but they do not receive the basic skills they need in working life. The World Bank indicator on Learning Poverty - appears. If we do not act, then this pandemic may lead to a worse outcome. But what are the direct effects on young people that cause us concern at this stage of the crisis? Learning losses. Increase in dropout rates. The danger of the spread of the Corona virus in Iraq led to the closure of educational

institutions all over the country, as in other regions around the world, as a preventive measure to protect students and teachers from infection with the virus.

Communication and information technologies represent the major contemporary factors that shape the global economy and produce (or encourage) rapid, fruitful and positive changes in any given society. These technologies have, indeed, completely changed the way people communicate, learn and do their own business properly. Furthermore, this development resulted in the emergence of new needs, in addition to contemporary teaching strategies and methods that teachers must be part of. These facts are conceivable if (and only if) teachers have the right attitude, awareness and accept to integrate in modern technologies in the teaching process in which they are involved. In this sense, Lawal (2006) states that contemporary traditional teachers seem to be reluctant (or pessimistic) in reflecting their own attitude and perception towards any change. This sort of pessimism emerges due to the teachers' lack of awareness about the policies and potential benefits information communication technologies (henceforth ICT) have in the learning process. Oladosu (2012) says that teachers' awareness focuses on their understanding, appreciation and recognition of the benefits woven around ICTs in the education process, and their own inclination towards its adoption and employment. The awareness concerning policies forms the cornerstone of the employment and productivity of a particular program. When a person becomes aware of the major principles, he then cultivates the adequate attitude which will lead to improved productivity.

Computer communication by academic staff profile is defined as "communications, mediated by computers, between students and lecturers, includes email exchange, instant messaging, video chatting, and the usage of networking sites, such as classroom. Al-Mustansiriyah university invite students and lectures to create an online profile, (containing various amounts of personal information, photos, lectures, video lectures, lecturers papers, personal communication information, notifications) and to engage in academic exchange with students of the academic staff profile. Comment publicly on another person's profile site (Luppigini, 2007).

The history of educational technology is not an old one. Rather, it is as old as the history of education, but educational technology (in its technical sense) has become the focus of the educational process during the last century, as new accounts and trends have been proposed in the educational process. Some researchers think that educational technology as utilizing and employing a variety of tools, films and projectors. Others, however, think that the field of educational technology is similar to the application of materials as the chalk or any teacher-made instruments (Noroz Chakeli & Hanazadeh, 2010). Another group of people regard the use of different teaching methods or syllabus design as a part of educational technology. The last group of thinkers believe that educational technology is a miracle that can solve educational problems resulting from small spaces, teachers' lack of knowledge and the increased number of students (Aliabadi, 2004).

Teachers and lecturers who perceive the learning process as the accumulation of information regard (or view) teaching as a mere transfer of information. On the other hand, those who consider learning as a conceptual change tend to consider teaching as a process of facilitating this conceptual change (Prosser & Trigwell, 1999). Ramsden (1988) thinks that surface learning methods and approaches depend (and focus) on learners' memorization the content, and recalling it during their examinations. In this sense, no intention is given to seek contextual meanings. Furthermore, Rakes and Casey (2000) add that teachers have to be comfortable with technology. And they must have encouragement toward the employment of technology for increasing their students' achievement. Based on the abovementioned views, the present research consists of an examination for teachers' attitudes toward the employment of technology in classrooms. The researcher also correlated the data with teacher age, tenure, experience and educational level.

Literature

When we implement any sort of technology in the educational process, the success depends mainly on the support, encouragement and attitudes of teacher educators involved. In this sense, it has

been argued that if teachers perceived (or believed) proposed computer programs as not fulfilling their students (and their own) needs, they are not likely to accept introducing technology in their learning and teaching process. One of the major factors affecting the success of any employed technology is, in this sense, the teachers' attitude concerning It (Huang and Liaw, 2005). Among the examples of these are perceived usefulness, computer confidence, as stated by (Rovai and Childress, 2002), training, as mentioned by (Tsitouridou and Vryzas, 2003), gender (Sadik,2006), Knowledge and experience about computers (Yuen , Law and Chan, 1999), in addition to confidence, liking and anxiety (Yildirim, 2000).

Previous Studies

When considering attempts of previous studies, Aksan and Eryilmaz (2011) put forward a study entitled Why don't Mathematics Teachers Use Educational Technology and Instructional Materials In their Classrooms? The results they arrived at state that the adopted educational system in addition to teachers, students, and adopted factors are among the causes of such a problem (ibid).

In addition, Yalcin, Kahraman and Yilmaz (2011) conducted the study The Levels of Teachers' Self – Educational Technology in Elementary Schools, in which they examined employed a 28 item questionnaire to 43 elementary school teachers. SPSS Software was employed for analyzing data, and findings showed an increased level of self-efficacy for those teachers concerning educational technologies. It is also stated that teachers believed that the adoption of these technologies and their benefits have been fruitful and useful for them (ibid) .

An Examination of English Primary School Teachers' Attitudes Towards the Use of Educational Technology in Their Classrooms was the title of a study presented by Dogruer, Eyyam and Menevis (2010) , in which teachers agreed about the positive impact of applying the educational technology, but they lacked the adequate information about its use.

Another study entitled Teacher Trainees' Attitudes Towards Educational Technology was presented by Ozdamli , Hursen and Ozcinar (2009) , in which results stated that teacher trainees agreed about the positive impact of educational technology. It was also concluded that no gender differences were noted in their attitudes towards educational technology. Similarly, no considerable differences were noted between the participants' specializations, and that positive views regarding educational technology was noted.

Objectives

In this research, the main objectives are:

- 1- Identifying the lecturers' attitudes towards the use E-learning platform in teaching.
- 2- Identifying the lecturers' attitudes towards the use E-learning platform in teaching regarding (gender, specific).
- 3- Identifying the rate of lecturers used of E-learning platform (classroom, papers, notifications, personal information, video class).

Participants

This study was carried out in the University of Al-Mustansiriyah , the participants were 90 female lecturers in addition to 60 male lecturers in the college of education. Those participants were chosen randomly, and their attitude towards the employment of technology was investigated in the adopted questionnaire.

Demographic information and background on the popular. The academic staff of college education include (546) lecturers were employees in college of education AL-Mustansyreh university, table 1 shows the title, gender, experience.

Table 1: Background of the popular

	Variables	N	(%)
Gender	Female	60	40%
	Male	90	60%
Experience	5-10	10	6.66%
	10-15	35	23.33%
	15-	105	70%
Title	Assistant Lecture	8	5.33%
	Lecture	22	14.66%
	Assistant Prof	94	62.66%
	Prof	26	17.33%
Specific	Science	70	46.66%
	Human	80	53.33%

Instrument

A self – report questionnaire was adopted in the current research, which was employed measure the range of individual differences, the questionnaire structured by researcher. The questionnaire contained two kinds of questions, whereby the first part covered the background differences including gender, specific, experience, classroom, papers, notifications, personal information, video class. The second part included the items which were put under five mentioned subscales referring to the Curiosity to Use E-learning platform.

The above-mentioned items have been scored as (**Strongly agree = 5 , Agree = 4 , Not Sure = 3 , Disagree = 2 and finally Strongly disagree= 1**).The overall score , however , is obtained based on participants' responses to the given items . Additionally, 90% of sociologists consulted agree with reference to items that would be applicable for the selected lecturers. Furthermore, a reliability test was also employed to get the internal consistency of the adopted questionnaire. It was noted that the result of Cronbach's alpha was relatively high (0.83) for the whole sample under study.

Procedure

The adopted questionnaire was employed to investigate lecturers' attitudes regarding the use academic profile and technology among lecturers.

Results

The researcher asked the candidates who were willing to take part in this study, based on a screening questionnaire which were sent to them. Due attention was given to eligibility, Statistics AL-mustanseryah university, unity of Ibn Sina.

Based on data analysis, the results arrived at can be presented as follows:

- 1- As far as the first objective is concerned, results reveal that statistically significant differences exist with reference to lecturers' attitude towards use academic staff profile and technology in teaching. Accordingly, it was found that the data arrived the lecturers have positive attitude towards use academic staff profile and technology. It is worth mentioning that mean scores of participants was (71) and standard deviations (6.9) were also utilized, t-test analysis $t(149) = 3.54$ $p > 0.00$ of variance was

also employed, and its results revealed that participants reflect a positive attitude towards use E-learning platform in teaching.

2- With reference to the objective, the researcher utilized mean scores, and standard deviations were also calculated for the adopted questionnaire. As for gender differences, the mean scores of male was (70), female was (72) and standard deviations for male (7.16) and female was (6.81) were also utilized, t-test analysis $t(148) = p > 0.00$ of variance was also employed, and its results revealed that evidence showed the statistically significant differences attitude towards E-learning platform regarding gender, as shown in Table (2) .

Table (2) T- test of Attitude Toward the Use of Technology for Males and Females.

Group	N	M	Stander Devotion
Male	72	70	7.16
Female	73	72	6.81
Human	70	69	7.21
Scientific	80	73	6.9

the mean scores of human was (70), scientific was (80) and standard deviations for human (7.21) and scientific was (6.9) were also utilized, t-test analysis $t(148) = p > 0.00$ of variance was also employed, and its results revealed that evidence showed the statistically significant differences attitude towards E-learning platform regarding specific, as shown in Table (3) .

Frequency and percentage were used to identify the rate of lecturers used of academic staff profile regarding (lectures papers, notifications, personal information, video class, and classroom) as shown in table 3.

Table (3) Frequency and Percentage of use Academic Staff Profile

Variables	Frequency	Percentage
Lecturers papers	589	
Notifications	270	
Personal information	110	73.33
Video lesson	1160	
Classroom	150	100%

It can be noted that the number of videos which published in classroom was the most frequent repetition of the tools used in e-learning, due to the current situation resulting from the stone and the fact that the videos are the most appropriate way to explain the material to students. It is extremely important to introduce students to these scientific products.

Discussion

It is noted, from the results, that lecturers play an important and crucial role in the integration of technology for teaching process Thus, it is very important for them to have a rather positive attitude since attitudes are (beyond any dispute) related to lecturers intentions, usage, and other aspects. Technologies attitudes, in this sense, affect the way lecturers reactions towards the use of E-learning platform, which in turn affects learners' reaction during the educational process as approved and stated by Teo. Thus, it is the lecturers attitude that decides the level of learners' advantage (Teo, 2006),

regardless of the amount of technological equipment that exists, as noted by (Huang & Liaw, 2005). Thus, lecturer educators should provide a non-threatening and conducive environment for the lecturers to help them achieve the adequate confidence as well as knowledge in using or employing technology in the teaching process.

The findings related to the first objective suggested that lecturers showed positive attitudes towards the benefit of using E-learning platform in education in pandemic corona time which is correspond of studies done by Aksan and Eryilmaz (2011), Yalcin, Kahraman and Yilmaz (2011), Dogruer, Eyyam and Menevis (2010), Ozdamli, Hursen, Ozcinar (2009), Kabadayi (2006), Zanguyi (2011), and Rostami (2010). The application of technology in education by lecturers will increase tlecturers' and students' information literacy and develops effectively a lifelong learning model needed for their life and work in a rich information environment.

Findings showed that lecturers view positively the influence of technology in education which is in line with Zanguyi (2011), As far as the present research is concerned , it is noted that most lecturers were not ready for employing technology as they suffer a technological phobia . Accordingly, training programs must be done to encourage the integration of technology in the educational process. Lecturers must be aware to have the adequate courage to try modern technology and cope with novel technological inventions and to employ them in the educational process to get and fulfill the new goals and objectives of teaching in this universal technological age.

1- In some college, computer technologies are available, these computers are not connected to the internet and the lecturers can hardly access the computer not to talk of impacting the technological knowledge on to the students.

2-Inspite of the adequate awareness of the lecturers towards ICT, the concepts, methods and applications involved are constantly evolving on almost daily basis, the quick changes in ICT makes it difficult for these lecturers to keep up with or even ICT impact the knowledge into the students as a result of lack of internet connection where the computers are available.

The recommendation of current study were, first the lecturers must try to gain a more comprehensive and deep understanding of what is the digital technology in education, and awareness of the role technology and the importance of it in develop teaching. Second Preparing and training lecturers on how to deal with techniques Modern education and profile, with methods for designing, producing, and using materials and devices.

Third finding motivate and moral rewarding for lecturers who work to adopt the model contemporary technology in teaching and use profile, encouraging innovation.

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ت	الفقرات	غير موافق جدا	غير موافق	لا راي لي	موافق	موافق جدا
١	استعمال الاستاذ للبروفایل والتكنولوجيا الرقمية يسهم في رفع مستواه في التعليم الالكتروني					
٢	اختلاف التخصص يؤثر في الاقبال على استعمال التعليم الالكتروني.					
٣	استعمال التكنولوجيا يساعد في اعداد المادة التعليمية ويعوض النقص بالخبرة تحذف					
٤	استعمال التعليم الالكتروني ينمي قابليات المعرفة للطلبة .					
٥	نقص الوسائل الرقمية يشكل عائق في العملية التعليمية					
٦	نشر محاضرات الاساتذة على الصف الالكتروني يسهل الوصول لها من قبل الطلبة					
٧	اصبح التواصل اكثر سهولة عن طريق وسائل التعليم الالكتروني					

					بين الطالب والاساتذ
					٨ استعمال وسائل التعليم الالكتروني يسهم في رفع التصنيف الاكاديمي للجامعة
					٩ استعمال البروفائل بسهولته لا يختلف عن استعمال الهواتف الذكية.
					١٠ استعمال وسائل التعليم الالكتروني يساعد على ادارة الوقت بالنسبة للطالب والاساتذ.
					١١ الاهتمام باستعمال التكنولوجيا الرقمية امر فرضه الواقع.
					١٢ التخصصات الانسانية حاجتها اقل الى استخدام وسائل التعليم الالكتروني
					١٣ نقص الخبرة تجعل الاساتذ يتحفظ عن استعمال الوسائل الرقمية.
					١٤ تعمل التكنولوجيا الرقمية على توفير اكثر من طريقة في عملية التدريس.
					١٥ قلة تشجيع الهيئات التعليمية على استخدام البروفائل يؤثر سلبيا عليها
					١٦ تساعد الدورات التدريبية للأساتذة على زيادة استخدام البروفائل في التعليم
					١٧ تعمل التكنولوجيا على تحسين جودة تأهيل الاساتذة وترفع من مستواهم العلمي
					١٨ يساعد التعليم الالكتروني على زيادة التواصل بين الاساتذ والطالب
					١٩ تساعد وسائل التعليم الالكتروني على تلقي تعليمات الاساتذة
					٢٠ يزيد استخدام وسائل التعليم الالكتروني من نشاط الاساتذة
					٢١ يساعد التعليم الالكتروني على التزام الطالب اكثر من التعليم التقليدي
					٢٢ تسهل وسائل التعليم الالكتروني الوصول الى النتائج العلمية للأساتذة
					٢٣ يساعد البروفائل على نشر المحاضرات الفيديوية إضافة الى المحاضرات المطبوعة