

The Reality of E-learning at Israa University In Light Of the Corona Pandemic

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Abstract: The study aimed to identify reality of E-learning at Israa University in light of the Corona pandemic. The importance of this study is that it sheds light on an important topic in our current era, namely, E-learning, which enjoys originality and modernity in the field of research and management science, and enhancing strengths and addressing weaknesses related to E-learning at Israa University. The researchers came out with many results, the most important of which is: through the Internet, learners can: Access to information that may not be mentioned in the curriculum, so teachers and learners can save time and effort in searching for it. The study reached a set of recommendations as follows: Studying the reality of the use of E-learning in Palestinian universities, directing efforts to spread a culture of quality in E-learning through holding relevant conferences, adopting the principle of continuous training for lecturers and keeping pace with technological developments, and the need to direct sufficient attention to the development of educational quality standards. E-learning in light of the growing competition in the applications of this type of education regionally and internationally, and conducting more research and studies on an ongoing basis to keep pace with developments in the field of E-learning.

Keywords: E-learning, Israa University, the Corona Pandemic, Gaza Strip, Palestine.

1. INTRODUCTION

The world today is undergoing a new era of tremendous development in the field of communications and information technology and the technical developments that have been achieved, it opened ample room to create a quantum leap in higher education in many countries of the world after staying for a short period confined between the walls of the university stands, At the same time, the nature of development imposed on the human being to find solutions that save his time and effort to obtain educational opportunities to provide the highest levels of university education to students from their places of residence, by creating an integrated electronic learning environment that relies on a highly developed network, and provides all kinds of support and assistance to students under the supervision of A networked virtual gathering that includes the experience of experts and university professors in the world (Al-Borai, 9:2014).

And here came the concept of E-learning as a developed style of distance education, which was until the mid-eighties between a professor at a university and an isolated student somewhere, and the educational material was booked and printed vocabulary sent to the student via regular mail, and in the mid-nineties became the possibility of communication Broader with the emergence of the global information network and the entry of Internet service into the educational field and the development of E-learning (Abdul Hay, 2015: 50).

Some researchers indicate that E-learning will play a major role in changing the educational method in university teaching, as many prestigious universities have turned to students of E-learning programs to obtain scientific degrees without the need for the student to attend the university, and many universities and educational institutions specialized in E-learning have appeared (Daradkah, 2016: 6).

The computer was mandatory for those with knowledge in the field of E-learning to conduct research to identify the educational

capabilities inherent in the multiple and complex capabilities of the computer, and they must also investigate the standards that guarantee the quality of outputs in the field of E-learning. Learning applications for the quality of E-learning do not lie in the details of information electronically for students only, but rather mean the interaction between the elements of the educational process in the E-learning environment (Al-Halafawi, 2011: 30).

After the Corona epidemic invaded most of the countries of the world, it imposed on all educational institutions an educational transformation from the face that allows for material convergence, which constitutes an opportunity for transmission of infection to E-learning or distance education. 1.5 billion Children and young people in 188 countries around the world were forced to stay in their homes after the closure of schools and educational institutions (Avonna, 2020: 47).

Israa University has been keen on the work process and the demand for global technical and technological development, in line with its vision of adopting the philosophy of E-learning.

In light of the results of previous studies related to E-learning, this study comes to investigate The reality of E-learning at Israa University in light of the Corona pandemic, in the hope of reaching results that benefit university students, curriculum designers and developers, e-educators and researchers at Israa University.

2. RESEARCH TERMINOLOGY

- **E-learning:** Using technology of all kinds to communicate information to the learner with the least time, great effort and greatest benefit, this learning may be instant simultaneous learning and may be asynchronous inside and outside the classroom. (Hatwa, 2012: 22).

- **Faculty Staff:** The academic, who holds qualifications and degrees and works in the field of teaching in universities and scientific research, is able to achieve in his field of specialization, participates in the renaissance of the nation, solves its problems

and meets the challenges to its renaissance and unity (Akl, 2017: 13).

- **COVID-19:** A disease caused by the emerging Coronavirus called COVID-2. WHO first discovered the new virus on 31 December 2019, after a series of viral pneumonia cases were reported in Johan, People's Republic of China.

3. PROBLEM STATEMENT

The problem of the study stems from the fact that universities and educational institutions are the backbone of educational service providers to members of society, and given the important and fundamental role that E-learning plays in the success of the educational process, and in light of the great technological development and with the spread of modern means of communication that allowed large numbers to receive education with ease and facility With the least time and effort, but due to the conditions that most countries of the world suffer from at the present time represented by the spread of the Corona virus, educational institutions found themselves forced to move to E-learning to ensure the continuity of the teaching and learning process.

Israa University was one of the first universities to adopt E-learning and to employ auxiliary means of communication between the student and the lecturer in different ways after dispensing with direct contact during the pandemic, but the matter was not easy for both sides of the educational process, as the student and the lecturer were cut off from direct contact and therefore communication problems began to appear in The application of E-learning, including the weakness of employing some software for E-learning.

4. RESEARCH QUESTIONS

The problem of the study was to answer the following questions:

Q1-: What is reality of E-learning at Israa University in light of the corona pandemic?

The following sub questions emerge from this question:

Q1-1: Are there statistically significant differences between the averages of respondent's answers to study the reality of E-learning at Israa University in light of the Corona pandemic?

Q1-2: What is the level of E-learning continuity at Israa University in light of corona pandemic?

Q1-3: How effective is E-learning at Israa University in light of corona pandemic?

Q1-4: What is the extent of congruence reality in E-learning at Israa University?

Q1-5: What are the main obstacles facing the E-learning system at Israa University?

Q1-6: What are the proposals to improve the E-learning system and advance the educational process?

5. RESEARCH OBJECTIVES

This study aims to achieve the following objectives:

1. Recognizing E-learning at Israa University in light of the Corona pandemic.

2. Showing the congruence reality for E-learning at Israa University.
3. Detecting differences between the responses about the reality of E-learning at Israa University.

6. RESEARCH IMPORTANCE

The importance of the study is shown by the benefit that will be given to:

6.1 Scientific (Theoretical) Importance:

The scientific significance of the study is as follows:

1. It sheds light on an important topic in our time, namely E-learning, which enjoys originality and modernity in the field of research and management science.
2. It benefits researchers and academics about E-learning and feeds local and Arab libraries with abundant information on the subject of the study.

6.2 Practical (Applied) Importance:

The practical significance of the study is as follows:

1. The importance of the study stems from the importance of the institution to which it was applied, which is the educational institution, being the cornerstone of society.
2. Increasing the awareness of educational institutions of the reality of E-learning in order to provide educational services that are compatible with the needs and expectations of students.
3. The study benefits the employees of Israa University about the nature of E-learning and its application to contribute to raise the effectiveness of it.

7. RESEARCH HYPOTHESIS

Ho1: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Gender, Specialization, Scientific Qualification, And Years of Service).

The main hypothesis is based on a set of sub-assumptions:

Ho1-1: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Gender).

Ho1-2: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Years of Service).

Ho1-3: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Scientific Qualification).

Ho₁₋₄: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Specialization).

8. RESEARCH VARIABLES DEFINITIONS

8.1 Independent variable:

- E-learning

8.2 Demographic variables:

- Scientific qualification with three levels: Master, doctor and Associate Professor.
- Gender: male, female.
- Specialization.
- Years of service.

9. RESEARCH LIMITS AND SCOPE

The scope of the study shall be as follows:

1. **Objective Limit:** The reality of E-learning at Israa University- Gaza in light of the Corona pandemic.
2. **Spatial Limit:** The study was limited to Israa University- Gaza.
3. **Human Limit:** Lecturers of E-learning courses at Israa University.
4. **Time Limits:** This study was implemented in 2021 and therefore represents the reality at this time.

10. PREVIOUS STUDIES

- Study of (Shehada et al., 2020) aimed to identify the learning and business incubation processes and their impact on developing the performance of business incubators in Gaza Strip, and the study relied on the descriptive analytical approach, and the study population consisted of all employees working in business incubators in Gaza Strip in addition to experts and consultants in incubators where their total number reached (62) individuals, and the researchers used the questionnaire as a main tool to collect data through the comprehensive survey method, where (55) questionnaires were retrieved with a recovery rate of (88.7%). The results of the study showed that there is a high approval of the variables of the study, where the dimension of incubation operations came with a relative weight (84.89%), followed by the learning dimension which got a relative weight (82.50%), while the performance level of the incubators got a relative weight (80.12%) and as the study results showed There is a positive relationship statistically between the two dimensions of learning and business incubation processes and performance development in business incubators, and the linear regression analysis model showed that the main effect in improving the performance of business incubators is "after business incubation operations" while it showed weak effect after learning. The study came out with several recommendations, the most important of which is that business incubators seek to reinforce the learning process and incubation processes for business, and the need to periodically evaluate their performance, and that a more effective mechanism be designed to follow up with ...

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- Study of (Abdalmenem et al., 2019) aimed to identify E-learning strategies and their relationship for increasing the efficiency of educational performance in foreign and Palestinian universities (University of Ottawa, University of Munster, Suez Canal University, Al-Azhar University, Islamic University, Al-Aqsa University). The analytical descriptive approach was used for this purpose, and relying on the questionnaire as a main tool for data collection. The study society is from the senior management, where the number of senior management in the universities in question is 206. The random stratified sample was selected, and the Statistical Program of Social Sciences (SPSS) was used for the analysis. The study found that there is a significant relationship between E-learning strategies and increasing the efficiency of educational performance in universities. The study also showed that senior management in Palestinian universities does not care about providing the appropriate budget for E-learning. The study also showed that senior management in Palestinian universities does not help to adhere to the performance standards set by the university. The study recommended that the senior management of Palestinian universities should provide an E-learning budget and encourage employees to continue using E-learning strategies. It also recommended that senior management should focus on developing measures that would help to increase efficiency of performance.

- Study of (Abdalmenem et al., 2019) aimed to identify increasing efficiency of Palestinian university performance through the implementation of E-learning strategies in Palestinian

universities (Al-Azhar University, Islamic university, Al-Aqsa University). The analytical descriptive approach was used for this purpose, and relying on the questionnaire as a main tool for data collection. The study society is from the senior management, where the number of senior management in the universities in question is 206. The random stratified sample was selected, and the Statistical Analysis of Social Sciences (SPSS) program was used. The study found a significant relationship between E-learning strategies and the efficiency of university performance. The study also showed that senior management in Palestinian universities does not care about providing the appropriate budget for E-learning. The study also showed that senior management in Palestinian universities does not help to adhere to the performance standards set by the university. The study also found that the senior management in the Palestinian universities participates in the research that develops the university performance but does not care about following the policies of implementing the development of scientific research. The study recommended that the senior management of Palestinian universities should provide an E-learning budget and encourage employees to continue using E-learning strategies.

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- Study of (Al Shobaki et al., 2017) aimed to identify the learning organizations and their role in achieving organizational excellence in the Palestinian universities in Gaza Strip. The researchers used descriptive analytical approach and used the questionnaire as a tool for information gathering. The questionnaires were distributed to senior management in the Palestinian universities. The study population reached (344)

employees in senior management is dispersed over (3) Palestinian universities. A stratified random sample of (182) workers from the Palestinian universities was selected and the recovery rate was (69.2%). Statistical analysis (SPSS) program was used for analysis and processing the data. The research found the following results: there is a fair degree of approval on "cognitive dimension", there is a high approval about the importance of "organizational dimension", there is moderately consent of the importance of "Community dimension", there is a large degree of consent about the importance of axis of the "leadership excellence", there is a large degree of consent about the importance of axis of the "service-excellence", there is a fair degree approval about the importance of the axis of "cognitive excellence", and there is a moderately consent of the importance of "Organizational Excellence". The research found a group of recommendations including: the need to develop appropriate strategies for the University, employ modern technology in information systems, in addition to provide appropriate environment that achieve learning organizations, develop technological infrastructure, adopt universities for knowledge management in the academic and ...

- Study of (Abu Naser et al., 2017) aims to identify the trends of Palestinian higher educational institutions in Gaza Strip as learning organizations from the perspective of senior management in the Palestinian universities in Gaza Strip. The researchers used descriptive analytical approach and used the questionnaire as a tool for information gathering. The questionnaires were distributed to senior management in the Palestinian universities. The study population reached (344) employees in senior management is dispersed over (3) Palestinian universities. A stratified random sample of (182) employees from the Palestinian universities was selected and the recovery rate was (69.2%). Statistical analysis (SPSS) program was used for analysis and processing the data. The study found the following results: There is an agreement about: the importance of the focus of "organizational structure" with an average approval, the importance of "technological infrastructure" axis with high approval, and the importance of "strategic" with an average approval. The results concluded that the study sample agree on the importance of "organizational dimension" highly. The results showed that the sample believe that the "strategic leadership" level in the universities got medium-approval. There is a fair level agreement about the axis of interest "teams/committees". There is an agreement about the importance of the "human dimension" moderately. The results showed that the sample is highly agreed about the importance of focus of the "knowledge management", and the focus of the "continuing education".

- Study of (Al Hila et al., 2017) aims to design a proposed model of learning organizations as an entry point to achieve organizational excellence in the Palestinian universities of Gaza Strip. A random sample of workers were selected from the Palestinian universities consist of (286) employees at recovery rate of (70.3%). The study concluded with a set of results the most important of which: there is a statistically significant relationship between the components of learning organizations and achieving organizational excellence in the Palestinian universities of Gaza Strip from the standpoint of the faculty members. One of the main

recommendations of the study: establish the concept of learning organization in leaders and staff of the university through the establishment of specialized courses, and workshops. Turning the status of the university into a learning organization as a strategic objective and the performance of managers are measurement accordingly. Organize visits of the leaders of the university to the top organizations in this field and to take advantage of their experience and encourage deans and heads of departments to involve their employees in the information on global trends and trends in learning organization through regular meetings.

- Study of (Abdel Qader, 2015) aims to propose codified standards for the quality of E-learning in Egyptian universities on the Internet with a study of the elements of its application to the University of October 6 as an experimental model, the study relied on the descriptive survey method. With the aim of identifying global initiatives, plans and projects in the field of E-learning quality standards that support projects of e-content programs for academic courses, the study was limited to Egyptian universities and the extent of their progress in the field of e-learning. The questionnaire tool was used, and from the results of the study: the adoption of the creation of an integrated electronic content that takes into account the nature of students enrolled in E-learning programs and following up on the suggestions issued by professors and specialists in the field of E-learning and taking them into account in the creation of scientific content, and the extent of the importance of electronic content in enriching the training and educational process

- Study of (Al-Najdi, 2013) aims to determine the extent to which the quality of E-learning in force at Al-quds Open University (educational, technical and administrative) conforms to international quality standards in the same fields. The study used the descriptive analytical approach. The study consisted of two random, stratified samples of 84 supervisors at Al-Israa University who supervised some of the courses. Electronic University. And a sample of the university's students consisting of (1554) male and female students who practiced E-learning at Israa University'. The two questionnaires were distributed electronically, one for each group, to collect information about the quality of the content and educational design of electronic courses and to support supervisors, students, administrative services and their support for E-learning at Israa University. The questionnaire was adopted as a tool to ascertain the extent of conformity with the quality of E-learning. The researchers confirmed the validity of the two questionnaires by presenting them to specialized arbitrators and their stability using Cronbach's Alpha coefficient, and the study reached several results, including that the standards of content quality and educational design for electronic courses, and the support of supervisors, students, and administrative services and their support for E-learning at Israa University in the educational, technical and administrative fields exist And that there are no statistically significant differences in the supervisors' estimates of the quality averages of the E-learning standards attributed to gender or academic rank, but there are differences in the estimates attributed to the supervisor's specialization.

- Study of (Jahjouh and Hassouna 2011) the effectiveness of E-learning oriented video in the development of thinking and attitudes towards it among university students "was selected a simple random sample university students, study aimed to determine the design standards of E-learning site and methods of orientation and disclosure of the effectiveness of E-learning via the web in Developing scientific thinking towards E-learning at Al-Israa University, the researcher followed the constructivist and experimental approaches. The two study tools were a test of scientific thinking and a scale of trends towards video-oriented E-learning in developing scientific thinking and trends towards E-learning via the web, and to set a set of criteria for designing an e-learning website.

- Study of (Al-Zamil, 2008) Evaluating the E-learning experience at the Arab Open University and the Technical Education Institution. Among its goals and objectives is to evaluate the E-learning experience at the Arab Open University and the General Organization for Technical Education from the students' point of view, taking into account differences in gender and specialization. Through the extent of their interaction with E-learning and the extent of the possibility of applying E-learning and its obstacles, the survey method was used. The sample consisted of 256 students at the Open University. They were selected by a simple random sample method and a survey approach with the use of monitoring lists. The following results were reached: Mastering the use of technology helps interact with the E-learning method. The interaction of students with E-learning does not differ between males and females, and the difference in academic level does not affect interaction. With E-learning, the study recommended training professors and students on E-learning skills and electronic computer in Arab university education and conducting more research and studies on an ongoing basis to keep abreast of developments in the field of E-learning while conducting scientific research.

10.1 Commenting on previous studies:

It is clear from previous studies that they were conducted in various countries of the world, Arab, European, Asian and American, which indicates the importance of e-learning quality standards. Most studies related to E-learning system quality standards met in general around five main criteria: system management, content design, and presentation and supporting supervisors and learner. The educational content quality standards in the electronic system revolved around the possibilities of processing it in different technical environments and the ease of accessing, updating and reusing it.

The points of agreement and differences between the current study and previous studies:

- **In Terms Of The Sample:** The samples were selected in most of the previous research in a simple random sampling method, while the current study relied on the stratified sample, and the sample size depended on the type of tool used, as well as the number of the study population.
- **In Terms Of the Method:** The studies of this chapter relied on the descriptive analytical approach, using some methods

in data collection such as the personal questionnaire. The current study agreed with most of the previous studies in using the descriptive analytical method, but with a difference with some other studies such as the study of Abdel Qader and Al Zamil using them. Descriptive survey method.

- In Terms of The Tool Used: current with previous studies, the study agreed to use a tool in the questionnaire, as all studies have used the questionnaire and that the current study used the questionnaire, except Mahmoud Abdel Salam study Quilts J used note card.

The Benefits of Previous Studies: Determining the appropriate variables for the current study, building the theoretical framework for the study, building the appropriate study tool, how to present and discuss the results, make recommendations, and develop plans that achieve the results of this study.

Distinctions with Previous Studies: In the researchers' presentation of the study problem and the formula for identifying it, which is as follows: The reality of E-learning at Israa University in light of the Corona pandemic

Theoretical Framework

10.2 The Concept of E-learning: is a way of teaching using modern communication mechanisms from a computer and its networks and its multiple means of sound, image, drawings, search mechanisms, and electronic libraries as well as internet portals, whether remote or in the main hall, the important intention is to use the technology of all kinds and forms to communicate information to the learner in the shortest time, with the least effort, the greatest benefit, and the least cost (Abdul Hay, 2015: 117). E-learning as a form of distance education that relies on the possibilities and tools of the International Information Network, the Internet, and computers to study specific educational content through continuous interaction with the teacher/facilitator and learner (Abdul Aziz, 2018: 30).

The researchers know that E-learning is to provide curricula and training courses through various electronic media, including tablets of all kinds and the Internet with their tools, simultaneously or asynchronously, and by adopting the principle of self-learning.

10.3 E-learning Characteristics: E-learning has many features and varies according to the technological means used and these characteristics :

- **Interactive:** The first type of interaction is the active learner's interaction with the content and the interaction of students with the teacher and among students. E-learning provides an interactive environment between teachers and students and vice versa and provides the element of pleasure in learning that is no longer rigid or displayed in one way.
- **Protection:** Various protection systems are used to allow student's access to certain materials on the educational site, and the existence of an electronic department responsible for registering students, paying expenses, pursuing the student and providing educational expertise away from the risks that

the learner can face when going through these experiences in practice.

- **Integration (Connectivity):** Linking and integrating all administrative and technical figures that serve employees and provide the information needed by administrators, teachers, and students.
- **Communication:** Learning occurs because of communication between teacher and learner, learner, and other electronic learning methods (Rabah, 2014: 87).
- **According To the Researchers:** The characteristics of E-learning provide digital content of the written text and sound effects as well as a heavy reliance on images and videos so that all these media achieve the goal of learning electronically. Low cost compared to traditional education. Accessible anywhere, at any time, depending on the ability of the educated person.

10.4 E-learning Tools: Rashida Al-Sayed Ahmed (2012: 54) classifies E-learning tools: According to the method of use of software used in computer-based learning, these programs are stored on digital data storage media, CDs, video discs, and hard drive and can be stored in the main service device in a computer network, the tools that rely on the Internet: the textile network, e-mail, video conferencing.

Walid Al-Halabawi (2011: 42) classifies E-learning tools: online: (conferences, discussion forums, overcoming tool, webcasting, electronic library, newsreader, web tool, blog tool, an investigative tool, Search tools, email, mailing lists, mailing forms, newsgroups, news board, reference tool, short calendars tool, FAQs, calendar tool, student list, dictionary tool, photo album, electronic voting, location map).

10.5 E-learning Services in Education:

- The globalization of E-learning helps to build courses in the light of specific scientific criteria.
- Creates a kind of positive interactive learning that is synchronous or non-synchronous.
- Increase the level of cooperation between teachers and students, and learn the student independently of others.
- Affects students' motivation for learning, increases their self-learning, and improves communication skills.
- Its efficacy has been proven in giving students knowledge and skills (Al-Halabawi, 2011: 21).

According to the researchers: E-education achieves education in ways commensurate with the characteristics of the learner and in an interesting way, providing rich sources of information, and motivating the learner to self-learning skills, commensurate with the data of the times is the best way to prepare the future generation for scientific and practical life.

10.6 The Importance of E-learning for the Teacher:

Rabah (2014: 58) believes that the importance of E-learning for a teacher is that it helps students to be self-reliant and believes that in the age of the Internet and distance education (E-learning),

the teacher has a linked role in four broad areas: (education, technology recruitment, encouraging student interaction, developing students' self-learning).

Al-Khalidi (2018: 45) believes that the importance of E-learning for the teacher: the role of the designer of the educational system in the design of printed materials and the use of modern technologies, the role of design science contains six educational areas: (design, analysis, application, development, management, and evaluation of the educational system) the use of technology has the role of a commentator using technical means and the role of encouraging interaction in the educational learning process, and the role of encouraging the generation of knowledge and creativity requires the teacher to perform the previous roles a set of competencies, namely (general competencies related to Computer culture of education, competencies to deal with internet programs and services, competencies to prepare courses electronically).

E-learning enables teachers to receive a higher degree of coverage to deliver the message in a consistent way to their target audience, the researchers say. This ensures that all learners receive the same type of training.

10.7 The Importance of E-learning for the Learner:

Al-Sayed (50:2012) considers that the importance of E-learning for the learner: the target groups of E-learning are young people in remote places who have been denied educational opportunities, students at various educational levels as a complement to traditional education, adults who wish to complete school or rehabilitation, male and female at all stages of life, those who enroll or do not attend study programmers, and learner patterns (clerical learner, visual learner, audio learner, sensory and motor learner).

- Helps learners increase access between students, students, and the school.
- Enriching the cognitive, cultural, social, emotional, and private lives of learners.
- E-education helps to meet the needs of learners who are unable to complete their studies in formal education in schools and universities.

According to the researchers: The E-learning of the learner, characterized by the speed of transmission and delivery of information to the learner, in addition to the possibility and ease of updating information and topics on websites, and thus easy access to continuous feedback during the learning process, eliminates individual differences between learners and transforms them from differences in abilities to differences in time.

10.8 E-learning Quality Standards:

Abdul Hay (2015: 126) points out that the standards of quality of E-learning are based on the following themes :

- Attention to the integrated design of the E-learning system: Before starting to offer E-learning programs, the educational calculated averages, standard deviations and relative weight to answer this question, as illustrated by the following table:

institution must design and experiment with the teaching and management systems of the programs it intends to activate and provide all its requirements to maintain the desired purpose of quality and compliance with standards.

- Supporting self-learning and enabling learners to control their educational growth: The institution must have realistic goals, scientific methods to achieve them, and means to achieve the goals, must ensure that the information provided to students is effective and work to modify it whenever necessary and work to identify appropriate means to communicate students and present their work by the students.
- Management of E-learning programs: in a way that meets the academic standards of the degree granted.
- Characterizing learning goals with measurable results.
- Sufficient and clear instructions for students on how to achieve learning goals.
- Designing educational objectives in a manner commensurate with the level of students.

11. METHODOLOGY AND PROCEDURES

11.1 The Method of Study: The study curriculum: In order to achieve the objectives of the study, the researchers used the descriptive analytical approach, which is known as: (The curriculum that deals with the study of existing events, phenomena and practices available for study and measurement as they are without interference in their course (Aga, 40:2000).

11.2 Study Community: The study community consists of all (100) faculty members at Israa University.

11.3 Sample Study: A random sample of (50) faculty members was selected from the faculty at Israa the University.

11.4 Study Tool: The study tool is a means of collecting data to answer questions and hypotheses and to achieve this; researchers have used questionnaire as a means of collecting data to suit the current study sample. The researchers prepared the questionnaire after reading the previous study and the questionnaire was made up of (12) paragraphs that the testers respond to according to the following alternatives: (I strongly agree, I agree, I do not agree, I do not know, I strongly oppose).

12. RESULTS OF THE STUDY AND ITS DISCUSSION:

The study questions were answered, their hypotheses tested, and the results were interpreted and commented on, as well as the similarities and differences with previous studies.

The Main Question: What do the sample members estimate The Reality of E-learning at Israa University In Light Of the Corona Pandemic?

The researchers

Table 1: Shows arithmetic averages, standard deviations and relative weight of The Reality of E-learning at Israa University In Light Of the Corona Pandemic

| Axles | Paragraph | Average | Standard Deviation | Relative Weight |
|---|-----------|---------|--------------------|-----------------|
| The Reality of E-learning at Israa University- Gaza | 13 | 2.99 | 1.047 | 91.0 |

The researchers explain that academic achievement is of great importance in the life of the student and his family, not only passing successive stages of study successfully and obtaining the grades that qualify him for it, but has very important aspects in his life as the compulsory way to choose the type of study and

profession, thereby determining the social role that the student will play, and the social status that he will achieve.

To explain the results in detail, the researchers calculated the repetitions, averages and percentages of each paragraph of The Reality of E-learning at Israa University and the following tables to illustrate this:

Table 2: Explains the view of sample members on The Reality of E-learning at Israa University

| # | Items | Average | Standard Deviation | Relative Weight |
|---------------------|--|---------|--------------------|-----------------|
| 1. | E-learning earns students new skills | 3.56 | 0.577 | 86.99 |
| 2. | E-learning develops student problem-solving skills | 2.63 | 1.245 | 91.87 |
| 3. | E-learning saves students from fear and shame | 3.56 | 0.506 | 84.55 |
| 4. | The use of the E-learning environment increases educational attainment | 2.93 | 1.141 | 92.68 |
| 5. | E-learning environment links past and subsequent experiences | 2.63 | 1.445 | 98.37 |
| 6. | In the E-learning environment, simultaneous and asynchronous guidance is available. | 2.15 | 1.586 | 90.24 |
| 7. | E-learning environment increases students' interaction with each other and with others | 3.48 | 0.849 | 95.93 |
| 8. | In the E-learning environment, tools are available to accomplish the required tasks and activities individually or collectively (groups) | 2.74 | 1.559 | 95.12 |
| 9. | The E-learning platform helps get activities done faster than the traditional system | 3.56 | 0.577 | 86.99 |
| 10 | You can communicate effectively with students through E-learning | 2.63 | 1.245 | 91.87 |
| 11 | The educational process depends on the use of materials available in the E-learning platform | 2.63 | 1.245 | 91.87 |
| 12 | Lecturers interact with students on a continuous basis | 3.56 | 0.506 | 84.55 |
| 13 | Lecturers harness all their potential to ensure that electronic tests are offered that match all levels among students | 2.93 | 1.141 | 92.68 |
| Total Degree | | 2.99 | 1.047 | 91.05 |

Table 2 shows that the top two paragraphs obtained: the first ranking at a relative weight of 98.37, which provides for "the environment of E-learning linking previous and subsequent experiences", and the second ranking with a relative weight of 95.93, which provides for "an E-learning environment that increases the interaction of students with each other and others", and that the lowest paragraph obtained the penultimate ranking at a relative weight of 84.55, which provides for "an E-learning environment that eliminates the student from fear and shame", and tracks researchers This area prepares the process of teaching and learning as one of the most important indicators of the progress of humanity, and measures the extent to which nations develop as much as the scientific knowledge obtained by their members, and their role in pushing society's movement towards advancement and progress towards E-learning.

Are there statistically significant differences in The Reality of E-learning at Israa University In Light Of the Corona Pandemic due to gender variables, Years of Service and scientific qualification, specialization?

To answer this question, the following hypotheses were formulated:

Ho1: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Gender, Specialization, Scientific Qualification, And Years of Service).

The main hypothesis is based on a set of sub-assumptions:

Ho1.1: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Gender).

To test this imposition, the Independent Sample T-Test was used for two separate samples to compare the average teacher scores relative to the relative, as evidenced by a table (4):

Table 3: showing the results of the Test (T) to compare the average score of the Gender variable

| Total Degree | Gender | Number | Average | Standard Deviation | Value "T" | Level Of Significance |
|--------------|--------|--------|---------|--------------------|-----------|----------------------------|
| | Male | 35 | 73.0526 | 3.6554 | -2.193 | 0340. Statistical function |
| | Female | 15 | 71.5455 | 3.5653 | | |

The "T" table value at 49 freedom and indication level (0.05) is equal to 2.021

There are no statistically significant differences in the impact of E-learning on the academic performance of lecturers at Israa University under the Corona pandemic attributable to a Gender changer (male, female), and the researchers explain that: faculty members are the most used for E-learning and to move as far away as possible from traditional methods where E-learning increases students' achievement and excites their motivations, as a result of competition between teachers and teachers for excellence and the creation of new ways of everything that is new in the Web or in the Web Educational sites.

Ho1-2: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Years of Service).

Table 4: shows the result of the variance analysis test for the different number of Years of Service

| Total Degree | Source Of Contrast | Total Squares | Degrees Of Freedom | Average Squares | P Calculated Value | Level Of Significance |
|--------------|--------------------|---------------|--------------------|-----------------|--------------------|----------------------------|
| | Between groups | 3.876 | 2 | 1.938 | 0.079 | 0.924 Statistically unseat |
| | Within groups | 675.56 | 38 | 337.78 | | |
| | Total | 679.36 | 40 | | | |

Table value (F) at level (0.05) with freedom grades (2-48) = table value (3.23)

Table 5 found that the value of (P) calculated to the degree of impact of E-learning on the academic performance of lecturers at Israa University under the Corona pandemic, which is attributable to Years of Service (0.079) and is smaller than the value of (P) scheduling which is equal (3.23) at the level of significance (0.05), so it can be said that there are no statistically significant substantial differences between Years of Service and the quality of E-learning, thus realizing the hypothesis, and the researchers explain this that The majority of faculty members try to provoke student motivation by using the E-learning environment.

Ho1-3: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Scientific Qualification).

Table 5: shows the result of the variance analysis test attributable to the scientific qualification

| Total Degree | Source Of Contrast | Total Squares | Degrees Of Freedom | Average Squares | P Calculated Value | Level Of Significance |
|--------------|--------------------|---------------|--------------------|-----------------|--------------------|----------------------------|
| | Between groups | 8.456 | 2 | 4.228 | 0.284 | 0.755 Statistically unseat |
| | Within groups | 564.228 | 38 | 282.114 | | |
| | Total | 572.684 | 40 | | | |

Table value (F) at level (0.05) with freedom grades (2-48) = table value (3.23)

Table 6 found that the value of (P) calculated to the degree of impact of E-learning on the academic performance of lecturers at Israa University under the Corona pandemic, which attributes to the scientific qualification (0.284) and is smaller than the value of (P) scheduling, which is equal to (0.284) 3.23) at the level of significance (0.05), so it can be said that there are no statistically significant substantial differences between scientific qualification and The Reality of E-learning at Israa University In Light Of the Corona Pandemic, thus realizing the hypothesis, and explaining the researchers That: All faculty members have a desire to prove themselves and their scientific competence in front of university students and university administration, as well as in order to compete among themselves for the highest percentages, and this prompts teachers with different scientific qualifications to work hard, as well as increase their knowledge, and research in new research, scientific conferences and websites for each new idea that increases the motivation of students and improves their level of academic achievement through the technique of E-learning.

Ho1-4: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' answers to study the reality of E-learning at Israa University of under the Corona pandemic from the point of view of the faculty due to the variables of study (Specialization).

To test this imposition, the Independent-Sample T-Test was used for two separate samples to compare the average grades of teachers in relation to the relative quality of E-learning, as evidenced by table (14):

Table 6: shows the result of the variance analysis test attributable to specialization

| | Source Of Contrast | Total Squares | Degrees Of Freedom | Average Squares | P Calculated Value | Level Of Significance |
|--------------|--------------------|---------------|--------------------|-----------------|--------------------|-------------------------------|
| Total Degree | Between groups | 8.331 | 2 | 4.012 | 0.321 | 0.755 Statistically unseat |
| | Within groups | 416.118 | 38 | 181.114 | | |
| | Total | 424.449 | 40 | | | |

The "T" table value at 49 freedom and indication level (0.05) is equal to 2.021

Table 7 found that the value of (P) calculated to the degree of impact of E-learning on the academic performance of lecturers at Israa University under the Corona pandemic, which attributes the specialty (0.321) and is smaller than the value of (p) scheduling, which is equal to (3.23) at the level of significance (0.05), so it can be said that there are no statistically significant substantial differences between specialization and the impact of E-learning on the academic performance of lecturers at Israa University under the Corona pandemic, thus realizing the hypothesis.

13. CONCLUSIONS

The following Results and recommendations were reached:

- The researchers explain that academic achievement is of great importance in the life of the student and his family, not only passing successive stages of study successfully and obtaining the grades that qualify him for it, but has very important aspects in his life as the compulsory way to choose the type of study and profession, thereby determining the social role that the student will play, and the social status that he will achieve.

- Years of Service (0.079) and is smaller than the value of (P) scheduling, which is equal to (3.23) at the level of significance (0.05), so it can be said that there are no statistically significant substantial differences between Years of Service and the effectiveness of E-learning, and the researchers explain that this is explained by the researchers. The majority of faculty members try to provoke student motivation by using the E-learning environment.

14. RECOMMENDATIONS

In light of the results of the current study, the researchers recommend:

- Studying the reality of the use of E-learning in Palestinian universities
- Directing efforts to spread the culture of quality in E-learning through the holding of relevant conferences.

- The need to pay sufficient attention to the development of quality standards and E-learning in light of the growing competition in the applications of this type of education regionally and internationally.

- Conducting more research and studies on an ongoing basis to keep pace with developments in E-learning

- A survey of the patterns of use of E-learning in Palestinian universities.

- The application of E-learning in stages so that the gradual transition from traditional to E-learning is gradual.

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