

The response of the fourth stage students to publish course lectures on the lecturers' sites of the College of Basic Education and the College of Science, the University of Babylon as a model: A condition study

¹ Muhammad Hadi Jassim , ²Ahmed Kadhim Hantoush

Abstract -The study aimed to identify the reality of e-learning in the extent of the fourth stage students 'response to the publication of course lectures on the teaching sites of the College of Basic Education and the College of Science at the University of Babylon. A special questionnaire was prepared for this purpose and distributed to students and the number of the selected sample was (100) male and female students of their kind Intentional randomness. The research included two aspects: the theoretical aspect of the concept of e-learning, its objectives, importance, quality standards, e-learning tools, types, advantages and disadvantages, and the practical aspect that included the most important findings of the study through statistical analysis and the process of unpacking da The most important results obtained by the study were as follows
The study proved about the axis of positives, the students 'assertion that there are laboratories for e-learning that contain a sufficient number of computers in the college with a high rate of (75.5%), while the weakest percentages were the students' inability to build a favorite for Internet sites on their devices in an organized and indexed manner. Very weak, it reached (5.5%). About the negatives axis, the study proved that electronic education lacks the human presence and the relationship between the teacher and the student and between the students themselves, and its focus on the two senses of hearing and sight excluding the rest of the other senses, at a rate that ranged between (63.3%) - (66.7%). As for the lowest percentages of the negatives of electronic education, it was Disrupting devices hinders the educational process by a slight percentage (22.2%).
As for the recommendations, the study found the most prominent work to provide halls for the application of e-learning, which includes the provision of a sufficient number of modern, advanced computers compared to the number of students that exist mainly in each stage to benefit everyone, including teachers and students alike, and work to organize specialized courses for both teachers and students to provide them with design skills The work of electronic lessons supervised by specialists in this field, and work to spread scientific and technical awareness about the benefits of e-learning and the adoption of advanced educational and scientific strategies in the field of e-learning, and the pursuit of employing e-learning in the field of self-education.

Keywords: fourth stage students, publish course lectures, lecturers' sites,

Introduction

This era is witnessing many changes that are the product of the enormous scientific and technological revolution that has directly affected all the various aspects of life. The scientific and technical progress has become amazing and is fast-paced, especially in the field of information and communication technology, considering the computer one of the best products of that progress, as its impact has become clear in various aspects of life, as it is characterized by unique features that everyone has realized the importance of using these advantages in improving the educational process and increasing its effectiveness.

Knowledge of the Internet is one of the basics that the individual needs to know, especially, the issue of entering the information network is a matter imposed on society in all its spectrums, experts are still in constant search for the best methods and styles to provide an interactive and lively educational environment with the aim of enticing students into

¹The University of Babylon, Iraq General Secretariat of the Central Library
Babylon, Iraq. mohsaf209@gmail.com

²Al- Qasim Green University, College of Veterinary Medicine, Public Health Branch. Al- Qasim Town, Babylon, Iraq.
ahka1971@yahoo.com

education, drawing their attention and encouraging them to exchange opinions, experiences, discussing ideas and information which presented to them. The global network (the Internet) is considered one of the best means to provide this interactive educational environment which is one of the most important technologies that can be used in modern e-learning.

The problem of the study: the difficulties of applying the computerized e-learning program to the fourth stage undergraduate students in the Faculty of Science and Basic Education at the University of Babylon.

Today, the world is witnessing a great scientific and technological revolution that affected various aspects of life, leading to the so-called information explosion as a result of the rapid increase and accumulation of information, as it has become imperative for educational institutions to try to benefit from contemporary technical and scientific progress to improve the educational environment, so e-learning is one of the latest applications of integrating technology in education, so we can see the interest in it is clear on the part of educational institutions. Some public universities have taken the initiative to test the e-learning system by holding many seminars, conferences, and scientific forums on e-learning. Therefore, the importance of conducting a field study to determine the specifications which required for the use of e-learning in teaching courses at the university level and actively seeking to know the extent of the possibility of using this type of modern education in teaching academic subjects in institutes and colleges, all of this has given the researcher a great sense of conducting this study deeply and accurately to come up with positive results, also to formulate a title for the study problem:

The extent of difficulty of using e-learning to experiment with publishing lecturers' lectures on their websites for the fourth stage of the College of Science and Basic Education, University of Babylon.

A group of questions that are required to be answered are divided into:

- 1- What are the specifications for the undergraduate course content for using e-learning?
- 2- What are the specifications of the teacher or lecturer who performs e-learning?
- 3- What are the specifications of the educational environment at the university level for the use of e-learning in teaching courses?
- 4- What is the extent of experience that teachers have on using e-learning as a new system and its direct impact on their students, whether negative or positive?

The Goals of the study:

- 1- Working on specifying specifications for each of (academic courses, instructors or lecturers, educational environment) for using e-learning
- 2- Identifying the degree of importance of the specifications of each of (the content of the curricula, the teaching staff, the educational environment) for the fourth stage of the use of e-learning from the viewpoint of other teachers.
- 3- Knowing the past experiences of the users of this system, identifying the positive aspects, and trying to develop them.
- 4- Familiarizing yourself with the specifications of e-learning and studying them with great care, trying to avoid the negative aspects and applying them ideally.
- 5- Knowing the most important results that will be produced by the study and generalizing this experience to all faculties and departments of the university.

The Importance of the study:

This study derives its importance from several considerations, the most important of which are:

- 1- It deals with one of the most important achievements of the modern digital age (e-learning), the great challenge it represents to the educational institution and society, also to determine the specifications required for its use in various teaching methods.
- 2- Working on informing and providing those responsible for curriculum development with updated information and data on regular basis.
- 3- Working on defining those responsible for the importance of e-learning to help them to design and develop courses in line with the specifications of this important type of contemporary education.
- 4- This study contributes, through its tangible practical results, to provide a clear vision for developing the skills of those in charge of e-learning at the University of Babylon.

The Methodology of the Study: In this study the researcher followed the case study approach, which is considered one of the research and scientific approaches that study individual and bilateral societal phenomena and cases to diagnose them through the information collected and following its sources accurately to obtain the factors for that case, consequently, the researcher arrives at accurate results and treatments through a comprehensive integrated study.

The Community of the Study:

The study community is one of the most important aspects that the researcher relies on providing statistics and analyzing data to reach accurate results. The total number of students in the College of Science, Department of Chemistry reached 138 for the fourth stage, as the questionnaire was distributed to them randomly. While for the College of Basic Education, the number of students was 153 students in the fourth stage in the mathematics department understudy, as the questionnaire was distributed to them randomly as well.

The Sample of the Research:

The study was limited to a sample of the fourth stage preliminary studies in the College of Basic Education and the College of Science, which numbered (100) male and female students. The questionnaire was distributed to them, their

results were (90) valid forms (5) were retrieved that there was a mistake in the spelling (5) forms were not retrieved for various reasons.

The Limits of the Study:

Objective limits: the extent of the fourth stage students' response to publishing course lectures on the lecturers' sites of the College of Basic Education and the College of Science, the University of Babylon as a model

Spatial limits: The study was limited to the Faculties of Basic Education and the College of Science, Fourth Stage - University of Babylon.

Temporal limits: The study has been determined for the academic year (2018-2019).

The Previous Studies:

Rawand (1999) conducted a study aimed at describing the reality of public school teachers' use of computers, the Internet, and how to direct their students to use computers. It also aimed to find out the teacher's impressions when using computers and the Internet in training. The study sample consisted of a group of public school teachers in the United States of America, as the results of the study were as follows:

- 1- He indicated that (30%) of the sample members use the computer and the Internet as a means of managing their classes or making educational materials, (34%) of them for administrative matters.
- 2- Teachers whose experience is lesser than (9) years, were more used computers and the Internet than those whose experience was more than (20) years.
- 3- Teachers with lesser experience as well as teachers with more training are more ready to use computers and the Internet in education.

The Researcher Evans (Evans 2000) conducted a study aimed at finding out an educational environment centered through the integration of content, technology, and effective education, knowing the effect of that on the achievement of students of the General Statistics course at Santa Fe Community College in Florida, as the course students can contact the teacher, attending virtual work hours, participating in group work discussions via e-mail, also, having a minimal number of traditional lectures. Then multiple methods have been integrated during the learning of the material to attract them, such as the use of a presentation program (PowerPoint) also a site for the course material on the World Wide Web for information and encouraging students to improve their writing skills by writing articles and publishing them on the site of the course. The study sample was divided into two groups according to their previous computer skills, then the study reached a set of results, the most important of which are:

- 1- The experimental group has obtained a high percentage of students who passed and completed the course out of the total number of students in the General Statistics Department.
- 2- This study dealt with the educational environment field (merging content, technology, effective education, and knowing the effect of that on student achievement), which will benefit the current study in determining the specifications of the educational environment for the use of e-learning.

Al-Mualida also conducted (Al-Mualida 2004) a study aimed to identify the forms of e-learning which appear in the practices of teachers in private schools and the impact of each teacher's specialization and the school stage in which the teacher teaches, as the sample of the study consisted of (240) male and female teachers by (120) male and female teachers for the secondary stage and like them for the primary stage. The researcher used the questionnaire as a tool for the study, the most important results of that study were as follows:

- 1- The most prominent forms of e-learning that occurred in high use, such as (contacting electronic schools, electronic searches on search engines, e-mail, exploiting Office software, preparing computerized student projects, showing computerized information).
- 2- There is a difference between the averages of the use of e-learning images among school members in different specializations and the stage in which they study.

The theoretical aspect:-

The theoretical aspect is one of the most important basic aspects on which the study depends through coordination with the practical one, the most important of which is introducing the approved concepts of e-learning with the opinions of the specialists, goals, importance, and global standards which adopted in the field of the e-learning.

The concept of e-learning:

There has not been a complete agreement on a comprehensive concept of the term e-learning, the reason for this is that the authors of the attempts and efforts to define e-learning viewed each of them from a different angle according to the nature of the interest and specialization. The following items are some definitions of e-learning:

Al-Mousa and Al-Mubarak (2005) have defined as: it is a method of teaching by using modern communication mechanisms from a computer, its networks, and its multiple media, including sound, image, graphics, search mechanisms, electronic libraries, as well as electronic portals, whether remotely or in the classroom, the important thing is to use the technology of all kinds in delivering information to the learner in the shortest time, the least effort and the greatest benefit ⁽¹⁾.

Al-Harbi (2007) also defined it as an educational system that provides an educational interactive/learning environment with multiple sources, relying on computers and Internet networks, as well as the ability to manage this education and its content electronically, which led to the concept of the teaching and learning process bypassing the classroom walls and allowing the teacher to support and assist the learner at any time, either synchronously or asynchronously.

The E-learning goals:

There are many goals that e-learning seeks to achieve, the most important of which are:

- 1- Creating an interactive learning environment through new electronic technologies and diversity in information sources and expertise.
- 2- Strengthening the relationship between home and school, also between the school and the external environment
- 3- Supporting the interaction process between students and teachers and helping through the exchange of educational experiences, opinions, discussions, and targeted dialogues, using all of this through various communication channels such as e-mail, conversation, and electronic classrooms ⁽²⁾.
- 4- Reformulation of the roles in the way, that the teaching and learning process takes place in line with the developments in educational thought.
- 5- Modeling and presenting education in standard forms, as lessons are presented in exemplary forms, distinguished educational practices can be repeated, examples include model question banks, model lesson plans, optimal use of image and sound techniques.
- 6- Developing the teacher's role in the educational process to cope with the continuous and successive scientific and technological developments.
- 7- Working on creating educational networks to organize and manage the work of educational institutions.
- 8- Providing appropriate education for different age groups, taking into account individual differences therein ⁽³⁾.

The importance of the e-learning:

E-learning is considered an imperative necessary for all societies, whether developed or developing, especially in light of the rapid and successive changes. This type of education provides educational opportunities and services that go beyond the difficulties involved in regular education.

The interest of many countries in the world in e-learning and their trends to expand its application reflects the importance of this type of contemporary education. The importance of the e-learning can be summarized in the following ⁽⁴⁾:

- 1- Making use of educational and learning resources available on the Internet, which may not be available in many countries and societies, especially in developing countries.
- 2- Supporting new teaching methods that depend mainly on the learner, focusing on the importance of his abilities and capabilities in addition to the necessary characteristics
- 3- It works great and effectively on learning foreign languages.
- 4- E-learning in which the learner does not depend on acquiring educational knowledge and skills, but will acquire skills to deal with modern technologies in communication and information that have become necessary in this era and a measure of development.⁽⁵⁾
- 5- It is useful for residents of remote communities in the field of education and training using information and communication technology.
- 6- It greatly benefits the students with special needs who are unable to come daily to the university due to the high cost of transportation or disruption of public transportation.

E-learning standard quality:

There is a set of standards currently which are recognized in the field of e-learning, but they do not rise to the international standards approved (ISO), as they are still specifications, guidelines, or standards, the reason for this is that e-learning is still in a rapid growth phase that has led to successive and accelerating changes, while the standards are based on stability, which it is a degree that e-learning has not yet reached ⁽⁶⁾.

The following are some of the standards that should be met in the ideal e-learning: -

- 1- Availability of modern and continuously updated educational materials.
- 2- The simple interaction between the parties to the educational process.
- 3- Its availability at multiple times to suit the learners with their diverse circumstances.
- 4- Facilitating the process of using it for learners.
- 5- The possibility of development according to the dictates of developments.
- 6- The Participation and cooperation with all parties to benefit from the experiences of others ⁽⁷⁾.

Elements those are affecting the quality of e-learning:

There are main elements that affect the quality of e-learning, the most prominent of which are:

- 1- Self Progressing: This allows the student to control the speed of progressing and progress and moving to the volume of knowledge, which makes him interact with the courses and tests.
- 2- Asynchronous: the lack of synchronization and the participation that occurs between students and the lecturers may directly affect the e-learning.
- 3- Synchronization: synchronization between students and lecturers in real-time. The actual and practical lesson classes give a balanced connection between the contents of the curriculum, instructions, and study friends in the same class ⁽⁸⁾.

The E-learning tools:

Many tools can be employed in the e-learning, the most important of which are ⁽⁹⁾:

- 1- Computer: Societies are trying to benefit from the tremendous development of information technology, computers and their employees in the educational process, trying to take the employment of computers in education, which takes multiple forms represented in (knowledge about computers, learning from computers, education by the computer or with the computer.

2- Conversation: It is one of the instant communication tools for exchanging written text messages between two or more individuals through websites on the Internet at the same time, as the number of interlocutors in the chat room shouldn't exceed five individuals to prevent chaos and dispersion.

3- Video Effects: It is an audio-and-visual communication between supervisors, specialists, and academics with their students who are in separate and distant places, as every student can see and hear the specialist, mentor, and academic with his scientific material and questions, inquiries and dialogue with the supervisor can be directed, i.e. there is an interactive process ⁽¹⁰⁾.

4- Audio conferences: it is less expensive compared to video conferencing, simpler system and flexibility, that one of its most important advantages is that through conferences, the student feels a degree of freedom, so he can speak with the lecturer without fear or anxiety, without embarrassment from the interruption.

5- The White Board: This tool is used to display texts, graphics, slides, pictures, and files via a computer screen that students, teachers, and students with each other as well.

6- E-mailing: E-mail takes the lead in the e-learning tools due to its low cost, ease of use, and the possibilities of exchanging information and opinions, requesting assistance, providing advice to the learner, exchanging messages with the instructor, conjugation, also the possibility of sending one message to many distant individuals at the same time ⁽¹¹⁾.

7- Mailing Lists: They are lists of mailing addresses that are established and classified by an individual or institution, such as establishing a list of students or teachers, the message is sent to the mailing list from one postal address.

8- Files substitution: It is a tool for transferring files from one computer to another connected with it via the Internet ⁽¹²⁾.

Types of e-learning: E-learning offers two important types of education: -

1- Synchronous electronic learning: It is direct education that requires the presence of the lecturer and the student at the same time through computers, so discussion and conversation takes place between them through chat rooms, or lessons are received through terms classes.

2- Asynchronous electronic education: It is indirect education, so there is no need for the student and the lecturer to be present at the same time, so it is done through some electronic learning techniques such as e-mail, so the teaching information is exchanged themselves and among them at successive times as the learner chooses the time and place which is appropriate for his circumstances ⁽¹³⁾.

Advantages of the e-learning: E-learning is characterized by many advantages, the most prominent of which are:

1-The enormous abundance and ease of access to information resources

2-Modernity and continuous updating of information.

3-Providing a strong internet line, which means increasing the possibility of communication between students themselves and between them and the teaching staff.

4- Actual contribution to the students' diverse viewpoint.

5-A sense of equality.⁽¹⁴⁾

6-Easy access to the teaching staff

7- Appropriateness of different learning methods

8- Continuity in accessing the curricula, as it is available throughout the day and every day of the week.

9-Equal educational opportunities for all students.

10- Ease and multiple methods of assessing student development ⁽¹⁵⁾.

Disadvantages of e-learning: Despite the unique advantages of the e-learning, there are some disadvantages which associated with its application, the most prominent of which are: -

1-The E-learning requires an intensive effort to train lecturers and students in particular, in preparation for this type of education.

2-The E-learning may weaken the educational institution as a social system that plays a prominent role in socialization.

3- Focusing on the cognitive part of the educational process more than the skillful and emotional side.⁽¹⁶⁾

4-Difficulty in group interaction among each other or between them and the teaching staff.

5-Focusing on the two senses of hearing and vision without the rest of the other senses such as touch and smell, which causes severe deficiencies in the laboratory and applied studies.

6- Difficulty carrying out social, sports, and cultural activities that accompany scientific activities, which negatively affects the student's personality.

7- Difficulty in applying evaluation methods.

8- A large number of students still prefer the usual way of attending lectures and following up on lessons from textbooks rather than relying entirely on modern technologies, as it may cause them some anxiety and boredom, as sitting in front of the computer for long periods may be stressful for some of them ⁽¹⁷⁾.

The practical side:

Table (1) Student questionnaire for the axis of the use of the e-learning

N.	Item	Probabilities	Agree	Neutral	Disagree	Total
1	providing a laboratory containing a sufficient number of computers in the college	Repetition	80	5	5	90
		percentage	%88.8	%5.5	%5.5	%100
2	Good at dealing with the computer	Repetition	60	15	15	90

		percentage	%66.7	%16.7	%16.7	%100
3	Good ability to do basic (word) skills easily	Repetition	50	30	10	90
		percentage	%55.5	%33.3	%11.1	%100
4	Good with the Excusal program	Repetition	10	30	50	90
		percentage	%11.1	%33.3	%55.5	%100
5	Good at presenting a presentation on a specific topic through the (PowerPoint) program	Repetition	10	35	45	90
		percentage	%11.1	%38.9	%50.0	%100
6	Can manage electronic files (open, delete, receive, send, save)	Repetition	45	25	20	90
		percentage	%50	%27.7	%22.2	%100
7	The presence of the Internet is always available at service at the college	Repetition	40	30	20	90
		percentage	%44.4	%33.3	%22.2	%100
8	The Internet is used in scientific research issues	Repetition	25	25	40	90
		percentage	%27.7	%27.7	%44.4	%100
9	The teachers use a lot of information outside of the course that enriches the lecture	Repetition	25	40	25	90
		percentage	%27.7	%44.4	%27.7	%100
10	Search electronic libraries for useful books and references on subject matters	Repetition	20	33	37	90
		percentage	%22.2	%36.6	%41.1	%100
11	The instructors encourage you to stay online and share experiences with your colleagues	Repetition	55	25	10	90
		percentage	%61.1	%27.7	%11.1	%100
12	The teaching staff broadcasts audio and video lectures, as you follow him from anywhere	Repetition	45	30	15	90
		percentage	%50.0	%33.3	%16.6	%100
13	The teachers use the (PowerPoint) flash program in the educational process	Repetition	45	-	45	90
		percentage	%50.0	-	%50.0	%100
14	The existence of a website for the college, know the Internet	Repetition	45	5	40	90
		percentage	%50.0	5.5	%44.4	%100
15	You have your own e-mail on the Internet	Repetition	35	25	30	90
		percentage	%38.9	%27.7	%33.3	%100
16	You have sufficient knowledge of the Internet and e-mail	Repetition	35	15	40	90
		percentage	%38.9	%16.6	%44.4	%100
17	Email is used to communicate with your colleagues	Repetition	25	25	40	90
		percentage	%27.7	%27.7	%44.4	%100
18	Instructors ask you to send assignments to an email	Repetition	10	35	45	90
		percentage	%11.1	%38.9	%50.0	%100
19	There are dedicated halls in the college for e-learning	Repetition	15	20	55	90
		percentage	%16.6	%22.2	%61.1	%100
20	You can build bookmarks for websites on your device in an organized and indexed way	Repetition	5	40	45	90
		percentage	%5.5	%44.4	%50.0	%100
21	Continuously improve your computer skills	Repetition	50	20	20	90
		percentage	%55.5	%22.2	%22.2	%100

The data of Table (1) for the axis of use of the e-learning and through the results of the questionnaire on the selected sample indicate that they confirm the existence of a laboratory that contains a sufficient number of computers in the college at a percentage (75.5%), followed by that students who are proficient in dealing with computers reached to (66.7%), as for students who were good the ability to do basic skills of the (word) program easily, for students who think that using a computer constantly will significantly improve their own skills, the same percentage is reached to (55.5%), also there is consensus among students that they are able to manage electronic files (open , Delete, conceal, send, save) also the teaching staff use the **(Power Point Flash)** program in the educational process, the presence of a special website for the college defined by them on the Internet at a percentage about (50.0%), followed by the presence of an e-mail for students with the full knowledge of using the Internet and e-mail by (38.8%), then came the use of the Internet in the field of scientific research and the teaching's use of information outside of the course which they believe enriches the lecture, also about the students 'use of the e-mail to communicate with each other by one percentage that reached to (27.7%). The item of having a room dedicated to e-learning in the college came at a percentage of about (16.6%). As for the lowest percentages, the quality of dealing with the **(Excusal)** program was poor, the weakness of the students 'presentation of a specific topic through the **(PowerPoint Flash)** program, as well as the teachers' request to send assignments from the students via e-mail, which reached to (11.1%) of the sample under study and analysis. Through the results of the questionnaire, it was found that there were large percentages of

disapproval in the items not being able to present a specific presentation through the (**PowerPoint**) program, as well as the teachers not using (**flash powerpoint**) in the educational process, the students' inability to send their homework that the instructors request from them via e-mail, in addition to their inability to build favorites for websites on their devices in an organized and indexed manner, in which the percentage reached to (50%) of the total sample, these percentages were mostly for students of the College of Basic Education at the university.

The Second Axis:

Table (2) The Student questionnaire for the positives axis for the e-learning

N.	Item	Possibilities	Agree	Possibilities	Disagree	Total
1	It increases students' achievement level	Repetition	55	20	15	90
		percentage	%61.1	%22.2	%16.6	%100
2	Enables students to self-education	Repetition	40	33	17	90
		percentage	%44.4	%36.7	%18.9	%100
3	It enables students to communicate with the instructor in any place and time through e-mail	Repetition	42	28	20	90
		percentage	%46.7	%31.1	%22.2	%100
4	It increases students' computer experiences and skills	Repetition	55	17	18	90
		percentage	%61.1	%18.9	%20.0	%100
5	It helps students to retain information for a long time	Repetition	43	32	15	90
		percentage	%47.8	%35.6	%16.7	%100
6	It takes into account the individual differences between students	Repetition	45	20	25	90
		percentage	%50.0	%22.2	%27.8	%100
7	It works to create a real learning environment	Repetition	55	20	15	90
		percentage	%61.1	%22.2	%16.7	%100
8	Contributes to the activation of active education	Repetition	40	25	20	90
		percentage	%44.4	%27.7	%22.2	%100
9	Promotes critical and creative thinking	Repetition	58	20	12	90
		percentage	%64.4	%22.2	%13.3	%100
10	Develops informational skills	Repetition	53	24	13	90
		percentage	58.9	%26.7	%14.4	%100
11	The instructor acquires the sufficient ability to use modern technologies, information technologies, and computers	Repetition	57	23	10	90
		percentage	%63.3	%25.6	%11.1	%100
12	The teaching work focuses on educating students and reducing the effort made by the teaching staff with the increasing number of students and the narrowing of the halls	Repetition	55	18	17	90
		percentage	%61.1	%20.0	%18.9	%100
13	It reduces the burden of teaching by transforming the study process into a process of dialogue between the teacher and the learner instead of the traditional explanation	Repetition	60	15	15	90

The data in Table (2) on the axis of the advantages of the e-learning indicate that the highest percentages were reported through the results of the questionnaire confirmed the students' belief that the e-learning reduces the burden of the teaching staff, as the study process turns into dialogue and discussion between the student and the teacher instead of the traditional explanation in the method used in followed education at percentage reached to (66.7%), this was followed by the students' belief that the e-learning develops critical and creative thinking by a percentage at (64.4%), followed by the students' assertion that e-learning gains the teachers sufficient ability to use modern technologies, information and computers, which will benefit the student to receive modern information in an unfamiliar, sophisticated manner, at a percentage about (63.3 %) followed by student consensus of study sample, students' belief that online education raises students' educational attainment level, that it increases students' computer experiences and works to create a real learning environment, focusing the work of the lecturers on educating students in a modern way, reducing the effort they exert with the increasing number of students and the narrowing of the halls in the college by one percentage that reached to (61.1%), followed by students' belief that electronic education develops skills Informatics at a percentage about (58.9%), this was followed by the students' perception that the e-learning eliminates individual differences among students by a percentage about (50.0%). Then, e-learning helps students to retain information for a long time as well as enables students to communicate with the teachers in a single time and place via e-mail with a close percentage about (47.8%) Followed by the students' belief that the e-learning contributes significantly to their ability to self-education in addition to its contribution for activating their active education by one percentage that reached to (44.4%).

The Third Axis:

Table (3) The Student questionnaire for the negatives axis for the e-learning

N.	Item	Possibilities	Agree	Neutral	Disagree	Total
1	It increases students' isolation by sitting for a long time in front of the computer without face-to-face social contact	Repetition	28	20	42	90
		percentage	%31.1	%22.2	%46.7	%100
2	Disrupting devices hinders the educational process	Repetition	20	35	35	90
		percentage	%22.2	%38.9	%38.9	%100
3	Difficulty applying appropriate evaluation methods and tools	Repetition	22	35	33	90
		percentage	%24.4	%38.9	%36.7	%100
4	It reduces the burden of teachers and increases the burdens of students	Repetition	42	23	25	90
		percentage	%46.7	%25.6	%27.8	%100
5	Long sitting in front of the computer causes many diseases	Repetition	38	27	25	90
		percentage	%42.2	30.0	%27.8	%100
6	E-learning focuses on the two senses of hearing and sight without the rest of the other senses	Repetition	60	5	25	90
		percentage	%66.7	%5.5	%27.8	%100
7	E-learning lacks the human presence and human relations between the instructor and the students and among the students themselves	Repetition	57	15	18	90
		percentage	%63.3	%16.7	%20.0	%100

The data in Table (3) for the negatives axis for the e-learning indicates that students' belief that the e-learning focuses heavily on the two senses of hearing and sight without the other senses, at a percentage of about (66.7%), this was followed by the students' belief that electronic education greatly lacks presence, human relations, dialogue between teachers, students and students themselves, at a percentage reached to (63.3%). Followed by, the e-learning reduces the burden of teachers and increases students' burdens by percentage reached to (46.7%), this was followed by the students' belief that e-learning causes many diseases due to long sitting in front of the computer, at a percentage about (42.2%), followed by the students' belief that e-learning increases students' isolation by sitting for a long time in front of the computer without social contact face to face by a percentage about (31.1%), Then, a percentage of students believed that it was difficult to apply appropriate assessment methods and tools, at (24.4%), followed by the belief of some students that electronic education impedes the disruption of the educational process devices by (22.2%).

The Fourth Axis:-

Table (4) The Student questionnaire for the axis of the obstacles to the e-learning

N.	Item	Possibilities	Agree	Neutral	Disagree	Total
1	E-learning takes a lot of time and effort	Repetition	33	23	40	90
		percentage	%36.7	%25.6	%44.4	%100
2	Lacking of experience of lecturers and students with e-learning technologies	Repetition	17	37	36	90
		percentage	%18.9	%41.1	%40.0	%100
3	Classrooms are not intended for an e-learning application	Repetition	15	25	50	90
		percentage	%16.7	%27.8	%55.6	%100
4	Neglecting computer maintenance continuously in college	Repetition	20	15	55	90
		percentage	%22.2	%16.7	%61.1	%100
5	Poor students' skills in the Internet and computers	Repetition	28	30	22	90
		percentage	%31.1	%33.3	%24.4	%100
6	Internet disruption for long periods of time in college	Repetition	32	28	30	90
		percentage	%35.6	%31.1	%33.3	%100
7	The difficulty of teaching this huge number of students via the Internet	Repetition	35	20	35	90
		percentage	%38.9	%22.2	%38.9	%100
8	Failure to equip the computer lab with the necessary printers, headphones, and printing paper	Repetition	38	25	27	90
		percentage	%42.2	%27.7	%30.0	%100
9	Delay in the Internet to open the pages of the program	Repetition	42	30	18	90
		percentage	%46.7	%33.3	%20.0	%100
10	The use of computers and the Internet reduces student-teacher communication	Repetition	38	23	29	90
		percentage	%42.2	%25.6	%32.2	%100

The data in Table (4) indicate the axis of the obstacles, through the results of the questionnaire, it is clear that students' belief that the delay and slow pace of the internet in opening the program's pages greatly affects the e-learning at (46.7%), this was followed by the students' belief that e-learning that the use of computers and the Internet reduces communication between the student and the teacher in addition to the failure to equip the lab top with the

necessary printers, headphones and printing paper at a similar percentage reached to (42.2%), this was followed by the students' belief that it is difficult to teach this huge number of students via the Internet for several reasons, the most important of which are: the weakness of the network in addition to the presence of areas with no internet lines, such as rural and remote areas, at a percentage about (38.9%), followed by students' belief that electronic education takes a lot of effort and time, the interruption of the Internet for long periods of time in the college results in lack of benefit, also the interruption of ideas and scientific communication between the lecturers and the student by a percentage reached to (36.7%), this was followed by the belief of some students that their skills in using the Internet and computers are weak, at a percentage reached to (31.1%), followed by the belief of students that there is a great negligence in not maintaining computers continuously by officials on laboratories in the college at a percentage about (22.2%). students with e-learning technologies believe that the classrooms are not dedicated to applying e-learning, with a close percentage between (18.9%) and (16.7%).

Results of the Study:

- 1- The study has proven about the axis of positives, the students' assertion that there must be laboratories for the e-learning that contain a sufficient number of computers in the college with a high percentage (75.5%), whereas, the weakest percentages were the students' inability to build a favorite of Internet sites on their devices in an organized and indexed manner, with a very weak percentage reaching (5.5%).
- 1- 2 - The study affirmed about the axis of positives that students are proficient in dealing with computers and urge the teaching staff to communicate via the Internet, work to exchange experiences with the rest of the students, at a percentage ranging from (61.1%) - (66.7%).
- 2- The study on the axis of use of the e-learning, which represented the lowest percentages, revealed students' lack of proficiency in dealing with the (Excusal) program, also the students' inability to present a presentation on a specific topic through the "PowerPoint" program.
- 3- The study proved about the axis of positives for the e-learning that the highest percentages were that electronic education greatly reduces the burden of the teaching staff, as the teaching process turns into a scientific dialogue between the instructor and the student instead of the traditional explanation on the part of the teachers only at a percentage about (66.7%).
- 4- The study confirmed the axis of positives for the e-learning that develops critical and creative thinking among students, and instructors gain the ability to use modern technologies, information and computer technologies by a good percentage reached to (64.6%), which indicates that the e-learning has become an urgent necessity for the development of the method of education in all Iraqi universities.
- 5- The study has shown about the axis of advantages of e-learning that it takes into account the individual differences among students and seeks to develop information skills at a close percentage ranging between (50.0%) - (58.9%).
- 6- The study has shown, about the negatives axis, that e-education lacks the human presence and the relationship between the lecturer and the student, also between the students themselves, its focus on the two senses of hearing and sight excluding the other senses, at percentage ranging between (63.3%) - (66.7%), as for the lowest percentages of the negative aspects of e-learning, it was that it hinders the disruption of the educational process devices by a small percentage that reached to (22.2%).
- 7- The study has shown, about the issue of the obstacles to the e-learning, that there is great delay and slows in opening the pages of the program as the belief of a percentage of students that using the computer and the Internet significantly reduces communication between the teacher and the student, by a varied percentage reached to (42.2%) - (46.7%).
- 8- The study showed in the axis of the obstacles that the classrooms are normal and not intended for the application of e-learning in addition to negligence in the process of maintaining computers continuously, at a percentage ranging between (16.7%) - (22.2%).

Recommendations and Suggestions: -

- 1- Working to provide halls for the application of the e-learning, which includes the provision of a sufficient number of modern, advanced computers compared to the number of students that exist in the place in each stage, so that the benefit is spread to everyone, both lecturers and students.
- 2- Working on organizing specialized courses for each of the lecturers and students to equip them with the skills of designing and making electronic lessons supervised by specialists in this field.
- 3- Working on organizing specialized courses in the field of computer periodically for all students to closely get acquainted with everything related to computers and continuous training on (Excusal) programs as well as the (PowerPoint) program to create a good background for students to help them in knowing the e-learning.
- 4- Working to provide a well-functioning Internet network that is available to both the lecturing staff and all students in every college at the university, which contributes greatly to activating and making the e-learning successful.
- 5- The establishment of courses at the University of Babylon to be carried out by "Continuing Education" to obtain the International Computer Certificate (ICDL) and the International Certificate for Computer and Internet (ic3) also, specialized courses in dealing with networks of all kinds.
- 6- Working to spread scientific and technical awareness about the benefits of e-learning, as well as adopting advanced educational and scientific strategies in the field of e-learning.

7- Working on employing electronic education in the field of self-education

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