The Degree of Effectiveness of E-Learning in the Attainment of Female Classroom Teachers' Students in the Course of Dogma and Hadith and their Teaching Methods in the Faculty of Educational Sciences at Jerash University from the Female Students' Point of View

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Abstract

The study aimed to reveal the degree of effectiveness of electronic learning in the attainment of female classroom teachers in the course of Dogma and Hadith and the methods of teaching them in the Faculty of Educational Sciences at Jerash University from the female students' point of view. To achieve the goal of the study, a descriptive analytical survey method was adopted by applying the study tool, which was a questionnaire consisting of (20) items on the study sample, numbering (155) female students. The results of the study showed that the degree of effectiveness of electronic learning in the attainment of female classroom teachers in the course of Dogma and Hadith and their teaching methods in the College of Educational Sciences at Jerash University, from the point of view of the students, was high with an arithmetic average of (4.15) and a standard deviation of (.486). The study recommended conducting periodic development courses for students on e-learning and digital education skills, and urging them to develop their skills in using computers and the Internet and benefiting from them in the educational process.

Keywords: *Doctrine and Hadith; course e-learning; female classroom teacher students; Jerash University.*

Introduction

The contemporary era is characterized by rapid fluctuations imposed by emergency circumstances, as the Corona pandemic has imposed changes on us in all areas of human life. One of the most important of these areas is the field of university education. Consequently, it has become necessary to use modern technology in the education process and learning in universities. In order to keep pace with this rapid change, university courses have come to be taught remotely, that is, electronic learning, and among these courses is the course on Dogma and Hadith and methods of teaching them, which is a compulsory course for students majoring in the classroom teacher in the Faculty of Educational Sciences at Jerash University.

It is worth noting that e-learning is based on creating an electronic learning environment that achieves the educational goals planned in each educational course with the highest degree of efficiency, and with the least effort and time possible. As a result, there is interconnection, overlap, and diversity in the educational methods used in the educational

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process by exploiting the information available on computer networks. This leads to interaction between the teacher and students during the distance teaching process, away from the use of traditional methods (Al-Qasim and Muhammad, 2009).

E-learning is a complete contrast to traditional education. This requires faculty members in universities to change the educational methods while giving lectures in order to create a process of interaction between them and the students and among students. The aim is to avoid relying on indoctrination method, which results in boredom and complaining about the lecture. E.learning leads to self-learning, cooperative learning, and the ability to continuously research and find solutions to educational problems (Qutait, 2011).

Scientific and technological progress has led to a rapid change in all aspects of life around the world, and educational technology has become necessary to produce educational outcomes that positively affect society, which has enabled modern technology to facilitate the learning process and overcome challenges. Interest in how electronic learning can improve the learning process has increased in response to these challenges. This led to relying on electronic learning strategies in universities in order to continue distance education via the Internet (Said & Elhag, 2022). With the development of technology, various educational institutions in general and higher education in particular turned towards electronic learning, which proved its positive role in students' academic achievement (Aljaser, 2019).

It is worth noting that nowadays e-learning in universities has become a necessary and urgent requirement imposed by the massive revolution in the world of communications and information technology, as it is considered a means of education in delivering information to the learner, and in it modern communication mechanisms such as computers and communication networks are used (Hanini, 2021) Hence, the university has a clear role in building students' personalities, developing their attitudes, and raising the level of their educational attainment by providing educational systems that keep pace with successive scientific developments such as Internet technology and electronic systems (Al-Akhras, 2018).

 Communications technology has brought about a tangible change in our lives in one way or another, with the development of information technology, or e-learning, which is the acquisition of knowledge and its distribution to students and taking into account their individual differences by electronic means. This type of education depends directly on the Internet and computers (Jawad & Shalash, 2020).

 E-learning aims to integrate education by integrating technology with traditional education in one framework, through which e-learning tools are provided, whether they depend on computers or Internet networks, to give lessons, lectures and training courses, which often take place in classrooms equipped with various communication capabilities. (Sabar and Hassan, 2016).

E-learning has become to a large extent a popular and effective educational approach used in higher education in universities at various levels of education, whether at the bachelor's, master's, doctoral, or higher diploma levels, through which modern technology is used in distance (electronic) education, e-learning, and the use of information technology and communications to improve teaching and learning (Galy et al, 2011).

 Al-Hassan and Ibrahim (2014) defined e-learning as presenting scientific content through information, explanations, activities, and multiple exercises via the computer and its programs, to enable the student to interact with the teacher inside or outside the classroom to a degree that saves time and effort and achieves goals. Hanini (2021) defined it as a modern educational method, a system that interacts specifically with the educational field, where the educational material is presented to the learner in the shortest time and with the least effort, relying on technology using advanced means. It depends

primarily on the existence of a digital electronic educational environment that provides courses to the beneficiary via the electronic network, and provides all the instructions, directions, and tests that the student needs.

Through the previous definitions, we conclude that e-learning is an interactive educational method between the teacher and the students, based on providing an educational environment in a way that facilitates the learning and teaching process, using the latest electronic means for students to acquire knowledge, skills, concepts, values and attitudes.

E-learning, which is an integral part of students' lives, aims to improve students' interaction with topics presented electronically and increase their educational experience. It is a suitable alternative to traditional education and one of the modern methods of education. It also provides students with the freedom to pursue education at universities regardless of age and geographic location since the world has become a small village, which means that students remain constantly informed of what is happening around them, especially in the educational field. It is also considered a wise investment when it comes to saving time and acquiring the required skills and knowledge, so e-learning has advantages that are not available to students in the traditional learning process. Moreover, it is practical and adds deep credibility to students' educational creativity, and also includes a variety of teaching methods that make it attractive and student-centered (Al-Zahrani, 2019. It also helps students understand, assimilate, analyze, evaluate, and delve deeper into the topic at hand; it enables them to return to the lecture at any time, and helps them perform their assigned duties and refer to references and sources electronically to obtain various information supported by multiple examples, and thus students retain long-term memory information because it has become supported by both audio and video means (Al-Hassan and Ibrahim, 2014).

E-learning also seeks to develop traditional education systems and methods and move towards future technology. It does so by relying on self-learning, which develops learners' skills in using modern technologies, to enhance their interaction and communication with the teacher during the lecture, and benefit from virtual classrooms and the Internet, and ultimately achieve educational goals in the shortest and easiest way, taking into account the individual differences among learners (Al-Saadi and Al-Shammari, 2012).

E-learning goes through several stages, which are, as mentioned by Al-Raddadi (2019): the stage of education through mail correspondence; the stage of education through radio and other audio means, such as audio cassette tapes; the stage of education through television and other visual means, such as video cast tapes, where the elements of sound, image, and movement are available in transmitting information; the stage of interactive educational radio and interactive educational television, through which interaction between the teacher and the learner is possible; the stage of education through digital technology and the newly developed fixed and portable computing devices, in addition to other smart communication devices. These allow education in two ways: the first is synchronous education, in which there is direct communication between the teacher and the student. The second is asynchronous education, which is time-free education, where the teacher can place the learning resources along with the teaching plan and evaluation on the educational platform, which the learner enters at any time he wishes, and this stage is the one that is used these days across educational platforms such as the Zoom.

E-learning has several characteristics and advantages that distinguish it from other types of education, according to Al-Shteiwi (2017). He believes that E-learning is available to all learners, regardless of time and place, that it takes into account adequate educational conditions appropriate to their needs, circumstances, and times, and achieves the continuity of their learning process. It also provides interaction between the students and

the teacher during the educational lecture, presents new diverse and innovative educational ideas, takes into account individual differences among learners, and does not cost large sums of money.

Educational attainment is the true indicator of students' success in universities and their ability to interact and coexist with others in the future at various educational levels. Educational psychologists study educational achievement from several aspects, and some of them seek to clarify the relationship between educational attainment, personality components, and cognitive factors, while others search for environmental factors that surround the educational process, and that affect the quality of achievement (Hanini, 2021). Hence, educational scholars have paid attention to the educational process and educational achievement due to its importance in the lives of students and the crucial educational decisions that result from it. Educational attainment is also an important criterion for measuring the extent to which students acquire information, knowledge, and different concepts. (Al-Saadi and Al-Shammari, 2012).

Higher education institutions have paid great attention to the educational achievement of students through the use of modern techniques and technologies that provide new ways and methods of presenting information, knowledge and concepts to students, as e-learning environments help in distributing educational resources and supporting communication between the university teacher and the students, and since educational achievement is important It is great for students, as it develops and develops the student's personality, enabling him to satisfy his needs, achieve his psychological compatibility, and accept himself, and thus not fall into behavioral problems that may lead to a disorder in his personality (Haneni, 2021).

The importance of students' educational achievement also appears in the knowledge, skills, and behaviors that are acquired in different educational environments, especially the e-learning environment, and this is also achieved in their learning outcomes, as students' self-regulation skills affect their educational achievement in online learning environments (Yavuzalp & Bahcivan, 2021).

Many studies have addressed the topic of the effectiveness of e-learning in student attainment, according to the researcher's knowledge. These studies have been arranged from oldest to most recent, including the study conducted by Al-Sharif (2018) with the aim of measuring the reality of university students' attitudes towards employing digital platforms in education. The research applied the descriptive approach, and used a research tool, which is measuring attitudes towards employing digital platforms in education. The number of members of the research sample reached (120) students from the College of Education - at Taibah University in Medina. The study reached several results. First there are statistically significant differences attributed to the gender variable, in favor of males, and the absence of statistically significant differences attributed to the study location variable. There are also statistically significant differences attributed to the interaction variable between gender and study location when the research sample members responded to the first axis of the attitudes scale for the current research related to the use of digital platform technology in university education. The research results also found that there are statistically significant and non- significant differences in relation to the other four axes in the attitude scale of the current research, when considering the variables of gender, place of study, and the interaction between them.

Al-Mashharawi (2020) conducted a study that aimed to reveal the impact of the experience of employing e-learning to improve the educational process in the upper elementary level in the Gaza Strip. The study used the descriptive and analytical approach; the study sample consisted of (222) male and female teachers working in government schools in Gaza and the study tool was a questionnaire to collect information, which consisted of (60) items. The study reached several results, the most important of which include the presence in the school of an equipped computer room, which is the

most frequent in the axis of the extent of use of e-learning, the fact that the most important pattern used is self-education, and the technology course is the most frequently used for E-learning, as it takes into account individual differences between student levels. The most important obstacle facing e-learning, according to the study, is the weak qualification and training of teachers to use modern technologies in teaching.

Al-Qudah (2021) conducted a study that aimed to study, analyze, and evaluate the quality of e-learning in its dimensions, evaluating faculty members, the distance educational process, the infrastructure, and its impact on the degree of satisfaction of university students at Taibah University. The study sample consisted of (300) male and female students. They were chosen randomly. The researcher used the descriptive analytical method. To achieve the objectives of the study, a questionnaire was used consisting of (18) items, which were distributed to members of the study sample. The study reached several results, including the general trend towards the quality of e-learning in its dimensions at Taibah University in the Kingdom of Saudi Arabia was high, with a general arithmetic average of (3.897), where the arithmetic averages for the quality dimensions of e-learning ranged between (4.172-3.651). It was also concluded that the general trend of university students' satisfaction with its dimensions in Taibah University in the Kingdom of Saudi Arabia was high with a general arithmetic average of (4.128), where the arithmetic averages for the dimensions of e-learning quality ranged between (4.187-4.070).

Jarkhi (2021) conducted a study aimed at identifying the role that e-learning plays in increasing academic achievement among students at high school in Farwaniya Governorate from the point of view of Arabic language teachers. The researcher used the descriptive analytical method, and to achieve the goal of the study, a questionnaire was developed that consisted of (20) items that were distributed to the study sample of (30) male and female teachers. The study reached several results, the most important of which is that there is a prominent and noticeable role for e-learning in increasing the academic attainment of students at high school, and that there are statistically significant differences between the averages of the sample study responses on the role of e-learning in increasing students' academic attainment according to the variables of gender, specialization, in favor of females, and teaching methods. It was also shown that there are no statistically significant differences in the role of e-learning in increasing students' academic achievement according to the educational qualification variable.

On the basis of the previous studies presented, we found that some of them addressed the impact of e-learning in improving self-learning skills, such as Al-Mashharawi's study (2020), while some others focused on employing digital platforms in education and the requirements of digital transformation in universities, such as Al-Sharif's study (2018).

 The study benefited from previous studies in building the study tool, theoretical framework, choosing the research methodology, study questions, and discussing the results, such as Al-Sharif's study (2018), Al-Mashharawi's study (2020), and Al-Qudah's study (2021).

The current study was distinguished from previous studies in that it showed the effectiveness of e-learning in the achievement of female classroom teacher students in the course of Dogma and Hadith and the methods of teaching them at the Faculty of Educational Sciences at Jerash University from the point of view of the students, as there is no study that dealt with this topic.

The study Problem

It should be noted that the course of Dogma and Hadith and the methods of teaching them are among the vital courses in which interaction takes place between the elements of the educational learning process, especially since the topics presented are realistic and touch

on the reality of life in terms of explaining the basics of the correct Islamic dogma and its indicators, and the importance of the noble Prophet's hadith and its status in Islamic legislation and how to respond to its deniers, and a statement of the most important teaching methods in teaching the topics of dogma and the Noble Hadith at the lower elementary stage. It is one of the university courses of the classroom teacher program that is taught remotely (e-learning).

Through the researcher's work as a teacher for the course of Dogma and Hadith and their teaching methods in the classroom teacher program at the College of Educational Sciences, he found that some students encounter some difficulties in the distance teaching process for this course resulting from some technical obstacles that lead to a loss of interaction between the elements of the educational process, which affects the attainment of some female students. This was confirmed by the opinion polls of a number of members of the study community, as they showed that the technical obstacles during the lecture make them feel unable to interact with the teacher and with other students, and this is what some previous studies confirmed, such as Al-Mashharawi's study (2020), which showed the weakness in qualifying and training students and teachers to use modern technologies in education. This, in turn, affects students' attainment.

Based on the above, the problem of the study is determined to reveal the degree of effectiveness of e-learning in the attainment of female classroom teachers in the course of Dogma and Hadith and the methods of teaching them at the Faculty of Educational Sciences at Jerash University from the students' point of view.

Study Questions

The study attempts to answer the following main question:

What is the degree of effectiveness of e-learning in the attainment of female classroom teachers at Jerash University in the course of doctrine and hadith and their teaching methods from their own point of view?

Objectives of the study

The study aims to identify the effectiveness of e-learning in the achievement of female classroom teachers at Jerash University in the course of doctrine and hadith and their teaching methods.

Importance of the Study

The significance of the study lies in the fact that it talks about e-learning in light of technological changes. It is also in line with the plan of the Jordanian Ministry of Higher Education to make a percentage of university courses in each specialty fully taught electronically and remotely. It also contributes to revealing the degree of success of e-learning in the educational process. At the university level, it gives a wide and new space for other studies carried out by faculty members on the effectiveness of e-learning in the courses they teach electronically. The results of this study may be useful in giving feedback to faculty members, who teach their courses electronically and indicating the degree of effectiveness of e-learning in student attainment, so that the faculty member becomes a facilitator of education, an instructor, and a guide for the students.

The limits of the study

The study is limited by the following limits:

• Time limit: first semester of the academic year: 2022/2023.

• Spatial limit: Faculty of Educational Sciences at Jerash University.

• The human limit: female classroom teacher students registered for the course on Dogma and Hadith and their teaching methods in the academic year 2022/2023.

Operational definitions

E-Learning: An educational system that uses information technologies and computer networks in the university educational process through a set of methods via an approved platform such as Zoom, which is used in the educational process in some courses at Jerash University in colleges in various scientific specializations.

The course on Doctrine and Hadith and their teaching methods: A subject in the study plan for the Bachelor's program in the classroom teacher specialty at the Faculty of Educational Sciences at the University of Jerash, for which female students register for (3) credit hours as a compulsory specialization requirement, and are taught electronically simultaneously with the male students.

Female students' attainment: It is the set of knowledge, concepts, values, attitudes, and skills that female students acquire from the course on Dogma and Hadith and the methods of teaching them, which are judged through the scores of tests held by the teacher. These constitute a criterion for achieving the course objectives.

Female classroom teacher students: These are the female students who study in the Faculty of Educational Sciences at Jerash University, specializing in classroom teacher (132) credit hours, and they studied the course of Dogma and Hadith and their teaching methods.

The degree of effectiveness of e-learning in the achievement of the classroom teacher's female students procedurally: It is the total score that is obtained from the averages of the answers of the study sample members on the tool prepared for this purpose.

Study Approach

The researcher followed the descriptive survey method for its suitability for this study

Study Population

The study population consisted of all female classroom teacher students in the Faculty of Educational Sciences at Jerash University, numbering (205) students, according to official statistics from the Registration Department for the academic year 2022/2023.

Study Sample

The study sample consisted of all the following female students who studied the course of Dogma and Hadith and their teaching methods, numbering (155) students.

Study Tool

To achieve the goal of the study, the researcher developed a questionnaire as a tool to measure the degree of effectiveness of e-learning in the attainment of female classroom teachers at the University of Jerash in the course of Dogma and Hadith and the methods of teaching them from their point of view. The questionnaire was used by Al-Sharif's study (2018), Al-Mashharawi's study (2020), and Al Qudah study (2021). The questionnaire consisted of (25) items in its initial form. After arbitration, it became a final form of (20) paragraphs.

The Validity of the Questionnaire:

Content Validity

The validity of the content was verified to determine the degree of effectiveness of e-learning in the attainment of female classroom teachers at the University of Jerash in the course of Dogma and Hadith and the methods of teaching them from their own point of view in its initial form and through presenting it to a number of (10) arbitrators who are university professors with specializations, who were asked to study the tool and express their opinion about it. Each paragraph that was deemed suitable by (80%) and more of the

arbitrators was kept, while the paragraphs, which needed to be modified according to (50%) or more of the arbitrators were actually all modified.

Construct validity

To extract the implications of the construct validity of the scale, the correlation coefficients of the item with the total score of the scale were extracted in an exploratory sample from outside the study sample consisting of (30). The correlation coefficients of the item with the total score of the scale ranged between (0.37-0.81), and Table (1) shows this.

Table (1) Correlation Coefficients between the Item and the Total Score of the Scale

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	
1	.39*	8	.53**	15	.53**	
2	.38*	9	.39*	16	.67**	
3	.39*	10	.46*	17	.81**	
4	.46*	11	.37*	18	.80**	
5	.53**	12	.39*	19	.74**	
6	.38*	13	.53**	20	.73**	
7	.38*	14	.68**			

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

Stability of the Study Tool

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates the two times if it reached (0.84). The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, if it reached (0.81), and these values were considered appropriate for the purposes of this study.

Statistical standard

The five-point Likert scale was adopted to correct the study tools, by giving each of its items one score out of five (strongly agree, agree, neutral, disagree, strongly disagree), which is represented numerically (5, 4, 3, 2, 1) respectively. The following scale was adopted for the purposes of analyzing the results:

From 1.00-2.33   small

From 2.34-3.67   medium

From 3.68-5.00   large

The scale was calculated by using the following equation: The upper limit of the scale (5) - the lower limit of the scale (1) / number of required categories (3) = (5-1) /3 = 1.33

Then adding the answer (1.33) to the end of each category.

Presenting, Discussing and Interpreting the Study Results

Study question: What is the effectiveness of e-learning in the achievement of female classroom teachers in the course of Dogma and Hadith and their teaching methods at the Faculty of Educational Sciences at Jerash University from the students' point of view?

To answer the question, the arithmetic means and standard deviations of the effectiveness of e-learning in the achievement of female classroom teachers in the course of Dogma and Hadith and their teaching methods at the Faculty of Educational Sciences at Jerash University were extracted from the students' point of view, and Table (2) shows this.

Table (2) Arithmetic Means and Standard Deviations of the Effectiveness of E-Learning in the Achievement of Female Classroom Teachers in the Course of Dogma and Hadith and their Teaching Methods at the Faculty of Educational Sciences at Jerash University from the Students' Point of View, Ranked in Descending Order.

Rank	the number	Paragraphs	SMA	standard deviation	Class
1	6	Increases female students' motivation to study the topics of Dogma and Hadith and their teaching methods	4.67	0.571	High
2	1	It raises the level of attainment among female students in the course of Dogma and Hadith and their teaching methods	4.65	0.62	High
2	13	It saves time, effort and financial costs for female students	4.65	0.744	High
4	12	The teaching process turns into a dialogue process between the teacher and the students instead of the traditional explanation	4.61	0.63	High
5	7	It takes into account the individual differences between female students	4.55	0.75	High
6	8	It gives immediate feedback on the topics that students learned in Dogma and Hadith and their teaching methods	4.54	0.6	High
7	3	Students can communicate with the teacher anywhere and anytime through the email	4.52	0.68	High
7	5	It helps students to keep information for a long time	4.52	0.6	High
9	9	It works to find a real educational environment	4.49	0.72	High
10	2	It enables female students self -learning in the course of Dogma and Hadith and their teaching methods	4.46	0.6	High
10	10	It contributes to activating active learning	4.46	0.64	High
12	11	It develops female students critical and creative thinking	4.4	0.67	High
13	4	It increases the experiences and skills of computer students	4.39	0.67	High

14	18	E -learning focuses on hearing and sight without the rest of the senses	3.63	1.25	Medium	
15	14	The disruption of devices and the absence of the internet hinders the teaching and learning process	3.6	1.1	Medium	
16	19	E -learning lacks the human presence and human relations between the teacher and the students and among the students themselves	3.55	1.35	Medium	
17	20	It increases the isolation of female students by sitting for a long time in front of the computer without face to face social interaction	3.51	1.34	Medium	
18	17	Long sitting in front of the computer causes many physical diseases	3.46	1.26	Medium	
19	16	Reduces the burdens of teachers and increases the burdens of female students	3.19	1.29	Medium	
20	15	Difficulty applying the appropriate evaluation methods and tools for female students	3.18	1.35	Medium	
		Total marks	4.15	0.49	High	

It is clear from Table (2) that the study sample's estimates of the degree of effectiveness of e-learning in the attainment of female classroom teachers in the course of Dogma and Hadith and their teaching methods at the Faculty of Educational Sciences at Jerash University, from the students' point of view, were high with an arithmetic average of (4.15) and a standard deviation of (.49). Regarding the items, the arithmetic averages ranged between (3.18-4.67), where paragraph (6) states "It increases the motivation of female students to study topics of Dogma and Hadith and the methods of teaching them," came in first place, with a arithmetic average of (4.67) and a standard deviation of (. 57) with a high degree of appreciation, and Paragraphs (1 and 13) which state: "Raises the level of achievement among female students in the course of Dogma and Hadith and methods of teaching them." "It saves time, effort, and financial costs for female students" came in the second place, with an arithmetic average of (4.65) and a standard deviation of (.62, and .74), respectively, with a high degree of appreciation, while paragraph (15) came in, which reads, "Difficulty in applying evaluation methods and tools." Suitable for female students" ranked last, with an arithmetic average of (3.18), a standard deviation of (1.35), and an average rating.

The researcher attributes this result to the fact that e-learning works to raise the effectiveness of academic attainment among the female students of the classroom teacher in the course of Dogma and Hadith and their teaching methods at the College of Educational Sciences at the University of Jerash. This is due to the fact that most of the female students of the classroom teacher in the Faculty of Educational Sciences at the University of Jerash have the skill and experience in using E-learning, as they realize the importance of e-learning, in addition to the desire of the class teacher's female students to keep pace with scientific and technological progress. The reason may also be due to the connection between e-learning and life and the many benefits that accrue to university education. This result may also come as a positive indicator that e-learning makes female students acquire the concepts, knowledge, values, and trends related to the Islamic dogma, the noble Prophet's hadith, and effective teaching methods in each of them with the least time, effort, and financial cost. This result was consistent with the result of Jarkhi's study (2021).

The researcher attributes the result of the paragraph that states: "the difficulty of applying appropriate assessment methods and tools for female students," which came in last place, with an average rating, to the faculty member who teaches the course on Dogma and Hadith and their teaching methods. He finds it difficult to evaluate female students remotely, as this is due to the remote evaluation process. Electronically, it is not based on transparency and credibility, especially since the educational material is in the hands of female students, and this is the reason for the occurrence of fraud and communication between female students via social media during the course of the exam. The reason is also due to some students going to cultural centers in order to solve the test questions in exchange for a sum of money, as it happened during the Corona pandemic, and this result was consistent with the result of the Jarkhi study (2021) and Al Qudah study (2021).

The Most Important Recommendations

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

- Preparing a vision to integrate the e-learning components of the educational system in universities.

- Working to transform the educational system in universities in most courses in one specialization into an e-learning system.

- Conducting periodic development courses for students on e-learning and digital education skills, and urging them to develop their skills in using computers and the Internet and benefiting from them in the educational process.

- Encouraging students at universities to create electronic websites or blogs and provide educational services and facilities.

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