The perception of the Koya University lecturers of e-learning in the academic year (2020-2021)

Dr. Bahzad Abdulqadir Abdulla[1],   Zanyar Qadir Salih [2], Ibrahim Abdulrahman Ahmed [3], Bestoon Othman [4]

[1]Faculty of Physical Education - Koya University, kurdistan Region, Iraq.
[2]Manufacturing and Industrial Engineering, Faculty of Engineering, Koya University, kurdistan Region, Iraq.
[3]Department of English Language, Faculty of Education, Koya University, kurdistan Region, Iraq.
[4]Department of Insurance Management, College Humanity Sciences, University of Raparin, Ranya, Sulaimani- kurdistan Region, Iraq.

Abstract— **The aim of this study is to understand and find out the perception of university lecturers of e-learning at Koya University. For this reason, the researchers developed a questionnaire consisting of 16 items with three Linkert Scale options in front of each item which are (often, sometimes, never). After extracting the questionnaire's face validity and the scale reliability, the researchers randomly distributed it to some Koya University lecturers, who consisted of 50 lecturers, 30 of whom were male and 20 female. After collecting and analyzing the data through the SPSS program, it became clear that participant lecturers were generally neutral and the lecturers who had more years of service were more positive about e-learning than less experienced ones. In light of these results, the researchers have made some recommendations and suggestions.**

Keywords— Lecturers; e-learning; academic year (2020-2021); Koya University.

I. INTRODUCTION

Due to the spread of Covid-19, in which made physical contact with one another led to the spread of the disease and danger to their lives, so e-learning was resorted to all over the world as a temporary solution and an alternative way of studying and preventing the disease.

Owing to missing an academic year of study, e-learning became an alternative way of studying, and in the Kurdistan Region, it was used to a great extent and followed to a great extent so that students and teachers had the least physical contact in their educational process. The problem of this study is to find out how university teachers think and what is their perception of the use of e-learning at this time and stage.

Every research that is conducted has its own significance and this study has its own importance. One of the importance is that it reveals the perception of teachers of e-learning because e-learning is considered a teaching and learning tool between teachers and learners as well as a facilitating tool for learning in educational settings all time. Besides, the results of this study are worthwhile as it shows the teachers' perspectives on e-learning, and by knowing their viewpoints we can find whether e-learning is appropriate or not, and thus we can find solutions to improve the e-learning process based on the teachers' perceptions.

This study is important as it explores the field of e-learning as it is known that the subject of e-learning is a current and modern subject and the education process is progressing toward paying more attention to e-learning approaches.

This research, like most scientific studies, has several specific objectives, which can be reflected in the following points:

1- Revealing the perception of Koya University teachers of e-learning in general;

2- Demonstrating the availability or unavailability of statistical differences in the teachers' perceptions among the participants of e-learning according to the variables of (gender, years of service, and academic title).

The scope of this study includes all teachers of Koya University in the academic year (2020-2021).

II. LITERATURE REVIEW

A. A summary of e-learning

E-learning is a learning system that uses technology, science, and computer networks to support and expand the education process through several tools such as computers, the Internet, and software programs that are prepared by professionals in specialized ministries or companies. With the spread of modern communication tools, the concept of e-learning has been widespread, i.e. education via the use of modern communication tools, such as computers, the Internet, and other media like audio files, photos, and videos, both in classrooms and distant educational settings, with the least effort and time as well as the greatest benefits and often e-learning in an environment far away from teachers, which has provided greater opportunities for larger numbers of learners to receive education easily. In addition, e-learning in which students and teachers are simultaneously in front of electronic devices through chat rooms, or appropriate classrooms with modern

electronic devices, and a good network to discuss topics in front of one another. What makes e-learning different is that learners immediately receive feedback, and it saves the time one spends on the way to educational settings, but it has one negative point that requires modern electronic devices and a strong Internet connection. Furthermore, e-learning: does not require students to be present at the same time that teachers are in front of their electronic devices, but by using previous experiences, or by providing educational materials on DVDs which may be via e-mail communication, or through educational forums. In this kind of e-learning, students cannot receive immediate feedback or reaction, but they can only return to the recorded educational materials whenever they want and rearrange them during their studies as they are at any time (Da'adu , 2016, pp. 1-2).

B. The Importance of E-learning

E-learning is important as a new learning system that can help solve many learning problems and reduce the time taken and distortion of the learning process. It reduces expenses because it is not necessary to prepare special facilities or dedicate new locations for classrooms to conduct courses and seminars. Moreover, students do not have to go to educational settings and this reduces the cost of transportation. Besides, it is available to all individuals and different age groups, people of all ages can benefit from online courses and acquire useful skills without being restricted to traditional schools, which have nothing to do with time, people can learn at any time that is appropriate for them. Students can increase their level of learning and reduce their wasting time, which eliminates the idea of student interaction and wasting time during chat and questions, and it increases the amount of what an individual learns without any kind of confusion. In addition, it provides an unbiased and established education, an impartial assessment of the exams, and the accuracy of following the achievements of each student. Besides, the online activity records are environmentally-friendly, because they do not require the use of paper, pens, and other materials that may harm the environment when disposed of (Ismail, 2018, pp. 1-2).

C. The Objectives of E-learning

The objectives below can be achieved explained in the following points:

1. E-learning is a way of learning and teaching process through which we can develop education.
2- E-learning makes it easy to find and facilitate the relationship between teachers and students and among students themselves conveniently.
3. E-learning is one of the most advanced systems of education as one of its features is that information can be repeated, replayed, and stored.
4- E-learning aims to prepare a generation of teachers and students who will be able to deal with modern technology and global developments in the field of e-learning and consider individual differences (Maddah, p. 8). https://elearningindustry.com

D. Features of e-learning

Some of the features of e-learning are the following:
1. It provides teachers and students or students and their classmates with a convenient learning environment.

2. It depends on the students' hard work and leads to learning with peers in small groups (group learning) or through learning management systems used in e-learning.
3. There is no need to adhere to a specific place and time for studying as students can watch recorded lessons later.
4. Students can learn without commitment and being present in a dedicated time to study, and thus it encourages them to learn constantly.
5. Students' outcomes can be measured through assessments via oral or online tests.
6. Dedicating less time to e-learning compared to traditional studying and learning.
7. Having flexibility in space and time, and providing safety for learners at a lower cost than classroom studying and learning.
8. Freedom from commitment to specific space and time, as well as the opportunity to overcome the barriers of time and space and provides access to information, no matter where they are in contact with others, whether simultaneously or later.
9. It helps students to ask their teachers questions at any time without delay, either directly in the lesson or via email or a message.
10. The variety of senses used by multisensory provides several ways to devote similar information and the learning styles preferred by each learner to learn through images, videos, animations, crafts, texts, sounds, and so on. E-learning provides an appropriate atmosphere for teachers and learners. Hence, teachers can focus on important ideas during lesson preparation as students have difficulty concentrating on finding an appropriate institution of information that facilitates comprehension.
11. It provides justice as well as allows every student to express their opinions at any time and without the slightest embarrassment, through emails, chat rooms, and discussion rooms. Thus, it makes students equal in terms of expressing their opinions freely and independently.
12. Communication, where communication tools are available simultaneously and immediately, space for discussion and exchanging ideas between individuals and participating in courses such as chat rooms will increase; this also leads to reliance on one another and collaboration among them to facilitate teaching and learning (Maddah, p. 9).

Benefits of elearning:
1- Effective at producing good outcomes.
2- Everywhere learning- not limited by place or time.
3- Fairer- it extends learning to more people.
4- Supports individual learning styles and needs.
5- Self paced.
6- Cost Effective.
7- Time Efficient.
8- Easily adaptable, yet consistent.
By Liz Hurley , https:// learnopoly.com

E. The Negative Aspects of E-learning

E-learning as a new form of learning has several negative aspects:

1. Lack of knowledge and expertise in the use of computers and the Internet by students and teachers.
2. Not conducting a training course in advance by the local Ministry of Higher Education and Scientific Research on how to cope with e-learning.
3. Lack of Internet access and e-learning facilities hinders the transfer of information between teachers and students.
4. Students' lack of motivation and enthusiasm for lessons and online classes when sitting in front of electronic devices.
5. High cost of using the Internet by students and teachers.
(Al-Majiri, 2018, p. 25)

F. The Advantages of E-learning
E-learning has several positive aspects mentioned below:

1. E-learning plays an important role in the field of education and raises the level of intellectual and social awareness among individuals.
2. E-learning provides training institutions with all the essential facilities and full support to produce and practice education.
3. E-learning is an alternative method to traditional education and learning to prevent the spread of epidemics, pandemics, and other diseases in every society.
4. E-learning enables students and learners to search for information and strengthens their ability to gather information and use it.
5. E-learning reduces individual differences as more students can participate in classes and allows all students to express their opinions at any time without the slightest feeling of embarrassment (Al-Majiri, 2018, p. 32).

G. Previous research

TABLE 1
PREVIOUS RESEARCH

No.	Researchers' Names	Research Titles	The Purpose of the Studies	Research instrument	No. Samples	The Most Important Results
1.	Dr. Bassam Mohammed Bin Yasin Dr. Mohammed Amin Mula'am December, 2011	Obstacles to using e-learning that teachers face in the Directorate of Education and Learning, Irbid First District.	Identifying the challenges faced by teachers during e-learning in general and then based on several variables.	Questionnaire form.	186	In general, teachers' perceptions of e-learning have been negative because there are many obstacles to this type of learning.
2.	Dr. Qasim Mohammed Al-Shanaq Dr. Hassan Ali Ahmed ibn Dumi	Perceptions of teachers and students of the use of e-learning in Jordanian secondary schools.	Revealing the perceptions of teachers and students to e-learning in science class in general and then based on several variables.	Questionnaire form	148	The results showed that the perceptions of teachers and students were negative because this type of education and learning has not been suitable for science class.
3.	Dr. Hamada Eidnoura Al-Hantili Professor Nawan Bandar Sulaiman Al-Khattaf	Perceptions of teachers of the use of e-learning in teaching physical education to people with special needs in Kuwait.	Realizing the role of teachers in the use of e-learning in physical education for people with disabilities.	Questionnaire form	300	In general, according to the study, teachers' perceptions of e-learning for people with disabilities were positive because it is a way to strengthen the physical education aspect of people with disabilities as well as their moral aspects and learning in groups.

III. METHODOLOGY OF THE STUDY

In this study, the researchers present the methodology used in this research, and it is worthwhile that the research method is descriptive analysis because the researchers analyze the teachers' viewpoints about e-learning according to several variables. Regarding the participants, samples, and analytical and statistical tools, they are illustrated as follows: The research participants consist of all the teachers of Koya University in the academic year 2020-2021 which were (463) teachers. The final sample of the research consisted of (50) teachers randomly selected among the participant teachers of Koya University. Due to the lack of a ready-made and appropriate analytical and statistical tool for (teachers' perceptions of e-learning) in the Kurdish language and also suitable for the characteristics of the research participants and research objectives, the researchers prepared analytical and statistical tools to analyze the perceptions and perspectives of Koya University teachers regarding e-learning. Hence, the following steps have been taken to prepare the analytical and statistical tools for this purpose:

To prepare the measurement items of the study, the researchers have taken the following steps: Asking for the opinion of the teachers of Koya University about e-learning. That is, initially an open survey was distributed to the teachers to create items from it. Have a look at Appendix (1); Then the researchers were able to use the opinions of the teachers to develop (16) items related to the advantages and disadvantages of e-learning, in front of each item (3) options were set, which were (often, sometimes, never). The values of the options were (1,2,3) for the positive items and (1,2,3) for the negative ones.

Assessing the face validity of the scales: The researchers assess the face validity of the scales by receiving three educational experts' feedback (see Appendix 2). The researchers submitted the scales to the educational experts and asked them to rate the appropriateness of the items and options, and make any changes they would like to make. After collecting and implementing the face validity of the scales based on the experts' viewpoints, all the items were approved and none of them was removed, however, some linguistic errors were suggested to be corrected, and all the options remained the same (see Appendix (3)).

Assessing the Scales Reliability: The scale's reliability means to what extent the items of the scale determine the scale of the participants' viewpoints in an accurate, orderly, and equal manner. Thus, the reliability of the scale was determined as follows:

Determining the reliability of the scale by subdividing the scales or subdivided test, and the subdivision test is one of the ways to identify the inner appropriateness of the scale in which the items are divided into odd items and the even items, and then by using the Pearson equation the relationship between the odd items and even items were determined. Hence, the researchers selected 20 teachers who were given the questionnaire forms on Nov 22, 2020. After that, their answers were subdivided into odd items and even items and by using the Pearson equation the relationship between the answers of the odd and even items was revealed to be (69) which indicates that the reliability of the items for the scale as presented in Table (2).

TABLE 2
THE SAMPLE OF THE STUDY

No.	Faculty	Department	Male	Female	All
1	Education	Psychology	-	7	7
		Kurdish	3	1	4
		Geography	3	-	3
		Arabic	3	4	7
		English	2	2	4
		History	2	-	2
		Religious Studies	3	-	3
		Physical Education	-	1	1
2	Engineering	Chemistry	3	1	4
		Architecture	1	-	1
3	Science and Health	Physics	3	-	3
		Biology	1	1	2
		Clinical Psychology	1	1	2
		Mathematics	2	-	2
4	Humanities and Social Sciences	Law	3	2	5
	Total		30	20	50

TABLE 3
RELIABILITY OF THE SCALE BY SUBDIVISION TEST

Number of items	Total Samples	Standard Deviation	Pearson's Correlation Value	level of evident statistical difference
Odd (8) items	18.10	2.91	69	0.05
Even (8) items	17.45	2.74		

Conducting the research: After assessing the face validity and the reliability of the research scale (see Appendix 4), the researchers conducted the final scale on the participant teachers of the research sample, which consisted of 50 teachers. It is worth mentioning that there were no problems and the research implementation went well.

Statistical tools: To analyze the data, the researchers used the statistical program for the social sciences known as (SPSS) by using several statistical equations as follows: The Sperman-Brown equation was used to determine and assess the reliability of the scale by subdividing it; One Sample t.test was used to demonstrate the Koya University teachers' perspectives on e-learning in general; Independent Sample t.test was used to show statistically significant differences between the university teachers' perceptions regarding e-learning based on their gender; One-way ANOVA equation was used to display statistically significant differences between teachers' perceptions of e-learning according to the variables of (their years of service and scientific titles).

IV. DISCUSSION OF THE RESULTS AND ANALYSIS

In this study, the researchers discuss the results of the study according to the research objectives as follows.

1- To find out the Koya University lecturers' perceptions regarding e-learning in general, the researchers entered the data into the SPSS program by using the statistical technique (one sample t-test). The results show that the total samples are

(30.72), the mean standard scale is (32), the difference of the statistical evidence is (0.05) and the value of T is (1.51) as explained in (Table 4). Hence, the results demonstrate that university lecturers are generally somewhat neutral about e-learning.

TABLE 4
KNOWING THE PERCEPTIONS OF THE KOYA UNIVERSITY LECTURERS REGARDING E-LEARNING

Number of Samples	Mean Samples	Standard Deviation	Mean Standard Scale	Value of T	Freed Score	level of evident statistical difference
50	30.72	5.97	32	1.51	49	0.05

Regarding the first objective, in general, based on the results, it is discovered that since the value of T is (1.51) i.e. it is not arguable, thus it can be said that they are rather neutral, i.e. they neither have negative nor positive perceptions of e-learning this might be because e-learning has not caused any difficulties for the teachers in general to have negative perspectives on it, and it can be attributed to that e-learning has been a new approach in the education system of this region.

2- Regarding the purpose of demonstrating the existence or lack of evident statistical differences in the perceptions of teachers about e-learning according to their gender variable, the researchers entered the data into the (SPSS) program and used the statistical technique independent sample t-test. As a result, it is discovered that there is an evident statistical difference in teachers' perceptions of e-learning, as female teachers are more positive to e-learning with a mean of (6.78) than male teachers with a mean of (5.20), and a T-value of (1.30) as well as the level of evident statistical difference is (0.05) as explained in the Table (5) below.

TABLE 5
FINDING TEACHERS' PERCEPTIONS OF E-LEARNING BASED ON THEIR GENDER

Variables	Sample Number	Mean	Standard Deviation	T-Value	Free Score	level of evident statistical difference
Male	30	29.23	5.20	1.30	48	0.05
Female	20	31.45	6.78			

According to the researchers' viewpoints, the reason for these results might be because e-learning is more suitable for female teachers because they are busy raising their children and doing household chores than male teachers, who have more opportunities to go out and work outside.

3- As regards the aim of showing the perceptions of the Koya University teachers for e-learning according to the years of service variable, the researchers entered the data into the (SPSS) program and used the statistical technique (one-way ANOVA). Consequently, the results show that the mean of the teachers' perceptions, whose years of service are between (6-10), is (31.5); and the mean of the teachers' perceptions, whose years of service are (16 and above), is (30.29); also the mean of the teachers' perceptions, whose years of service are between (1-5), is (29.63); furthermore, the mean of the teachers'

perceptions, whose years of service are between (11-15), is (29). Hence, the results have evident statistical differences between the different groups based on their years of service, as teachers with (11-15) years of service have the highest level of positive perceptions of e-learning; teachers with 16 years of service and above are ranked second; teachers with (1-5) years of service are ranked the third; and teachers with 11-15 years of service are ranked the fourth as it has been explained in the Table (6) below.

TABLE 6
EXPLANATION OF THE GROUPS OF TEACHERS' MEAN PERCEPTIONS OF E-LEARNING ACCORDING TO THEIR YEARS-OF-SERVICE

Variables	Sample No.	Mean	Standard Deviation
1-5	11	29.63	6.05
6-10	14	31.50	6.32
11-15	8	29	6.59
Over 16	17	30.29	5.54

TABLE 7
EXPLAINING THE EVIDENT STATISTICAL DIFFERENCE BETWEEN GROUPS OF THE TEACHERS' PERCEPTIONS OF E-LEARNING ACCORDING TO YEARS-OF-SERVICE

	Paired total	Free score	Paired mean	F-value	Evident statistical difference
Between groups	2.8.17	3	69.39	2.34	0.085
Within groups	1358	46	29.53		
Total	1566.17	49	1566		

According to the researchers' point of view, the reason behind these results might relate to the fact that for those teachers who have more teaching experience and more years of service, e-learning does not have a negative impact on them, so they have negative perceptions of it.

4- Concerning identifying the teachers' perceptions of e-learning according to their (academic titles), the researchers entered the data into the (SPSS) program and used statistical techniques (one-way - ANOVA). As a result, the findings show that the mean of the assistant professors' perceptions is (33.33), while the mean of the professors' perceptions is (32.75), and the mean of the assistant lecturers' perceptions is (29.50); moreover, the mean of the lecturers' perceptions is (27.80). Thus the results demonstrate evident statistical differences between the different groups based on their academic titles. It was obvious from the table below that the assistant professors have the highest level of positive perceptions of e-learning, and

the professors ranked second; the assistant teachers come third, and the lecturers ranked fourth in having positive perceptions of e-learning, as illustrated in Table (8) below.

TABLE 8

EXPLANATION OF THE GROUPS OF TEACHERS' MEAN PERCEPTIONS OF E-LEARNING ACCORDING TO THEIR ACADEMIC TITLES

The teachers' perceptions of e-learning according to their academic titles	Numer of samples	Mean	Standard Deviation
Assistant lecturers	22	29.50	5.99
Lecturers	15	27.80	4.55
Assistant professors	9	33.33	4.47
Professors	4	32.75	7.18

TABLE 9

EXPLAINING THE LEVEL OF EVIDENT STATISTICAL DIFFERENCES BETWEEN THE PARTICIPANT GROUPS ON THE TEACHERS' PERCEPTIONAL LEVEL ACCORDING TO THEIR ACADEMIC TITLES

Paired Total	Free score	Paired Mean	F-value	Evident Statistcal Level
Between groups	3	3.50		
Within groups	46	1681	0.351	0.789
Total	49	1720		

The researchers believe that the reason for the result shown in the table above may be because professors and assistant professors have more experience in teaching than lecturers and assistant lecturers, so the use of modern technology and e-learning may not affect them to have a negative perception of e-learning. Therefore, they have a positive perception of it, and e-learning has not had a negative impact on them.

V. CONCLUSION

In recent decades, a technological revolution has taken place in large parts of the modern world. E-learning is improving the quality of learning and according to this paper we advise teachers to use eLearning in teaching learning process. The findings of this research may help evaluate e-learning institutions' quality and promote future educational trends. The findings may be utilized by e-learning institutions to evaluate quality as strategic dimensions and policy makers' vision.

VI. SUGGESTIONS AND RECOMMENDATIONS

A. Recommendation:
The researchers make the following recommendations based on the results and findings.
1. Koya University should organize workshops and offer training courses for its teachers on how to use modern technology and e-learning properly.
2. Koya University should also provide its teachers with Internet access and e-learning supplies.

B. Suggestion:
1. A similar study should be conducted on different samples such as high school teachers or primary school teachers by covering most local schools.
2. It is also suggested to conduct another study on the role of e-learning on academic achievements among students.

REFERENCES

Al-Hantila, Al-Khattaf, and Himad Eidnoora, 2020, Teachers' Perceptions of the Use of E-Learning in Teaching Physical Education to People with Special Needs in Kuwait.

Ali, Abdullah, 2011, Emergence and Development of E-learning, retrieved on Jan. 16, 2021

Al-Shannaq, Domi and Qassim Mohammed, 2010, Perceptions of Teachers and Students of the Use of E-Learning in Jordanian High Schools, College of Educational Sciences, United Arab Emirates University, Jordan.

Asma, Mohammed Al-Majiri, Pros and Cons of E-learning: published on Jan. 20, 2018

Da'du', Shahira, 2016, The concept of e-learning and its features, retrieved on Feb. 6, 2021

Keegan,L.(2020,September 10). Complete History of elerarning From 1923-Present Day. Retrived from https://skillscouter.com/history-of-eleraring/ .

Maddah, Samiya Bint Sadaqa, E-Learning, College of Education, Saudi Arabian Teacher, Umm Al-Qura University.

Saud, 2011, The Importance of e-learning, retrieved on Feb. 6, 2021

Tasneem, architect. 2018, Characteristics of e-learning, retrieved on Feb. 6, 2021

Yassin, Teacher, and Bassam Mohammed Banna, 2011, Obstacles to the use of e-learning facing teachers in the Directorate of Education Irbid Region I, Volume III, Distance-learning Education, Palestine.

Youssef, Mustafa, 2009, Development Stages of E-learning, retrieved on Feb. 6, 2021

APPENDIX (1)
Open-ended questionnaire
Greetings...

As a researcher and teacher at the School of Physical Education, I intend to conduct a study entitled "the perception of university lecturers of e-learning". So, we would like to ask you to answer the following questions about e-learning.

In your opinion, what are the weak and strong points of e-learning?

With respect...

Researchers

APPENDIX (2)

The name of experts for the face validity of the items and the research standard according to their academic titles

No.	Name of experts	Major	Workplace
1.	P.H.D. Saeed Saleh	Methods of Teaching	Koya University-School of
2.	P.H.D. Hamed Mustafa Blbas	Methods of Teaching	Salahading University
3.	P.H.D. Yasin Omar Mohamad	Methods of Teaching	University of Sulaimani
4.		Methods of Teaching	Duhok University
5.	P. D. Omar Ali Karim	Methods of Teaching	Soran University

APPENDIX (3)
TABLE OF AGREEMENT RANGE OF THE EXPERTS AND PROFESSIONALS

No.	Items	Lect.	Lect. Dr.	Lect.	Lect.	Lect. Dr.	The Experts' Agreement Range	Decision
1.	In e-learning, I can convey my message to learners well.	✓	✓	✓	✓	✓	100%	kept
2.	My expertise in using electronic devices enables me to teach my students properly in e-learning.	✓	✓	✓	✓	✓	100%	kept
3.	Lack of high-speed Internet access is an obstacle to e-learning.	✓	✓	✓	✓	✓	100%	kept
4.	E-learning is very well conducted due to the availability of new applications and learning management systems.	✓	✓	✓	✓	✓	100%	kept
5.	In e-learning, one cannot devote	✓	✓	✓	✓	✓	100%	kept
	sufficient or more time to lessons.							
6.	Financial situation does not help practice e-learning.	✓	✓	✓	✓	✓	100%	kept
7.	E-learning prevents the spread of pandemics and other diseases.	✓	✓	✓	✓	✓	100%	kept
8.	E-learning is not suitable for practical subjects.	✓	✓	✓	✓	✓	100%	kept
9.	Lack of motivation and enthusiasm for online classes while sitting in front of electronic devices.	✓	✓	✓	✓	✓	100%	kept
10.	Recording online classes in e-learning facilitates learning	✓	✓	✓	✓	✓	100%	kept
11.	E-learning is suitable for undergraduate and postgraduate studies.	✓	✓	✓	✓	✓	100%	kept
12.	E-learning minimizes wasting time and makes it easier to deliver lectures and give lessons.	✓	✓	✓	✓	✓	100%	kept
13.	Lack of supplies is an obstacle to e-learning.	✓	✓	✓	✓	✓	100%	kept
14.	Through e-learning, students can be given more assignments.	✓	✓	✓	✓	✓	100%	kept
15.	E-learning is not suitable for this time and stage.	✓	✓	✓	✓	✓	100%	kept
16.	In e-learning, teachers have more workload, and it is more tiresome than on-site classes.	✓	✓	✓	✓	✓	100%	kept

(4)
The final version of the research standard
Koy University
Faculty of Physical Education
Subject / Questionnair

Greetings…

The researcher would like to conduct a study entitled " The perception of the Koya University Lecturers of e-learning in the academic year (2020-2021)". We will provide you with this questionnaire and kindly ask you to read the statements in it, there are three options in front of each statement. So, please choose the appropriate option that is right for you and tick (√) it. The data of this questionnaire is only used for scientific purposes.

Gender: /male ..../ female ....

Years-of-Service: ....

Scientific Title: ....

E-learning: Musa (2021) states that it is a method of learning by using new ways of communication such as computers, networks and other electronic devices via audio and vidusal features, as well as search engines and electronic stores (Abu Aqil, 2014, p.15).Reference: (The University of Palestine Journal for Research and Studies)

Researchers

APPENDIX (5)

No.	Statements	Often	Sometim es	Never
1	In e-learning, I can convey my message properly to students.			
2	My familiarity with using electronic devices makes me teach my online classes properly.			
3	The lack of good Internet access would hinder e-learning			
4	Due to the existence of new apps and computer programs, conducting e-learning is done quite well.			
5	In e-learning, sufficient and more time cannot be allocated to every class.			
6	Having a proper financial situation facilitates e-learning.			
7	E-learning prevents the spread of the epidemic and pandemic diseases.			
8	E-learning is not for the practical subjects.			
9	Lack of learners' motivation and enthusiasm for lessons and classes while sitting in front of electronic devices facilitates learning.			
10	Recording online classes in e-learning facilitates learning and teaching.			
11	E-learning is suitable for both undergraduate and post-graduate studies.			
12	E-learning reduces wasting time and facilitates giving lessons to learners.			
13	Lack of necessities hinders the process of e-learning.			
14	More assignements can be given to learners via e-leanring process.			
15	Currently, e-learning is not appropriate for this time and stage.			
16	In the e-learning process, teachers and instructors have more duties and tasks to fulfill and become more Fired.			