Acceptance and Use (EDP) of Continuing Learning for Egyptian University Students During Periods of Health Epidemics

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Abstract

The research aimed to reveal the factors that affect the adoption of technology during the epidemic period for Egyptian university students by studying the impact of independent (external) variables represented in students confidence in digital platform technology (SCDPT), expected performance (EP), expected efforts (EE), facilitating conditions (FC), social impact (SI) on the (internal) dependent variable represented by behavioral intention (BI) to make a system. A questionnaire was utilized to acquire information on the adoption and usage of digital educational platforms using the UTAUT paradigm. In addition, faculty members reached out to students using digital educational media, knowing they use them. The sample size is 450 students from three Egyptian universities (Damietta - Mansoura - Port Said) in the faculties of specific education, commerce, and literature during the Corona pandemic period (6-12-2020 to 27-12-2020). These faculties represent a model for the rest of the colleges in the governorates of the Arab Republic of Egypt (Damietta University 150 students - Mansoura University 200 students - Port Said University 100 students). The research found several results, the most critical being: There is an effect (of trust, expected performance, expected effort, social impact) on students' behavioral intention (BI) to adopt (EDP) to continue learning during the epidemic in the mentioned governorates.

Keywords: Digital learning, digital educational platforms, expected performance (EP), expected efforts (EE), facilitating conditions (FC).

Introduction

In the contemporary era, the Coronavirus pandemic has caused the suspension of many direct and indirect educational activities, posing a threat to teaching and learning in higher education, which requires efficient use of digital technology to overcome such crises in the future (Shulla et al. 2021). Lockdown initiatives lowered carbon dioxide and global warming by 1.5°C. Modern technologies are only functional and practical if pupils believe in themselves (Mahamood et al., 2016). Educational Digital Platforms (EDP) in schools have decreased Corona's spread. Universities are rich in technological inventions and technology transfer, so they must play three roles during and after a pandemic: continue developing human minds, transfer virtual technical skills to graduates, and identify challenges in transferring online technologies and propose solutions. Gender,

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qualifications, and digital learning skills determine student preparation (Bao, 2020). Digital Learning is hindered by infrastructure, data, power, tools, and network coverage (Kaisara & Bwalya, 2021). Tang et al. (2021) focused on student gender and qualification level, whereas Hoareau et al. (2021) and Samuel et al. (2018) focused on lecturers using (EDP). The Coronavirus pandemic has suspended numerous direct and indirect educational activities, jeopardizing higher education. Future crises require digital technologies (Shulla et al., 2021). Students must believe in themselves to benefit from modern technology (Mahamood et al., 2016). However, after the Coronavirus outbreak, colleges embraced digital learning systems. Student preparation depends on gender, credentials, and digital skills (Bao, 2020). Digital learning is hindered by data, power, tools, and network coverage (Kaisara & Bwalya, 2021). Hoareau et al. (2021) and Samuel et al. (2018) studied digital instructors. Students and teachers adopt (EDP) based on educational compatibility and technology performance. During the spread of the Corona epidemic, it became clear that university students in the Arab Republic of Egypt accept and use digital platform technology in education less than in other developed countries. The study answers these questions.

1-What factors impact Egyptian university students' usage of digital technologies and educational platforms during epidemics and pandemics?

2-How does confidence affect Egyptian university students' usage of digital learning tools throughout the epidemic?

3-What factors impact the adoption of digital instructional platforms during an epidemic?

The importance of the study is to understand the factors that affect technology adoption during the pandemic period for Egyptian university students by studying the influence of independent (external) variables student's confidence in digital platform technology (SCDPT), expected performance (EP), expected efforts (EE), facilitation of conditions (FC), and Social Influence (SI) on the dependent (internal) variable Behavior (BI).

Theoretical framework and previous studies

The theoretical framework includes two main axes: Educational Digital Platforms (EDP) and Unified Theory of Acceptance and Use of Technology (UTAUT) model

The first axis: (EDP)

Digital learning tools are needed after Corona. (EDP) include Zoom (Novet, 2020), and Microsoft Teams platform, cisco Webex supports, and Google Classroom (Mateia & Vrabied, 2015; Ozatok& Brett, 2012).

The second axis: The Unified Theory of Acceptance and Use of Technology (UTAUT) model

UTAUT gauges Egypt's digital readiness, acceptance, and use. This model assumes eight technological adoptions. UTAUT model components affect Egyptian students' epidemic internet use. UTAUT combines adoption and usage (Alshehri et al., 2012). Second, UTAUT measures university technology use using key variables (acceptance and use). PE, EE, SI, and FC define behavior (Venkatesh et al., 2016). BI affects PE, EE, and SI. BI, FC use tech. Age, gender, volunteerism, and experience affect theory (Alshehri et al., 2012). UTAUT made 4 models. PE examines how digital learning might benefit teachers and students. EE measures tech use (Han & et al., 2021).

Study sample

The sample size is 450 students from three Egyptian universities (Damietta - Mansoura - Port Said) in the faculties of specific education, commerce, and literature during the Corona pandemic period (6-12-2020 to 27-12-2020). These faculties represent a model for the rest

of the colleges in the governorates of the Arab Republic of Egypt (Damietta University 150 students - Mansoura University 200 students - Port Said University 100 students).

Methods

Using the UTAUT paradigm, a questionnaire was used to acquire information about digital educational platform uptake and usage. The faculty speakers reached the students through digital educational platforms, recognizing that various universities' students use distinct (EDP) (Microsoft Teams - Cisco Webex - Google Classroom). In addition, they participate in digital services for pupils. The questionnaire's content and words were taken from previous investigations. Several professionals arbitrated it to make it more accurate. The first part of the questionnaire covers demographics (gender, age, study group), whereas the second half has 43 sentences for five independent variables and one dependent variable.

The statistical methods

In this study, The Statistical Package for Social Sciences-SPSS was used to analyze the data collected to reach the objectives of the study, including:

-Cronbach's alpha stability test for internal consistency to measure the reliability of the study tool

-Descriptive statistics such as frequency distributions, percentages, arithmetic averages, and the standard deviation indicate the degree of importance of the study tool items.

-Inferential statistics were applied to explore the five constructs concerning behavioral intention and, ultimately use of (EDP) education in Egyptian Universities using the Structural Equation Modelling (SEM) technique (Scherer et al., 2020).

Instrument Validity and reliability

It ensures that the scale measures the right thing. Face validity requires arbitrators to agree that the questionnaire accurately depicts the concept or phenomenon being measured. Content validity examines how well questionnaire items communicate research dimensions and improves the assessment tool's reliability.

It is to obtain the same results if the study is repeated with the same measuring instrument and on the same individuals, where Cronbach's alpha was found for the sample answers, where the result was relatively high and indicates the stability of the resolution and the strength of its internal consistency, where alpha for the tool as a whole was 0.795. This section examines applying the UTAUT model to digital Learning uptake and uses, as well as assessing (EDP)' features, the context of use, user experience, and student engagement. Table 1 demonstrates that the values fulfilled the 0.7 Cronbach Alpha requirement.

Table1. Reliability Analysis for questionnaire items used in the study

No.	The Axis	No. of Items	Cronbach's alpha for all items	Cronbach's alpha after reverse scale
1	Students confidence in digital platform technology (SCDPT)	10	0.611	0.862
2	expected performance(EP)	7	0.849	0.849
3	expected effort(EE)	6	0.779	0.779
4	Facilitating Conditions(FC)	6	0.602	0.771
5	social Influence (SI)،	6	0.593	0.705
6	Behavioral intention (BI)	8	0.531	0.846

Total		43		

Reliability analysis was performed on 6 axes containing 43 items. Cronbach Alpha coefficients for expected performance (EP) and expected effort (EE) were 0.849 and 0.779, respectively. The rest of the Axles had at least one negatively associated test item, resulting in a Cronbach Alpha value below 0.7. After removing at least one item from each scale, we found good internal consistency for Students confidence in digital platform technology (SCDPT), Cronbach Alpha = 0.862, Social Influence (SI), Cronbach Alpha = 0.705, Facilitating Conditions (FC), Cronbach Alpha = 0.771, and Behavioral Intention (BI), Cronbach Alpha = 0.846.

Table 2 illustrates personal and organizational sample characteristics. The sample is 76% female. Most sample members are 21 or younger, followed by 22-24-year-olds. Younger students, especially females, are more interested in digital learning and educational platforms.

Table 2. Demographic information of the sample

Variables		Frequencies	percentage
gender	Male	161	36%
	Female	289	64%
age	21 years and less	305	68%
	22 years and over	145	32%
study group	first	140	32%
	second	123	27%
	third	95	21%
	fourth	92	20%

Table 3 shows student optimism. Educational platforms provide digital services for courses and education. "I'm positive about (EDP)' educational impact" had the lowest math average, 3.75. However, the arithmetic average was 4.24, and the standard deviations ranged from 0.66 to 0.91, demonstrating modest to excellent compatibility.

Table 3: Arithmetic means and standard deviations of the estimates of the sample members on the confidence items

No.	items	Means	standard deviations	Rank
1	Educational platforms(EDP) promote the conscious use of digital technology through practical technology tools.	4.45	0.81	4
2	Digital educational(DED) platforms ensure transparency and respect for ethical values.	4.21	0.71	6
3	Educational platforms provide appropriate digital services for courses and teaching activities	4.69	0.87	1
4	(EDP) ensure the security and reliability of educational services	4.33	0.79	5
5	(EDP) bring orderly and equitable management of the learning environment	4.51	0.86	3

6	(EDP) achieve responsible interaction with users	4.11	0.69	7
7	Get the right educational content from (EDP)	3.97	0.66	8
8	I am confident that (EDP) will achieve high quality educational outcomes	3.75	0.82	10
9	(EDP) preserve my privacy during the learning process	3.89	0.84	9
10	The network infrastructure ensures confidence and continuous communication between the student and the lecturer	4.54	0.91	2
	Total arithmetic mean	4.25		

The Second variable: is expected performance(EP)

Table 4 shows student and instructor performance expectations. "(EDP) provide diverse activities, learning tasks, and communication tools" had the highest arithmetic mean, 4.98, followed by "(EDP) have enhanced my learning rate by obtaining information in less time, less effort, and faster.

Table 4: Arithmetic means and standard deviations of the estimates of the sample members on the expected performance(EP) items

No.	items	Means	standard deviations	Rank
1	(EDP) helped me obtain information that suits my temporal and spatial circumstances	4.23	0.82	5
2	(EDP) have increased my learning rate by obtaining information in less time, less effort, and faster	4.87	0.77	2
3	I see that (EDP) have become useful for me in the continuation of my educational journey	4.56	0.91	3
4	(EDP) give multiple options for choosing activities, learning tasks, and tools for communicating with others	4.98	0.96	1
5	(EDP) helped me exchange opinions and ideas, which helps creative thinking	3.91	0.71	6
6	(EDP) encouraged me to collaborative Learning	3.81	0.75	7
7	(EDP) have helped me find unconventional solutions to the problems of traditional teaching and learning methods	4.33	0.86	4
	Total arithmetic mean	4.38		

Third variable: is expected effort(EE)

Table 5 compares student and teacher EE opinions. "(EDP) are easy to use" scored the highest arithmetic mean, 4.95. "Instructional systems allow easy development and management of instructional content and activities" rated 3.91.

Table 5: Arithmetic means and standard deviations of the estimates of the sample members on the expected effort(EE) items

No.	items	Means	Standard deviations	Rank
1	(EDP) are easy to use	4.95	0.74	1
2	Educational platforms allow the creation and management of educational materials and accompanying activities in an easy and accessible manner	3.91	0.72	6
3	(EDP) have provided an exciting, interactive and flexible learning environment for both students and faculty	3.98	0.58	4
4	Students and faculty have better technical skills through the use of educational platforms	3.95	0.63	5
5	Learning through (EDP) requires less effort in understanding the content and linking its elements together	4.91	0.75	2
6	Learning through (EDP) often does not require a user manual due to the clarity of its elements	4.90	0.67	3
	Total arithmetic mean	4.43		

Fourth variable: facilitating conditions(FC)

Table 6 compares student and teacher EE opinions. "I utilize (EDP) daily" had the highest arithmetic mean, 4.73, followed by "The university prepares digital platform training workshops" with a 4.65 average. "(EDP) have the scalable infrastructure" scored the lowest at 3.52. The arithmetic mean was 4.23, with moderate to medium standard deviations.

Table 6: Arithmetic means and standard deviations of the estimates of the sample members on the facilitating conditions(FC) items

No.	items	Means	Standard deviations	Rank
1	The infrastructure supporting (EDP) is configured to access the internet at a scale	3.52	0.86	6
2	I can run (EDP) on mobile devices, not just on computers	3.89	0.91	4
3	Through (EDP), I can download files without being restricted in their sizes, which may affect the speed of access	4.70	0.67	3
4	I can connect to the internet and deal with (EDP) daily	4.73	0.78	1
5	I can get technical support from the college when there is a problem in dealing with (EDP)	3.84	0.77	5

6	The university prepares training workshops on the advantages of (EDP) and the mechanisms for their use	4.72	0.64	2
	Total arithmetic mean	4.23		

The fifth variable: is Social Influence (SI)

Table 7 shows how students and teachers view SI items. "Digital educational platforms prevent epidemics" scored the highest arithmetic mean, 4.59, followed by "Digital educational platforms strengthen my social interactions." My math average was 4.55, and "The university encourages (EDP)" scored 3.16. The arithmetic mean was 3.83, and the standard deviations were medium to large.

Table 7: Arithmetic means and standard deviations of the estimates of the sample members on the social Influence (SI) items

No.	items	Means	standard deviations	Rank
1	The university encourages the use of (EDP)	3.16	0.96	6
2	My fellow students are keen to communicate with me through (EDP)	3.34	0.54	4
3	My lecturers who influence my behavior encourage me to use (EDP)	3.21	0.72	5
4	(EDP) increase my social interactions with others	4.55	0.68	2
5	I see that (EDP) reduce epidemics during periods of their spread	4.59	0.51	1
6	My colleagues and lectures whose opinions I care about prefer to communicate with me daily through (EDP)	4.11	0.80	3
	Total arithmetic mean	3.83		

Table 8 depicts student and faculty perceptions about BI subjects. "I have no behavioral anxiety about utilizing (EDP) in the learning process" received the highest arithmetic mean, 4.89, followed by "Self-efficacy in using educational platforms behaviorally affects digital learning.

Table 8: Arithmetic means and standard deviations of the estimates of the sample members on the Behavioral intention(BI) items

No.	items	Means	standard deviations	Rank
1	Psychological factors behaviorally affect learning through (EDP)	3.51	0.44	4
2	I will continue to use (EDP) regularly	3.14	0.64	7
3	Make sure to check how the educational process is managed within (EDP) before dealing with it	3.30	0.73	5
4	I intend to use (EDP) completely in the coming days	3.13	0.66	8

5	I have no behavioral anxiety about using (EDP) in the learning process	4.89	0.52	1
6	I will advise my fellow students to continue using (EDP)	3.19	0.51	6
7	Self-efficacy in using educational platforms behaviorally affects digital Learning	4.62	0.48	2
8	Take care of privacy and safety factors during the learning process through (EDP)	4.25	0.69	3
	Total arithmetic mean	3.75		

Hypothesis Test

Inferential statistics were used to show the effect of independent variables on the dependent variable at a 0.05 significance level. Multiple linear regression was used to see if independent factors had a statistically significant influence. SCDPT, EP, EE, FC, and SI on the dependent variable are student trust in digital platform technology. Students and teachers intend to use internet platforms to continue teaching and studying during the outbreak.

Before applying multiple linear regression to test the sub-hypotheses of the study, pre-tests (testing the normal distribution of data for the independent variable and the dependent variable) were conducted as follows:

1- Verify the normal distribution of the independent variables (students' confidence in digital platform technology (SCDPT), expected performance (EP), expected effort (EE), facilitating conditions (FC), social influence (SI), and dependent variable (students' and professors' behavioral intention (BI) to adopt (EDP) to continue teaching and learning during the epidemic period) using the One-Sample Kolmogorov-Smirnov test.

Table 9: One-Sample Kolmogorov-Smirnov test for independent variables and dependent variable

Variables	One Sample Kolmogorov-Smirnov test	Sig.
SCDPT	0.876	0.081
EP	1.204	0.032
EE	1.031	0.014
FC	1.710	0.045
SI	1.441	0.016
BI	1.317	0.021

Table 9 shows that the statistical significance values of the One Sample Kolmogorov-Smirnov test for independent variables (SCDPT, EP, EE, FC, SI) on the dependent variable (BI) were less than the level of statistical significance for EP, EE, FC, and SI. At the same time (SCDPT) was greater than the level of statistical significance. This shows that SCDPT and BI have normal distributions.

2- Test the significant and explanatory strength of the multiple linear regression analysis model used through the following:

A- Multi_collinearity test

The Multi collinearity test was run to ensure no significant correlation between the independent variables, based on the variance inflation factor (VIF) and (Tolerance) test for each independent variable, where each variable must be independent of the others. To ensure this, (VIF) and (Tolerance) test was run to eliminate multicollinearity. The variance inflation factor (VIF) must not exceed (10) and the tolerance test result is larger than 0.05. Table 10 shows the previous coefficients for all independent variables.

Table 10: Results of the variance inflation factor (VIF) test and the Tolerance test for independent variables

Variables	variance inflation factor (VIF) test	Tolerance test
SCDPT	4.73	0.421
EP	2.51	0.251
EE	6.36	0.627
FC	3.11	0.311
SI	3.09	0.861

B-Statistical significance: Analysis of variance (ANOVA)

Using the ANOVA test, it is clear that there are no statistically significant differences at the level (0.05) in the sample responses to the rate of using digital educational platforms in Egyptian universities due to demographic information (Gender - age - study group). All statistical significance values are greater than 0.05, as shown in the following table:

Table 11: Statistical significance test among the sample members with regard to gender

Gender	Sum of squares	df	Mean Square	F	Sig.
Between groups	14	2	7	25	0.26
Within groups	125.75	447	0.28		
Total	46.75	449			

Table 12: Statistical significance test among the sample members with regard to age

Age	Sum of squares	df	Mean Square	F	Sig.
Between groups	3.522	2	1.761	3.66	0.14
Within groups	214.60	447	0.48		
Total	218.122	449			

Table 13: statistical significance test among the sample members with regard to age

study group	Sum of squares	df	Mean Square	F	Sig.
Between groups	0.714	2	0.357	0.63	0.11
Within groups	253.21	447	0.566		
Total	253.92	449			

After entering the independent variables into the multiple linear regression analysis by (ENTER) method, it will be Known which of these independent variables has a statistically significant effect on the dependent variable through Analysis of variance (ANOVA), as shown in Table 14.

Table 14: Analysis of variance ANOVA to verify the strength and significance of the multiple linear regression analysis model N=450

Regression model	method used	study group	Sum of squares	df	Mean Square	F	Sig.
multiple linear regression	Enter	Regression	7.504	1	7.504	12.61	0.00[b]
		Residual	266.70	448	0.595		
		Total	274.204	449			

We note from Table (4) that F = 12.61 with a statistical significance of 0.000 is less than the level of statistical significance 0.05, which indicates significant strength for using the multiple linear regression analysis models among the independent variables (SCDPT, EP, EE,SI, and FC) on the dependent variable

Table 15: Summary of Multiple Linear Regression Analysis Model (Regression Statistics)

Multiple Linear Regression Model	correlation coefficient R	Determination Coefficient R^2	Adjusted R2	Standard Error of Estimate	Change R^2
The Behavioral intention(BI) to adopt (EDP)	0.821	0.674	0.577	0.412	0.674

From the previous Table, it is clear that:

Multiple R equals 0.821, indicating a significant direct link between the dependent and independent variables.

The model explains 67% of the data (R2=0.674). This model predicts accurately with a 67% chance.

- The Adjusted R2 is 0.577, which helps choose the most significant model by adding a significant independent variable or removing an inconsequential one.

Coefficients test

To find out which of the variables have an effect on the dependent variable and are statistically significant, a multiple linear regression equation coefficients test was conducted, and the results were as follows:

Table 16: Coefficients for the multiple linear regression equation

Variables	Coefficients	Standard Error	t Stat	Sig.	Lower 95%	Upper 95%
Intercept	21.33	13.021	11.191	0.045	39.77	51.89
SCDPT	0.061	0.065	3.251	0.005	29.51	35.35
EP	0.252	0.078	4.146	0.001	46.52	84.56
EE	0.240	0.098	1.297	0.002	56.68	77.41
FC	0.124	0.047	2.164	0.004	61.24	82.32
SI	0.053	0.075	7. 316	0.007	66.33	87.14

From the previous coefficients table, it is clear that:

Intercept coefficient: equal to 21.33, which is significant

1-   Students confidence in digital platform technology (SCDPT) = 0.061 SCDPT = 0.061, which is significant (0.005). Its positive score suggests a clear link to students' and

professors' behavioral intention to continue teaching and studying during the pandemic. Digital platform confidence promotes teaching and learning intent. Users' faith in digital platform technology (SCDPT) had no statistically significant behavioral influence on EDP usage in Damietta, Mansoura, and Port Said during the pandemic. Technology confidence influences internet use (Venkatesh et al., 2016; Han et al., 2021).

2-   The anticipated performance (EP) coefficient is 0.252, less than 0.05. Its positive value implies a clear association with students' and professors' behavioral intention (BI) to utilize (EDP). As (EDP) improve, teaching and learning intentions rise. The null hypothesis is rejected and the alternative hypothesis is accepted: There is a statistically significant behavioral effect at the level of 0.5 for the expected performance variable from (EDP) technology (EP) on the use of (EDP) in each governorate (Damietta - Mansoura - Port Said) during the epidemic period. This may be because Egyptian university students know what to anticipate from online learning and (EDP). (Sanjaya & Aryanti, 2016) found that predicted performance determines people's intent and behavior toward use.

3-   Expected performance (EP) coefficient: 0.252, significant 0.001, =0.05. Students' and instructors' intentions to use (EDP) for teaching and learning are positive. In the epidemic phase, behavioral intention to use (EDP) in teaching and learning increases with projected performance. Alternative hypothesis is accepted, not null. There is a statistically significant behavioral effect at the 0.5 level for expected performance from (EDP) technology (EP) on EDP use in each governorate (Damietta - Mansoura - Port Said) during the epidemic period. Sanjaya & Aryanti (2016) found that projected performance affects intent and conduct.

4-   Expected effort (EE) coefficient: 0.240, significant 0.002, =0.05. Positive value demonstrates direct association with behavioral intention (BI) of students and university professors to utilize (EDP) to continue teaching and learning throughout The pandemic. As (EDP)' expected effort increases, so does behavioral intention to utilize them in teaching and learning. The alternative hypothesis was accepted. During the pandemic, expected effort (EE) has a statistically significant effect on the utilization of (EDP) in each governorate (Damietta, Mansoura, Port Said). These results agree with those (Venkatesh et al., 2016; Han & et al., 2021; Sanjaya & Aryanti, 2016).

5-   Facilitating conditions (FC): 0.124, significant 0.004, less than 0.05. Its strong score correlates with students' and instructors' behavioral intention to continue teaching and studying during the pandemic. (EDP)' facilitating circumstances (FC) promote teaching and learning. The null hypothesis was rejected and the alternative hypothesis was accepted, which asserts that facilitating conditions (FC) has a statistically significant behavioral effect of 0.5 on EDP use in each governorate (Damietta - Mansoura - Port Said) during the pandemic. This finding is due to students' belief in organizational and technical support for (EDP) and good sentiments toward universities' modern ICT infrastructure. It supports e-learning platforms (Han & et. al., 2021).

6-   Social Influence (SI); Coefficient: 0.053, which is significant 0.007, below = 0.05. Its positive score suggests a direct association with students' and instructors' behavioral intention (BI) to utilize (EDP) throughout the epidemic. As (EDP)' social influence (SI) grows, so does their use in teaching and learning. The null hypothesis was rejected and the alternative hypothesis was accepted: There is a statistically significant behavioral effect at the level of 0.5 for the social Influence (SI)variable on the use of (EDP) in each governorate (Damietta - Mansoura - Port Said) during the epidemic. Students are interested in these relations due to the technology culture currently predominant among the student community. These results agreed with (Alshehri et al., 2012).

Results

Based on the previous Analysis, the current research reached the following results:

- There is statistically significant behavioral effect at the 0.5 level of the Students confidence in digital platform technology (SCDPT) variable on the use of (EDP) in each of the governorates (Damietta - Mansoura - Port Said) during the epidemic period

-There is a statistically significant behavioral effect at the level of 0.5 for the expected performance variable from (EDP) technology (EP) on the use of (EDP) in each of the governorates (Damietta - Mansoura- Port Said) during the epidemic period

-There is a statistically significant behavioral effect at the level of 0.5 for the expected effort variable (EE) on the use of (EDP) in each of the governorates (Damietta - Mansoura - Port Said) during the period of the epidemic

-There is a statistically significant behavioral effect at the level of 0.5 for the facilitating conditions(FC)variable on the use of (EDP) in each of the governorates (Damietta - Mansoura - Port Said) during the period of the epidemic

-There is a statistically significant behavioral effect at the level of 0.5 for the social Influence (SI)variable on the use of (EDP) in each of the governorates (Damietta - Mansoura - Port Said) during the period of the epidemic

Recommendations

Based on the previous results, the current research recommends the following:

-Detecting the moderate effects of social and demographic variables (gender - age - study group) on the use of (EDP)

-Studying the views of lecturers on the use of (EDP) to identify more challenges and opportunities for using these platforms in teaching

-Analyzing the (EDP) of universities other than the universities in the current research so that more accurate results can be reached that can be generalized to the entire community

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