Perceptions of Faculty Members in Southern Jordan Faculties about the Effectiveness of Electronic Educational Platforms in Developing e-learning Learning Skills

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Abstract

The present study mainly aimed to determine the Perceptions faculty members in the colleges of Southern Jordan, the effectiveness of electronic educational platforms in developing e-learning skills. The study depended on the descriptive analytical approach. Besides, the study community included faculty members working in the faculties of southern Jordan. The sample of the study was (156) male as well as female teachers, they were chosen randomly. Furthermore, the study’s results reflected that the effectiveness of electronic educational platforms for faculty members in developing electronic science skills recorded a positive level. Besides, it recorded an arithmetic mean of (3.59). Moreover, the study came to its end by recommending the necessity of holding a number of courses as well as workshops for faculty members as well as students, to develop their attitudes about the electronic educational platforms’ use in e-learning, and to train them on how to use it, and to modify practical and theoretical curricula of faculties to conform to their application, by using electronic platforms of education, and to dissolve all obstacles until reaching the platforms’ use. E-education, concerning providing fast modern and virtual internet laboratories in faculties in proportion to the students’ number as well as courses.

Keywords

Electronic Educational Platforms, e-learning.

Introduction

The global community is witnessing rapid change in the field of information and communication technology, which ultimately has become a feature of this era, which in turn has been reflected in the institutions of society, including educational institutions. This technological change led to a great knowledge revolution that led to the erosion of the boundaries of time and space. And it became an urgent need to move from traditional
education to modern education. One of the most important technical education tools is educational platforms.

Electronic platforms of education ultimately have a great number of practical as well as great benefits for education, through their characteristics as well as components. They do so by effectively providing the possibility of surfing the Internet. Apart from providing real access to the college network, along with the ability to use e-mail to access the electronic platform of education, it ultimately provides a great opportunity for better and effective communication between learners, from one side, and their teachers, on the other side, in virtual rooms that accommodate unlimited students’ numbers, as well as classrooms that can hardly accommodate a very few and limited number. In addition, it really permits the teacher to employ the system of lecture management. Besides, it allows students to ultimately record as well as store lectures. Apart from this, it effectively contributes effectively in displaying different presentations as well as software slides with the ability to ultimately explain as well as comment on them, along with the possibility of their use by teachers concerning programming science materials as well as decisions in such an electronic interactive manner, which ultimately contributes to the process of simplifying scientific concepts as well as presenting them in such a way that is far from being complex (Horton & Horton, 2003).

In electronic platforms, it is true that computer programs include software as well as multimedia which are effectively used. They can easily be downloaded and effectively used, after being installed on the personal computer, or in a sense, via the Internet. They are actually self-running programs. Moreover, they do not need drivers. These programs include a main screen, through which experiments are effectively conducted on one side of all tools, devices and materials (Llu et al., 2015).

E-learning is considered one of the most innovations that educational technology has produced in educational practices in recent decades, as it departed from the source and the traditional context of education and its systems, as an educational and learning situation in which the learner is separated physically and geographically over technological technical means. As a result of learning in an interactive way by transferring information from its source to the learner, where there is dependence, e-learning necessitated the existence of institutions that differ from what exists in traditional educational institutions. Perhaps this is an explicit call for education not to become exclusive to formal traditional education within the framework of the various stages (Al-Hassan and Ashabi, 2017).
E-learning is ultimately viewed as an effective, purposeful as well as important way to obtain knowledge and discoveries as they occur, in order to meet the changes of this era and ultimately keep pace with its developments. Societies that do not employ the means, capabilities and methods of distance education have ultimately become undeveloped societies. Moreover, it is difficult, if not impossible, for them to coexist in this era of information waves. From this point of view, the world has been interested in distance education because of its clear importance and many advantages, and it has become the focus of attention of governments, global and regional institutions, and developed countries that have been keen to introduce the distance education system in their educational institutions (Al-Bitar, 2016).

The Study Problem and Questions

With the expanded application of information technology, the traditional education system has gone beyond the physical limits to reach what cannot be reached through the virtual education system. In the distance education system, the student gets the opportunity to learn through self-education methods in addition to the use of technological techniques, where efforts are made to promote distance education through the cooperation of institutions and the modified use of cooperative education systems (Nabhan, 2016).

There are many methods of education in the educational process, where e-learning is one of the methods that depend on the delivery of knowledge through the means of information and communication technology at the present time, given its speed of performance. The Jordanian Ministry of Higher Education has taken many necessary and necessary decisions to confront crises and disasters, the most important of which was activating the e-learning system through its various electronic platform, which will provide educational content for students in addition to providing an alternative to this platform by broadcasting materials through electronic platforms, and because colleges and universities are the core axis around which the general educational and cultural life revolves, considering that college and university students are among the important groups in the educational process. The current study’s problem emerged here in identifying Perceptions of faculty members in southern Jordan colleges about the effectiveness of electronic educational platforms in developing e-learning learning skills.

Through the researcher's experience in field work and in faculty from faculties in southern Jordan, I noticed that there are many challenges and obstacles in the electronic platforms’ use in the development of e-learning skills.
Therefore, the researcher seeks to answer the following:

What are the perceptions of faculty members in faculties in southern Jordan? What is the extent to which the electronic educational platforms are effective in developing e-learning skills?

Objectives

This study is a serious attempt to know the perceptions of the faculty members in the faculties in southern Jordan, the effectiveness of electronic educational platforms in developing e-learning skills. Specifically, the study will seek the following:

1. Defining the effectiveness of electronic educational platforms.
2. Introducing the concept of educational platforms and e-learning.
3. Highlighting the educational platforms’ role in promoting e-learning.

Significance

This study gains its significance from two aspects:

First: the theoretical aspect, which lies in the fact that:

1. A new addition to scientific research, especially for Arab studies related to educational platforms and their impact on e-learning.
2. An attempt to find some solutions to the problems that hinder faculty members using educational platforms.

Second: the practical aspect, which lies in the fact, that its results:

1. It helps faculty members to draw their attention to the need to develop their skills in the use of electronic educational platforms, so that their teaching is organized and purposeful.
2. It provides those in charge of developing the platforms with new information and technologies that may contribute to improving the e-learning process using new methods and modern technology.

The Study Limits

This study will be limited to the following parameters:

1. Time: this study was conducted during the first semester, academic year 2021-2022
2. Place: The study will be limited to faculties in southern Jordan
3. Humanitarian limits: This study will be limited to faculty members in southern Jordan.
4. Objective limits: This study will be limited to the Perceptions of the faculty members in the faculties in southern Jordan, the effectiveness of electronic educational platforms in developing e-learning skills.

**Terms and Procedural Definitions**

This study includes a number of terms that can be defined procedurally:

Electronic educational platforms: Al-Omari (2014) defined them as an integrated set that includes a number of interactive online services. They provide teachers, learners, parents as well as other education stakeholders with the necessary and important information, tools as well as resources that effectively support, enhance, provide and manage educational services. It is a comprehensive system that enables training from, online learning and e-learning using a simple user interface.

As for procedurally, it serves as an arena that contains everything related to e-learning, including educational resources, electronic capabilities, learning management systems, and various educational activities through which the learning process is achieved using a set of modern communication and communication tools.

E-learning: Al-Qudah, Khaled and Mukabla (2013) defined e-learning as: learning on the basis of the use of computers as well as the Internet service to effectively deliver the educational content to learners through communication between the teacher and the learner, and between the learner and the educational content in an interactive way that enables him to learn.

As for procedurally, it is: planning, developing, implementing and evaluating the educational process from its various aspects. The study adopts the concept of distance education for the teacher and the student through social media (the Internet).

**Theoretical Framework**

**Educational Platforms**

The computers’ use as well as the technology’s use is ultimately one of the means of education, the most important means in this regard, which can effectively be used in overcoming a great number of the problems that face the traditional methods of teaching
as well as in teaching science subjects. This is ultimately based on the computers as well as technology’s role in helping the learner to effectively interact with the material of education. In fact, this is what clearly distinguishes the computers’ use as well as various technological programs from other devices of education. Besides, their use effectively permits the learner to get opportunities of self-learning. It is achieved simply by expanding training, practice as well as feedback (Al-Ajlouni, 2007).

Truly, with the advent of e-learning as well as its tools, along with the continuous increase concerning the learners’ number, and on the basis of the principle concerning "lifelong learning", e-learning and its use of electronic platforms, in fact, was ultimately considered as one of innovations of education in the contemporary process of education (Al-Taher & Attia, 2012).

Electronic educational platforms have become available due to the availability of Internet. Their users as well as dependents are numerous. It has many uses, as it provides services to mainly obtain information as well as learn what is new. Consequently, a number of programming languages have ultimately been developed. They mainly depend on it in dealing with interactive Internet pages as an important and real resource for real and appropriate information (Strataiks, 2003).

Educational platforms are believed to be a free network of education. They are used to effectively exchange ideas as well as share content of education. Moreover, such platforms adopt methods which are non-traditional, including virtual as well as traditional cooperative work. This ultimately increases what is known as the ability to effectively solve problems of education among learners, along with opening areas for dialogue as well as discussion to effectively expand their mental awareness (Iners & Barron, 2002).

In view of the effectiveness and importance of electronic platforms of education concerning providing teaching methods on the basis of the current development in the scientific field, ease of use, and saving time as well as effort by effectively addressing the time’s limits as well as place, along with their ultimate effect on the learner. Here, we look forward to the platforms playing a vital as well as tangible role concerning the field of teaching different educational materials. Moreover, we are more interested in teaching science because of the new, advanced methods as well as techniques that it needs to comprehend its content and, more importantly, reach the goals that it hopes to achieve (Haddad, 2000).
Among the most important advantages of using the electronic platform of education in the process of education (Taylor, 2015):

- Combine electronic content management systems in addition to being a free social education network especially for teachers, students as well as schools. Besides, it potentially changes the way and method of teaching inside the classroom. It also makes it an important chapter of the twenty-first century, the age of digitization that heavily depends on digital, online interactive courses, certain social platforms for social communication, thus increasing interaction between students and it encourages the effective use of smart devices.
- It has technical advantages for being a network dedicated to education, including a grading system, archiving and keeping all messages for messages, and the use of different applications, educational programs and websites.
- Easy to use, because the interface is similar to Facebook, so it is easy and familiar to students.
- Enabling teachers to create virtual classes for students. Setting up a new virtual classroom only takes seconds, it also doesn't require any private information during registration, and it doesn't require a student email.
- Conducting group discussions, sending messages and exchanging files between teachers and students.
- Creating many groups in the electronic platform.
- Providing a digital library that contains learning resources for scientific content and sharing content in the form of files or links; Thus, easy access to the scientific material.
- Helping in creating electronic exams easily.
- The teacher can send a text message (SMS) for alerts and messages attached to a lab or link, store and share the content in the form of a file or link.
- Providing feedback to students by responding to students and also monitoring grades for the whole group, a small group, or each student individually on the day you discussed it.
- Possibility to download it on smartphones and tablets.
- Facilitation of communication between teachers as well as parents, and regularly providing feedback to parents concerning their children's results.
- Helping teachers follow up the performance of Hamel students in performing some skills, their progress, respond to them, and send important tests and assignments.
- Communication between teachers in a specific country or in several countries to exchange ideas and participate in educational discussions.
- Solving the problem of private lessons by reaching unconventional solutions to the problems of traditional teaching methods.

The researcher indicates that the previous features show that there is quick and immediate access to homework, notifications of the faculty, university and school, and viewing of assignments. There is also interaction in student communication and communication with each other to solve problems, and educational platforms help students to complete their tasks, especially absent students, where the assignment is on the platform. As well as the evaluation, which contributes to organizing important ideas and dates where the student communicates with his teachers and all students in the classroom and cannot enter into bilateral conversations. It gives an opportunity for shy students to share as well as publish their opinions, and broadens the students' perceptions by learning about the latest developments concerning their field of study.

**Benefits of the Electronic Educational Platform for the Student**

The benefit of the educational platform for the student lies in the fact that it (Sulaiman, 2016):

- Quick and immediate access to homework, school notices, homework view, and teacher comments on these work so that they are accessible to students.
- The educational platform home page is a tool available to help students manage their studies.
- Helps students complete their assignments, especially absent students, where the assignment is on the podium, as well as the calendar, which helps organize important ideas and appointments.
- There is also a table of dates that the student can view at any time he wants to know the important dates: from the dates of delivery of assignments, exams, future important events, as well as any other information related to the content.
- Students were able to review grades with their teachers.
- Each student communicates with his teachers and with all the students in the classroom and it is not possible to engage in one-on-one conversations.
- Providing shy students with an opportunity to say, share as well as publish their opinions.
- Expanding the group of learners easily and communicating between them on one side and the teacher on the other side, and increasing students' interaction and communication with each other and their communication to solve problems.
• Expanding students' awareness by learning about the latest developments in their field of study, which increases motivation and desire to study through the educational platform.

The researcher concludes from the foregoing that this platform provides an integrated environment that responds to all the needs of the educational process, its cadres and students, raising their capabilities and level of awareness, developing their performance, informing them of developments in their field of study, and raising their readiness to learn better, in addition to developing the skill of cooperation, interaction and sharing of ideas and suggestions.

**E-Learning**

With the tremendous developments in information technology, and due to the successive changes that the world is witnessing today, the progress of knowledge that took place at rapid rates and resulted in a revolution of information that led to a significant change in the concepts that individuals deal with. The most important here is the concept of education. That is, the field of education has been affected by the rapid development of information and advancement of communication technology. Consequently, this resulted in reconsideration and reevaluation of the existing method of education which is adopted in educational institutions and implemented as well as encouraged the use of computers, mobile phones as well as the Internet in education. It also supported and encouraged the development of new means of communication that are included in e-learning.

**The Concept of e-learning**

The notion of E-learning is a new and an integrated system which is based on the idea of effective use of information as well as communication technology in the field of teaching as well as learning processes. It does so by creating a special environment which is rich in computer as well as Internet applications, thus enabling the learner to get full access to learning resources, at any time as well as in any place with the aim to achieve mutual interaction between the different elements of the educational system. Therefore, e-learning is one of the modern trends in the field of education, and it is the most commonly employed term, along with other terms like (Online Learning/ Electronic Education/ Virtual Learning).

In his (2005) study, Qassem ultimately defines e-learning as: that educational system that is mainly carried out by modern electronic means which are connected to the computer for the whole or part of the educational process. The student learns from the computer
without the need for the teacher, and that the teacher’s presence is limited to guidance and direction, and the computer performs what resembles a private teacher in terms of explanation, experimentation and evaluation. This computer may represent one of the stations of an educational network, or the computer may be a receiver in its own right.

The description of e-learning includes many communication technologies that rely on electronic components in their production such as radio, video and television. It can be argued that the association of the concept of e-learning with the use of computers as well as networks in the contemporary period ultimately broadens the definition and excludes the trend towards the inclusion of other means and concepts like radio as well as television, even if it is utterly described by electronic means of communication as an integrated digital electronic system that mainly aims at structuring as well as delivering educational courses through the available electronic networks, guidance as well as direction, organizing exams, managing as well as evaluating resources and processes (Abdulaziz, 2010).

The researcher believes that e-learning is a broad term provided by educational institutions or used by the beneficiary on his own. It relies on several unconventional electronic means in transferring knowledge and in communicating and interacting with its fellow teachers; which leads to bypassing the concept of the process of learning and teaching the classroom. It allows the teacher to support and assist the learner at any time, whether synchronously or asynchronously.

There are many advantages of e-learning, the most important of which is that it overcomes the problem of the increasing number of learners with the narrowness of the halls and the lack of available capabilities, especially in the faculties and theoretical disciplines. Using all possible technical means to create a link between the teacher and the learner, and it is possible to call supervisors via the internet screen if the need arises. It is also possible to organize meetings with students through the Internet at a low cost, which achieves the pleasure of learning, as technology provokes and attracts learners towards learning. And the possibility of teaching some topics that were not teachable before through the ability of computers in simulation and modeling (Ismail, 2010; Esteita and Sarhan, 2008).

To ensure the success of e-learning, providing social preparation for social members to accept this new type of education, and the need for educators to contribute to the design and preparation of this type of education, and to provide the necessary infrastructure for this new type of education that helps in shifting education from one place to another, and
to develop programs that mainly aim to train students, teachers as well as administrators to benefit from a maximum degree of educational technology and e-learning, and that the e-learning technology’s success depends on determining the quality of the programs used in authoring the software, determining the appropriate learning strategy for students and using the strategy of blending e-learning with traditional education, and taking into account the nature of the curriculum and the educational material (Hassani, 2008; Abdulaziz, 2010).

Despite the importance of e-learning, it has several obstacles that prevent its use in the educational process, and the most important of these obstacles are: the lack of the method’s clarity as well as objectives of this new and modern type of education especially for those who are responsible and concerned with educational operations, along with technical illiteracy. This ultimately necessitates a great effort in order to train as well as qualify the teacher as well as student concerning preparation for this new and nice experience, along with the material cost regarding purchasing the important equipment along with other auxiliary devices and maintenance, weakening the teacher’s role as an educational supervisor as well as his direct connection with his students. In this way, his ability to effectively and directly influence is weakened. The weakening of the school’s role, for it is usually viewed as an important institution of education in society, which has its role in the upbringing of successive generations, the weakness of the infrastructure, whether in equipment or prepared cadres, and the high cost of designing and producing educational software (Al-Subaie and Manasra, 2017; Abu Alama and Muhammad, 2017).

Previous Studies

Studies on the Topic of Educational Platforms

Al-Sbou, (2021) in his study which aimed at identifying the reality concerning science teachers' adoption of electronic platforms of education as well as the obstacles which they may encounter. The study mainly used the descriptive analytical method. Moreover, the population of the present study included a number of 185 male as well as female teachers who teach in public schools - Karak Governorate. Besides, the study sample included a number of 81 male as well as female teachers. They were chosen randomly. Furthermore, this study’s results obviously reflected that the reality concerning science teachers' use of electronic platforms of education recorded a positive level. Furthermore, it recorded an arithmetic mean of (3.53). Besides, the obstacles that face science teachers concerning the use of electronic platforms of education recorded a high level with an average of (3.90). Besides, the results also reflected that there were no obvious statistically significant
differences concerning the reality of science teachers' use of electronic platforms as per the variables: (gender, academic qualification as well as job experience). Moreover, the study ultimately recommended that there is an urgent necessity of holding effective courses as well as workshops for teachers as well as students mainly to enhance and strengthen their use as well as practice of electronic platforms of education, and above all to train them on how to use them.

The study of Al-Dosari (2015), which tried ultimately to reveal the reality concerning the use of electronic platforms of education in teaching English. It was conducted at King Saud University. It also dealt with the challenges of electronic platforms’ use in education. In order to achieve this study’s objectives, a number of two tools were effectively used. The first is a questionnaire to reveal the reality of the use of platforms in teaching English, and the second is a questionnaire which was mainly designed to reveal the obstacles concerning the use of electronic platforms in teaching English. The study sample included a number of 70 faculty members. Furthermore, the results reflected that the degree of the faculty members' adoption of electronic platforms was ultimately moderate. Besides, the results also reflected statistically significant differences concerning the level of use of electronic platforms of education, especially in teaching English, due to the variable of teaching experience.

Falah (2015) did a study that mainly aimed at revealing the electronic educational platforms’ effective role in interaction, inside the classroom, among faculty of computer science as well as engineering students at the University of Hail, from the point of view of faculty members. Furthermore, to achieve this study’s objectives, the researcher ultimately designed a questionnaire which was mainly structured to reveal the electronic educational platforms’ role in classroom interaction. Furthermore, the study sample included (87) members of the faculty. In this context, this study’s results reflected that the electronic educational platforms’ role in classroom interaction, mainly from the faculty members’ viewpoint, in the faculty of computer science as well as engineering, University of Hail, recorded a medium level.

Besides, Stergioul as, at, (2014) conducted another study, in this regard, in the United Kingdom. It aimed at revealing the electronic educational platforms’ use and its effective impact on the process of learning. Electronic and the female control officer studied using the usual method. To achieve this study’s objectives and data collection, a test was ultimately conducted to reveal the platforms’ impact and the nature of their use. Moreover, this study’s results reflected the ease of use of electronic educational platforms.
Also, they reflected a positive impact, related to electronic platforms of education, on the learning process.

**Studies on the Subject of e-learning**

In this context, Adeibeh et al. (2020), conducted a study that mainly tried to know the reality of e-learning in the field of teaching science and English during the time of the Corona pandemic, from the primary school teachers’ point of view, in the Karak Governorate, Jordan. Moreover, the study mainly depended on the descriptive as well as analytical approach. Furthermore, the study population included a number of 280 male as well as female teachers who work in basic public schools in the Karak governorate. Moreover, the study sample included a number of 74 male as well as female teachers. They were chosen randomly. Besides, the study’s results reflected that the degree of e-learning employment for primary school teachers in Jordan (Karak governorate) came to a high level, with an arithmetic mean of (3.89).

Ahmed’s study (Ahmad, 2015) sought to identify the effect of using e-learning contracts on the readiness for self-organized learning among English language students, and it represented the study population of all English language students. An experimental design was used that includes one group of students, numbering 36 students from the third year students. In the English Language Division, the content was presented in the form of electronic learning contracts. The study revealed the effectiveness of e-learning contracts in improving readiness for self-organized learning, which was reflected in students’ performance in English language skills, and recommended expanding the use of e-learning contracts in teaching English.

As for Abdul Rahman (2013), which mainly aimed to identify the obstacles concerning the e-learning’s application, from the viewpoint of teachers of the basic stage, and the study community consisted of teachers of the basic education stage. The number of the sample members was (90) teachers. The researcher followed the descriptive approach, and the most important results indicated that teachers were not ready to apply e-learning, and the lack of infrastructure, and the lack of keeping pace with the current curricula for the e-learning’s application in the basic stage.

**Comments on the Previous Studies**

After making a review of previous studies, the researcher have obviously noticed that the results were so important. Moreover, the most prominent results are: the lack of sufficient experience among faculty members with the mechanism concerning the use of electronic
educational platforms, along with the electronic educational platforms’ role in supporting classroom interaction, and from the point of view of faculty members in the faculty of science & engineering. Moreover, the computer, at the University of Hail, recorded an average score. It also reflected the ease of use of electronic educational platforms, along with the fact that it had a positive impact on the process of education. Besides, it reflected the effect of the electronic educational platform in enhancing the skills and motivating students as well as increasing their participation, especially in cognitive tasks.

This study agrees with such previous studies concerning the primary goal that it seeks. Its goal is to bring about an electronic educational platform. It benefited from the previous studies’ results in enriching its theoretical framework as well as interpreting its results. It can be rightly argued that what distinguishes the present study from other previous studies in this field is that it addressed an important group in the society, that is, the category of faculty members.

The Study Method

In order to answer the questions of the present study as well as achieve its main objectives, the researcher mainly adopted the descriptive analytical approach since it is much suitable to the nature of the present study, which mainly seeks to reveal the perceptions of faculty members in faculties south of Jordan towards educational platforms in the development of e-learning.

The Study Population & Sample

The study population includes all faculty members in the faculties south of Jordan, for the year (2020/2021), and the study sample included (156) faculty members, who were chosen randomly.

The Tool of the Study

In this regard, there are ultimately a great number of scientific research tools that are adopted and used in collecting information as well as data. Moreover, looking at the data’s nature, that will be collected in this study, as well as on the approach adopted in the present study, it ultimately becomes obvious that the most suitable tool, that will effectively achieve its objectives, is the questionnaire, which was designed just after reviewing the previous related literature, along with scientific research methods, as well as relevant field studies which have a great relevance to the subject of the study.
The tool included (19) statements, concerned with finding out the Perceptions of the faculty members towards educational platforms in the development of e-learning. Moreover, in front of each statement there are five alternatives, namely: (always, often, sometimes, rarely, never). Furthermore, the following scores were ultimately given in order (5, 4, 3, 2, 1), respectively. The scale was ultimately divided into five categories, namely: (high negative, its category from (1-1.8), negative and its category (1.81-2.83), neutral and its category (2.84-3.21), positive and its category (3.22-4.03), and finally high positive and its category (4.04-5).

Validity of the Study Tool

In order to effectively verify and test the validity of the present study’s tool, it was presented to (8) arbitrators who have long experience in this field. This process was mainly followed in order to know their opinions about the consistency, clarity as well as comprehensiveness of the questionnaire, as the tool included the items belonging to the entire scale. Furthermore, the questions were further amended and reformulated on the basis of the arbitrators’ recommendation and on the basis their proposals for modification. Moreover, the modifications were agreed upon by the arbitrators and they were carried out. Thus, a number of paragraphs were modified and some of them were deleted, along with reformulating some paragraphs to indicate directly as well as briefly stating what the statement aims for, which achieved its apparent honesty.

Reliability of the Study Tool

In order to verify and effectively test the reliability of the internal consistency of the tool, the researcher used the Cronbach’s Alpha coefficient to calculate the arithmetic mean of an exploratory sample which is similar to the study sample, including (15) male as well as female teachers. It is an appropriate value for study purposes.

Presentation and Discussion of the Results

Findings related to answering the first question: What are the Perceptions faculty members in faculties in southern Jordan towards educational platforms in developing e-learning skills?

In order to answer this question, the researcher calculated the arithmetic means as well as standard deviations concerning the responses of the sample members. This is shown in Table (1) below.
### Table 2: The arithmetic mean & standard deviation of the sample members’ responses to educational platforms in developing the effectiveness of e-learning

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Mean</th>
<th>S.D</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use electronic educational platforms because they contribute to the development of teaching methods in the educational process through e-learning.</td>
<td>3.20</td>
<td>0.99</td>
<td>neutral</td>
</tr>
<tr>
<td>2</td>
<td>I am good at designing electronic educational activities included in electronic educational platforms programs</td>
<td>2.84</td>
<td>1.07</td>
<td>neutral</td>
</tr>
<tr>
<td>3</td>
<td>I feel that the use of electronic educational platforms provides more effective, exciting and motivating scientific content for e-learning.</td>
<td>3.15</td>
<td>1.21</td>
<td>neutral</td>
</tr>
<tr>
<td>4</td>
<td>I constantly follow courses on the technology of electronic educational platforms and e-learning.</td>
<td>3.09</td>
<td>1.09</td>
<td>neutral</td>
</tr>
<tr>
<td>5</td>
<td>I believe that educational platforms provide faculty members with positive experiences towards e-learning that enhance dialogue and discussion in virtual rooms located on educational electronic platforms.</td>
<td>3.19</td>
<td>1.12</td>
<td>neutral</td>
</tr>
<tr>
<td>6</td>
<td>I motivate students when they use electronic educational platforms in preparing various assignments with the help of e-learning.</td>
<td>3.21</td>
<td>1.22</td>
<td>neutral</td>
</tr>
<tr>
<td>7</td>
<td>I think that electronic educational platforms are one of the most important good alternatives for developing e-learning.</td>
<td>4.01</td>
<td>0.99</td>
<td>positive</td>
</tr>
<tr>
<td>8</td>
<td>Use electronic educational platforms in e-learning on a permanent and regular basis.</td>
<td>3.35</td>
<td>1.21</td>
<td>positive</td>
</tr>
<tr>
<td>9</td>
<td>I think that the use of electronic educational platforms contributes to the dissemination of science and knowledge.</td>
<td>3.82</td>
<td>1.13</td>
<td>positive</td>
</tr>
<tr>
<td>10</td>
<td>Allow students to get more explanations about e-learning and the topics taught through electronic educational platforms.</td>
<td>3.47</td>
<td>1.07</td>
<td>positive</td>
</tr>
<tr>
<td>11</td>
<td>Use electronic educational platforms continuously in the educational process and e-learning.</td>
<td>3.89</td>
<td>1.11</td>
<td>positive</td>
</tr>
<tr>
<td>12</td>
<td>Allow sufficient time to discuss the results of work through e-learning on electronic educational platforms.</td>
<td>3.73</td>
<td>0.97</td>
<td>positive</td>
</tr>
<tr>
<td>13</td>
<td>I see that electronic educational platforms are stressful and tiring when teaching the educational material.</td>
<td>3.87</td>
<td>0.87</td>
<td>positive</td>
</tr>
<tr>
<td>14</td>
<td>Through the use of electronic educational platforms, provide opportunities for communication between learners to solve academic problems.</td>
<td>4.03</td>
<td>1.12</td>
<td>positive</td>
</tr>
<tr>
<td>15</td>
<td>Record and store lectures when using electronic educational platforms to help self-review during e-learning.</td>
<td>3.98</td>
<td>1.09</td>
<td>positive</td>
</tr>
<tr>
<td>16</td>
<td>I encourage the use of e-learning programs and websites linked to e-learning platforms.</td>
<td>3.77</td>
<td>0.78</td>
<td>positive</td>
</tr>
<tr>
<td>17</td>
<td>By using electronic educational platforms, achieve the principle of e-learning from anywhere and at any time.</td>
<td>4.05</td>
<td>1.08</td>
<td>Highly positive</td>
</tr>
<tr>
<td>18</td>
<td>I carry out, through educational electronic platforms, electronic tests related to the educational material that I teach.</td>
<td>3.83</td>
<td>0.98</td>
<td>positive</td>
</tr>
<tr>
<td>19</td>
<td>I evaluate the students’ work and duties and review them using electronic educational platforms.</td>
<td>3.88</td>
<td>0.88</td>
<td>positive</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3.59</strong></td>
<td><strong>0.87</strong></td>
<td>positive</td>
</tr>
</tbody>
</table>
The above table reflects that the arithmetic means of the study sample members’ answers to the Perceptions of faculty members, in faculties in southern Jordan, towards educational platforms in the development of e-learning, ranged between the positive as well as neutral levels, and with an arithmetic mean that ranged between (2.84 - 4.05). Moreover, the faculty level of the tool received the positive level, with an arithmetic mean (3.59), and a standard deviation of (0.87). Furthermore, the highest level was recorded for the statement "I encourage the use of programs and websites which are linked to electronic educational platforms", then followed by "I achieve by using electronic educational platforms the principle of e-learning from anywhere and at any time., while the statement "I am good" Designing the electronic educational activities included in the programs of electronic educational platforms, "recorded the lowest arithmetic mean (2.84), with a standard deviation of (1.07).

The current study agrees with previous studies, which showed a positive and medium level towards the use of electronic educational platforms.

The results reflected the reality of science teachers’ use of electronic educational platforms recorded a positive level. Therefore, the researcher attributed the result to the faculty members using electronic educational platforms, and their long experience in this field. They use it to facilitate the learning as well as the teaching process in general, and the spread of technology increases and encourages the use of electronic platforms, which reflects approval with a (Positive) degree concerning the importance of electronic educational platforms in the educational process.

**Recommendations**

Based on the results of the present study, the researcher ultimately recommends the following:

1. Holding courses as well as workshops for faculty members and students alike, to develop their attitudes towards using electronic educational platforms in developing e-learning skills, and to train them on how to use it.
2. Modifying practical and theoretical faculties’ curricula to match their application using electronic educational platforms.
3. Dissolving all obstacles towards the use of electronic educational platforms, in terms of providing fast, modern and virtual Internet laboratories in the faculties in proportion to the number of students and academic courses.
4. Conducting more educational studies on the reality of using electronic educational platforms in terms of dimensions and applications in educational and other institutions.

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