Obstacles to the Use of Electronic Educational Platforms in the Educational Process during Crises - Corona as a Model - An Analytical Study in Digital Sociology

Al Rawashdeh, A.Z. [1], Al Arab, A.R. [2], Majida Khalaf Khaleel Alsbou[3], Fakhri Falah Al-Momani[4]

Abstract

The study aimed to identify the Obstacles to the use of electronic educational platforms in the educational process during crises - Corona as a model - an analytical study in digital sociology. It relied on the descriptive and analytical approach, and the study population consisted of (636) faculty members at the University of Mu'ta, and the study sample reached (120) faculty members, who were randomly selected. The results of the study showed that the Use of the electronic educational platforms came at the level of the positive, with an average of (3.54), and the obstacles in the use of electronic educational platforms came in a high degree with a mean of (3.91). The study recommended the necessity of holding courses and workshops for faculty members and students alike, developing their attitudes. Towards the use of electronic educational platforms, and training them in ways of using it, taking care of electronic educational platforms, developing and updating them, to include all universities, whether governmental or private, modifying educational materials to be compatible with their application using electronic educational platforms, dissolving all obstacles towards the use of electronic educational platforms, and conducting more studies about the effectiveness of using Electronic educational platforms in terms of dimensions and applications in educational institutions and other institutions.

Keywords: *electronic educational platforms, obstacles to using educational platforms, the Corona crisis, digital sociology.*

Introduction

The twenty-first century is witnessing a rapid, tremendous and successive development in the field of technology, especially in the educational reality which forced huge developments in information in various fields of knowledge. The field of education was one of these areas affected by this development. This change has imposed keeping pace with modern developments, including modern technology means such as e-learning,

---

[1] Department of Sociology, College of Humanities and Science, Ajman University, P.O.Box: 346 Ajman, UAE.
Humanities and Social Sciences Research Center (HSSRC), Ajman University, P.O.Box: 346 Ajman, UAE.
Department of Social Sciences, Ajloun University College, Al Balqa Applied University, P.O.Box:206 Salt, Jordan,
alaa_rwashdeh@yahoo.com, https://orcid.org/0000-0002-3760-6749

[2] Department of Sociology, College of Humanities and Science, Ajman University, P.O.Box: 346 Ajman, UAE.
Humanities and Social Sciences Research Center (HSSRC), Ajman University, P.O.Box: 346 Ajman, UAE.

[3] Mutah University-Alkarak- Jordan, Injaz Organization – Jordan

[4] Associate prof. Education Fundamentals, Department of Educational science, Ajloun University College. Al-Balqa
Applied University, Jordan, fakhri-momani@bau.edu.jo

using electronic educational platforms. This made it one of the main issues that occupied and still concern the worlds in the field of education, especially those interested in the fields of learning and education, and this applies to study materials and their various sciences.

Electronic educational platforms are an integral part of the tremendous and rapid developments, especially in the educational process, because of their practical and educational benefits, through their characteristics and components, so that they contribute to simplifying scientific concepts and presenting them in a way far from complex (Horton & Horton, 2003).

And it uses in electronic platforms computer programs that include software and multiple media that can be downloaded and used through the personal computer, or through the Internet. They are mostly self-operating programs and do not require operating programs. These programs consist of a main screen through which experiments are conducted on one side of all the tools, devices and materials needed to conduct various experiments (Llu et at, 2015).

In the year 2019/2020, the Corona epidemic swept most countries of the world, and this is what forced all educational institutions to switch from face education that allows physical closeness, which constitutes an opportunity for infection to spread to e-learning using educational platforms. 1.5 billion children and youth in 188 countries around the world have had to stay home after the closure of schools and higher education institutions (Affouneh, Salha & Khlaif 2020),

 Accordingly, the study came to find out the effectiveness of using electronic educational platforms and their obstacles in the educational process during the Corona crisis, as it is a new method that constitutes an explicit challenge to using the regular method that is worthy of research and study.

The Problem of the study:

With the closure of universities, schools and educational institutions in most countries of the world due to the widespread spread of the Corona epidemic, many institutions, whether governmental or private, have rushed to electronic educational platforms to provide educational materials through them, and based on the role of technology and electronic education and its necessity in facilitating the educational material and understanding it in a theoretical and procedural way And since the prescribed curricula are full of educational and scientific learning experiences that stand in front of lecturers and learners. This prevented giving the educational material except through the electronic educational platforms or with their assistance, so that it has a fundamental role in completing the educational process, whether education is face-to-face or remote, and in line with global trends towards the use of computers in the field of education in general, and teaching methods in particular. ; This came to know the effectiveness of using electronic educational platforms and their obstacles in the educational process during the Corona crisis, by answering the following questions:

1. What is the level of use of electronic educational platforms in the educational process during the Corona crisis from the point of view of digital sociology?

2. What are the obstacles to using electronic educational platforms in the educational process during the Corona crisis from the point of view of digital sociology?

The importance of study:

The advantage of this study is that it examines an important topic, which is the extent of the effectiveness of using electronic educational platforms and their obstacles in the educational process during the Corona crisis, and it is hoped that this study will be able to achieve its desired goals and be able to:

1. Highlighting the importance of electronic educational platforms because of their great importance in facilitating the educational process in general, as it is one of the modern strategies.

2. Knowing the extent of the effectiveness of using electronic educational platforms and their obstacles in the educational process during the Corona crisis.

3. The importance of this study also lies in its being one of the few studies - according to the researchers' knowledge - in the field of research on the effectiveness of using electronic educational platforms and their obstacles in the educational process during the Corona crisis, which may enrich the theoretical literature related to electronic educational platforms.

Objectives of the study:

The study seeks to achieve the following objectives:

1. To reveal the extent of using electronic educational platforms in the educational process during the Corona crisis from the point of view of digital sociology.

2. Identify the obstacles that face in using the electronic educational platforms in the educational process.

The limits of the study:

Spatial limits: This study was applied at the University of Mu'tah in the Hashemite Kingdom of Jordan.

Temporal limits: This field study was conducted during the 2022 academic year.

Human limits: members of the faculty at the University of Mu'tah in the Hashemite Kingdom of Jordan.

Objective limits: This study dealt with of using electronic educational platforms and their obstacles in the educational process during the Corona crisis from the point of view of digital sociology .

Terms of the study:

Procedural educational platforms: What is meant in this study is that it is a screen that is used to display the material related to the educational material by programming the scientific material and storing it with text, image and movement, according to a web system, and the combination of these elements to display the content in its final form.

Procedural obstacles in using electronic educational platforms: It is the total score obtained by the subject through his response to the statements of the scale used in the current study (and it is represented by a set of obstacles that hinder the use of electronic educational platforms in giving the educational material).

Corona virus (Covid-19): It is a family of viruses that may cause disease in animals and humans, and cause respiratory diseases in humans, whose severity ranges from common colds to more severe diseases such as the Middle East respiratory syndrome and severe acute respiratory syndrome (SARS), It is spreading rapidly (WHO, 2021).

Theoretical framework and previous studies:

E-learning platforms:

The use of computers and technology is one of the most important educational means in overcoming many of the problems facing the usual methods of teaching and based on the role of computers and technology in helping the learner to interact with the educational material to a high degree. This is what distinguishes the use of computers and various technological programs from other educational devices, and their use allows the learner to

provide self-learning opportunities, which are achieved by expanding training, practice and feedback (Al-Ajlouni, 2007).

With the emergence of electronic learning and its tools, and the continuous increase in the number of learners, and based on the principle of "lifelong learning", e-learning using electronic platforms was considered one of the most important educational innovations in the contemporary educational learning process (Al-Taher and Attia, 2012).

Because of the existence of the Internet, electronic educational platforms were available, and their users and dependents multiplied, and many uses emerged for them, as they provide services to obtain information and learn what is new, and as a result, many programming languages have been developed, on which they rely in dealing with interactive web pages as a resource for appropriate information (Strataiks, 2003).

Educational platforms are a free educational network, used to exchange ideas and share educational content, and the platforms use non-traditional teaching methods such as virtual and traditional collaborative work, which increases the ability to solve educational problems among learners, and opens up areas of dialogue and discussion to expand their mental perceptions (ivers & Barron, 2002)

The educational platforms are based on the principles of Connectivism presented by Siemens and Doe Nezz. The communication theory of learning is in line with the needs of the twenty-first century, and the communication theory is similar to the constructivist theory in emphasizing social learning, providing the opportunity for learners to communicate and interact with each other during learning, and the communication theory emphasizes digital learning via networks, and the use of computer technology and the Internet in learning. (Al-Awadi, 2013)

The educational platform is one of the tools of modern technology that can be used in many areas of the educational process with the aim of facilitating the education process in light of the characteristics and features it provides that help in this field, and the electronic educational platforms provide a number of benefits to the educational process, through its characteristics and components Which highlights the availability of surfing the Internet, and the ability to use e-mail to enter the e-learning platform. (Al-Juhani, 2016).

In view of the effectiveness and importance of electronic educational platforms in providing teaching methods in line with the current scientific development, ease of use, saving time and effort by addressing the limits of time and place, and their impact on the learner, we are looking forward that the platforms play a vital and tangible role in the field of teaching educational materials (Haddad, 2000).

The role of electronic educational platforms in the educational process is also evident through the educational contributions they provide for the various stages of study and academic courses, as these platforms provide students with various information that can contribute to raising their level of achievement, in addition to developing their perceptions, and increasing their educational yield in Various fields (Estetiyeh and Sarhan, 2007).

The different scientific activities can be understood in a distinctive way in the field of teaching different educational materials through the electronic educational platforms, due to the great diversity of educational experiences and skills that should be provided to the learner. This is what these virtual laboratories on the electronic educational platforms provide from concrete real experiences, and from Possibilities to overcome practical application problems in universities, such as: risk, high cost, insufficient lecture time to perform the experiment and observe its results, and the lack of adequate laboratory equipment for the quality of buildings, most of which are rented for teaching purposes (Salah, 2017).

Among the teacher's tasks in the environment of electronic educational platforms as follows (Khaled, 2008; Tracey & Stuckay, 2007):

- Researcher: his role as a researcher is to search within electronic libraries and databases spread over the network to bring what is appropriate for his students.

- Designer: must consider the audience, educational goals, and content provided through the virtual lab.

- Technician: the importance of possessing the skills related to the use of the Internet, operating systems, network requirements, and some technical problems.

- Coordinator: his role is to support communication and interaction between users and each other, as is the case in traditional educational situations, and supports interactive and competitive learning.

-Mentor: is to guide and direct the learners as they interact with the content or with each other.

-A learning facilitator: is responsible for creating both group and individual learning processes, and creating a safe environment worthy of the learners 'respect.

Directed to the education process: is to define a detailed framework for the agenda of the educational session

-An appraiser of learners' actions: evaluation takes many forms. If teaching takes place in the method of guidance, the teacher can evaluate exercises, discussions and interactions that take place during the face-to-face session.

-Manager of Live Online Sessions: Good session management is one of the roles of particular importance to the teacher.

-As the electronic educational platforms have great benefits and importance, but they are not without obstacles in their use, and among the most important obstacles are as follows (Al-Sayed, 2017):

- Student information is exposed to internet hacking and misuse.

- Increasing the number of hours students spend in front of computers and the social and psychological isolation that may lead to it.

-The possibility of disconnection from the Internet, which constitutes an obstacle to communication and continuous interaction between lecturers and students.

-The lack of confidence of some teachers and educators in e-learning and the quality of its output.

Since the beginning of the Corona pandemic, all countries have temporarily closed all educational institutions, seeking to limit the spread of this dangerous disease, and this closure has affected students all over the world. To solve this problem, governments have used educational platforms, which are considered a modern thing that students in general have not trained on, and for teachers in particular, because they are the ones who prepare the scientific material and publish it on the platforms before. There were many obstacles that the teachers faced, including how to work on the platform, as well as how to publish the scientific material, how to photograph the teacher's explanation to the students, and how to communicate with the students during the explanation.

Corona Virus:

The education sector is the most influential in light of the Corona pandemic and its repercussions, which has caused the closure of schools, universities and various educational institutions in most countries of the world, and the absence of hundreds of millions of students from their regular classes and educational lectures. This poses a threat to the future of their learning, which has necessitated education using electronic

educational platforms, as it is an urgent necessity to maintain the continuity of education. Also, the sudden shift to electronic learning using educational platforms made everyone into a great shock, the basis of which is the lack of readiness of the digital infrastructure in educational systems specifically for this unprecedented transformation.

Before the month of March of 2020, no faculty or teacher had any idea that e-learning and educational platforms would be the only gateway to reaching students and interacting with them to achieve educational goals. As a result of the Corona crisis, the intensive launch of courses for teachers in the field of e-learning and its various means, to maintain the continuity of teaching and learning.

The new "Covid 19" virus is part of a new strain of the family of "Corona" viruses, with which humans were not previously discovered, and it is a viral disease that affects the respiratory system of people of all ages, and the people most affected and vulnerable to it are the elderly and those with chronic diseases. People by mixing with the infected, spraying during coughing, sneezing and touching the tools of the person or the injured person himself, and its prominent symptoms include the following: fever, high temperature, and cough, shortness of breath and general fatigue, vomiting, diarrhea, runny nose, in addition to a sore throat. The Red Crescent (2020) has indicated that among the preventive measures and protection methods that help reduce the risk of infection with this virus are the following:

• Avoid close contact with anyone who has symptoms of the common cold or flu, and avoid touching the eyes, nose or mouth.

• Clean hands with soap and water frequently, or use an alcohol-based hand sanitizer when leaving the house, or touch public facilities and others.

• Use the tissue when coughing and sneezing and dispose of it immediately after using it, or use the upper part of your sleeves or your bent arm in the absence of a tissue.

• Sterilization of all purchased items before they are brought into the home, and constant disinfection of surfaces in the home and office.

Previous studies:

Chapter thirteen, page 243 of the book Digital Sociology Critical Perspectives, by Kate Orton-Johnson and Nick Pryor (2021), explicitly called for a reconsideration of education in the digital age, as it presented a sociological analysis of the educational process in the digital age with an indication of its requirements, obstacles and advantages.

Al-Zahrani (2020) conducted a study which aimed to identify the trends of faculty members at Umm Al-Qura University towards employing electronic learning tools, "the blackboard platform," in the educational process. The study sample consisted of (90) members of the faculty at Umm Al-Qura University, and the results indicated that there are positive trends among faculty members at Umm Al-Qura University towards employing e-learning tools, "the black platform" in the educational process. The results of the study also indicated that there are no differences in trends towards employing e-learning tools, "the blackboard platform" in the educational process among faculty members in the variables (type / specialization / academic degree).

The study of Suleiman and Suleiman (2020) aimed to know the effectiveness of using the Moodle platform in developing the skills of designing electronic tests among faculty members at Zafer University. The study tool consisted of a cognitive test and a note card, to measure the skills of designing electronic tests (creating electronic test questions, setting the characteristics of the electronic test, administering the electronic test. The study was applied to a sample of (52) members of the faculty of the College of Arts and Applied Sciences at Zafer University. They were chosen in an intentional way. The researchers followed the descriptive approach in analyzing the needs of the faculty members and preparing the study tools, and the quasi-experimental hulling in designing a

single experimental group of pre and post measurement to know the effectiveness of the independent variable, and the study demonstrated the effectiveness of using the Moodle platform in developing test design skills. One of the most important recommendations of the study was the necessity of training faculty members in all colleges of Zafer University and raising their level of interest in employing the use of the model system, designing electronic tests and applying them to university students in the undergraduate and postgraduate levels.

As for the study of Al-Shamrani and Al-Aryani (2020), it aimed to reveal the effectiveness of using distance education platforms (Future Gate - Unified Education System) in developing knowledge achievement and reducing the level of test anxiety among middle school students in Jeddah in the subjects of science, social studies and citizenship. The research used the semi-experimental approach based on the experimental design with one experimental group (before / after) and the study sample consisted of (230) students in the third intermediate grade in Jeddah, and the research was based on two tools: the cognitive achievement test and the test anxiety scale. The results concluded that there is a statistically significant difference between the mean scores of male and female students in the pre and post application to test cognitive achievement in the subjects of science and social studies and citizenship in favor of the post application, and there is also a statistically significant difference between the mean scores of male and female students in the pre and post application of the test anxiety scale in favor of the pre-application. The study was on the necessity of using distance education platforms in developing the knowledge and various performance skills of middle school students.

Also, Stergioulas, et al, (2014) conducted a study in the United Kingdom aimed at exploring the use of electronic educational platforms and their impact on the learning process. The sample of the study consisted of (82) male and female students, who were divided into two experimental groups that studied using electronic educational platforms, and controls who studied using the standard method. To achieve the objectives of the study and collect data, a test was conducted to reveal the impact of the platforms and the nature of their use. The results of the study showed the ease of using the electronic educational platforms, and the results also showed the existence of a positive impact of the electronic educational platforms on the learning process.

Benta, Bologa & Dzitac, (2014) conducted a study aimed at exploring the impact of using electronic educational platforms on developing and activating the learning and participation process. The sample of the study consisted of (202) male and female students, who were divided into two groups, experimental and control. The experimental group consisted of (98) male and female students, who were taught using the electronic educational platform. The control group consisted of (104) male and female students, who were taught using the usual methods. The results of the study showed that the e-learning platform has an effect on motivating students and increasing their participation in cognitive tasks.

Sander and Goalas (2012) conducted a study aimed at identifying the effect of using electronic educational platforms in facilitating the process of learning, sharing and cooperation in group activities. The study sample consisted of (126) students from the first year students in the College of Medicine in the United States of America. They were distributed randomly into two groups, an experimental one and then taught using electronic educational platforms, and a control was taught in the usual way. The results of the study indicated that there is a positive statistically significant effect of the use of electronic educational platforms in facilitating the collective cooperative learning process. The results also showed that there were statistically significant differences in the students' participation in group activities due to the use of electronic educational platforms for the benefit of the experimental group.

Commenting on previous studies:

After reviewing the previous studies, it was found that they presented many important results, and the most prominent of these results: The lack of sufficient experience among the sample members of the mechanism of using electronic educational platforms.

And that the role of electronic educational platforms in classroom interaction from the viewpoint of faculty members at Umm Al-Qura University towards employing electronic learning tools of "the blackboard platform" in the educational process. The study sample showed their desire to use e-learning tools.. The results of the study also indicated that there are no differences in trends towards employing e-learning tools, "the blackboard platform" in the educational process among faculty members in the variables (type / specialization / academic degree). It also showed an impact of the e-learning platform in motivating students and increasing their participation in cognitive tasks.

This study is consistent with previous studies in its main goal, which is an electronic educational platform. This study benefited from the results of previous studies in enriching its theoretical framework and interpretation of its results. Perhaps what distinguishes this study from previous studies is that it was dealt with by an important group in society, namely: (Faculty members at Mu'tah University)

The study method:

To answer the study questions and achieve its objectives, the researcher used the descriptive and analytical approach. In line with the nature of this study, this aims to reveal the extent of satisfaction with using educational platforms in the education process regarding the Corona pandemic.

Study population and sample:

The study population consists of all faculty members at Mutah University, for the year (2022), and their number reached (636) faculty members, and the study sample consisted of (120) faculty members, who were randomly selected, and Table No. (1) Demonstrates splitting the study sample.

Table (1) Description of the characteristics of the study sample

Variable	item	Number	%
Gender	Male	88	%73.33
	Female	32	%26.67
Total		120	100.00%

The Study instrument:

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

The instrument consisted of (36) statements, concerned with the effectiveness of using educational platforms and their obstacles in the educational process in the face of the Corona pandemic, and statements (1--19) were concerned with the reality of using electronic educational platforms, and in front of each statement there were five alternatives, which are: (always, often Sometimes, rarely, never), and the following grades were given in order (5, 4, 3, 2, 1) respectively, while statements (20-36) measured

the obstacles of electronic educational platforms, and each statement has five alternatives, which are: (Agree) Five scores are given strongly, agree and four scores are given, neutral given three degrees, disagree given two degrees, strongly disagree given one degree), and to understand the meanings of the arithmetic averages for each of the two scales, the following criterion has been relied on: (Less than 2.33: a weak degree of approval From 2.33 to 3.66: medium approval score, higher than 3.66: high approval score).

Validate the study instrument:

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

Reliability of the study instrument:

To verify the stability of the internal consistency of the tool, the Cronbach s Alpha coefficient was calculated on an exploratory sample of the study population and outside its sample consisting of (25) faculty members, and the value of the reliability coefficient for the Reality of Use scale was (0.89) and for the disability scale (0.91), which indicates a high stability of the resolution, which is an appropriate value for the purposes of the study.

Presentation and discussion of results:

Results related to the answer to the first question: What is the level of use of electronic educational platforms in the educational process during the Corona crisis from the point of view of digital sociology?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated

Table (2) shows the results.

Table (2) the arithmetic mean and standard deviation of the responses of the sample members towards the electronic platforms

No	Statements	Mean	S.D	Level
1	Use electronic educational platforms to contribute to the development of various teaching methods used in the educational process, especially in light of the Coronavirus pandemic.	2.87	0.98	Medium
2	I am good at designing the activities included in the e-learning platform programs	2.84	1.08	Medium
3	I feel that the use of electronic educational platforms provides more effective, exciting and motivating scientific content for learning.	3.00	1.20	Medium
4	I am continuously following courses on the technology of the electronic educational platforms.	3.18	1.11	Medium

5	I believe that educational platforms provide learners with positive experiences that enhance dialogue and discussion in the virtual rooms on the educational electronic platforms.	3.21	1.28	Medium
6	I motivate students when they use the e-learning platforms in preparing various assignments.	3.20	1.26	Medium
7	I believe that online educational platforms are one of the most good alternatives to educational development.	3.43	0.96	Medium
8	Use the online educational platforms regularly and regularly.	3.48	0.99	Medium
9	I believe that the use of electronic educational platforms contributes to the spread of science and knowledge.	3.86	0.91	High
10	Allow students to obtain more explanations about the topics taught through online educational platforms.	3.55	1.13	Medium
11	Use the electronic educational platforms continuously in the educational process.	3.60	1.11	Medium
12	Enough time to discuss work outcomes on the e-learning platforms.	3.73	0.96	High
13	I see electronic educational platforms as stressful and tiring in the educational process.	3.84	0.84	High
14	Using online academic platforms, realize the principle of learning from anywhere, anytime.	4.03	1.12	High
15	Record the lessons and store them when using the electronic educational platforms to help in self-review.	3.96	1.07	High
16	Through the use of electronic educational platforms, I provide opportunities for communication between learners to solve academic problems.	3.83	0.74	High
17	I encourage the use of programs and sites linked to electronic educational platforms.	3.97	1.06	High
18	I carry out through the educational electronic platforms the electronic tests related to the educational material.	3.87	0.81	High
19	Using online educational platforms assess and review students' work and assignments.	3.84	0.78	High
	Total	3.54	1.02	Medium

It is evident from Table (2) that the arithmetic averages of the study sample responses to the reality of satisfaction using educational platforms in the educational process ranged between medium and high level, with an arithmetic average ranging between (2.84 - 4.03), and the total score of the tool came at a medium level, and with an arithmetic mean (3.54) And with a standard deviation (1.02), where the statement was at the top of the statement "I am good at designing the activities involved in using electronic educational platforms at any time.", then followed by "I encourage the use of programs and sites linked to electronic educational platforms." In e-learning platforms' programs, the minimum mean is (2.84), and with a deviation (1.08).

The current study is consistent with the study of Solomon and Suleiman, (2020), and the study of Al-Zahrani (2020), and the study of Al-Shamrani and Al-Aryani (2020). Also, the study of Benta, Bologa & Dzitac, (2014) and the study of Stergioulas, at al. (2014) and Sander and Goalas (2012), which showed a positive level towards the use of electronic educational platforms.

The results showed the reality of using electronic educational platforms, which came at an average level, and the researcher attributes the result: to teachers 'awareness of the educational material requirements using electronic educational platforms, and their experience in this field to facilitate the learning and teaching process, and the spread of technology increases and encourages the use of electronic platforms, which indicates Approval and (positive) degree of the importance of electronic educational platforms in the educational process.

Results related to the answer to the second question: What are the obstacles to using electronic educational platforms for the Corona pandemic?

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

Table (3) the arithmetic mean and standard deviation of the sample responses to the obstacles that face the sample members

No	Statements	Mean	S.D	Level
1	The scarcity of the availability of interactive educational software related to educational materials in electronic educational platforms.	3.25	1.38	Medium
2	Lack of complete qualification of faculty members and students in using electronic educational platforms.	3.59	0.94	Medium
3	Unwillingness to use electronic educational platforms	3.57	1.19	Medium
4	Teaching staff members are not convinced of the usefulness of electronic educational platforms in implementing practical lessons.	3.74	1.02	High
5	I see that online educational platforms simulate the visual style of students only.	3.79	0.76	High
6	The lack of trainers in giving training programs to faculty members on how to use electronic educational platforms.	3.87	0.66	High
7	It is difficult to use the senses such as touch to distinguish properties of matter.	3.93	1.11	High
8	Students' preoccupation with equipment and neglect of academic lectures on electronic educational platforms.	3.92	0.95	High
9	The lack of computers for students to use the electronic educational platforms	3.98	0.99	High
10	The lecture time is not sufficient to use the electronic educational platforms in teaching educational materials.	3.98	0.64	High
11	Lack of experience of faculty members and students in using electronic educational platforms.	4.03	0.78	High
12	The ineffectiveness of the available educational devices and technologies.	4.09	0.72	High
13	The density of scientific material hinders the use of electronic educational platforms.	4.14	0.87	High

14	The weakness of the Internet and its interruption when using electronic educational platforms, especially in light of the Corona pandemic.	4.16	0.60	High
15	Lack of the material capabilities necessary to secure the needs of electronic educational platforms in light of the Corona pandemic.	4.23	0.62	High
16	Weak infrastructure to support the employment of educational platforms, especially in light of the Corona pandemic.	4.21	0.86	High
17	Lack of necessary instructions for using educational platforms.	3.94	0.63.	High
	Total	3.91	0.87	High

Table (3) shows that the arithmetic averages of the study sample responses to the obstacles facing the sample members ranged between high and medium level, and the total score of the tool came at the high level, with an arithmetic mean (3.91), and with a standard deviation (0.87), where the highest was for the statement lack of potentials The material needed to secure the needs of electronic educational platforms in light of the Corona pandemic, followed by the weakness of the infrastructure supporting the employment of educational platforms, especially in light of the Corona pandemic. While the statement "the scarcity of availability of interactive educational software related to the educational subject in the electronic educational platforms.", The minimum mean is (3.25), and with a deviation (1.38).

The current study is consistent with the study of Al-Shamrani and Al-Eryani (2020), Al-Zahrani study (2020), and the study of Suleiman and Suleiman (2020). , that showed a high degree of barriers to the use of electronic educational platforms.

The results showed that the obstacles facing the sample members in using the electronic platforms from their point of view came to a high degree, and the researcher attributes to the teachers not being adequately trained in the use of the electronic educational platforms or their low ability to use the electronic educational platforms, or their lack of awareness of the importance and advantages of the electronic educational platforms. The academic curricula may be a cause of obstacles that cannot be covered by electronic educational platforms, as well as the weakness of the Internet, for these reasons the obstacles were high.

Recommendations:

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

1. Holding courses and workshops for faculty members and students alike, developing their attitudes towards the use of electronic educational platforms, and training them on methods of using it.

2. Paying attention to electronic educational platforms, developing and updating them, to include all universities, whether governmental or private.

3. Amending the educational materials to be compatible with their application using the electronic educational platforms.

4. Dissolve all obstacles towards the use of electronic educational platforms.

5. Conducting more educational studies on the effectiveness of using electronic educational platforms in terms of dimensions and applications in educational institutions and other institutions.

6. The need to use the methodologies, theories and tools of digital sociology in interpreting and anticipating the future of the phenomenon of using educational platforms in the educational process

References

Estetia, Dalal and Sarhan, Omar (2006). E-learning technology and education. Amman: Wael Publishing and Distribution House.

Al-Juhani, Layla (2016). Investigating the behavioral intentions of graduate students in using the future platform using Edmodo educational model in the future using the technology acceptance form, published research, Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon, Issue 8.2

Al-Hafiz, Mahmoud; And Amin, Ahmed (2013). The virtual laboratory for the experiments of physics and chemistry and its effect on developing the observation power of middle school students and their cognitive achievement. The International Journal of Specialized Education, 1 (8), 459-478.

Kate Orton-Johnson And Nick Prior. (2021). Digital Sociology Perspectives: Critical Perspectives. Translated by: Hani Khamis Ahmed Abdo. Kuwait: World of Knowledge.

Haddad, Shafiq (2000). The Dietary Guide to Good Health. Beirut: Nofal Publishing and Distribution.

Khaled, Jamila (2008). The effect of using a virtual learning environment in science education on the achievement of sixth graders in UNRWA schools in Nablus governorate. (Unpublished Master Thesis), College of Education, An-Najah National University, Nablus.

Al-Zahrani, Sawsan (2020). Attitudes of faculty members at Umm Al-Qura University towards employing electronic learning tools, "the blackboard platform," in the educational process, in line with the repercussions of quarantine due to the Corona virus. Arab Journal of Specific Education. 13 (4), 357-370.

Suleiman, Subhi and Suleiman, Musa (2020). The effectiveness of using the educational platform, Moodle, in developing the skills of designing electronic tests among faculty members at Dhofar University. Journal of Educational and Psychological Research. 66 (17), 288-316.

Al-Sayed, Ahmad (2017). The effect of the flipped learning strategy guided by metacognitive skills in developing the skills of using interactive educational platforms among students of the Master of Education Technology. Journal of Educational and Social Studies. 22 (3), 1099-1156.

Al-Shamrani, Ali and Al-Aryani, Musa (2020). The effectiveness of using distance education platforms (the gate of the future - the unified education system) in developing cognitive achievement and reducing the level of test anxiety among middle school students in Jeddah. Arab Journal of Specific Education. 4 (15). 287-313.

Salah, Wissam (2017). The effectiveness of employing a mirrored classroom environment based on virtual laboratories in developing Arduino design and programming skills in the technology course of eleventh grade students. (Unpublished Master Thesis), College of Education at the Islamic University, Gaza.

Al-Taher, Rachida and Attia, Reda (2012). The quality of e-learning is a contemporary vision. Alexandria: New University House.

Al-Ajlouni, Khaled; Majali, Muhammad; Al-Abadi, Hamed (2007). Computer assisted teaching. Kuwait, Arab Open University.

Al-Omari, Muhammad (2014). E-learning and its modern technologies, Deanship of Scientific Research and Graduate Studies. Scientific Publishing Department. Yarmouk University, Irbid, Jordan.

Al-Awadi, Raafat (2013). Developing professional development programs for faculty members in light of global competitiveness and e-learning requirements, Ph.D., Institute of Educational Studies and Research, Cairo University.

The Palestine Red Crescent Society website. (2020 AD). What is the emerging "corona" virus? https://www.palestinercs.org/index.php?page=post&pid=25732&parentid=23703&catid=10&langid=2

World Health Organization website. (2120 AD). Coronavirus (Covid-19).