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Attitudes OF Graduate Students IN THE College OF Education AT THE University OF Hail TOWARDS THE USE OF THE Simultaneous E-Learning System

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Article History

Abstract

This study aimed to reveal the attitudes of graduate students at the College of Education at the University of Hail towards using the synchronous E-learning system. The study used the descriptive approach to suit the nature of the subject, and relied on the questionnaire as a tool for collecting data. This is due to its suitability to the objectives of the study. The study sample was chosen from (71) male and female students, from the original community of the study, totaling (99) male and female students, distributed among (3) specialized academic programs at the master's level. The study sample was chosen in a simple random manner, with a percentage that faithfully represents the community. To process the data, the study used a package of statistical methods that included: (frequencies, percentages, Pearson correlation coefficient, Cronbach's alpha, mean, and standard deviation). The study reached a set of results, the most important of which are: the presence of a number of obstacles when using the synchronous e-learning system in distance learning from the students' point of view, including the weakness of the Internet network and its fluctuation while attending distance lectures, and the frequent interruption of the connection to the e-learning management system (Blackboard). At the university, there is poor skill in using computers and applications related to E-learning. The results of the study also indicated the need for graduate students at the College of Education at the University of Hail to be trained to use the synchronous e-learning system and acquire its skills. The use of the synchronous e-learning system is important in developing academic courses, as it enables students to express themselves with great freedom while learning, in addition to its contribution to solving many of the problems that traditional teaching suffers from. The results of the study also indicated that synchronous E-learning is low-cost for students, professors, and the university, provides multiple ways and methods to evaluate student performance, helps connect groups of learners with each other without any consideration of distance, and facilitates the exchange of ideas, information, and experiences among learners.Based on these results, the attitudes of graduate students at the College of Education at Hail University towards using the E-learning system are considered positive. There are some obstacles that prevent the optimal use of the synchronous E-learning system and distance learning from the students' point of view.

***Keywords**: Directions, College of Education, University of Hail, Synchronous E-Learning*

Introduction:

In light of the continuous developments in the field of information and communications technology, and with the emergence of modern technologies, reliance has become on technology in managing daily life matters, and governments are seeking to apply the concepts of digital transactions and management, e-government, and electronic portals, for the benefits they achieve in terms of transparency and the provision of services on a large scale. It is widespread, at a relatively lower cost, and for the speed and flexibility of services provided electronically. E-learning concepts have emerged and flourished significantly in the recent period. Its patterns and concepts are numerous, and the methods used in its applications are diverse. The use of computer technologies appeared which gave the concepts of e-learning a distinctive dimension, known as e-learning using the computer (Computer Based E-learning), E-learning applications using computer technologies and the Internet together, known as e-learning using the Internet (Web Based E-learning). The last type includes two types: (synchronous e-learning and asynchronous E-learning). But despite the development that e-learning has witnessed, with its many features and distinctive characteristics, and the importance that many researchers have formulated for this type of education, it has been used for a long time in a relatively limited scope in comparison with regular education systems. But after the emergence of the Corona (COVID-19) pandemic and the measures taken by countries and called for by local and international health organizations to confront the risks of this pandemic, which include home quarantine and commitment to social distance to limit the spread of (COVID-19), which led to the closure of educational institutions. With the university's intention to continue providing educational services to students remotely; the need to use the E-learning management system (Blackboard) has emerged through virtual classes, which must be implemented using the synchronous e-learning mode. Hence, this study came as an attempt to examine the experience and find out the attitudes of graduate students at the College of Education at the University of Hail towards using the synchronous E-learning system in light of the emerging Corona virus (COVID-19) crisis.

Study Problem:

The problem of this study crystallized during the global crisis period of the Corona pandemic (COVID-19), as this period witnessed a complete closure of all aspects of social life, including educational processes in schools and universities in all countries of the world. During this period, electronic education systems were employed to meet the procedures for imposing closure and social distancing. This experience was new to most students (Youssef, 2020), therefore it was necessary to identify the general trends and opinions of students towards the electronic systems used in the education process in light of the Corona virus (COVID-19) and receiving the educational service electronically and remotely. The study problem can be formulated in the following main question:

What are the attitudes of graduate students in the College of Education at Hail University towards using the synchronous e-learning system?

Study Questions:

The study attempts to answer the following two questions:

(1) What are the attitudes of graduate students in the College of Education at Hail University towards using the synchronous e-learning system?

(2) What are the obstacles to using the synchronous e-learning system and distance learning from the students' point of view?

Objectives of the study:

This study aims to:

1 -Detecting the attitudes of graduate students in the College of Education at the University of Hail towards using the synchronous e-learning system.

2 -Highlighting the obstacles to using the e-learning and distance learning system from the students' point of view.

3-Identifying the real needs of the College of Education at the University of Hail to meet the requirements for managing the synchronous E-learning system and distance learning.

Importance of this study:

1-This study derives its importance from the importance of E-learning systems and applications using computer and Internet technologies, in what is known as E-learning via the Internet (Web Based E-learning).

2-The results of this study determine the attitudes of graduate students at the College of Education at the University of Hail towards using the synchronous E-learning system.
3-The results of this study are useful in highlighting the obstacles to using the synchronous e-learning system and distance learning.
4-The results of this study reveal the real needs of the College of Education at the University of Hail to meet the requirements for managing the synchronous e-learning system and distance learning.

The limitation of the study:
Objective limitation: The dimensions of this study were limited to revealing the attitudes of postgraduate students in the College of Education at the University of Hail towards using the synchronous e-learning system.
Human limitation : This study targeted a sample of students from the College of Education at the University of Hail, who are enrolled in graduate programs at the master's level, and who are enrolled in the second semester of the academic year (2023), and they number (99) male and female students distributed among (3) academic programs.
Spatial limitation: This study was applied at the College of Education at the University of Hail in the Kingdom of Saudi Arabia.
Time limitation: This study was conducted during the second semester of the university year (2023).
Definition of study terms:
(1)Directions: "a well-established, relatively general evaluation of a thing, person, group, issue, or concept, ranging from negative to positive. This evaluation is brief and is often assumed to be derived from previous beliefs, emotions, and behaviors associated with these things" (American psychological association, 2018).
(2) E-learning: "providing training and educational programs via computer technology and the Internet in a synchronous or asynchronous manner" (Al-Obaid and Al-Shaya, 2015, 217).

Theoretical study:
(Mahmoud, 2020) indicated that in light of the spread of the new Corona epidemic throughout the world, the need has emerged to search for an educational pattern that is compatible with the current data and circumstances, as a UNESCO report stated that the spread of the virus recorded a record number for children and youth who were cut off from The study concluded that schools and universities were closed in Africa, Asia, Europe, the Middle East, and North and South America in order to prevent the spread of the virus. An additional 39 countries also closed their schools, which had a profound impact on more than 421.4 million children and youth. Therefore, all educational systems have one essential task, which is to overcome the education crisis that we are currently witnessing, and to confront the pandemic that the world is facing. The challenge facing higher education institutions is to limit the negative effects of this pandemic on the educational process, and to benefit from the distance education experience, which aims to improve education in addition to confronting this crisis (Mishri, 2020, 221).

The concepts of E-learning:
(Mishri, 2020) believes that the definitions of E-learning have varied according to the number of points of view of the education process. There are those who focus on defining it as a method, while others base their definitions on it being a system.
E-learning is an approach to teaching and learning, representing all or part of the applied educational model, which is based on the use of electronic media and digital technology, which facilitates the learning and teaching process (Sangra, Valachopoulos, & Cabrera, 2012, 152).E-learning can be defined as: "an educational system based on the Internet," and this educational system consists of written materials in addition to audio and video materials designed to be used in studying a specific subject" (Al-Atrebi, 2019, 25).

Features of E-learning:
E-learning is characterized by a number of characteristics that can be summarized as follows:
• Flexibility: As it can be done at any time and place, e-learning allows students from all over the world to participate in an educational course in various international universities that allow this.
• Cost-effective education for both institutions and students: Institutions are able to save money, space and even some additional learning materials for students. It also shortens distances for students who want to build their skills or acquire new knowledge.

• Study from anywhere, at any time: E-learning not only facilitates learning, but also allows for combining education and work in the way the learner deems appropriate for him.
• It enables learners to communicate with each other and share their progress: this will motivate them more to learn.
• Innovation: E-learning is innovative education that makes learning fun and effective (Panduranga and Arishi, 2018, 11-12).

E-learning environment requirements:
The E-learning environment is the environment that transcends spatial and temporal boundaries to provide and benefit from educational services. In order for effective use of the e-learning environment to be achieved, a number of requirements must be met (Al-Obaid and Al-Shaya, 2015, 226), including:1- Educational institutions adopting the e-learning system and considering it a national goal that overcomes many of the difficulties of traditional learning., 2-Identifying funding bodies and establishing the infrastructure for e-learning., 3- Reconsider curricula, educational materials and programs to comply with e-learning requirements.,4- Modifying trends towards technological innovations in general, and e-learning systems in particular.;5- Lifting all restrictions placed by traditional systems on learners' enrollment in e-learning programs.(Sahtout, 2014) adds to these requirements the need for the government to build a highly efficient communications network covering all regions of the country, in addition to equipping school classrooms and facilities with the requirements for integrating technology, in terms of the internal network, the Internet, and numerous computer laboratories.(Omar, 2009) believes that education through this environment requires special skills that must be available to both the teacher and the learner, which are summarized in the skills of dealing with computers and other used devices, Internet services, and how to employ them in the educational method.The E-learning environment with this description completely changes the concept of school, and provides the educational material directly via the network, so that the student depends entirely on the Internet and the means to access knowledge, and eliminates the compatibility between the professor and the student. But this environment can encourage learning, due to the importance of the teacher and the direct interaction between him and the student (Sahtout and Al-Sarhan, 2014, 158).
Requirements needed to be faced by the assignment and students in the e-learning environment:
(Khalifa, 2020) said that if E-learning attracts many students because of its flexibility, then they do not have all the abilities and characteristics that qualify them to succeed in this type of education, because the success of the teacher and student in e-learning requires them to do the following:

For the teacher:
-Understanding the characteristics and needs of online students.
-Focus on educational objectives and coverage of course content.
-Adopting diverse teaching methods for students with multiple and different needs and expectations.
-Familiarity with computer culture at a level higher than that of their students.
-pending a large amount of time in front of their devices, responding to students' inquiries and responses (feedback).
-Familiarity with computer operating system problems, understanding its tools, and the display systems used.
-Enjoying using technology in teaching, in addition to the need for a teaching method that suits the E-learning environment.

For the student:
-To have sufficient time to participate in studying the course to a degree that enables him to adhere to the specified study schedule.
-To want this type of learning, because some students prefer the traditional education model.
-To be familiar with an appropriate amount of computer culture and how to use the Internet.
-To complete the same assignments assigned to his counterpart in traditional education, in an organized manner.
- He must have the ability to use some of the most common Internet services, such as the service for searching for information, the file transfer service, and the newsgroup service, in addition to the e-mail service that enables him to send and receive messages (Al-Atrebi, 2019, 50-51).

E-learning objectives:
E-learning achieves a set of goals in the educational field (Al-Nardi, 2019, 65), including:

• E-learning contributes to expanding the scope of education: learning can occur anywhere where Internet service is available. Access to information or multimedia learning resources is easily available regardless of the location it is available in, allowing the learner to continue learning.
• Its ability to individualize education and take into account individual differences: The learner can choose the content, time, learning sources, and evaluation methods that suit him. For example, we find that content on the Internet is not presented in the form of texts, but rather can be presented using multiple media that use sound, images, motion, and text.
• It enhances the concept of distance learning: the possibility of communication between the teacher and the learner exists whether this communication is synchronous or asynchronous, individually or collectively, which adds a new dimension to learning methods.

Types of E-learning:
1. Synchronous E-learning: It is a method and educational technology that relies on global information networks (the Internet) to deliver and exchange lectures and research topics between the learner and the teacher. One of the advantages of synchronous E-learning is that the learner receives immediate feedback and reduces cost, effort and time. Synchronous E-learning tools include: (audio conferences, chat rooms, video conferences, and virtual classrooms) (Al-Obaid and Al-Shaya, 2015, 223).
2. Asynchronous E-learning: It is indirect education, where the learner takes courses or classes according to a planned study program in which he chooses times and places that suit his circumstances, by employing some E-learning methods and tools such as: (static web pages, e-mail, Discussion groups, mailing lists, forums, blogs, and wikis). One of the positives of this type of education is that the learner chooses the appropriate place and time for him to finish the educational material, repeat the material, study it, and refer to it electronically at any time. In general, it is not possible to rely on synchronous or asynchronous learning only in designing educational situations. Rather, the educational designer must combine them to build rich educational situations, meet individual differences between learners and achieve different educational goals. This is what makes E-learning management systems (CMS) provide Tools for synchronous E-learning and asynchronous E-learning tools so that the faculty member builds his educational activities based on both types.
It is worth noting that the division of E-learning into synchronous and asynchronous was before the emergence of the second generation of E-learning, which employed Web (2.0) tools, some of which combine what is synchronous and what is asynchronous. For example, social media networks provide asynchronous tools. Especially with regard to blogging and publishing, but it have other synchronous tools such as messaging and chat systems. The researcher believes that the opposite may happen in the second generation of synchronous e-learning systems, as they include asynchronous tools for recording presentations, conversations, and audio-visual materials and preserving them to achieve the possibility of referring to them and studying them at any time according to the learner's need, as is the case in the system adopted by the University of Hail for Education Management Electronic (Blackboard).

Technologies used in E-learning:
There are continuous developments in technological means that can be used in the educational process (Sahtout and Al-Sarhan, 2014, 160) including:
1- Voice-based technology: This is divided into two types:
A- Interactive tools such as: (audio conferences and short-wave radio).
B- Static audio tools such as: (audio and video tapes).
2- Visual technology (video):
The use of video in education is diverse and is considered one of the most important means of direct and indirect interaction. It includes fixed forms such as slides, animated forms such as films and video tapes, in addition to forms produced in real time, which are combined with audio conferences via video, used in one or two directions with accompaniment the voice (Al-Hadi, 2005, 96).
3-Computer and its networks: It is the most basic element in the e-learning process, as it is used in the learning process in three forms:
A- Computer-based learning, which consists of interaction between the computer and the learner only.
B- Computer-assisted learning, in which the computer is a source of knowledge and a means of learning, such as: retrieving information or reviewing questions and answers.
C- Computer-led learning, where the computer directs and guides the learner (Kandil, 2006, 94).
As a result of the use of the previously mentioned technologies, the term multimedia arose, which is the use of two or more media to present and present educational experiences to students through computer-controlled

programs. These media include written text, drawings, still and moving images, sound, and music with exciting color effects.
The researcher believes that this type of educational means adds a kind of excitement to the learning process that raises the level of motivation among learners and makes the learning process enjoyable and fruitful. There are many examples of media, including the new Expo program (EXPO'E'), which constitutes an integrated approach to teaching the English language and is equipped with a talking pen that makes the learning process enjoyable. Multimedia increases students' experiences and motivation to deal with educational materials.
There are various methods of using multimedia, including talking e-books. So that the text of the book is displayed on the computer screen at the same time as still images are displayed and sounds are made to express the written phrases. This technique works to strengthen students' reading accuracy by pronouncing difficult words phonetically. Reading is mostly done by an e-book reader or digital reader, which is an electronic device used to display and read data, whether books, documents, or digital images, which are in electronic format such as: (PDF and EPub files) and other formats, which are usually called electronic books (Al-Hussein , 2017, 393).

Difficulties facing the application of e-learning:
E-learning faces some obstacles and challenges that may prevent it from achieving its goals (Al-Aklabi, et al., 2015, 117), including:
1-Needing for a certain type of qualified teachers to deal according to E-learning patterns
2-Weakness of preparation and development of faculty members' skills in the field of using modern technology and E-learning, which affects the process of effectively implementing e-learning, where (3) of the study sample members (4.23%) stated that some faculty members are not able to employ the E-learning management system, which constituted an obstacle in their distance e-learning process.
3-Extentance to which students respond to the new style of education and interact with it
4-Needing to train learners on how to teach using the Internet. This difficulty also appeared through the results of a survey of members of the study sample using the general question about the obstacles to using the e-learning system and distance learning, where a number of (26) individuals from the sample (36.6%) indicated that there is a weakness in the skill of using computers and applications related to E-learning by students and some faculty members.
5-Absence of the human aspect in the educational process, due to its reliance on machines, which may lead to a feeling of isolation and lack of a sense of community and interaction with colleague's face to face, as the absence of feelings and physical expressions (body language) affects students' interaction and thus their learning.
6-Technical problems: Some studies have confirmed that some E-learning students feel a kind of frustration and anxiety as a result of the poor flow of communications, technical problems, and total dependence on technology and external support systems, in addition to the weak skill level of students when using communications and information technology. The number of (45) individuals from the sample (63.4%), ranked first, indicated that one of the most important obstacles that stood in their way during distance education using the e-learning management system was the weakness of the Internet and its fluctuations while attending lectures remotely.
7-Difficulty in applying evaluation methods
8-Effects on the sense of vision, fatigue and boredom from the habit of sitting in front of the screen (Al-Omari, 2009, 24-25)
9-(Sahtout, 2014) adds that among the difficulties that a teacher may face in E-learning are: slow access to information from the Internet, students' failure to respond appropriately to E-learning and their interaction with it, in addition to weak educational content in ready-made software.

Literature Review:
(Popov, 2009) analyzed some challenging pedagogical aspects of a master's program in engineering developed and delivered simultaneously online and on campus. The Course evaluations of this study were, questionnaires, and interviews with the program teachers were the main instruments used in this study. This activity theory was used as a theoretical framework for data collection and analysis. The study evidenced the nature of problems experienced by on campus and distance students as well as conflicts of interest and expectations existing between these two student groups. This study also showed that teaching simultaneously in two modes demands extra effort from the course teachers, who are aware of the problems related to pedagogical communication needed by both groups. This study also evidenced that though

teaching in the dual mode offers economic benefits for the department, the simultaneous mode of teaching is experienced as problematical by both groups of students, with distance students appearing to be more disadvantaged in the program. (Rao and Mallow, 2009) examined effectiveness of simultaneous prompting system in teaching students with cognitive impairment to automate recall of multiplication facts. A multiple probes design with multiple sets of math facts and replicated across multiple subjects was used to assess effectiveness of simultaneous prompting on recall of basic multiplication facts. This study showed that two students with mild cognitive impairment at middle school level completed this intervention to recall 30 math multiplication facts between 0-12. The Data of this study collected over a period of approximately three and a half months indicated maintenance and generalization of the skill across materials, settings, and people.(Henry, 2010) showed that the Motivation in simultaneous L2 learning situations is an area of research largely overlooked and studies from contexts where people are engaged in learning more than one L2 are rare. In their large-scale Hungarian research, where Dörnyei, Csizér and Németh found that pupils' positive attitudes to one L2 could cause interferences with attitudes to others, with English being the greatest source of such interference. In this article it is suggested that, as an alternative to interference, Markus and Nurius' theory of the working self-concept may offer a theoretically more coherent explanation for between-language effects in situations of simultaneous learning. This study used a specially designed instrument; three hypotheses were tested for a sample of Swedish pupils actively engaged in learning two L2s. First, it was hypothesized that learners would have separate L2 self-concepts as speakers of different L2s, secondly, that FL self-concepts would be interpreted negatively in relation to English self-concepts and, finally, that a high degree of FL-to-English negative self-concept referencing would be associated with low FL motivation. Whilst tentative support was found for all three hypotheses, with negative effects of English being most noticeable among boys, the results need to be followed up by further research employing more exacting methodologies.(White, et al., 2010) purposed to determine the feasibility of delivering a course on-campus and in real time, simultaneously transmitting it to students who were remotely accessing the same course. In future years, it is anticipated that universities will have inadequate physical facilities to meet the demands of an increasing student population. Additionally, with warnings of impending pandemics, universities need to be prepared to deliver courses in alternative ways to ensure continuity of instruction. Thus, this study designed to deliver a course to a large section of students while also allowing off-campus students access to the course in real time. The planning and delivery of the course is described, including the technology used, the support provided by the university and technology support staff, the course that was used for the pilot project, and how students were selected to participate as the off-campus students. The perspectives of the instructor, teaching assistant, students (both on- and off-campus), and technology support personnel are summarized.(Marino, 2011) studied an organizational knowledge sharing process which requires costly "teaching" and "learning" efforts on the part of the sender and receiver, respectively. This study showed that the process is a team problem in which the principal rewards successful sharing by optimally rewarding performance. The study compared two modes of knowledge transfer with regard to efficiency. The first is sequential in which the sender recommits to teaching and the receiver acts as a follower. The second is simultaneous where each agent simultaneously exerts effort. A key result is that the sequential mode dominates when teaching and learning are complements, but the simultaneous mode dominates if teaching and learning are substitutes. (Pullen, et al., 2012) showed the distance education (DE) is well established as an approach to delivery of education and training that is productive for students. However, in many cases DE is generally understood to require significantly more faculty time than traditional classroom presentation in order to achieve good quality results. This study showed the teaching side of DE, from the standpoint of additional faculty time and institutional support requirements. The study presented an analysis showing that simultaneous classroom and online delivery can address the needs of many students, at relatively low cost in faculty time and institutional support. The study illustrated how this approach has been implemented successfully with an open source software suite consisting of the popular Moodle learning management system extended with the MIST/C tool for synchronous and recorded online presentation. (Islam, et al., 2017) showed that although compelling assessments have been quite frequently examined in recent years, more studies are required to yield a better understanding of several Distance Learning (DL) methods where Learning Management Systems (LMSs) significantly affect student learning process. this study showed that the most studies in this area do not consider the effect of varying web-facilitated DL application tools. To address these drawbacks, the objective of this study is to compare two LMSs and four synchronous distance education tools (SDET). The comparisons of this study confirmed the superiority of Moodle Integrated Synchrotrons Teaching Conferencing (MIST/C), which seems to be the most practical, convenient and modest distance education tool offered in the market today because it is open source and has a second mirrored whiteboard for simul-teaching that is not available with any other system. (Bates, et al., 2017)

showed that the capturing realistic human behaviors is essential to learn human models that can later be transferred to robots, the recent improvements in virtual reality (VR) head-mounted displays provide a viable way to collect natural examples of human behavior without the difficulties often associated with capturing performances in a physical environment. The study presented a realistic, cluttered, VR environment for experimentation with household tasks paired with a semantic extraction and reasoning system able to utilize data collected in real-time and apply ontology-based reasoning to learn and classify activities performed in VR. This study obtained that the system performs continuous segmentation of the motions of users' hands and simultaneously classifies known actions while learning new ones on demand, where the system then constructs a graph of all related activities in the environment through its observations, extracting the task space utilized by observed users during their performance. The action of this study recognized and learning system was able to maintain a high degree of accuracy of around 92% while dealing with a more complex and realistic environment compared to earlier work in both physical and virtual spaces.(Ghilay, 2019) aimed to examine the effectiveness of the Learning Management System (LMS) according to views of lecturers with different levels of activity in LMS. The study based on a sample of lecturers (n = 45) who teach academic courses using Moodle. They were asked to answer an online questionnaire to assess their attitudes about the characteristics of Moodle LMS they use for their courses as well as their level of activity in Moodle. The findings indicate that there was a significant difference between two groups of lecturers. With regard to faculty members whose level of activity in LMS is medium or higher, all of the LMS characteristics examined were very highly rated. On the other hand, in relation to lecturers whose level of activity in LMS is low, most of the factors examined were rated with lower than intermediate scores. Possible explanations for this considerable gap of activity may be lack of knowledge or motivation. This study recommended identifying the reasons for lecturers' low activity and train, encouraging or motivating them so that they become more active in LMS.(Al-Bunyan, 2019) aimed to evaluate Umm Al-Qura University's experience in using the e-learning management system (Blackboard) from the point of view of faculty members. The descriptive approach was used, and a questionnaire was distributed to the study sample, which were represented by (40) faculty members. The results showed that the overall average of usage patterns, i.e. the trend of the sample, was (medium) with an arithmetic mean of (3.38). The study recommended the need to encourage faculty members to use and employ the Blackboard system and work to avoid "material, personal, and administrative" obstacles.(Ibrahim and Jarrah, 2020) aimed to present the idea of e-learning as a basic solution for developing the educational level to keep pace with the tremendous technological development and work to determine the direction of the next generation towards a successful and effective society, and the Sudan Open University was taken as a model for applying the study to it. The study used the descriptive analytical survey method to obtain data and information. The questionnaire was chosen as a tool for collecting data, and the study population was represented by employees of the open University of Sudan, who are professors working in the Khartoum educational region, and their number was (100) examined as a sample for the study, who were chosen randomly. The results showed that e-learning does not specify a time for learning, so the teacher can present the entire material at once and the student deals with it through discussion panels and assignments, and that the density of the content does not limit the full benefit from learning, and that the e-learning system at the university is still unclear and its objectives have not been achieved. Prepare it well.(Al-Ibrahim, 2020) aimed to identify the obstacles to using the e-learning system during the Corona (COVID-19) pandemic, from the point of view of faculty members at Jazan University. It followed the descriptive analytical approach, the questionnaire as a tool for collecting data and information, the study was applied to a sample. Simple randomness, the results showed that there were statistically significant differences between the averages of the responses of the study sample members due to the following variables: (gender, experience, specialization, and academic rank). This study recommended that encouraging faculty members and students to develop and advance their skills in using e-learning by enrolling in courses training, focusing on qualifying specialists in technical and technical support, expanding infrastructure and providing electronic services.(Al-Alam, 2020) aimed to identify the obstacles facing the implementation of virtual education at Palestine Technical University - Kadoorie from the point of view of the faculty members. It used the descriptive survey method. The questionnaire was applied to the study sample that was selected by a simple random method, consisting of (96) a faculty member from the study population of (238) faculty members at Palestine Technical University - Kadoorie. The results of the study showed that there were no statistically significant differences at the significance level ($0.05 < \alpha$) in the responses of the study sample members to all areas of obstacles to applying Virtual education according to the variables of gender, academic rank, and experience.(Saleh, 2020) aimed to identify the quality of electronic services for distance learning at the Faculty of Education in Sohag from the point of view of faculty members and students and their relationship with business, and to be able to

implement descriptively. It used the questionnaire that appeared on sample consisted of (50) faculty members, and (200) independent students, the results of the study verified the quality of electronic services for distance education from the point of view of students and average faculty members, there are no differences in the responses of faculty members according to the variable of gender and the level of specialization in the specialty, the presence of differences according to the level of rank there. Different types of specialized academies. There are differences between students' responses due to the variables of gender and specializations in literary specializations, and the level of computer training for advanced professionals. There are differences between their classifications on different reasons for the different axes.(Youssef, 2020) aimed to identify the attitudes and opinions of university students towards the electronic educational method in combating the Corona virus (COV-19). It interacted with students from the College of Communication and Media in King Abdulaziz Bulgaria, numbering (151) students. The questionnaire was used as a tool for monitoring after analyzing the data into several axes, the results of the study showed that students were satisfied with the e-learning system. In fact, the majority of them demonstrated the success of e-learning over traditional education.(Safi, 2020) aimed to identify the reality of Al-Arbi Tebesi University's use and employment of virtual e-learning during the period of the spread of the Corona pandemic (COVID-19), to complete educational curricula by teaching remotely, given the interactive learning environment that this type of education provides. Detecting the extent to which the objectives of the educational process are achieved through virtual E-learning platforms, by taking a sample of students from the College of Humanities and Social Sciences as a model. The study relied on the descriptive approach, and a questionnaire was designed containing (16) questions. The results of this study indicated that the impact of the electronic environment on the educational process was positive through receiving lectures, lessons, and real-time interactive communication between the teacher and the learner, and negative in terms of the inability to understand and assimilate. (Oyaba, and Saleh, 2020) aimed to evaluate the experience of students switching to distance education in light of the university's closure due to (COVID-19), using the descriptive analytical approach. An applied study was conducted on students of the Faculty of Economics at the University of Ghardaia, and the size of the sample was (100) individuals. The electronic questionnaire was used as an appropriate tool to collect data and information from members of the study sample. The results of the study showed that there was an adaptation to the crisis and an acceptable preparation for distance education, and that students preferred the supports characterized by asynchronous interaction, but the level of interaction was low, and varied between levels and specializations, while access to the university platform (Moodle) required greater support. This study also found that there were material and human obstacles that limit students' interaction with the activities available on various platforms.(Wombacher, 2020) aimed to evaluate students' experience and adaptation to distance education in light of (COVID-19), in a joint program between three French, German, and Swiss universities, with an (IBM) certificate. This study conducted in three weeks on (157) individuals between the three universities. Comparisons and statistical indicators were used. The results of this study indicated that the students believe that the professors are strongly committed to adapting to distance education, and are working to facilitate the process of students' transition to the new learning environment, given the short period. In the time frame for the transition to distance learning, it is not yet clear to most students what teachers expect of them, as some professors need to modify their teaching plan before they are able to integrate further into distance education. The study also found that the tools used for distance education are: (Moodle, Teams, Zoom, Email, Webex), and they and the technical infrastructure are considered appropriate, while students prefer presentations accompanied by audio, with sometimes live sessions to discuss and clarify tasks, as the students see the sessions longer than two hours are ineffective.(Zhu, liu, 2020) related to higher education in China during and after (COVID-19), as it began by analyzing the chronology of the measures launched by the Ministry to encourage universities to participate in the joint implementation of online education, and in order to achieve a combination of innovative methods To guarantee the right to education, then it touched on the immediate response to providing flexible education. It launched the "Disrupted classes undisrupted learning" initiative (separate sections, uninterrupted education), for more than (270) million students, then it launched (22) main virtual platforms, and (24,000) course for higher education institutions to choose, then Beijing Normal University (BNU) began the new semester by raising the national flag online, as the virtual classrooms were filled, while the campus was vacant for the first time in its 118-year history (4036) lessons have been prepared to be presented to tens of thousands of students via the Internet by (1151) professors.(Shi, et al., 2021) purposed to explore the relationship and functioning mechanism between a blended synchronous learning environment (BSLE) and high school students' cognitive engagement with a mediating role of motivation. This study surveyed 385 high school students enrolled in blended synchronous courses. Building on the quantitative results, 43 students in 23 small groups were selected to be measured in more depth. The results of this study

showed that the pedagogical affordance was found to be a strong predictor to students' extrinsic motivation, intrinsic motivation, and deep cognitive engagement. Interestingly, the impact of pedagogical affordance on students' shallow cognitive engagement was fully mediated by extrinsic motivation. However, statistically, the impact of social and technical affordance on motivation and cognitive engagement was not observed. The follow-up qualitative study yielded seven major themes with regard to pedagogical, social, and technical affordance, where these themes helped to understand and interpret those results observed in quantitative phase. This study suggested that instructors and practitioners must take into consideration pedagogical, social, and technical affordance to redesign a motivating and engaging learning environment.(Saud, 2021) aimed to identify the role of "online education "in improving the level of quality of educational service during the Corona pandemic, by applying to students of Home Economics college, Helwan university, and study if there is a relationship between the type of education (traditional, online) and students results in all subjects except one , and identify if there is a significant difference among the students from all levels regarding the (benefits, and the quality barriers) in the online education, and identify the best type of (education, tools and programs) which has a positive effect in improving the level of quality of the service .and this study concluded that there is no relationship between the type of education and the students results, and there is no significant difference among all students from all levels according to the benefits and the problems of implementing quality in online education system, and the students prefer the mix between the two types of education systems (traditional and online) because it can achieve the high levels of quality that was excepted, and they also prefer using mobiles and Microsoft teams than other tools during learning through the online education system.(Piotrowicz, 2022) purposed to identify, describe and explain degree of harmonisation of simultaneous use of many ICT platforms among upper school teachers at one Swedish school. This case study method has been applied and a literature study has been carried out in the bachelor thesis in Information systems. Internationella Engelska Skolan Tyresö has been used as the case study company. This study concentrated on Swedish upper school teachers, which defined grades 7-9 (students age 13-16). This study literature-based analysis model was developed in order to be able to more precisely investigate the chosen purpose. Based on the literature study, a conceptual model has been designed. In the chosen qualitative approach, a semi-structured interview guide was developed, based on the conceptual model. Five interviews with upper school teachers in the case study school were conducted by personal communication. The analysis of the collected primary empirical data has led to the following conclusions. Amount of administrative work and school's choice of ICT platforms for this purpose have big impact on teachers. This study showed that the training in use of all imposed ICT platforms is crucial for the teachers; the hardware in school available for teachers and students is also important factor affecting use of ICT platforms. The degree of teachers' involvement in creating ICT policy, degree of administrative support, degree of leadership involvement towards implementation of ICT policy, degree of accessibility to ICT were identified as the most important factors affecting degree of harmonization of simultaneous use of ICT platforms by Upper School Teachers.(Ibrahim, et al., 2022) showed that the results of this study were a two-year implementation of active learning in five core physics and astronomy courses comprising 2,145 students from the Middle East and North Africa (MENA) region. Simultaneous improvements were observed in both students' performance and their perception of the quality of learning; means improved by 9% (0.5 SD) and 25% (1.5 SD), respectively. This study performance the gap between students in the bottom quartile and those in the top quartiles was narrowed by 17%. The failure rate was reduced to a third of that in traditional classes; this is 36% better than the results in developed countries, indicating a greater need for active pedagogies by MENA students. The findings revealed a multidimensional positive influence of active learning, the viability of its grassroots implementation with open resources, and its sustainability and reproducibility. The study suggested that wider implementation can boost education-driven economic growth by 1% in per capita gross domestic product [GDP], substantially cut costs of repeating courses, and produce a more competent STEM workforce all of which were urgently needed to stimulate development and growth.(Fernández and Vicente, 2022) showed that during the first semester of 2020–2021, classes for Linear Circuit Analysis subjects (Mechanical Engineering Degree, Miguel Hernandez University of Elche, Spain) were taught in a dual way because of the COVID-19 pandemic: students were able to attend in-person or online, as long as the in-person attendance limit was not surpassed. The same strategy was used for examined: each student decided whether to take the exam in-person or online. Specific software tools were used for the in-advance seat reservation and simultaneous online and in-person class attendance, and examination tools and strategies, with a special emphasis on avoiding online cheating. Online attendance was preferred by students (averaging 64.9% of global attendance for lectures and 84.5% for exams), with abrupt increases during the worst episodes of the pandemic. Video recordings of the lectures were made available to all of the students, with the most viewed video being accessed over 200 times. The concerning evaluation of

this study showed that no statistically significant differences were found between in-person or online average examination marks (p = .133), which may be an indicator of low online cheating. The Student feedback showed their satisfaction with the dual teaching strategy, despite their initial doubts at the beginning of the course.(Kadhim, 2023) showed that the advent of COVID-19 has forced educational institutions all over the world and especially Iraq to shift all strategies from face-to-face platforms to online platforms for the safety of students, teachers and all other staff. However, this is not the case in educational institutions only because other governmental and non-governmental institutions affected in the same way all over the world. This study aimed to understand the behavior of students due to the sudden shift towards the experience of online education in the school environment and to measure their preference either on the classroom education system or on the Internet by providing an understanding of Simultaneous a Simultaneous learning and its implementation in teaching physics subject. The study data collected through an online questionnaire, which included 70 middle school, preparatory and university students, which helped the researcher draw the discussion and the conclusion with mentioning some recommendations. The study proved that the vast majority of students were willing to combine in-class and online learning platforms and believes that they can do well by adopting this new platform of the online education system.(Katai and Iclanzan, 2023) explored a new venues for increasing the quality of synchronous online learning. The study proposed the notion of broad on-slide presence, pillared on increased instructor expressiveness and an elevated instructor slide-content interaction. This study conducted four studies to investigate the benefits of delivering lectures in this format, using a mixed methods research approach. This study combined survey methodology with transversal design and structural equation modeling with qualitative methodology using discourse analysis of teacher interviews. The Results of this study revealed a significant increase in perceived knowledge gain attention engagement, an improved and more personal student experience, the study also showed that the instructor's broader on-slide presence also resulted in an increased teacher satisfaction.

Comment on Literature Review:

Literature Review addressed many topics related to studying the distance education experience in light of the new Corona Virus (COVID-19) pandemic, from the point of view of students and faculty members, and all previous studies also indicated what took place during this period here and there in terms of employing electronic systems in Education to meet the measures to impose the closure of educational institutions in all countries of the world, for the sake of social distancing, and to prevent the spread of the global epidemic infection, and that there are some positives and negatives to E-learning and distance education systems in general, and some obstacles that prevent the implementation of these new types of education to some extent, on the teacher and the learner alike, and all of this is reflected in the quality of educational services provided remotely to learners.The current study agreed with previous studies in monitoring the opinions and trends of students towards using the e-learning system, and identifying the obstacles that hinder the application of systems of this type of education. It also agrees with most studies in using the descriptive approach and relying on the questionnaire as a tool for collecting data and information by polling opinions. Sample members, the current study also agreed with all previous studies in the field of study, which is the educational field specifically. Although there is a difference in the dimensions of the topics covered, the academic environments in which they were applied, the characteristics of the community, and the nature of the sample. Literature Review varied in location, and included the Kingdom of Saudi Arabia, Egypt, Palestine, Algeria, China, France, Germany, and Switzerland. The current study differed and was distinguished from previous studies in its population and sample, as it is the only study that aimed to survey the opinions of students at the graduate level on the use of the e-learning system, while most studies focused on university students at the bachelor's level, and faculty members as a population and as a sample.

Study Methodology and Procedures

Study Approach:

The study used the descriptive method as the most appropriate research method to the nature of the problem. The descriptive approach is defined as: The method of collecting data through direct field observation, personal interviews, and standardized questionnaires. Classifying the data according to certain standards or arranging it in organized tables, then analyzing it for the purpose of obtaining facts, opinions, and information from large numbers of people representing a specific society in order to benefit from it in the future for scientific purposes, or to come up with some explanations for the phenomenon under study" (Ibrahim and Wardadi, 2012, 82).

Study population:
The study population consisted of all male and female students enrolled in graduate programs at the master's level at the College of Education at the University of Hail, and enrolled in the second semester of the academic year (2023), amounting to (99) male and female students distributed among (3) academic programs as follows:

Table (1): Shows the distribution of members of the indigenous community according to the academic programs at the college.

The program	Number of students	Number of female students	Total	%
Master's program in Curriculum and Teaching Methods	11	19	30	30.3 %
Master's program in school counseling	11	18	29	29.3 %
Master's Program in Educational Leadership	20	20	40	40.4 %
Total	**42**	**57**	**99**	**100**

***Source**: Collected and calculated from the questionnaire of the study sample.*

It is clear from Table (1) those students in the Master of Curriculum and Teaching Methods program represent (30.3%) of the total population of the study, and students of the Master of School Counseling program represent (29.3%) of the population, while students in the Master of Educational Leadership program represent (40.4%) from the total population targeted for the study.

The study sample:
The sample was selected from the original population targeted of the study, in a proportion that faithfully represents the population in terms of numbers and characteristics. The study sample consisted of (71) male and female students. The study sample members were selected using a (simple randomization technique), after determining the number of students representing each of the college's three master's programs, to constitute the total percentage of the sample (71.7%) from the original population of the study, according to the data in the following table:

Table (2): Shows the distribution of sample members according to academic programs at the College of Education.

The program	Male	%	Female	%
Master's program in Curriculum and Teaching Methods	11	**%** 15.5	15	**%** 21.1
Master's program in school counseling	06	**%** 08.4	02	**%** 02.8
Master's Program in Educational Leadership	18	**%** 25.3	19	**%** 26.8
Total	**35**	**% 49.3**	**36**	**% 50.7**

***Source**: Collected and calculated from the questionnaire of the study sample.*

Table (2) shows that the number of sample members from the Master of Curriculum and Teaching Methods program was (26) male and female students, including (11) male students, representing (15.5%) of the study sample, and (15) female students, representing (21.1%) of the study sample. The number of students in the Master of School Counseling program reached (8) male and female students, including (6) students representing (08.4%), and (2) female students representing (2.8%) of the sample targeted by the study, while the number of students in the Master of Leadership program was the educational staff who responded to the survey for the study were (37) male and female students, including (18) male students, representing a percentage of (25.3%). The number of female students was (19), representing a percentage of (26.76%) of the total sample.
Accordingly, the total number of male students in the Master's programs at the College of Education to whom the questionnaire tool was applied was (35), with a percentage of (49.3%), while the number of female students in the same programs reached (36), with a percentage of (50.7%), which indicates that the percentage the male and female students who responded to the questionnaire addressed to them are almost

equal in the total number of male and female students of all master's programs in the College of Education, who constitute the overall study population.

Study tools:

The study used a closed electronic questionnaire as an appropriate tool for the nature of the study, and for the exceptional circumstances that community members are experiencing, related to home quarantine in light of the Corona (COVID-19) pandemic, as they receive the educational service remotely. The study identified two main axes for the questionnaire. The questionnaire included (36) phrases distributed over the two axes, (35) phrases related to the first axis related to revealing the attitudes of graduate students in the College of Education at the University of Hail towards using the synchronous e-learning system in light of home quarantine and distance learning. While (1) is one phrase in the form of a general open question about the obstacles to using the synchronous E-learning system in distance learning from the students' point of view.

Building the study tool:

The information collection tool (questionnaire) was built, and its items were formulated to cover the two axes of the study. The questionnaire options were formulated according to the five-point Likert factor (strongly agree, agree, neutral, disagree, strongly disagree), and each of the previous phrases was given a score specific to be processed statistically later as follows: the response is "strongly agree" (5) degrees, the response is "agree" (4) degrees, the response is "neutral" (3) degrees, the response is "disagree" (2) two degrees, and the response "strongly disagree" (1) is one degree.

Components of the study tool:

The questionnaire consisted of a cover page that included the letter addressed to the targets of the questionnaire to explain the purpose of the study, and monitoring simple personal data aimed at determining gender and study program, in addition to the method of proceeding in answering the questionnaire phrases. The phrases were distributed across the two main axes of the study, as shown in the table below.

Table No. (3): shows the questionnaire's topics and phrases:

The Axis	Number of phrases
Attitudes of graduate students at the College of Education at Hail University towards using the synchronous e-learning system.	35 phrases
Obstacles to using the synchronous e-learning system from the students' point of view.	One phrase
The set of questionnaire phrases	36 phrases

***Source**: Collected and calculated from the questionnaire of the study sample.*

To determine the length of the categories of the triangular scale, the range was calculated by subtracting the upper limit from the lower limit (5 - 1 = 4), then dividing it by the largest value in the scale (4 ÷ 5 = 0.8), and then this value was added to the lowest value in the scale (1); to determine the upper limit for this category, the length of the categories became as shown in the following table:

Table (4): Shows the division of five-point Likert scale categories (limits of average responses)

Category	**Category limitation**	
Strongly agree	4.2	5.0
Agree	3.4	4.2
Neutral	2.6	3.4
Disagree	1.8	2.6
Strongly Disagree	1.0	1.8

***Source:** calculated from Fivethy likert coefficient by using SPSS*

Validity of the study tool:

The validity of the study tool means ensuring that it measures what it was designed to measure. It also means that the questionnaire includes all the elements that are included in the analysis on the one hand, and the clarity of its expressions on the other hand, so that it is understandable to everyone who uses it. The study verified the validity of the study tool through:

The apparent validity of the study tool (the judges' honesty):

To determine the extent of the apparent validity of the questionnaire, and to ensure that it measures what it was designed to measure, it was presented to a number of specialized arbitrators from the faculty members of the Department of Curriculum and Teaching Methods. The arbiters were asked to evaluate the quality of the questionnaire, in terms of its ability to measure what it was prepared to measure, and to judge on their suitability to the objectives of the study, by determining the clarity of the phrases, their affiliation to the specific topics, their importance, and their linguistic soundness, and expressing what they saw as modifications, deletions, or additions to the phrases. After taking opinions and reviewing the arbitrators' comments, the necessary amendments were made that were agreed upon by the majority of arbitrators, and then the questionnaire was produced in its final form.

Internal consistency validity of the instrument:

To verify the internal consistency of the questionnaire, Pearson's Correlation Coefficient was calculated. To know the degree of correlation of each phrase of the questionnaire with the total score of the axis to which the phrase belongs, the following table shows the correlation coefficients for the first axis and the phrase it contains.

Table (5): Shows the Pearson correlation coefficients for the first axis phrases with the total score for the axis

Phrase	Correlation Coefficient
The use of synchronous e-learning system is important in developing courses	0.602**
I need to use the synchronous e-learning system to study all courses	0.412**
The male or female student should be trained to use the synchronous e-learning system and acquire its skills	0.412**
Using the synchronous e-learning system motivates students to learn	0.660**
Using the synchronous e-learning system is an urgent necessity for university students	0.607**
I would like to participate in training courses on synchronous e-learning management systems remotely	0.579**
The use of a synchronous e-learning system reduces the level of interaction between the professor and students during the teaching and learning process	0.028
Using a synchronous e-learning system makes learning automated	0.191
I read a lot about management systems for synchronous e-learning and distance education	0.620**
I find it difficult to deal with the synchronous e-learning system in my distance studies	0.195
The use of synchronous e-learning systems greatly facilitates learning	0.610**
I express myself very freely through synchronous e-learning activities	0.598**
I prefer to study all courses remotely through synchronous e-learning	0.631**
The synchronous e-learning system helps different types of students learn remotely	0.576**
I have books and research on synchronous e-learning management systems	0.461**
I would like to practice file sharing in a synchronous e-learning system	0.659**
I would like to practice performing assignments and tests remotely via the synchronous e-learning system	0.631**
I would like to train in content management and deliver presentations remotely through the synchronous e-learning system	0.634**
I would like to be trained to participate in remote seminars via the synchronous e-learning system	0.586**
I am happy when receiving lectures remotely via the synchronous e-learning system	0.731**
Distance teaching through the synchronous e-learning system contributes to solving many of the problems that traditional teaching suffers from	0.678**
I hope to have the opportunity to participate in any training program for synchronous e-learning systems	0.790**
I hope that the college will establish programs to train students on the skills of using the synchronous e-learning system	0.694**
I hope that seminars and public lectures on synchronous e-learning systems and skills will be held in the college	0.691**
Synchronous e-learning transforms education from the memorization phase to the phase of	0.665**

creativity, interaction, and skills development	
The disadvantages of the synchronous e-learning system outweigh its advantages	0.345**
I believe that synchronous e-learning is of low financial cost to students, professors, and the university	0.507**
Synchronous e-learning helps increase the benefit from the Internet and the information, educational resources, and research mechanisms it contains	0.623**
Synchronous e-learning facilitates multiple ways of assessing students, as it provides tools that analyze grades, results, tests, and class work	0.570**
Synchronous e-learning encourages cooperation and teamwork among students	0.718**
Synchronous e-learning helps connect groups of learners with each other without regard to distance	0.630**
Synchronous e-learning facilitates the exchange of ideas, information and experiences between learners through ease of communication between them	0.662**
Synchronous e-learning allows the possibility of applying resources in different ways and diversifying teaching methods to suit the individual differences of learners	0.693**
Distance teaching via the synchronous e-learning system is an educational fad that will soon end	0.103
I appreciate the efforts of the professor who is good at providing distance learning services via synchronous e-learning methods	0.224

***Source**: Collected and calculated from the results of the analysis of the research sample using SPSS.*
***Significant at 0.01 level.*

It is clear from Table (5) that the correlation coefficient values for each of the phrase with its dimension are positive and statistically significant at the significance level (0.01) . Which indicates the validity of the internal consistency between the phrase of the first axis, and its suitability for measuring what it was designed to measure.

Stability of the study tool: The stability of the study tool was confirmed through the use of the (Cronbach's Alpha (α)) reliability coefficient, and table (7) shows the values of the Cronbach's Alpha reliability coefficients for each axis of the questionnaire.

Table (6): Shows the value of (Cronbach's alpha) to measure the stability of the study tool

Cronbach's Alpha	N of Items
0.916	36

***Source**: Collected and calculated from the results of the analysis of the research sample using SPSS.*
***Significant at 0.01 level.*

It is clear from table (6) that the value of the reliability coefficient for the questionnaire phrases as a whole reached (0.906), which is a very good level of reliability, and this indicates that the questionnaire has a very high degree of reliability that can be relied upon in the field application of the study.

Study application procedures:

After ensuring the validity, reliability, and suitability of the study tool, the study applied it, following the following steps:

1. The questionnaire was converted into an electronic questionnaire to suit the exceptional circumstances experienced by community members related to home quarantine, as previously mentioned.
2. The questionnaire was distributed electronically via a specific link, and it was distributed to sample members in all specified academic programs at the master's level at the College of Education at the University of Hail.
3. The number of questionnaires reached (71), which were recorded electronically as follows: (11) questionnaires for students of the Master of Curriculum and Teaching Methods program (15.5%), (15) questionnaires for female students of the same program (21.1%), and (06) questionnaires for male students. The Master of School Counseling program had a percentage of (8.4%), (02) questionnaires for female students of the same program with a percentage of (2.8%), (18) questionnaires for students of the Master of Educational Leadership program with a percentage of (25.3%), and (19) questionnaires for female students of the same program with a percentage of (26.8%).

Thus, the number of responses reached (35) from male students, at a rate of (49.3%), and (36) responses from female students, at a rate of (50.7%), bringing the total number of responses to (71).

4. Review the questionnaire responses and ensure their validity and suitability for analysis, as it was found that all questionnaires are valid for statistical analysis.

Statistical Processing Methods:

To achieve the objectives of the study and analyze the data collected, many appropriate statistical methods were used using the Statistical Package for Social Sciences, which are symbolized by the abbreviation (SPSS).

After that, the following statistical measures were calculated:

1. Frequencies, percentages; to determine the sample members' responses to the phrases of the main themes included in the study tool.
2. Pearson correlation coefficient; to ensure the validity of the internal consistency of the study tool.
3. Reliability equation (Cronbach's alpha), to measure the stability of the study tool.
4. Mean: to determine the degree of agreement of the responses of the study sample members with the main axes, knowing that it is useful in arranging the axes according to the highest arithmetic mean.
5. Standard Deviation; to identify the extent to which the responses of study sample members for each phrase of the study tool deviate from its arithmetic mean.

Study Results and Discussion

This part deals with a detailed presentation of the results reached by the current study, by answering its questions, according to appropriate statistical treatments, and then interpreting these results, as follows:

The first axis: Attitudes of graduate students in the College of Education at the University of Hail towards using the synchronous E-learning system.

To identify the attitudes of graduate students in the College of Education at the University of Hail towards using the synchronous E-learning system, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated, and the results were as follows:

Table (7): Shows the Means and Standard Deviations of the sample members' responses regarding the attitudes of postgraduate students in the College of Education at the University of Hail towards using the synchronous E-learning system.

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree		Mean	St. Deviation	Result
The use of synchronous e-learning system is important in developing courses.	40	26	3	1	1	No.	4.45	0.77	Strongly agree
	56.3	36.6	4.2	1.4	1.4	%			
I need to use the synchronous e-learning system to study all courses	23	30	5	8	5	No.	3.82	1.21	Agree
	32.4	42.3	7.0	11.3	7.0	%			
The male or female student should be trained to use the synchronous e-learning system and acquire its skills.	51	18	2	0	0	No.	4.69	0.52	Strongly agree
	71.8	25.4	2.8	0.0	0.0	%			
Using the synchronous e-learning system motivates students to learn.	38	22	9	1	1	No.	4.34	0.86	Strongly agree
	53.5	31.0	12.7	1.4	1.4	%			
Using the synchronous e-learning system is an urgent necessity for university students	40	19	10	1	1	No.	4.35	0.88	Strongly agree
	56.3	26.8	14.1	1.4	1.4	%			
I would like to participate in training courses on synchronous e-learning management systems remotely.	37	25	4	3	2	No.	4.30	0.96	Strongly agree
	52.1	35.2	5.6	4.2	2.8	%			

The use of a synchronous e-learning system reduces the level of interaction between the professor and students during the teaching and learning process.	9	14	6	23	19	**No.**	**2.59**	**1.40**	Neutral
	12.7	19.7	.5	32.4	26.8	**%**			
Using a synchronous e-learning system makes learning automated.	14	18	15	16	8	**No.**	**3.20**	**1.31**	Neutral
	19.7	25.4	21.1	22.5	11.3	**%**			
I read a lot about management systems for synchronous e-learning and distance education.	9	33	20	7	2	**No.**	**3.56**	**0.94**	Agree
	12.7	46.5	28.2	9.9	2.8	**%**			
I find it difficult to deal with the synchronous e-learning system in my distance studies.	3	9	7	26	26	**No.**	**2.11**	**1.17**	Disagree
	4.2	12.7	9.9	36.6	36.6	**%**			
The use of synchronous e-learning systems greatly facilitates learning.	38	23	8	1	1	**No.**	**4.35**	**0.85**	Strongly agree
	53.5	32.4	11.3	1.4	1.4	**%**			
I express myself very freely through synchronous e-learning activities.	40	23	2	5	1	**No.**	**4.35**	**0.94**	Strongly agree
	56.3	32.4	2.8	7.0	1.4	**%**			
I prefer to study all courses remotely through synchronous e-learning.	28	19	5	16	3	**No.**	**3.75**	**1.31**	Agree
	39.4	26.8	7.0	22.5	4.2	**%**			
The synchronous e-learning system helps different types of students learn remotely.	25	26	11	8	1	**No.**	**3.93**	**1.05**	Agree
	35.2	36.6	15.5	11.3	1.4	**%**			
I have books and research on synchronous e-learning management systems.	7	19	24	16	5	**No.**	**3.10**	**1.08**	Neutral
	9.9	26.8	33.8	22.5	7.0	**%**			
I would like to practice file sharing in a synchronous e-learning system.	21	28	12	8	2	**No.**	**3.82**	**1.07**	Agree
	29.6	39.4	16.9	11.3	2.8	**%**			
I would like to practice performing assignments and tests remotely via the synchronous e-learning system.	24	28	9	7	3	**No.**	**3.89**	**1.12**	Agree
	33.8	39.4	12.7	9.9	4.2	**%**			
I would like to train in content management and deliver presentations remotely through the synchronous e-learning system.	29	27	5	8	2	**No.**	**4.03**	**1.10**	Agree
	40.8	38.0	7.0	11.3	2.8	**%**			
I would like to be trained to participate in remote seminars via the synchronous e-learning system.	29	26	6	7	3	**No.**	**4.00**	**1.13**	Agree
	40.8	36.6	8.5	9.9	4.2	**%**			
I am happy when receiving lectures remotely via the synchronous e-	42	20	5	3	1	**No.**	**4.39**	**0.90**	Strongly agree

learning system.	59.2	28.2	7.0	4.2	1.4	%			
Distance teaching through the synchronous e-learning system contributes to solving many of the problems that traditional teaching suffers from.	34	25	5	6	1	No.	4.20	0.99	Strongly agree
	47.9	35.2	7.0	8.5	1.4	%			
I hope to have the opportunity to participate in any training program for synchronous e-learning systems.	36	25	7	1	2	No.	4.30	0.92	Strongly agree
	50.7	35.2	9.9	1.4	2.8	%			
I hope that the college will establish programs to train students on the skills of using the synchronous e-learning system.	34	27	8	1	1	No.	4.30	0.83	Strongly agree
	47.9	38.0	11.3	1.4	1.4	%			
I hope that seminars and public lectures on synchronous e-learning systems and skills will be held in the college.	34	25	10	1	1	No.	4.27	0.86	Strongly agree
	47.9	35.2	14.1	1.4	1.4	%			
Synchronous e-learning transforms education from the memorization phase to the phase of creativity, interaction, and skills development.	31	26	6	7	1	No.	4.11	1.02	Agree
	43.7	36.6	8.5	9.9	1.4	%			
The disadvantages of the synchronous e-learning system outweigh its advantages.	5	7	7	28	24	No.	2.17	1.21	Disagree
	7.0	9.9	9.9	39.4	33.8	%			
I believe that synchronous e-learning is of low financial cost to students, professors, and the university.	38	22	8	0	3	No.	4.30	0.98	Strongly agree
	53.5	31.0	11.3	0.0	4.2	%			
Synchronous e-learning helps increase the benefit from the Internet and the information, educational resources, and research mechanisms it contains.	47	21	2	0	1	No.	4.59	0.69	Strongly agree
	66.2	29.6	2.8	0.0	1.4	%			
Synchronous e-learning facilitates multiple ways of assessing students, as it provides tools that analyze grades, results, tests, and class work.	36	26	5	3	1	No.	4.31	0.89	Strongly agree
	50.7	36.6	7.0	4.2	1.4	%			
Synchronous e-learning encourages cooperation and teamwork among students.	27	25	11	6	2	No.	3.97	1.07	Agree
	38.0	35.2	15.5	8.5	2.8	%			
Synchronous e-learning helps connect groups of learners with each other without regard to distance.	46	17	3	2	3	No.	4.42	1.01	Strongly agree
	64.8	23.9	4.2	2.8	4.2	%			
Synchronous e-learning facilitates the exchange of ideas, information and experiences between learners through ease of communication between them.	41	18	7	4	1	No.	4.32	0.97	Strongly agree
	57.7	25.4	9.9	5.6	1.4	%			
Synchronous e-learning allows the possibility of applying resources in different ways and diversifying	25	27	13	4	2	No.	3.97	1.01	Agree
	35.	38.	18.	5.6	2.8	%			

teaching methods to suit the individual differences of learners.	2	0	3						
Distance teaching via the synchronous e-learning system is an educational fad that will soon end.	6	8	8	23	26	**No.**	**2.23**	**1.29**	Disagree
	8.5	11.3	11.3	32.4	36.6	**%**			
I appreciate the efforts of the professor who is good at providing distance learning services via synchronous e-learning methods.	**57**	13	1	0	0	**No.**	**4.79**	**0.44**	Strongly agree
	80.3	18.3	1.4	0.0	0.0	**%**			
Average	-	-	-	-	-	-	**3.92**	**0.99**	**agree**

***Source**: Collected and calculated from the results of the analysis of the research sample using SPSS.*

It is clear from the results of Table (7) that the weighted average of the axis of attitudes of postgraduate students in the College of Education at the University of Hail towards using the synchronous E-learning system as a whole reached about 3.92, with standard deviation of about 0.99, and a weighted relative strength of about 78.4%, which indicates a relative significance of agree of the importance of using the synchronous E-learning system from the point of view of graduate students at the University of Hail. The average of all the phrases of the axis as a whole fell within the category of agreement, the highest of which was the phrase "I appreciate the efforts of the professor who is proficient in providing the educational service remotely through synchronous e-learning means," with a mean of about 4.79 and standard deviation of about 0.44, followed by the phrase that the male or female student should be trained in Using the synchronous e-learning system and acquiring its skills with an arithmetic mean of about 4.69 and a standard deviation of about 0.52, then the phrase "Synchronous e-learning helps increase the benefit from the Internet, and the information, educational resources, and search mechanisms it contains, with an arithmetic mean of about 4.59 and standard deviation of about 0.69." While the lowest was the phrase "distance teaching via the synchronous e-learning system, an educational fad that will soon end," with an arithmetic mean of about 2.23 and standard deviation of about 1.29, followed by the phrase "the disadvantages of the synchronous e-learning system are more than its positives," with an arithmetic mean of about 2.17 and standard deviation of about 1.21, then the phrase "I find it difficult to deal with the synchronous e-learning system in my distance studies" with a mean of about 2.11 and standard deviation of about 1.17.

The second axis: Obstacles to using the synchronous e-learning system and distance learning from the students' point of view.

To identify the obstacles to using the synchronous e-learning system in light of home quarantine and distance learning from the students' point of view, frequencies, percentages, and ranks were calculated for the sample members' answers to the general and open question in this aspect of the study: "What are the obstacles to using the synchronous e-learning system?" in distance learning, from your point of view? Their opinions focused on eight obstacles, as follows**:**

Table (8): Shows the frequencies, percentages, and ranks of the sample members' responses about the obstacles to using the synchronous E-learning system from the students' point of view

Obstacles	Freq.	%	Rank
Lack of Internet service in all areas of student housing.	2	2.83	5
Weakness and fluctuation of the Internet while attending lectures remotely.	45	63.4	1
Poor skill in using computers and applications related to e-learning.	26	36.61	2
Difficulty in providing devices for use in distance education.	3	4.23	4
Difficulty using smart phones in education.	3	4.23	4
Interruption and fluctuation of connection to the university's e-learning management system (Blackboard).	21	29.6	3
The cost of subscribing to Internet service is constantly rising.	3	4.23	4
Some faculty members are not proficient in using the e-learning management system.	3	4.23	4

***Source**: Collected and calculated from the results of the analysis of the research sample using SPSS.*

It is clear from Table (8) that (45) of the sample members about (63.4%), ranked first, confirmed that one of the most important obstacles that stood in their way during distance education using the E-learning management system was the weakness of the Internet and its fluctuation while attending distance lectures, about (26) (36.61%), ranked second, confirmed a weakness in the skill of using computers and applications related to E-learning by students and some faculty members, (21) (29.6%), ranked third, indicated that the interruption and fluctuation of the connection to the education management system the university's electronic system (Blackboard) due to the high pressure on the university's website was one of the main obstacles, (3) (4.23%) ranked fourth, confirmed the difficulty of using smart phones in education. (3) (4.23%) ranked fourth, confirmed the high the cost of subscribing to the Internet service on an ongoing basis, (3) by (4.23%) ranked fourth. They confirmed the difficulty of providing devices for use in E-learning, (3) by (4.23%) ranked fourth. They confirmed that some faculty members are not able to employ the system E-Learning Administration, while only (2) of the sample members (2.83%), ranked fifth, confirmed that the lack of Internet service in all areas of student residence constituted an obstacle to distance learning.

Conclusion:

The study reached a number of results including:
1. There are obstacles when using the synchronous E-learning system in distance learning from the perspective of students, including: a weak Internet network and its fluctuations while attending distance lectures, interruptions and fluctuations in the connection to the university's E-learning management system (Blackboard), weak skill in using the computer and applications related to e-learning, This result is consistent with (Khalifa, 2020).
2. The study indicated that the use of the synchronous E-learning system is important in developing academic courses.
3. Postgraduate students at the College of Education at the University of Hail need to be trained to use the synchronous E-learning system and acquire its skills.
4. Using the synchronous E-learning system motivates students to learn and is an urgent necessity for university students.
5. The use of synchronous E-learning systems greatly facilitates learning, which made a percentage of (59.2%) of students express their happiness when receiving lectures remotely through the synchronous e-learning system.
6. Graduate students at the College of Education believe that synchronous e-learning with its various activities enables them to express themselves with great freedom while learning.
7. Distance teaching through the synchronous e-learning system contributes to solving many of the problems that traditional teaching suffers from.
8. The study indicated that (53.5%) of the students examined confirmed that synchronous E-learning has low financial costs for students, professors, and the university.
9. Synchronous E-learning helps increase the benefit from the Internet and the information, educational resources, and research mechanisms it contains.
10. Synchronous E-learning provides multiple ways and methods to evaluate student performance, as it provides tools that analyze grades, results, tests, and semester work.
11. Synchronous E-learning helps connect learners to each other without any consideration of distance.
12. Synchronous E-learning facilitates the exchange of ideas, information and experiences among learners through ease of communication between them.
13. The results of the study indicated that a percentage (80.3%) of the sample appreciated the efforts of the professor who is good at providing educational services remotely via synchronous E-learning methods.

Recommendations:

1. Holding scientific seminars and organizing interactive training courses for students on using the tools of the E-learning management system (Blackboard), to raise the level of their skills and competencies to enable them to use E-learning applications.
2. Needing to educate community members about the importance of E-learning and its role in continuing the education process.
3. Encouraging faculty members to develop and enhance their skills in using E-learning by enrolling in training courses.

4. Focus on qualifying specialists in technical, technical and administrative support at the College of Education at the University of Hail, and providing electronic services.
5. Work to provide the appropriate technical infrastructure that enables professors to use distance education and provide financial allocations to support the E-learning system for students of the College of Education, especially researchers at the graduate level.

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