Attitudes of the Students Enrolled in the Introduction to Education Course Towards E-learning, Its Applications, and Its Relationship to Some Variables

Raghad Shaher Alsarayreh

Faculty of Social and Educational Studies, Karak University College, Al-Balqa’ Applied University, Karak, Jordan

Correspondence: Raghad Shaher Alsarayreh, Faculty of Social and Educational Studies, Karak University College, Al-Balqa’ Applied University, Karak, Jordan

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Abstract

This study aimed at identifying the attitudes of students enrolled in the Introduction to Education course at Karak University College towards e-learning and its applications in light of its relationship to some variables. The population of the study consisted of students enrolled in the Introduction to Education course in the Department of Educational and Social Sciences at Karak University College in the first semester of the academic year (2020 -2021). The study was applied to the entire population of the study, whose number was (75) male and female students. The study used the descriptive approach and applied a scale to identify students' attitude towards e-learning and its applications. The tool consisted of (39) items and graded on a five-degree scale. The results of the study showed that the students' attitudes towards e-learning and its applications came as follows. 12 paragraphs of the scale were within the positive high attitudes, while the remaining 27 paragraphs had a neutral attitude and there were no negative attitudes. The mean scores of the scale was (2.94), which indicated that the students' attitudes were overall neutral. The results of the study also showed that there were no statistically significant differences between the responses of the study sample about their attitudes towards e-learning and its applications according to their academic achievement. The results also showed no statistically significant differences between students' responses about their attitudes towards e-learning and its applications according to their different experiences in the fields of e-learning, and in favor of the sample members with average experience.

Keywords: attitudes, e-learning, introduction to education course

1. Introduction

Development in electronic and computer fields is accelerating rapidly, making the world experiencing a great scientific and technological revolution, which has cast its impact and effects on all aspects of life. Education is one area that witnessed such a huge impact, as education is constantly changing by including new educational methods and models to face many challenges at the global level. There is a great demand on education and an increase in the amount of information in all branches of knowledge and a decrease in the number of educational institutions, as well as the increase. Thus, many learning models and approaches have emerged such as e-learning to help the students learn regardless of place and time limitations and without being forced to attend the classroom at specific times. E-learning offers a learning process through scientific content that is different from what is presented in school textbooks, as the new content depends on multimedia (text, graphics, video images, audio), and is presented through modern electronic media such as computers, the Internet, satellites, radio, television, CDs, e-mail, and video conferencing.

The use of the e-learning has spread in the educational and learning circles, which has caused a major shift in the educational process. The most prominent usages of e-learning is the transmission of various information and knowledge, whether read, visual or audible, which made communication between the teacher and the student an easy process. Through the Internet, it was possible to use multiple web services in transmitting and exchanging texts, as well as messages and files containing information on curricula, educational and academic development. It also helped in developing the educational process, especially teaching methods, depending on the various educational resources, and through the optimal use of the various information sources available on the Internet. Obtaining information, words, audio, images, educational videos, summaries and related research on the web pages facilitated the process (Al-Rabiee,
On the student level, there is the problem of students' sense of helplessness and dependence on technology as well as their weak ability to communicate naturally and other problems that may be preventing the achievement of the goals pursued by higher education institutions from applying e-learning. Because the use of computers and their applications within student communities is the ultimate goal for using computers in education, students' attitudes towards e-learning cannot be neglected, as students are a very important element in the educational process. The new COVID-19 pandemic has imposed remote teaching, quickly and without prior planning, which prompted the need to use e-learning at different levels.

1.1 Problem Statement

One of the most important challenges facing higher education institutions in the Arab world in general and in the Hashemite Kingdom of Jordan in particular, is keeping pace with technical development in the field of learning. The issue of changing trends towards e-learning is also a big challenge for higher education institutions, especially in light of the rapid development that Jordanian universities are witnessing in order to achieve the concept of quality, accreditation and matching international standards in their educational programs.

Based on the researcher's experience during the first semester of the 2020-2021 academic year and in the light of the emerging COVID-19 pandemic, there is a clear deficiency in students' performance when using e-learning. There is weakness among students and their reluctance to participate and benefit from e-learning and its various applications. The researcher carried out a study to survey the opinions of a sample of (75) male and female students on e-learning. The results showed that (70%) of the students expressed their unwillingness to engage in e-learning due to their lack of knowledge on using its various media. Therefore, the researcher sought to identify the attitudes of students enrolled in the introduction to Education course at the Faculty of Education at Karak University College towards e-learning and its applications.

1.2 Research Objective

This study aims at achieving the following objectives:

- To Identify the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications.
- To examine the differences in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications in relation to their accumulative average.
- To Identify the differences in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications in relation to their experience in the fields of e-learning.
- To Introduce a number of important recommendations and proposals towards the use of e-learning and its applications in the Introduction to Education course at Karak University College.

1.3 Research Questions

The present study seeks to answers to the following research questions:

- What are the attitudes of the students of the Introduction to Education course at Karak University College towards e-learning and its applications?
- Are there any statistically significant differences at $(\alpha \leq 0.05)$ in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications due to the students' accumulative averages?
- Are there any statistically significant differences at $(\alpha \leq 0.05)$ in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications due to the students' experience in using e-learning?

1.4 Significance of the Study

The significance of this study stemd from the fact that it is one of the very few studies to examine the attitudes of students of the Introduction to Education course at Karak University College towards e-learning. The study focused on the topic of e-learning and its applications, which is one of the most important modern education styles used to teach introduction to education course. Attitudes have a great impact on the success or failure of any action and very important for the success or failure of e-learning to achieve the desired goals. Therefore, this study can be useful in...
addressing deficiencies, if any, and enhancing the positive aspects of the attitudes of students of the Introduction to Education course at Karak University College. This study can benefit faculty members who are interested in e-learning in teaching other courses in the Department of Educational and Social Sciences in terms of providing students online courses that match their need. There is a lack of studies that dealt with students' attitudes towards e-learning in educational science courses and their relationship to some variables, especially in Karak University College, which makes the study significant to enrich the Arabic library with the scientific knowledge it adds in this field.

1.5 Delimitations of the Study

This study was limited by the following:

- This study was conducted on the attitudes of the students of the Introduction to Education course towards e-learning and its applications in relation to only two variables (GPA - experience in the field of e-learning) and by using one instrument only.
- This study was limited to students of the Introduction to Education course at the College of Education at Karak University College, who are enrolled in the first semester of the academic year (2020-2021).
- The study was conducted during the first semester (2020).

1.6 Definition of Operational Terms

Attitudes: An attitude is the individual's desire or willingness to respond to a certain thing in a specific way (Andersen, 2005). Al-Harbi (2001) defined it as "the tendency and desire to respond and interact in a positive or negative way towards another individual or a specific event or certain things or situations. Through the attitude, the individual's support or opposition to a certain topic and the level of satisfaction and acceptance of this topic becomes clear and apparent."

E-learning: Ismail (2009) defined e-learning as "a flexible learning method using technological innovations and equipment of information networks via the Internet, relying on multi-directional communication and providing educational material concerned with interactions between learners and the teaching staff, experiences and software at anytime and anywhere."

E-learning is defined procedurally in this study as an educational system that contributes to providing educational programs using interactive information and communication technology techniques in order to provide an educational/learning environment based on self-learning and interaction between the teacher and the learner.

2. Literature Review

This section provides some literature concerning the topic of the present study. The literature includes a review of e-learning and its applications, as well as the concept of attitudes and its importance.

2.1 E-learning

The concept of e-learning is as an expansion of the concept of the teaching and learning process, which goes beyond the boundaries of the traditional classroom. The main purpose of e-learning is to launch a rich multi-source environment in which interactive learning technologies have a fundamental role for both the teacher and the learner. E-learning depends on using computer technology in supporting, selecting and managing the teaching and learning processes. However, e-learning is not a substitute for the teacher, but rather enhances the teacher's role as a supervisor, guide and organizer of the educational process and is in line with the developments of the modern era (Al-Rashed, 2003). Many educators believe that e-learning is one of the most important modern educational methods that reduces time, effort and cost in addition to improving the general level of academic achievement. It also help in assisting the teacher and the student in providing an attractive educational environment beyond place and time limitations (Al-Mousa, 2007). E-learning also needs much attention, especially in our contemporary educational world, because of its effective contributions to the educational process, whether inside or outside educational institutions. Because of the importance of e-learning, countries, international educational bodies and centers have competed to popularize and apply e-learning at all academic levels and educational environments.

Researchers in the field of e-learning (Al-Salem 2004, Yamani 2007) mentioned several advantages of e-learning. Firstly, freedom from the restrictions of place and time. The educational process can take place at any time and place using multiple educational media such as printed material, audio tapes, video tapes, e-mail, phone, computer, audio and video conferences, and so on. There is more than one way to transfer information instead of relying on one source, as is the case in traditional education. Secondly, the sense of equality through communication tools that allow each student the opportunity to express opinion at any time without embarrassment, unlike traditional classrooms that
Attitudes have an important role in teaching and learners' performance. Learners' feelings and attitudes towards academic subjects and different teaching strategies for learning, as well as their attitudes towards classmates and professors, including their attitude towards themselves, affect their ability to achieve educational outcomes. Learning leading to the formation of appropriate psychological attitudes among learners is more beneficial than learning that leads to acquiring knowledge alone. Perhaps the main reason for this is that the effects of psychological attitudes remain and are preserved for a long time, while experiences limited to knowledge in general are exposed to forgetfulness factors. In addition, attitudes affect learners' abilities to interact socially and collaboratively work with others, and help them in their ability to realize themselves. Eventually, it will enable them to be able to adapt and respond to the continuous changes they face in their reality.

Mansour (2001) states that researchers in personal psychology believe that personality is nothing but a group of psychological attitudes that are formed in a person and affect the habits, tendencies and styles that represent the person's behavior in its various aspects. Studies also confirm that as much as there is compatibility and consistency in the psychological attitudes, personality have strength. The areas that a person has attitudes towards are the social psychological attitudes, personality have strength. The areas that a person has attitudes towards are the social psychological attitudes, personality have strength. The areas that a person has attitudes towards are the social psychological attitudes, personality have strength. The areas that a person has attitudes towards are the social psychological attitudes, personality have strength. The areas that a person has attitudes towards are the social psychological attitudes, personality have strength. 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qualitative data were collected by means of structured interviews in order to know the factors that have an effect on such students’ academic adaptation. The sample of this study consisted of five Saudi Arabian international postsecondary students at an American institution. The results were discussed in terms of Roger’s theory of adoption. After the collection of the data, both descriptive and analytical analyses were conducted directly. The study found that the Saudi international students have difficulty struggling through the educational system of the host countries. The biggest challenge for them was that e-learning was a new experience and it could be dangerous and hurting if it wasn’t addressed carefully and prepared beforehand.

Al-Sharif (2020) conducted a study to measure the reality of university student’s attitudes towards employing digital platforms in education. The research sample consisted of 120 students of the College of Education - at Taibah University in Madinah. The study used the descriptive approach and used the measure of attitudes towards employing digital platforms in education as an instrument. The results of the study showed the presence of statistically significant differences due to the effect of gender in favor of males. The results showed no statistically significant differences due to the impact of the study location. There were also statistically significant differences due to the effect of the interaction between genders and the location of the study when the study sample responded to the first dimension of the attitudes scale.

Ansong-Gyimah (2020) examined the predictors of continuous intention to use Google Classroom. The sample consisted of 749 students from three Ghanaian universities. The study used the quantitative survey method, where an online questionnaire designed using Google Forms gathered students’ views on the use of Google Classroom. Both descriptive and Partial Least Square Structural Equation Modelling techniques were used to analyze the data in order to evaluate the research model. The finding of this study showed that the adoption of Google Classroom platform as an educational tool in higher institutions continue to increase.

Innocent and Masue (2020) discussed the applicability of e-learning in Higher Learning Institutions (HLIs) in Tanzania using three selected universities in the Morogoro Region. The study sample consisted of 90 respondents at Mzumbe University, Sokoine University and Jordan University located in the Morogoro regions, who were selected using simple random and purposive sampling techniques. Questionnaires and interviews were used to collect the data and the descriptive statistics were used to analyze the data. The study showed that there is limited applicability of e-learning in the three HLIs studied. The majority of the respondents agree with the adoption of e learning in HLIs. In addition, strategies to ensure effective application of e-learning in higher learning institutions are needed, including: availability of university led staff development programs, university led monthly discussions regarding ICT use in the teaching and learning process, and availability of technical experts as well as ensuring wireless Internet connectivity in the environment of the university.

Youssef (2019) identified the extent to which Arabic language teachers in the basic level school uses educational design processes in preparing electronic lesson. The study also aimed at identifying the attitude of Arabic language teachers in the basic level school towards designing electronic units. The descriptive approach was used in this study. The researcher designed a questionnaire to know the attitudes of the Arabic Language teachers at the basic level schools towards the electronic education and the problems that faced them on it. This study found that there are difficulties and problems facing teachers in applying e-learning, and that the majority of Arabic language teachers have positive towards e-learning.

Al-Saidi (2019) conducted a study to determine the extent and efficiency of employing e-learning and distance learning programs in teaching journalism and media courses and how to benefit from them to achieve the desired educational goals. The study used the descriptive and analytical method, and a media survey was used for a randomly selected sample. The study sample consisted of 150 male students and 100 female students from a final year in Jazan University. To collect the data, a hard copy and an electronic copy of the survey were used. The results showed an increased level of proficiency in student’s use of the distance learning program JUMP. Student’s evaluation of educational content, educational resources, the performance of lecturers, and the diversity of teaching methods were increased. Students used many technological aids and software during distance learning such as, laptops, Internet, smart phones, virtual classes recorded classes, learning websites, e-mails, Google Drive, digital library, social network and more.

3. Research Methodology

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument. This study followed the descriptive approach, since this approach is the most appropriate method for treating the current research procedures, which is to reach conclusions that help in developing the content or reality that are under investigation (Obeidat, 2012). This approach describes the reality of the attitudes of the students of the Introduction to Education course towards e-learning and its applications.
as they are, and then to reach conclusions that help to understand the problem of the study and to make appropriate proposals.

3.1 Sampling

The population of the study consisted of (829) male and female students enrolled in the introduction to education course in the Department of Educational Sciences at Karak University College. The sample of the study consisted of (75) male and female students.

Table 1. Distribution of the study sample according to the accumulative average

| Accumulative average | No. | Percentage |
|----------------------|-----|------------|
| Pass                 | 3   | 4.0        |
| Good                 | 41  | 54.7       |
| Very good            | 20  | 26.7       |
| Excellent            | 11  | 14.7       |
| Total                | 75  | 100.0      |

Table 2. Distribution of the study sample according to experience* in the field of e-learning

| Experience | No. | Percentage |
|------------|-----|------------|
| Low        | 30  | 40.0       |
| Medium     | 45  | 60.0       |
| Total      | 75  | 100.0      |

* There was no one in the sample with high experience, and it was not mentioned in the table.

3.2 Research Instrument

By reviewing several research and studies, and reviewing the results of conferences and seminars in this field, the researcher developed the research instrument based on previous literature. The instrument was then presented to a group of specialized judges, who provided comments and suggestions. These comments were taken into consideration and, thus the modified version of the questionnaire consisted of (39) paragraphs. The instrument was given a graded scale of five degrees according to the following division: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

3.2.1 Attitudes Scale

It means the tool through which students’ attitudes towards e-learning and its applications can be detected. Since this study aims to measure students’ attitudes towards e-learning and its applications, the researcher has built a scale for students’ attitudes towards e-learning and its applications in light of the previously judged list.

3.2.2 Validity of the Instrument

Validity of internal consistency: Pearson correlation coefficients were used to measure the relationship between instrument items and the overall degree as shown in Table 3.

Table 3. The correlation coefficients of the instrument's items with the total degree

| No. | correlation coefficients | No. | correlation coefficients | No. | correlation coefficients |
|-----|--------------------------|-----|--------------------------|-----|--------------------------|
| 1   | 0.7014**                 | 14  | 0.5095**                 | 27  | 0.4335**                 |
| 2   | 0.5746**                 | 15  | 0.3822**                 | 28  | 0.6216**                 |
3.2.3 Reliability of the Instrument

The reliability of the attitudes scale was verified by applying it in its final form to an exploratory sample from outside the study population, consisting of (35) students. The reliability coefficient of the scale was calculated using the Alpha Cronbach equation, which was (0.89) as in Table 4. For the purposes of this study, this scale has sufficient validity and reliability indications.

Table 4. Cronbach Alpha Stability Coefficient for the instrument of the study

| Instrument                                                                 | No. of paragraphs | Cronbach Alpha Coefficient |
|---------------------------------------------------------------------------|-------------------|-----------------------------|
| Attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications | 39                | 0.89                        |

* significant at 0.05 level  ** significant at 0.01 level

3.3 Data Analysis

The returned questionnaire was recorded and tabulated with the assistance of Statistical Package for Social Sciences (SPSS) for windows 17.0 to identify the correlated relationships of variables concerning the attitudes of students in the introduction of education course toward e-learning. Different statistical methods were used to achieve the main objectives of the present investigation. These methods include descriptive statistics and independent sample T-Test.
Descriptive statistics, including means, standard deviation and frequencies, were computed to summarize the students’ responses to attitudes toward e-learning.

In order to facilitate the interpretation of the results, the researcher used the following method to determine the level of response to the items of the instrument. A percentage was given to the following alternatives: (inapplicable = 0, somehow applicable = 1, applicable to it with a large degree = 2). Those answers were classified into five levels of equal range through the following equation: Length of the category= (greater Value-lowest value) ÷ number of tool alternatives= (2-0) ÷ 3 = 0.666 to get the following classification:

Table 5. Distribution of categories according to the hierarchy used in the research instrument

| Description                        | Means          |
|------------------------------------|----------------|
| inapplicable                       | 0 - 0.666      |
| somehow applicable                 | 1 - 0.666      |
| applicable to it with a large degree | 2 - 1          |

4. Findings and Discussion

This section provides the findings obtained from the present study. These findings are presented based on the research questions that guide the present research.

First question: What are the attitudes of the students of the Introduction to Education course at Karak University College towards e-learning and its applications?

To answer this question, the mean scores and standard deviations of the scale's paragraphs were extracted. Table (6) results for each paragraph.

Table 6. The mean scores and the standard deviation of the sample's answers to the scale of attitudes towards e-learning and its applications in descending order

| No. | Paragraph                                                                 | Mean score | Standard deviation | Order |
|-----|---------------------------------------------------------------------------|------------|--------------------|-------|
| 13  | I would like to have a computer in my home connected to the Internet to  | 3.99       | 1.07               | 1     |
|     | use e-learning applications.                                             |            |                    |       |
| 31  | I am not ashamed of stumbling in the use of e-learning and its applications. | 3.89       | 1.18               | 2     |
| 26  | I believe that e-learning applications and courses reduce the student's | 3.77       | 1.02               | 3     |
|     | reliance on the book.                                                    |            |                    |       |
| 34  | I feel that learning through e-learning and its courses is easy to forget, | 3.75       | 1.18               | 4     |
|     | unlike regular learning.                                                 |            |                    |       |
| 36  | I prefer e-learning because I can practice it whenever I want.           | 3.72       | 1.09               | 5     |
| 32  | I feel that I cannot focus on using the e-learning material because of    | 3.64       | 1.22               | 6     |
|     | difficulty dealing with the computer.                                    |            |                    |       |
| 8  | I believe that e-learning applications have an important role in technical development. | 3.63 | 1.09 | 7 |
|---|---|---|---|---|
| 20 | I feel that I cannot control the e-learning tools, applications and software very well. | 3.63 | 1.12 | 7 |
| 11 | I believe that e-learning, its applications and courses save time and effort. | 3.56 | 1.28 | 9 |
| 6  | I feel that e-learning applications are a huge challenge for learners. | 3.55 | 1.14 | 10 |
| 21 | I am afraid of e-learning, its applications and courses because it cancels out regular learning. | 3.49 | 1.18 | 11 |
| 30 | I prefer that the learner controls the e-learning and its applications process. | 3.47 | 1.20 | 12 |
| 27 | I feel that e-learning, its applications and tools improve learners' self-learning skills. | 3.36 | 1.07 | 13 |
| 24 | I feel that e-learning and its courses have cancelled the human aspect of learning. | 3.31 | 1.24 | 14 |
| 9  | I find e-learning applications difficult to learn. | 3.29 | 1.34 | 15 |
| 18 | I believe that e-learning and its applications have provided me with a wide range of options to do what I want. | 3.21 | 1.18 | 16 |
| 7  | I find using e-learning comfortable for me. | 3.17 | 1.35 | 17 |
| 4  | I believe that e-learning applications isolate a person from the social environment. | 3.15 | 1.22 | 18 |
| 22 | I believe that e-learning and its applications and the technological tools that accompany them have made our lives better. | 3.15 | 1.23 | 18 |
| 38 | I believe that e-learning applications meet the educational needs of learners. | 3.13 | 1.19 | 20 |
| 14 | I do not see the need for the spread of using e-learning applications. | 3.12 | 1.22 | 21 |
| 15 | I feel that e-learning, its applications and courses limit thinking. | 3.11 | 1.26 | 22 |
| 23 | I believe that e-learning, its software and applications, increase the motivation of learners to learn. | 3.11 | 1.20 | 22 |
|   | Statement                                                                 | Score | 1  | 2  | 3  |
|---|---------------------------------------------------------------------------|-------|----|----|----|
|28 | I believe that e-learning and its courses meet the needs of learners.      | 3.11  | 1.23| 22 |
|33 | I believe that e-learning and its courses enable me to learn a lot of information in a short time. | 3.11  | 1.32| 22 |
|17 | I don't feel like e-learning applications satisfied my curiosity.           | 3.09  | 1.26| 26 |
|37 | I believe that e-learning takes into account the individual differences between learners. | 3.05  | 1.24| 27 |
| 3 | I feel fun using e-learning applications.                                  | 3.04  | 1.31| 28 |
|19 | I don't feel e-learning applications added new skills to me.               | 3.04  | 1.29| 28 |
| 2 | I see that the quality of learning provided in e-learning is outstanding.  | 3.03  | 1.01| 30 |
|10 | I feel comfortable when communicating with specialists in e-learning and its electronic applications. | 3.00  | 1.19| 31 |
|25 | I see that e-learning applications and courses have grown my higher-order thinking skills. | 3.00  | 1.15| 31 |
| 1 | I believe that e-learning and its applications have changed education for the better. | 2.99  | 1.18| 33 |
|35 | I believe that e-learning and its applications increase the learner's appreciation for education. | 2.92  | 1.32| 34 |
| 5 | I believe that e-learning tools and applications are just as important to learners as printed books are. | 2.85  | 1.26| 35 |
|29 | I prefer to use e-learning applications and courses because they provide immediate feedback. | 2.81  | 1.19| 36 |
|16 | I prefer to work in the field of e-learning and its courses.               | 2.79  | 1.24| 37 |
|12 | I prefer to read books and topics related to e-learning and its applications. | 2.73  | 1.18| 38 |
|39 | I see the need to generalize the e-learning experience, its applications and tools, because of its great advantages in the education process. | 2.68  | 1.45| 39 |

**Overall average = 2.94**

Table 6 shows that the attitudes were highly (positive) for paragraphs (13, 31, 26, 34, 36, 32, 8, 20, 11, 6, 21, and 30) had positive attitudes. The remaining paragraphs of the scale had a neutral attitude, while there were no negative
attitudes. The general average of the scale was (2.94), which indicates that most of the students’ attitudes were neutral, which will be explained in the discussion section below.

The Second question: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications due to the students' accumulative averages?

To answer this question, the (T) test was used. Table (7) shows the results of the (T) test according to the students’ accumulative average variable.

Table 7. T-test for the responses of the study sample about their attitudes towards e-learning and its applications according to their accumulative average variable

| Average | No. | Mean score | Standard deviation | T value | Sig. |
|---------|-----|------------|--------------------|---------|------|
| Good and below | 44 | 3.00 | 0.56 | 1.18 | 0.244 * |
| Very good and above | 31 | 2.86 | 0.50 |

*insignificant

Table 7 shows that the value of (t) is not significant, indicating that there are no statistically significant differences between the responses of the study sample about their attitudes towards e-learning and its applications according to their accumulative average. This also indicates that there is no correlation between students’ grades and their attitudes towards e-learning. This may be attributed to the fact that technology has become available in every home and the level of academic achievement is not related to attitudes towards e-learning and its various applications.

Third question: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of students of the Introduction to Education course at Karak University College towards e-learning and its applications due to the students' experience in using e-learning?

To answer this question, T-test was used. Table 8 shows the results of the (T) test according to the level of experience in the field of e-learning.

Table 8. T-test for the responses of the study sample about their attitudes towards e-learning and its applications according to the experience in the fields of e-learning

| Level of experience | No. | Mean score | Standard deviation | T value | Sig. | Comment |
|---------------------|-----|------------|--------------------|---------|------|---------|
| Low | 30 | 2.65 | 0.52 | 4.36 | 0.000 | Significant at 0.01 |
| Medium | 45 | 3.14 | 0.46 |

It is evident from Table (10) that the value of (T) is significant at the level of (0.01), which indicates that there are statistically significant differences between the responses of the study sample about their attitudes towards e-learning and its applications according to their experience in the fields of e-learning. The differences were in favor of those with medium experience.

It is evident from the previous results that the attitudes of the students of the Introduction to Education course towards e-learning and its applications were moderate (neutral). The mean score of the attitudes according to the entire scale was (2.94), and the attitudes of the students of the Introduction to Education course towards e-learning and its applications in general were positive, as (12) paragraphs were positive and (17) paragraphs were neutral. The positive attitudes among students can be attributed to the fact that e-learning is widely accepted by students due to the ease of access to information and the freedom to choose the appropriate time to receive this information. E-learning also reduces the burden of attending the classroom. This result is consistent with the results of the study (Jabali, 2020;
As for the neutral attitudes of students of the Introduction to Education course towards e-learning and its applications, it can be attributed to the recent experience of students with e-learning and the use of websites in teaching. Such an experience was new for students, as the university began applying e-learning gradually starting from 2009 for students in the undergraduate level and was first applied on postgraduate students. Therefore, students' attitudes towards e-learning and its applications were reduced, as it became a real challenge for students and put new burdens on them, including electronic assignments, blogs and short tests. It seems natural for a person to be hesitant at the beginning of any new experience. In addition, educational studies indicated that changing attitudes and the perception of the new experience in general takes a long time to occur.

The results of the study revealed that there is no effect of the student’s accumulative average on the attitudes towards e-learning and its applications. Perhaps this is due to the close levels among students. The results of the study also revealed that experience in dealing with e-learning had an impact on students' attitudes. There were differences of statistical significance in favor of those with medium experience. As for large experience, none of the students had such an experience. Perhaps the lack of experience had an impact on the students' attitudes. Therefore, students must be prepared and qualified before joining the e-learning programs to be ready to take full advantage of e-learning programs.

A variety of methods can be used to prepare learners and qualify them for using e-learning lessons. Some discussions can be conducted to familiarize students with the importance of taking an electronic lesson and clarify the benefits of it. Students should also be informed of the expected outcomes of using e-learning courses, and then what is expected of them so that they are able to measure the lesson's outcomes. In addition, learners should have awareness of the pros and cons of using technology and take into account ethical and social considerations. They should respect intellectual rights of information sources, investigating the extent of their objectivity, and staying away from inappropriate websites or that promote extremist ideas that violate the pillars of Religion. The role of the family, teacher and society in guiding and educating the student is important here.

5. Conclusion

The present study aims at investigating the students attitudes towards E-learning mode taking into consideration some variables. The results of the study showed that the students' attitudes towards e-learning were relatively positive. The results showed no statistically significant differences between the students attitudes and their academic achievement in one hand, and their e-learning experiences on the other hand. The study shows that e-learning provides invaluable opportunities for higher education institutions to a large number of students who would like to pursue their education regardless of their economical, spatial, and social barriers. Teachers should adopt some new strategies to change some negative attitudes towards e-learning mode. This could be achieved through introducing e-learning courses from the beginning and assist students to use the internet in their education and help them communicate with their teachers and colleagues in an online mode.

6. Recommendations for Further Studies

In light of the findings, the study recommends the following:

- Using websites specialized in teaching educational science courses in particular and various university courses. Such websites should contain multiple media, explanations of examples, tests and assignments that provide immediate feedback on the level and degree of learning.

- Change the attitudes of students of the Introduction to Education course in particular, and students of Karak University College in general towards e-learning and its applications by encouraging and training them to learn through these websites and reducing fear or anxiety from dealing with such tools.

- Conducting more research and studies on the impact of e-learning on learning and teaching the courses of the Department of Educational Sciences at Karak University College.

- Good planning is a condition for success in applying e-learning, ensuring its effectiveness, and achieving the desired goals. This includes providing the material, human, organizational and technical capabilities necessary to apply it in the Introduction to Education course in particular and the College of Education courses in general.

- Intensifying training programs and workshops for users (students, faculty members) on how to use e-learning and optimal activation of it, making the attendance of these courses a part of the job evaluation and promotions ladder for faculty members, and encouraging students by monitoring some grades and rewards for distinguished students in e-learning.
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