



An Analytical Study for the Students' Interaction with E-learning in the Sports Field from Lecturers' Point of View in the University of Diyala

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Abstract

Covid-19 has changed the features of learning at universities in all aspects from classical learning to E-learning. So the physical training students of Diyala University have been deprived from practical lessons because of the social distancing and stopping the study at Iraqi universities like all universities in the world. The importance of the research lies in recognizing the level of interaction by the students and their responses to the requirement of E-Learning from the view of the students. The researchers are going to make an electronic questionnaire that includes many items for sake of meeting the aim of the study which is analytical study for the students' interaction with E-Learning in the sport field in view of Diyala University Lecturers and then, present it to sport-specialized profs to find the percentages and analysis of the responses to the questionnaire items in addition to the findings and recommendation.

Key words: analytical study, E- learning, physical training, physical sciences, lecturers at Diyala University

Introduction

The rapid technological changes which affected many aspects in life including learning has been necessary especially that college learning requires being subject to thorough quality for development of the education establishment outputs. The transition from industrial age to information age has caused the E-learning which emerged in 1990s (Hashoosh 87: 2012).

The importance of the research lies in knowing the level of the interaction by students and their response to E-Learning requirement in the view of the lecturers that represented by an analytical study to know the interaction of the students at sport aspect.

The problem of the study states that countries of the world including, Iraq, is being engaged in a big trouble via the wide spread of COVID 19. So the world has been in danger and then people must careful and find out all ways to save lives. Meanwhile, Iraqi government stopped working in all establishment and imposed a block down and such a procedure affected all aspects of life. The college learning was affected directly that the students and the lecturers were not able to go to colleges due to COVID 19 prevention. So the government ordered the universities to communicate via E- platform. Now, the problem of the research is to what extent were the students interacted and then the researchers decided to conduct the analytical study.

The Aims

The study aims at knowing the extent of the students' interaction with E-Learning from the point of view of the lecturers.

The Fields of the Study

Human field: sport lecturers at the university of Diyala

Spatial field: communication via internet

Temporal field: the period from 15/9/2020 to 1/11/2020

Methodology and procedures

Choosing a specific methodology for the study is a foundation stone and a map for any research that it would not be able to conduct a study without a suitable methodology according to the aims of the study. So the researchers have chosen the descriptive method with a survey for it is suitable to solve the problem of the research. The descriptive method describes elaborately the phenomenon in question (Al-Yasiri 192: 2017).

The Sample

The community is all items that could be taken as a variable (Obeidat et al,217 :1997). The research community has been chosen deliberately for it is the one in question. The number of the lecturers is 123 while the sample of the study is the area where the researcher wok on wheather in Sociology, Psychology, or physical training. So in such a case it is human (Wjih Mahjob 267: 2002). The sample of the research is 112 lecturers (they are 91,05% of the sample).

The Tools Used in the Study

Arabic resources

Tests and analysis

Internet

DELL laptop computer

Methodology

Test items

To achieve the aim of the research there must be a questionnaire to know the opinions of the sample (Diyala university sport lecturers). So the researchers set a band of questions which represent the opinions of the lecturers about the interaction of the students with E-Learning relying on the researchers' experience in the field. They set 25 items and exposed them to experts that the items were accepted by the experts with some modification.

Table (1)

Items of the Diyala university sport lecturers

S	Items
1.	Does E- Learning take into consideration the students individual differences?
2.	Do students attend the google classroom on time ?
3.	Do you have a difficulty managing the time of the lecture with no obstacles?
4.	Is video lecture useful for the students?
5.	Is Pdf lecture useful for the students?
6.	Is Microsoft word lecture useful for the students?
7.	Is E-Learning suitable for practical experiment ?
8.	Could E-Learning be a substitute for play fields at 50%?
9.	Is E-Learning being affected by the shortage of internet during the monthly and the final exams ?
10.	Is E-Learning being affected by the shortage of internet during lectures?

11.	Can you control the behavior of the students with E-Learning?
12.	Can you fix any issue that happens during the lecture?
13.	Is E-Learning interesting ?
14.	Does E-Learning diagnose the shortcomings concerning the students?
15.	Is the time of E-Learning suitable for the students ?
16.	Does E-Learning develop the students' dialogue ability during the lecture?
17.	Do students avoid using Google Meet camera ?
18.	Does E-Learning motivate the student to read important E-resources on web sites ?
19.	Does E-Learning care for the psychological aspect of the student?
20.	Do students attend the E-Learning lecture till the end of the lecture with no boredom?
21.	Do E-Learning convey the material more than 50% to the students?
22.	Can you complete the curriculum in E-Learning?
23.	Is it possible to control cheating?
24.	Do you think that the division of the marks is correct in E-Learning?

Pilot Study

For sake of knowing the basics of the experiment, the validity of the items, and exploring the happenings according to the Applied style, it was inevitable to conduct an actual exploratory experiment; a minimized experiment similar to the actual one. (Al-Sarfi 174: 2002).

The exploratory experience was conducted on 12/10/2020 at 14:00 applied to the sample consisting of four lecturers so as to know the difficulties which could be faced during the study in addition to know the validity of the items.

The Main Experiment

The pilot study has confirmed the validity of the test and included the conditions and scientific basics which was suitable to the research sample. In addition, the researchers had specified the target sample after the items were sent to them electronically on Thursday 15/10/2020. Then the lecturers were asked to answer the questions within five days. Thereafter, the data were collected within the specific time.

Statistical means: Percentage Law

The Findings

The researchers have presented the findings after the items had been applied to the research sample that the results of the questionnaire data were analyzed so as to know to what extent the aim of the research was achieved

The interaction of the sport students with E-Learning in view of the lecturers of Diyala university via creating the percent of the lecturers who answered with (yes) to item 2. See table 2.

Table (2)

S	The items	Yes answer	Percent of yes answer
25.	Does E-Learning take into consideration the students individual differences?	97	%86,6
26.	Do students attend the google classroom on time ?	88	%78,57
27.	Do you have a difficulty managing the time of the lecture with no obstacles?	82	%73,21
28.	Is video lecture useful for the students?	108	%96,42

29.	Is Pdf lecture useful for the students?	105	%93,75
30.	Is microsoft word lecture useful for the stufents?	109	%97,32
31.	Is E-Learning suitable for practical experiment ?	48	%42,85
32.	Could E-Learning be a substitute for play fields at 50%?	24	%21,42
33.	Is E-Learning being affected by the shortage of internet during the monthly and the final exams ?	112	%100
34.	Is E-Learning being affected by the shortage of internet during lectures?	58	%51,78
35.	Can you control the behavior of the students with E-Learning?	96	%85,71
36.	Can you fix any issue that happens during the lecture?	104	%92,85
37.	Is E-Learning interesting ?	102	%91,07
38.	Does E-Learning diagnose the shortcomings concerning the students?	108	%96,42
39.	Is the time of E-Learning suitable for the students ?	79	%70,53
40.	Does E-Learning develop the students' dialogue ability during the lecture?	86	%76,78
41.	Do students avoid using Google Meet camera ?	112	%100
42.	Does E-Learning motivate the student to read important E-resources on web sites ?	69	%61,6
43.	Does E-Learning cares for the psychological aspect of the student?	27	%24,1

44.	Do students attend the E-Learning lecture till the end of the lecture with no boredom?	84	%75,0
45.	Do E-Learning convey the material more than 50% to the students?	109	%97,32
46.	Can you complete the curriculum in E-Learning?	104	%92,85
47.	Is it possible to control cheating?	31	%27,67
48.	Do you think that the division of the marks is correct in E-Learning?	94	%83,92

Discussion

The results could be analyzed and interpreted according to the table (2) which shows the number and the percent of the lecturers who answered with yes. The answers represent the opinions of the lecturers who delivered lectures and examined their students electronically for the 2019-2020 academic year via the new experiment (E-Learning) which was caused because of COVID 19.

The concept of E-Learning is still in the formation age (has not been confirmed yet) and being modified continuously for it is linked to education technology which develops day by day. But this issue did not prevent the researcher from finding variant definitions for E-Learning. Al-saih defined it

An education way which uses a modern communication means such as, computers, internet, video and audio communication ..etc.

So we see the difference in the opinions of the lecturers about the lecturers of the students with E-Learning through their answers to the items which were

prepared by the researchers. The answers with *yes* were more than 70% concerning the items which dealt with the effectiveness of E-Learning, the answers with *yes* which were less than 50 % were concerned with four items only. The answers with *yes* at percent 50 – 60 % concerned one item. The same number of items got 60 – 70 %. But the answers which got 70 – 80 % concerned five items. The answers with 80 – 90 % concerned three items. Finally, the answers with more than 90 % concerned 11 item.

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