

# **The Extent Of Using E-Learning For Faculty Members - Faculty Of Physical Education And Sports – Al-Aqsa University In Light Of Corona Pandemic.**

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## **Abstract:**

*This Study Aimed To Identify The Reality Of The Extent To Which E-Learning Is Used By Faculty Members At Al-Aqsa University In Light Of Corona Pandemic And The Obstacles Facing Its Application. The Researcher Used The Descriptive Survey Method, The Research Sample Was Chosen Deliberately, And They Are All Members Of The Teaching Staff At The Faculty Of Physical Education At Al-Aqsa University, They Numbered (22) Lecturers During The First Academic Year 2021-2022. A Questionnaire Was Used, Which Was Developed And Designed By Dr. Muhammad Al-Rawashda, Due To Its Suitability To The Subject Of The Study. The Most Important Results Were That The Mean Of The Total Score For The Extent Of Using E-Learning For Faculty Members At The Faculty Of Physical Education And Sports, Al-Aqsa University In Light Of Corona Pandemic And Its Dimensions Reached (85.9%), And The Axis Of Using E-Learning Skills Ranked First With A Rate Of 86.2 % And The Axis Of Designing The E-Learning Material And Its Production Ranked Second With A Rate Of 86.1%, While The Axis Of The Role Of The University For E-Learning Got The Third Rank With 86%, And The Axis Of Guiding Students At A Rate Of 84.7%, While The Percentage Of Obstacles To Using E-Learning Reached 81.9%, And The Researcher Recommends The Necessity Employing Modern Electronic Technologies That Contribute To Facilitating The Educational Process, And The Most Important Recommendations Were - The Need To Develop The Infrastructure And Improve The Educational Environment In The University. - Include Professional Development Programs For Faculty Members In The College Of Physical Education And Sports.*

**Keywords:** *E-Learning, Al-Aqsa University, Corona Pandemic.*

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## **I. Introduction and the study importance:**

Recent years have seen extraordinary advances in the ability of modern technology to make information flow at breakneck speeds. This era is the era of media, communication, computers, the Internet, and satellite TV. This transformation imposed by the development of high-tech technology has affected the outlook for the future of education, where variables must be taken into account. New, in crystallizing a new vision, as it is not possible to deal with students, except with the tools of the present, and with a living and effective culture, towards a new horizon, and this requires finding new horizons and a new strategy, based on balancing the variables, and anticipating future horizons, by relying on data Modern technology (Abu Shanab, 2007).

E-learning also plays an important role in the process of teaching and learning so that e-learning has become a feature of the times, but rather a necessity for education, and there are many countries that depend on e-learning directly and it has become one of their priorities. On 31 December of 2019, the WHO regional office was informed The worker was in a case of pneumonia, an unknown disease that was discovered in the Wuhan region of China, and on 7January 2020, it was announced by the Chinese authorities that the causingthe virus that causes these cases is the new Corona virus, and on30 January, the World Health Organization announced that the outbreak of the virus constitutes a public health emergency and confirmed It turned into a pandemic on 3/11/2020. (WHO, 2020)

The world has united in front of the most important problem that threatens the lives of many people, which is the spread of Corona virus - Covid 19, as all countries declared a state of emergency and home quarantine for all citizens, and closed schools and universities to prevent the spread of this deadly virus, but to no avail. (Ghanayem, 2020)

The researcher confirms that the Palestinian Ministry of Higher Education and Scientific Research greatly supported the idea of e-learning before the occurrence of Corona pandemic, but with the emergence of Corona pandemic, the Ministry provided all the necessary ingredients to cope with the emergency conditions

that Palestine is experiencing, as it demanded from universities the need to comply with the outputs of Corona pandemic by transforming from face-to-face teaching to online teaching.

The Palestinian Ministry of Education has taken a clear interest in this issue, adopting the e-learning system and working to continuously develop it, to compensate students for dropping out of their schools in light of Corona pandemic and to ensure the continuity of education, even at a minimum. (Ziyadah, 2020)

Where e-learning is seen as an educational system and an intended and controlled learning process, in which the learner passes through planned and studied educational experiences through his interaction with electronic content using electronic learning resources and media according to organized educational procedures in computer-based electronic learning environments and electronic networks that support learning processes and facilitate their occurrence, in any time and place. (Khamis, 2010, 289)

As in the various Palestinian universities, Al-Aqsa University has given e-learning a very great importance by adopting the teaching courses at the university as electronic courses and gradually, while giving privacy to the practical courses.

The researcher believes that e-learning helps provide an active learning environment using modern technology and takes into account individual differences among students through the diversity of different knowledge methods.

The results of the Intisar Qarib study (2022), which aimed to identify the reality of e-learning at Palestine Technical University Kadoorie in light of Corona pandemic, indicate that the university's infrastructure is good but needs development, as well as that there is rehabilitation and development of the teaching staff and that there are obstacles related to cutting off electricity and the internet. Likewise, what was concluded by Al-Anzi study (2021), which aimed to identify the degree of conversion of King Saud University students towards distance education in light of Corona Virus COVID19 crisis from the point of view of faculty members in the light of some variables, as the results indicated that the degree of using King Saud University students Distance education tools came to a large degree, and there is a large degree of student satisfaction with the transition to distance education, and the results showed that there are major obstacles from the point of view of faculty members that impede the student's transition to distance education. As for the study of Al-Atrash et al. (2020), which aimed to identify The reality of e-learning in the College of Physical Education - An-Najah National University "in light of the spread of Corona-Covid-19 epidemic from the students' point of view". Then the field of the university curriculum, followed by the field of experience in e-learning, then the field of students' attitudes towards distance learning.

The importance of e-learning is evident through the shortening of time and effort in achieving educational goals with high efficiency, in addition to the availability of rich sources of information, and the learner's self-reliance in acquiring knowledge and experience in addition to providing him with effective learning tools, which stimulates his self-learning skills, and the achievement of learning in an interesting and fun way that suits learner characteristics. (Zeitoun, 2005)

The importance of the study is evident through the lack of studies that dealt with the uses of e-learning by faculty members at the Faculty of Physical Education and Sports. Thus, this study seeks to identify the reality of education and the extent to which e-learning is used by faculty members at Al-Aqsa University in light of Corona pandemic, which may contribute to the results of the study in clarifying The pros and constraints of employing e-learning, and it also contributes to enriching local studies that are concerned with evaluating e-learning in the State of Palestine.

### **The study Problem:**

The need to use e-learning becomes clear, in light of the emergency conditions that science is witnessing sweeping the world and related to Corona pandemic and the great technological revolution that preceded it that accompanied all fields, including the field of education, and therefore the latest technological methods were followed and employed to develop the educational process.

Al-Rantisi and Akl (2011) stated that it is assumed that universities do not only respond to this technological progress in the field of education, but also that they are among its pioneers and lead the educational process to adopt it permanently in order to be in line with traditional education within the classroom. Higher education responds slowly to technological challenges, or some of them resist new teaching patterns, including education using technology.

And since the Faculty of Physical Education relies mainly on practical courses, therefore, electronic teaching has been adopted for theoretical courses, while the integrated side has been adopted for practical courses.

This was confirmed by the researcher that the need for e-learning increases in light of crises, whether they are health, political, economic, or wars, which have negative repercussions on all aspects of life, including education and higher education.

And through the follow-up of the scientific researcher in this field, the researcher did not find a study in the governorates of the Gaza Strip that dealt with Using the faculty members of Al-Aqsa University for e-learning, especially at the Faculty of Physical Education and Sports at Al-Aqsa University.

**Study terminology:**

- E-learning: a system that allows the possibility of transferring and communicating the scientific material through multiple means without the need for the student to attend the classrooms on a regular basis, as the student is responsible for teaching himself. (Al Ghasab, 2017)
- Corona pandemic: An infectious disease caused by the last virus that was discovered from the strain of Corona viruses, its outbreak began in the Chinese city of Wuhan in December 2019, and Covid-19 has now turned into a pandemic affecting many countries of the world, and one of the most important sectors affected by this The pandemic is the education sector where many educational systems have had to move to alternatives to ensure the continuity of the educational process. (WHO, 2021)

**Study Objectives:**

- Identifying the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic.
- Identifying obstacles to Using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic.
- Identifying the differences in the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic, which is attributed to the level of obstacles (low, medium, high).

**Study questions:**

- What is the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic?
- What are the most obstacles to using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic?
- Are there statistically significant differences at the level of 0.05 in the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic due to the level of obstacles (low, medium, high)?

**Study methodology and sample:**

Study methodology: The researcher used the descriptive approach, due to its suitability to the study questions.  
 - Study population and sample: The study population consisted of all (22) faculty members of the Faculty of Physical Education and Sports - Al-Aqsa University. The study was applied in the first semester of the academic year 2021-2022.

Study tool: After reviewing the educational literature and previous studies related to the problem of the study at the global, local and regional levels, such as the study of Al-Enezi (2021) and (Zeitoun, 2005) Al-Atrash et al. (2020)

The study tool was used, which was developed and designed by Dr. Muhammad Al-Rawashdeh for its suitability to the subject of the study and after conducting all statistical transactions and presenting it to a group of experts in the Department of Physical Education at Al-Aqsa University.

**Scientific transactions of the form:** the questionnaire on the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of the Corona pandemic:

**First: Validity**

1. **The validity of the content (the arbitrators):** The questionnaire was distributed to a group of (5) arbitrators holding a Ph.D. degree in curricula and methods of teaching physical education and educational technology.
2. **The validity of internal consistency:** The validity of internal consistency was calculated on a survey sample consisting of 10 faculty members, by calculating the correlation coefficient between each paragraph of the scale with the total score of the field to which it belongs. The results were as follows:

**Table No. (1)  
Correlation coefficient between each item of a scale with the total score of the dimension to which it belongs**

Design and production of electronic educational material			n	n	el
item	correlation coefficient	significance level	9	.7	0.
1	.988**	0.000	10	.949**	0.000

2	.840**	0.002	11	.949**	0.000
3	.863**	0.001	12	.841**	0.002
4	.933**	0.000	13	.749*	0.013
5	.775**	0.008	14	.861**	0.001
6	.878**	0.001	15	.940**	0.000
7	.840**	0.002	16	.942**	0.000
8	.829**	0.003	17	.793**	0.006
9	.762*	0.010	18	.827**	0.003
10	.775**	0.008	19	.949**	0.000
11	.929**	0.000	20	.827**	0.003
Guiding students			2	.8	0.
item	correlation coefficient	significance level	2	.9	0.
1	.898**	0.000	g		
2	.899**	0.000	n	nt	el
3	.980**	0.000	1	.690*	0.027
4	.820**	0.004	2	.889**	0.001
5	.655*	0.040	3	.891**	0.001
6	.709*	0.022	4	.693*	0.026
7	.641*	0.046	5	.973**	0.000
8	.742*	0.014	6	.753*	0.012
Using-learning skills			7	.8	0.
item	correlation coefficient	significance level	8	.8	0.
1	.926**	0.000	9	.697*	0.025
2	.949**	0.000	10	.891**	0.001
3	.770**	0.009	11	.889**	0.001
4	.949**	0.000	12	.793**	0.006
5	.949**	0.000	13	.774**	0.009
6	.827**	0.003	14	.906**	0.000
7	.949**	0.000	15	.853**	0.002
8	.834**	0.003			

\*\*significant at 0.01% \*significant at 5%

It appears from table No. (1) that the correlation coefficient between each paragraph of Using e-learning for faculty members with the total score of the field to which it belongs was positive and a function at the level of significance 0.05, which indicates that there is an internal consistency between all the paragraphs of each domain.

### 3. The validity of the constructive consistency of the e-learning use scale for faculty members

The validity of the structural consistency of the scale was calculated by calculating the correlation coefficient between the total score of the domain and the total score of the scale, and the results were as follows:

Table No. (2)

The results of the correlation coefficient between each domain of the scale with the total score of the scale

The field	Using e-learning for faculty members	
	nt	el
Design and production of electronic educational material	.9	0.
Guiding students	.7	0.
Using e-learning skills	.9	0.
The role of the university for e-learning	.9	0.

\*\*significant at 0.01% \*significant at 5%

It appears from table No. (2) that the correlation coefficient between each domain of e-learning use for faculty members with the total score of the scale was positive and statistically significant at the level of significance, 0.05, which indicates that the scale is characterized by constructive validity for its domains, and this is an indication of the validity of the scale in Measurement of the phenomenon for which it was prepared. Second: The stability of the e-learning use scale for faculty members

The stability of the scale was calculated on the respondents, through Cronbach's alpha method, and the split-half method, and the results were as follows:

**Table No. (3)**  
**The stability coefficient of the scale according to Cronbach's alpha method and the split-half method**

The field	Cronbach's alpha	Split-half	Cronbach's alpha	Split-half
Design and production of electronic educational material	1	0	0	0
Guiding students	8	0	0	0
Using e-learning skills	2	0	0	0
The role of the university for e-learning	1	0	0	0
Total degree	5	0	0	0

\* The corpse method and the rest of the fields were corrected by the Spearman-Brown method

It appears from table No. (3) that the reliability coefficient for the total score of the e-learning use scale for faculty members according to Cronbach's alpha method and half-halves was respectively 0.987 and 0.992, which indicates that the scale has high stability.

Scientific transactions of the questionnaire on the validity and reliability of the scale of obstacles to Using e-learning for faculty members

**First: validity**

1. The validity of the content (the arbitrators): The questionnaire was distributed to a group of (5) arbitrators who hold a Ph.D. degree in curricula and methods of teaching physical education and educational technology.
2. The validity of internal consistency: The validity of internal consistency was calculated on a survey sample consisting of 10 faculty members, by calculating the correlation coefficient between each paragraph of the scale with the total score of the scale. The results were as follows:

**Table No. (4)**  
**Correlation coefficient between each item of a scale with the total score of the scale**

Item	Correlation coefficient	Obstructions
		Significance level
1	.759*	0.011
2	.860**	0.001
3	.673*	0.033
4	.903**	0.000
5	.933**	0.000
6	.874**	0.001
7	.912**	0.000
8	.903**	0.000
9	.903**	0.000
10	.833**	0.003
11	.843**	0.002
12	.881**	0.001
13	.960**	0.000
14	.822**	0.004

\*\*significant at 0.01% \*significant at 5%

It appears from table No. (4) that the correlation coefficient between each paragraph of the obstacles to Using e-learning for faculty members with the total score of the scale was positive and a function at the level of significance of 0.05, which indicates that there is internal consistency between all paragraphs of the scale.

**Second:** The stability of the measure of obstacles to Using e-learning for faculty members

The stability of the scale was calculated on the respondents, through Cronbach's alpha method, and the split-half method, and the results were as follows:

Table No. (5)

The stability coefficient of the scale according to Cronbach's alpha method and half-partition

The field	The number of paragraphs	Alpha coefficient	The split-half method	
			re	er
Total degree	1	0	0	0

\* Corrected by Spearman Brown

Table No. (5) shows that the reliability coefficient of the total score for the scale of obstacles to using e-learning for faculty members according to Cronbach's alpha method and half-halves was respectively 0.973 and 0.962, which indicates that the scale has high stability.

**The criterion adopted in the study:** To determine the criterion adopted in the study, the length of the cells in the triple Likert scale was determined by calculating the range between the degrees of the scale (3-1 = 2) and then dividing it by the largest value in the scale to obtain the length of the category (2/3 = 0.66), to determine the categories of the five levels, and Table No. (6) shows the categories of the criterion adopted in the study.

Table No. (6)

Explains the categories of criterion adopted in the study

relative weight range	التصنيف		
	أ	ب	ج
	From 33.3%-55.5%	More than60%-77.7%	More than 80%-100%
mean range	6661-1.	2.332-1.667	3-2.333

**Discussing the results of the first question, which states: What is the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic?** In order to answer this question, the mean, relative weight, and standard deviation were calculated to identify the level of the total score, its dimensions, and all items, and the results were as follows:

Table No. (7)

The mean , relative weight, and standard deviation of the total score and its dimensions

#	Items	mean	standard deviation	relative weight	arrangement
1	al	2.583	0.379	86.1	2
2	ts	2.540	0.356	84.7	4
3	ls	2.585	0.336	86.2	1
4	g	2.579	0.374	86.0	3
	pe	2.576	0.307	85.9	

Relative Weight = Arithmetic Average / 3 \* 100

It appears from table No. (7) that the relative weight of the total score for the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic amounted to (85.9%), while the mean was (2.576), and this indicates that the level of use E-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic was high according to the approved study criterion, and the researcher attributes this result to several reasons, including the training courses provided by the university to faculty members, reflecting the university's interest and awareness of the importance of e-learning in the future It agrees with the study of Al-Atrash and others (2022) that the reality of e-learning and the point of view of faculty members in the faculties and institutes of physical education in Palestine in light of Corona-Covid-19 pandemic was high, and thus spreading communication among students and working on compatibility between different groups with equal and compatible levels in addition to Rapid assessment, recognition of results, and error correction. It also aims to exchange experiences between universities, as confirmed by the results of the Rawashdeh study (2021) that the faculty members at Mutah University possess e-learning skills to a large extent, and this is what the results of the Rawashdeh study (2021) agreed with. The skills of electronic design of the subject are largely related to the work of the faculty member, as his daily practices of the education process are repeated, in addition to the experience they received from program training, and the study of Al-Subaihawi (2018) that the level of

availability of e-learning competencies among faculty members in the College of Physical Education was medium.

**Design and production of electronic educational material**

**Table No. (8)**

**The mean, relative weight, and standard deviation of the paragraphs after designing and producing the electronic educational material**

#	Items	mean	standard deviation	relative weight	arrangement
1	is	2.864	0.468	95.5	1
2	h	2.864	0.468	95.5	1
3	al	2.682	0.716	89.4	5
4	n	2.818	0.395	93.9	4
5	e-	2.864	0.468	95.5	1
6	at	2.455	0.739	81.8	8
7	nt	2.273	0.827	75.8	9
8	s.	2.273	0.827	75.8	9
9	re	2.182	0.907	72.7	11
10	al	2.591	0.666	86.4	6
11	rt	2.545	0.800	84.8	7
	pe	2.541	0.500	85.9	

Relative Weight = Arithmetic Average / 3 \* 100

It appears from table No. (8) that the mean for all paragraphs after designing and producing the electronic educational material ranged between (2.585-2.540) with a relative weight ranging between (72.7%-95.5%), as it turns out that Paragraph No. (1-2-5) was the largest of the paragraphs of the dimension, which states that the module of the courses that I study and its supporting materials are presented electronically on the Internet, the courses are presented electronically from the courses that I teach and their supporting materials on the Internet, the preparation of clear steps when presenting the electronic educational material with a relative weight of 95.5%, while Paragraph No. (9) Which provides for sufficient knowledge and know-how in the production of electronic educational software used in teaching was the least of the dimension paragraphs with a relative weight of 72.7%, and the researcher attributes this result to the extent of interest of the faculty members in the study material and its presentation well to students Presentation of the module of the courses I teach and the supporting materials Presenting courses electronically from the courses I teach and supporting materials on the Internet Preparing clear steps when presenting the electronic educational material. It reflected on their experience in terms of using modern technologies and employing e-learning in teaching courses.

**Guiding students**

**Table No. (9)**

**The mean , relative weight, and standard deviation of the paragraphs after the students' guidance and counseling**

#	Items	mean	standard deviation	relative weight	arrangement
1	bt e.	2.682	0.568	89.4	1
2	bt y.	2.636	0.727	87.9	3
3	ts y	2.636	0.727	87.9	3
4	tr s.	2.545	0.739	84.8	6
5	y y.	2.682	0.568	89.4	1
6	d ic al	2.545	0.596	84.8	5
7	ic n.	2.318	0.716	77.3	7
8	n t.	2.273	0.827	75.8	8
	pe	?	?	?	

Relative Weight = Arithmetic Average / 3 \* 100

It is clear from table No. (9) that the mean for all the paragraphs after students' guidance and counseling ranged between (2.682-2.273) with a relative weight ranging between (89.4%-75.8%). It also appears that Paragraph No. (1,5) was greater The dimension paragraphs, which provide clarification for students in the event that they do not understand some of the course ideas electronically, explain how to deal with the activity supporting the electronic course with a relative weight of 89.4%, while Paragraph No. (8), which provides for helping students to acquire electronic skills in self-education on the Internet, was The lowest paragraphs of the dimension with a relative weight of 75.8%, and the researcher attributes this result to the fact that students do not have enough time to deal electronically with (Moodle), so the percentage was low to help students acquire electronic skills in self-education on the Internet, and the result of Al-Rawashda study (2021) indicated That the role of the faculty members in correcting the wrong and common situations among students and directing and instructing them in the optimal and correct usingthe Internet and benefit from it in the educational process.

**Using-learning skills**

**Table No. (10)**

**It shows the mean, relative weight, and standard deviation of items after using e-learning skills**

#	Items	mean	standard deviation	relative weight	arrangement
	ll				
1	al s' t.	2.773	0.429	92.4	3
2	es a r.	2.864	0.351	95.5	1

3	y e t.	2.682	0.716	89.4	9
4	al s.	2.409	0.854	80.3	18
5	y s.	2.682	0.568	89.4	6
6	y v.	2.636	0.658	87.9	13
7	e e.	2.500	0.740	83.3	16
8	at g n.	2.273	0.935	75.8	21
9	ic al e s.	2.273	0.883	75.8	22
10	e- is s.	2.682	0.646	89.4	7
11	of s.	2.727	0.631	90.9	5
12	e s.	2.682	0.568	89.4	8
13	al f- y.	2.682	0.646	89.4	10
14	d y.	2.500	0.740	83.3	14
15	n e t.	2.773	0.528	92.4	4
16	e a t.	2.636	0.658	87.9	11
17	is t.	2.818	0.395	93.9	2
18	n s.	2.636	0.658	87.9	12
19	s' d r.	2.409	0.796	80.3	19
20	e p n.	2.318	0.894	77.3	20
21	at e.	2.409	0.734	80.3	17
22	d e.	2.500	0.598	83.3	5
	e				

Relative Weight = Arithmetic Average / 3 \* 100

It appears from table No. (10) that the mean for all paragraphs after using e-learning skills ranged between (2.864-2.273) with a relative weight ranging between (95.5%-75.8%). It also appears that Paragraph No. (2) was the largest of the paragraphs. The dimension, which provides for the presentation of electronic educational activities that enhance the objectives of the course in a coherent manner, with a relative weight of 95.5%, while paragraph No. (9), which stipulates the employment of modern electronic technologies available in following up the educational activities carried out by students outside the classrooms, was the least of the paragraphs of the dimension with a relative weight of 75.8. %, and the researcher attributes this result to the fact that the ease of presentation enhances the course and the effort is less physically on the lecturer. These results are consistent with the study of Zaytoun (2005) in its importance in shortening the time and effort in achieving the educational goals with high efficiency, in addition to the availability of rich sources of information, and the learner's dependence. He is committed to acquiring knowledge and experience, in addition to providing him with effective learning tools, which stimulates his self-learning skills, and achieves learning in an interesting and enjoyable way that suits the characteristics of the learner, as it is consistent with the results of the Al-Rawashda study (2021) in developing teaching methods from Using multimedia and the delivery of educational material electronically.

**The role of the university for e-learning**

**Table No. (11)**

**The mean, relative weight, and standard deviation of items after the university's e-learning role**

#	Items	mean	standard deviation	relative weight	arrangement
1	or s.	2.591	0.666	86.4	6
2	e- g.	2.591	0.666	86.4	7
3	as s.	2.409	0.796	80.3	15
4	e- g.	2.545	0.671	84.8	9
5	te s.	2.500	0.598	83.3	10
6	y s.	2.455	0.596	81.8	12
7	re g.	2.727	0.550	90.9	2
8	as s.	2.500	0.673	83.3	11
9	d e- g.	2.455	0.739	81.8	13
10	e- es .)	2.455	0.671	81.8	14
11	e- n	2.636	0.658	87.9	5
12	n r, p)	2.727	0.550	90.9	3
13	of ts	2.591	0.590	86.4	8
14	y ct	2.773	0.429	92.4	1
15	g g	2.727	0.456	90.9	4
	pe				

Relative Weight = Arithmetic Average / 3 \* 100

It appears from table No. (11) that the mean for all items after the university course for e-learning ranged between (2.773-2.409) with a relative weight ranging between (92.4%-80.3%). It also appears that item No. (14) was the largest item. The dimension, which states that the model in the university helps to verify the answers quickly with a relative weight of 92.4%, while Paragraph No. (3), which states that the university provides programs continuously and permanently for lecturers, was the least of the dimension paragraphs with a relative weight of 80.3%, and the researcher attributes this result to the application The model is characterized

by accuracy and lack of favoritism in correcting papers, which enhances the confidence of the lecturers in applying the model.

**Results of the second question, which states:** What are the most obstacles to using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic?

In order to answer this question, the mean, relative weight, and standard deviation were calculated to identify the level of the total score and all items, and the results were as follows:

**Table No. (12)**  
**The mean , relative weight, and standard deviation of the total score and its paragraphs**

#	Items	mean	standard deviation	relative weight	arrangement
1	ge	2.364	0.658	78.8	12
2	ly	2.227	0.813	74.2	14
3	e.	2.318	0.839	77.3	13
4	ts	2.455	0.800	81.8	8
5	s.	2.455	0.800	81.8	9
6	g	2.409	0.734	80.3	11
7	g.	2.500	0.673	83.3	4
8	s.	2.500	0.673	83.3	5
9	g.	2.455	0.739	81.8	10
10	v.	2.545	0.671	84.8	2
11	ly	2.545	0.596	84.8	3
12	e-	2.500	0.673	83.3	6
13	h	2.636	0.581	87.9	1
14	ts	2.500	0.673	83.3	7
	pe	2.458	0.548	81.9	

$$\text{Relative Weight} = \text{Arithmetic Average} / 3 * 100$$

Table No. (12) shows that the mean of the total score for the obstacles to using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic and its paragraphs ranged between (2.636-2.227) with a general average of the total score 2.458 and a relative weight ranging between (87.9%-74.2%) with a relative weight for the total score of 81.9%, which indicates that the level of obstacles to Using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic was high according to the approved study criterion, as it turns out that the paragraph No. (13) The biggest obstacles were Using e-learning for faculty members, which states that students feel anxious when dealing with computerized tests through the e-learning system with a relative weight of 87.9%, while Paragraph No. (2) which states weak cooperation between lecturers and university administration has The least obstacles were with a relative weight of 74.2%, and the researcher attributes this result to the students feeling anxious as a result of the suddenness in e-learning and they did not have the scientific and practical background in the Moodle programs, and this is consistent with the results of the Al-Subaihawi study (2018) that there are a number of factors that hinder the work of Faculty members, including the lack of permanent and strong internet availability, as well as the results of Al-Shehri (2008) study that the culture of e-learning related to the preparation and training of teachers in the field of e-learning was moderate.

**The results of the third question, which states:** Are there statistically significant differences at the level of 0.05 in the extent of using e-learning for faculty members - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic due to the level of obstacles (low, medium, high)?

In order to answer this question, the level of the total degree of obstacles was divided into three sections (low, medium, high) according to the criteria of the study, and one-way analysis of variance (ANOVA) was used, and the results were as follows:

Table No. (13)

The results of the one-way variance analysis are attributed to the level of obstacles (low, medium, high)

	source of contrast	sum of squares	d.f	The mean of squares	F	S
Design and production of e-learning material	between groups	0	2	0	1	0
	ps	2.707	19	0.142		
	al	3.019	21			
Guiding students	between groups	0	2	0	0	0
	ps	2.567	19	0.135		
	al	2.668	21			
Using e-learning skills	between groups	0	2	0	0	0
	ps	2.195	19	0.116		
	al	2.373	21			
The role of the university for e-learning	between groups	0	2	0	1	0
	ps	2.589	19	0.136		
	al	2.937	21			
Total	between groups	0	2	0	1	0
	ps	1.754	19	0.092		
	al	1.978	21			

Tabular F value for degrees of freedom (2-19) at the significance level 0.05 = 3.52

Table No. (13) shows that the level of significance of the total score and its dimensions were greater than the level of significance accepted in the study, which is 0.05 (the calculated F value is less than the tabular one), which indicates that there are no statistically significant differences at the level of significance of 0.05 in the extent of using e-learning for members The faculty - Faculty of Physical Education and Sports - Al-Aqsa University in light of Corona pandemic is attributed to the level of obstacles (low, medium, high), and the researcher attributes this result to the sudden Corona pandemic and the lack of prior preparation for this pandemic and the lecturers' lack of serious participation in the e-learning courses and the result of the large number of burdens The teachers entrusted with it have put their weight on the application of e-learning.

## II. Conclusions:

In light of the objectives of the study, its questions, and the used statistical analysis method, and depending on the results and their interpretation, the researcher reached the following conclusions:

- The mean of the total score for the extent of using e-learning for faculty members at the Faculty of Physical Education and Sports, Al-Aqsa University in light of Corona pandemic, and its dimensions reached (85.9%).

- The axis of using e-learning skills ranked first with a rate of 86.2%, and the axis of designing electronic educational material and its production ranked second with a rate of 86.1%. As for the axis of the university's role in e-learning, it got the third rank with 86%, and after sufficient knowledge and know-how in the production of electronic and used educational software in teaching at a rate of 84.7%.

- The percentage of obstacles to using e-learning among faculty members at the Faculty of Physical Education and Sports, Al-Aqsa University, in light of Corona pandemic, reached 81.9%.

Recommendations: Based on the results of the study, the researcher recommends:

- The need to work on developing the infrastructure and improving the educational environment in the university.

Include professional development programs for faculty members in the College of Physical Education and Sports.

- The administrative affairs departments at the university solve the technical problems related to the interruption of electricity and the internet.

-The need to update academic courses to match e-learning.

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