

Attitudes of Professors Institutes of science and technical of physical and sports activities at university of Souk Ahras Towards e-learning according some variables

اتجاهات أساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة سوق أهراس نحو التعليم الإلكتروني في ضوء بعض المتغيرات

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**Abstract :**

The objective of this study was to know the attitudes of teachers at the institutes of science and technical of physical and sports activities in Souk Ahras university towards the electronic teaching and the differences of visions which are influenced by the variables: sex, Department Belonging, specialty, Scientific qualification, professional experience, and computer training. The study followed the descriptive method.

The researcher distributes a questionnaire about a group of 24 teachers who work in the Institute selected by chance. And was treated statistically using the software (spss), and resulted in the following results:

- Positive attitudes towards e-learning.
- There are no differences, statistically significant, in the average of attitudes influenced by: Gender, Specialty, Scientific Qualification, Work Experience, and Computer Training

**Keywords:** Attitudes –Professors -Institute of physical education - e-learning - some variables.

**المخلص :**

تهدف هذه الدراسة الى التعرف على اتجاهات أساتذة معهد علوم و تقنيات النشاطات البدنية و الرياضية نحو التعليم الإلكتروني والفروق بينهم وفق متغيرات الجنس، قسم الانتماء، التخصص، المؤهل العلمي، الخبرة المهنية، والتكوين في مجال الاعلام الآلي، لذلك تم توظيف المنهج الوصفي التحليلي لملائمته طبيعة الموضوع.

وظف الباحث استمارة الاتجاه نحو التعليم الإلكتروني و المكونة من 24 عبارة وزعت على عينة تكونت من 24 أستاذ اختيرت عشوائيا من بين الأساتذة الذين يدرسون بمعهد علوم و تقنيات النشاطات البدنية والرياضية بجامعة سوق أهراس، وعولجت البيانات احصائيا باستخدام برنامج spss.

توصلنا الى أن للأساتذة اتجاهات ايجابية نحو التعليم الإلكتروني، كما لا توجد فروق دالة احصائية عند مستوى (0.05) في اتجاهاتهم نحو التعليم الإلكتروني تعزى لمتغيرات الجنس، التخصص، المؤهل العلمي، والخبرة المهنية و التكوين في مجال الاعلام الآلي.

- الكلمات المفتاحية : - اتجاهات - الأساتذة- التعليم الإلكتروني- معهد علوم و تقنيات النشاطات البدنية والرياضية - بعض المتغيرات.

### 1- Introduction and problematic of the study:

The developing of learning methods preoccupied has the responsible of education and training sectors, specialists were harnessed to discuss development and needs in the external environment and to adapt the educational programs and methods used by professors in the dissemination of information to students as well as the best comprehension of it.

Perhaps what distinguish the external environment are the huge technological advancement and the wider use of the developed electronic programs and tools, also using it by students as sources to get fast the information and keeping them away from traditional ways like paper books and lessons, and this is what pushed responsible to think about using educational methods adapted with the

development and with the attitudes of students as a main participant in the educational process. The most common of these methods is E-learning .

Since it considered (Krishnakumar R, 2011) that Students, faculty, staff and administrators now use technology extensively in their daily activities and have become reasonably technologically literate. The trend of using e-learning as learning and teaching tool is now rapidly expanding into education. Many educators and researchers had high hopes for e-learning, believing that it would provide more access to information and communication, and would ultimately lead to a new revolution in education. **(Krishnakumar R, 2011, p 49)**

E-learning is an innovative application of computer in the teaching and learning process is e-education.. E-education may be network based, intranet-based or Internet-based, which includes text video audio, animation and virtual environmental. E-learning provides faster learning at reduced costs increased access to learning and clear accountability for all participants in the learning process. **(T. Linga Murthy, 2016, p 46)**

E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives" **(Bahhouth, 2011, p1 )**. And E-learning is based reducing both of time and effort of professors and students to reach goals by offering human and material possibilities. **(bensayah, 2019, p 301)**

Usually the e-Learning environment can be accessed using a Web browser over the Internet or Intranet and supports several learning strategies and different ways of interaction, communication and collaboration. Additionally e-Learning environments often include administration and management utilities

and interfaces to other systems to support the organizational part of learning as well. Thus e-learning has become a very crucial part of this ever changing educational environment. (Sharma, 2016)

The success of the application of e-learning requires commitment, tendency and faith from professors, also his control of the mechanisms of this kind of education as a main part with the students in the educational process influences and be influenced by the surrounding developments. This led us to choose the subject of our study which will discuss by posing the following question:

- What is the attitude of Professor's towards E-learning?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of sex?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of Department Belonging?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of scientific qualification?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of specialty?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of professional experience?
- Are there differences statically signification at the level of (0.05) in attitudes of professor's towards e-learning due to the variable of computer training?

## 2- hypotheses of the study:

- Professor's attitudes concerning e-learning were positive.
- There are no differences attributed to the sex variable in professor's attitudes concerning e-learning.

- There are no differences attributed to the variable of Department Belonging in professor's attitudes concerning e-learning.
- There are no differences attributed to the scientific qualification variable in professor's attitudes concerning e-learning.
- There are no differences attributed to the specialty variable in professor's attitudes concerning e-learning.
- There are no differences attributed to the professional experience variable in professor's attitudes concerning e-learning.
- There are no differences attributed to the computer training variable in professor's attitudes concerning e-learning.

### 3- Research Objectives:

- getting to know the attitudes of professors to E-learning.
- getting to know if there are differences in the attitudes of professors according to the sex.
- getting to know if there are differences in the attitudes of professors according to the Department Belonging.
- getting to know if there are differences in the attitudes of professors according to the specialty.
- getting to know if there are differences in the attitudes of professors according to the scientific qualification.
- getting to know if there are differences in the attitudes of professors according to the professional experience.
- getting to know if there are differences in the attitudes of professors according to the computer training.

**4- The importance of research:**

-The importance of research is to shed light on the striking development of methods and techniques used by students in our universities, especially in the ISTAPS represented in the electronic sources, and necessity of adaptation of the education system at the university with these development, in particular professors as an integral part of this system and its success depends on how successfully the professors pass the information in appropriate ways and guidance of our students.

- The orientation of universities to use distance education which requires commitment and control from both of professors and students at e-learning techniques to reach goals.

**5- The significant terminology of the research:**

**5-1-Attitudes:**

**-terminological:**

- The attitude is the voluntary disposition of a person given the existence in general or to a Particular aspect of this. Humans in your life experience various emotions that are far from being motivated by his free choice; instead, the attitude encompasses those psychic phenomena on which man & use of freedom and that serve for the various challenges that arise in one way or another. **(Kumar, 2017, p19)**

- According to Anastasi (1976), an attitude is often defined as a tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom or an institution. An attitude is a dispositional readiness to respond to certain situations, persons or objects. Attitude testing is essential to achieve a number of purposes such as, 'to what extent the necessary attitudes

have been developed in the students', 'to enable the students to develop desirable attitudes', 'to help teachers in understand students' attitudes predispose the person to action, 'to help the teacher in good teaching' and 'to help the students in their career plans'. (Bhuvaneswari, 2012 p 10886)

-it is a positive or negative feeling towards a topic, a person, or the thought. (Nitko, 2011, p 450)

-**Procedural:** the researcher identifies the attitudes as a tendency of professor towards using E-learning in his teaching.

### 5-2-Professors:

#### -terminological:

-the professor is essential element in any educational reform process, because he represent the most important component in the educational process and even the most serious after students, and the place of professor in the educational process determine his importance as a main participant in the determination quality and its attitudes, therefor the quality of the future of generation and nation's life. (djebrail, 2003, p 53)

- Mohamed essegreni identified him as the person, who represents the group in the education of their sons, and he is an employer by the state which represents the community interests, and he gets paid for doing this mission. (zidane, 2008,p45)

-**Procedural:** the researcher identifies him as the person who is responsible of providing the educational material for the student at the university and who must requires many skills to succeed in his mission.

### -5-3- e-learning:

**-terminological:**

- Definition of (Prucha, 2003): E-Learning identifies various types of computer-aided learning, usually using modern technological means; CD-ROM. E-learning is expanding especially in the sphere of distance education and corporate training. **(Harandi, 2015, p 423- 430 )**

- the term is generally used to refer to the use of technology in learning in a much broader sense than the computer-based training or computer aided instruction of the 1980s. It is also broader than the terms Online Learning or Online Education which generally refer to purely web-based learning. In cases where mobile technologies are used, the term Mlearning has become more common. **(Krishnakumar R, 2011, p48 - 57)**

**-Procedural:** the researcher identifies it as the education based on electronic media and means to disseminate the information.

**5-4 - some variables:** in this study they are: sex, Department Belonging, specialty, Scientific qualification, professional experience, and computer training.

**6- The art condition and similar studies:**

**-study (Pawan Kumar, 2017) :** Attitude of teacher educators towards E-learning **(Kumar, 2017)**

The study is related to attitude of teacher educators towards E-learning. Descriptive Survey Method was used by the investigator. The purposive random sampling technique was used in the study. 10 colleges of education were selected randomly from that district of Fatehgarh Sahib and Ludhiana (Punjab). The samples of the study comprised of 100 teacher educators (50 Males and 50Females) were selected. The major finding of the study revealed that 70% teacher educators have

favourable attitude towards e-learning and 30% teacher educators have unfavorable attitude towards e-learning.

**-study (Dalton H. Kisanga, 2016) :** Determinants of Teachers' Attitudes Towards E-Learning in Tanzanian Higher Learning Institutions. **(Kisanga, 2016)**

This research study presents the findings on determinants of teachers' attitudes towards e-learning in Tanzanian higher learning institutions. The study involved 258 teachers from 4 higher learning institutions obtained through stratified, simple random sampling. Questionnaires and documentary review were used in data collection. Data were analysed using statistical package for the social sciences (SPSS). Chi-square was performed to examine the association of variables.

It was found that teachers have positive attitudes towards e-learning where computer exposure played a statistically significant contribution to their attitudes. It is recommended that training in e-learning needs to be provided to teachers to widen their understanding of e-learning. There is also a need to strengthen factors associated with teachers' positive attitudes towards e-learning. Results from this study are of particular importance to both teachers and the education stakeholders in Tanzania.

**-study (fayza rabiai, 2017) :** The university professor's attitudes toward e-learning: Study on the field in University of Batna. **(rabiai,2017, p 13- 14)**

This study aimed to know the university professor's attitudes towards the e-learning, and the differences of statistical lead to the variables: specialty and sex. It is based on the descriptive method applied on a category including 205 members from both sexes. Statistically, it was treated using the (SPSS) and ended up with these results:

- University professor's attitudes concerning e-learning were positive.

- There were statistically significant differences in the averages of the university professor's attitudes towards the sex of interviewed characters.
- There were not statistically significant differences in the averages of their attitudes towards e-learning , specialty.

**-study ( yahya lal, aljundi, 2010):** Attitude Toward Electronic Learning for Male and Female Teachers in Secondary schools in Jeddah in Saudia Arabian Kingdom. (zakaria yahya lal, 2010, p 11- 21)

The Aim of The Research is to find out the Attitude toward Electronic learning for Male and Female Teachers in Secondary Schools in Jeddah in The Light of The Following variables: Scientific Major, Experience in The Field of Work and Attendance Learning Courses in Technology Domain.

The Attitude toward Electronic Learning is designed, and Its Validity and Reliability are computed. As Well, the Sample Consists of (462) Male and Female Teacher in Secondary Schools.

The Results Indicated that the Attitude Of Male Teachers Who are Scientific Major and their Experience in the Field of Work are Less than Five Years and Attendance Courses in Technology Domain Toward Electronic Learning are More Positive.

**-study (Sofia S. Al-Reemawi and Khawla S. Shaksheer2011):** Attitudes Towards Computer and Obstacles of its Use In Education Among Science Teachers In The Governmental Schools In The West Bank. (Shaksheer, 2011 p 124 - 143)

This study aimed to investigate 5th-10th grade science teachers' attitudes in governmental schools in the West Bank towards computer and it's usage in education, and the relationship between these attitudes with many variables related to science teachers; gender, qualification, teaching experience, number of computer courses teacher studied during his/her college/university education, and number of in-service computer training courses he/she attended. Also this study

aimed to investigate the extent of computer usage in teaching science, obstacles face and hinder teachers to use computer in teaching science.

By using described method of research the following results revealed .Attitudes of science teachers towards computer and it's usage in education are positive. There were no significant differences among science teachers in their attitudes towards computer and it's usage according to teacher's gender, qualification, experience years in teaching. And there were significant differences among their attitudes towards computer and it's usage according to number of computer courses they studied at university, and number of in-service computer training courses they attended. Furthermore, those teachers who studied 4 computer courses or more, and those who attended 4 computer training courses had the maximum positive attitudes towards computer and it's usage in education.

The study also found that more than two third of science teachers do not use computer in teaching science. Many obstacles that face, and hinder their use of computer in teaching science were identified: Infrastructure- related obstacles and Person- related Obstacles.

**-study ( Majed alhajiri 2012):** the trends of faculty and students ( in Kuwait Public high schools) Towards application of e-learning. **(alhajiri, 2012, p 1-85)**

This study examined the trends of faculty and students ( in Kuwait Public high schools) with regards to their awareness of the importance of applying the method of e-learning as a tool for the development of education, and the availability of the qualifications of eLearning which they have and the relevance and impact of these qualifications towards their recognition.The study concluded the following results:

1. Positive trends of both faculty and students towards an understanding of the importance of applying the e-learning method as a tool for the development of education Views of faculty members differed depending on the following

variations: Gender, nationality, convenience of applying the e-learning method to teach students, and the school district. No difference in opinion was noted based on the variation of: training courses in the field of computer and technology, education, subject specialty, or years of experience. Differing views of students were dependent on the variation of: school district, study major, class year and no difference in opinion was noted based on the variation of gender or nationality

2. The high degree of availability of qualified skills for the e-learning method from both members of the faculty and students.

3. The existence of a positive relation between the qualification of e- learning from both faculty and students and their awareness of the importance of applying the method of e-learning as a tool for the development of education.

4. Having a statistically significant effect at a (.05) level of signification for the qualifications of e-learning in all of its combined aspects and orientation of each of the faculty and students about their understanding of the importance of applying the method of e-learning as a tool for the development of education.

**-study (Naief A. Mutawa, 2013):** Attitudes of secondary stage teachers in Quwai'yah Governorate in Saudi Arabia towards E-learning. (Mutawa, 2013 p77-84)

This study aimed at investigating the attitudes of secondary school teachers in Quwai'yah Governorate towards e- learning. To achieve the aim of the study, a questionnaire was developed and administered after testing its validity and reliability. This questionnaire consisted of 24 items. Means and standard deviations were calculated and one-way ANOVA was used to answer the study questions. T-test was used to answer the third and fourth questions.

The results of the study showed that there were no statistically significant differences in the participants' attitudes towards e-learning due to experience and

specialization. However, attending training courses was found a significant factor that affect teachers' attitudes. Teachers who attended training courses showed more positive attitudes towards e-learning than teachers who did not attend training coursed. The study put forward some recommendations. An important implication is that teachers ought to attend training courses and workshops in e-learning

**-similarities and differences with our study :**

-These studies are similar to the topic of our study in the title, in some roles and even in the used methodology (descriptive and analytical methodology), there is also similarity in tools used for collecting data (using questionnaire of professors attitudes to e-learning) and in statistical processing where means, standard deviation and variances were calculated and anova one way.

- there are differences in population and samples of the study which happened at secondary schools except for the study of (fayza rabiai, 2017) witch related with university's professors.

**- The practical chapter:**

**1- Followed Methodologies:**

**1-1- Methodology:** Due to the nature of the subject, the researcher adopted the descriptive analytical descriptive methodology.

**1-2 - population of the study:** They are the teachers of the Institute of Science and Technical of physical and sports activities at the University of Souk Ahras, numbering 34 teachers.

**1-3: sample of the study:** The study sample consisted of 24 teachers working at the Institute of Science and Technical of Physical and Sports Activities at Souk Ahras University.

**1-4:Areas of study:**

**A - Time domain:** from the beginning of March 2019 to the end of May 2019.

**B- Sphere:** Institute of Science and Technical of physical and sports activities at Souk Ahras University.

**C - Human Field:** teachers of the Institute of Science and Technical of Physical and Sports Activities at the University of Souk Ahras.

### **1-5 Study Tools:**

The researcher based his set of data on a of bibliographic sources and references, and on a questionnaire of attitudes of professors towards e-learning.

### **1-6 - The scientific foundations of the study tools:**

#### **1.6.1. Questionnaires have been certified:**

- **The structural truth of the scale:** The correlation coefficients between the terms of each axis and the whole questionnaire were calculated as 0.76, which is a strong correlation.

- **Self-honesty coefficient:** This is by the positive square root of the coefficient of stability Alpha Cronbach, which came as follows: 0.92 and is a strong indication of the sincerity of the scale

#### **1-6-2 - Stability of the scale:**

- **Crobach's alpha method:** where the stability was calculated equation Alpha Cronbach is was found that the scale has a high degree of stability where the coefficient of stability Alpha Cronbach was: 0.844.

- **Split half method:** Stability coefficient was calculated in the split half method, where the of Spearman Brown coefficient was 0.785 and Guttman coefficient was 0.766, which indicates the stability of the scale.

**1-7 Statistical processing:** The researcher employed in this study: correlation coefficient of Pearson, Alpha Cronbach, the arithmetic mean and ANOVA test, and we have used the spss statistical program.

**2- Exposure , analyses and result exam :**

**2-1- Presentation, analysis and discussion of the results related to the first hypothesis (professor’s attitudes concerning e-learning were positive):**

**Table 1: Results of professor’s attitudes concerning e-learning:**

<b>The dimension</b>	<b>Mean</b>	<b>level</b>	<b>attitudes</b>
professor’s attitudes concerning e-learning	3.95	high	positive

Through the results shown in the table above we find:

- Professors we have Positive attitudes towards e-learning with mean 3.95.
- This resultants are consistent with the results of study (Pawan Kumar, 2017) and study (Dalton H. Kisanga, 2016) and study (fayza rabiai, 2017) and study of (Sofia S. Al-Reemawi and Khawla S. Shakhsheer2011) and study (Majed alhajiri 2012).
- Thus, the first partial hypothesis was validated.

**2-2 - Presentation, analysis and discussion of the results of the second hypothesis (There are no differences attributed to the sex variable in professor’s attitudes concerning e-learning):**

**Table 2 represents the differences in professor’s attitudes concerning e-learning according to sex variable:**

	<b>Sex</b>	<b>A mean</b>	<b>St</b>	<b>Df</b>	<b>T</b>	<b>Sig</b>
professor’s attitudes concerning e-learning	Male	3.96	0.51	22	0.461	0.649
	female	3.79	0.35			

Table (2) shows that there are no statistically significant differences between the males and females in attitudes concerning e-learning, where the value of (T) is equal to (0.461) and the value (Sig= 0.649) is greater than the significance level

( $\alpha = 0.05$ ), and therefore T is statistically insignificant at a level of significance (0.05) and a degree of freedom of (22).

Therefore, we found that there are no differences due to sex variable in attitudes concerning e-learning by professors of the Institute of Science and Technology of physical and sports activities.

This resultants are consistent with the results of study (Sofia S. Al-Reemawi and Khawla S. Shakhsheer2011) and don't consistent with the results the study of (fayza rabiai, 2017) and results study of (yahya lal, aljundi, 2010) and study (Majed alhajiri 2012) who found that there are difference in the attitudes for the males.

-The second partial hypothesis was thus validated.

**2-3 - Presentation, analysis and discussion of the results of the third hypothesis (There are no differences attributed to the variable of Department Belonging in professor's attitudes concerning e-learning):**

**Table 3 represents the differences in professor's attitudes concerning e-learning according to Department Belonging variable:**

	Department Belonging	A mean	St	Df	T	Sig
professor's attitudes concerning e-learning	the basic education	4.04	0.42	22	0.953	0.351
	specialties sportive	3.84	0.58			

Table (3) shows that there are no statistically significant differences between the professors according Department Belonging variable in attitudes concerning e-learning, where the value of (T) is equal to (0.953) and the value (Sig= 0.351) is

greater than the significance level ( $\alpha = 0.05$ ), and therefore T is statistically insignificant at a level of significance (0.05) and a degree of freedom of (22).

Therefore, we found that there are no differences due to Department Belonging variable variable in attitudes concerning e-learning by professors of the Institute of Science and Technology of physical and sports activities.

-So The third partial hypothesis was thus validated.

**2-4 - Presentation, analysis and discussion of the results of the fourth hypothesis (There are no differences attributed to the Scientific qualification variable in professor’s attitudes concerning e-learning):**

**Table 4 represents the differences in professor’s attitudes concerning e-learning according to Scientific qualification variable:**

		Sum of Squares	Df	Mean Square	F	Sig
professor’s attitudes concerning e-learning	Between Groups	0.380	2	0.190	0.735	0.491
	Within Groups	5.436	21	0.259		
	Total	5.816	23			

Table (4) shows that there are no statistically significant differences between the professors according Scientific qualification variable in attitudes concerning e-learning, where the value The value of (F) is (0.735) and the value of (Sig=0.491) Is big than the significant level ( $\alpha = 0.05$ ). Thus, F is a not statistical function at a level of significant of (0.05).

This resultants are consistent with the results of study (Sofia S. Al-Reemawi and Khawla S. Shaksheer2011).

-The fourth partial hypothesis was thus validated.

2-5 - Presentation, analysis and discussion of the results of the fifth hypothesis (There are no differences attributed to the specialty variable in professor’s attitudes concerning e-learning):

Table 5 represents the differences in professor’s attitudes concerning e-learning according to specialty variable:

		Sum of Squares	Df	Mean Square	F	Sig
professor’s attitudes concerning e-learning	Between Groups	0.841	2	0.421	1.776	0.194
	Within Groups	4.975	21	0.237		
	Total	0.841	2	0.421		

Table (5) shows that there are no statistically significant differences between the professors according specialty variable in attitudes concerning e-learning, where the value The value of (F) is (1.776) and the value of (Sig=0.194) Is big than the significant level ( $\alpha = 0.05$ ). Thus, F is a not statistical function at a level of significant of (0.05).

This resultants are consistent with the results of study (fayza rabiai, 2017) and study (Majed alhajiri 2012) and study (Naief A. Mutawa, 2013), and don’t consistent with the results the study of and results study of (yahya lal, aljundi, 2010) who found that there are difference in the attitudes for For the benefit of scientists.

-The fifth partial hypothesis was thus validated.

2-6 - Presentation, analysis and discussion of the results of the sixth hypothesis (There are no differences attributed to the professional experience variable in professor’s attitudes concerning e-learning):

**Table 6 represents the differences in professor’s attitudes concerning e-learning according to professional experience variable:**

		Sum of Squares	Df	Mean Square	F	Sig
professor’s attitudes concerning e-learning	Between Groups	0.643	2	0.321	1.305	0.292
	Within Groups	5.137	21	0.246		
	Total	5.816	23			

Table (6) shows that there are no statistically significant differences between the professors according professional experience variable in attitudes concerning e-learning, where the value The value of (F) is (1.305) and the value of (Sig=0.292) Is big than the significant level ( $\alpha = 0.05$ ). Thus, F is a not statistical function at a level of significant of (0.05).

This resultants are consistent with the results of study (Majed alhajiri 2012) and study (Sofia S. Al-Reemawi and Khawla S. Shakhsheer2011) and study (Naief A. Mutawa, 2013), and don’t consistent with the results the study of and results study of (yahya lal, aljundi, 2010).

-The sixth partial hypothesis was thus validated.

**2-7 - Presentation, analysis and discussion of the results of the second hypothesis (There are no differences attributed to the computer training variable in professor’s attitudes concerning e-learning):**

**Table 7 represents the differences in professor’s attitudes concerning e-learning according to computer training variable:**

	Sex	A mean	St	Df	T	Sig
professor's attitudes concerning e-learning	yes	4.00	0.50	22	1.095	0.285
	no	3.73	0.50			

Table (7) shows that there are no statistically significant differences between the professors in attitudes concerning e-learning accordingg computer training variable, where the value of (T) is equal to (1.095) and the value (Sig= 0.285) is greater than the significance level ( $\alpha = 0.05$ ), and therefore T is statistically insignificant at a level of significance (0.05) and a degree of freedom of (22).

Therefore, we found that there are no differences due to computer training variable in attitudes concerning e-learning by professors of the Institute of Science and Technology of physical and sports activities.

This resultants are consistent with the results of study (Majed alhajiri 2012) and don't consistent with the results the study of (yahya lal, aljundi, 2010).

-The seventh partial hypothesis was thus validated.

**3- Finding and propositions results :**

-From above we can say that e-learning has become a necessity that requires commitment from professors for its benefits on the whole university educational process, and it reduce time and effort and for keeping up with technological developments especially in our universities as one of the main standards used universal classification of universities .

- resulted in the following results:

- professors we have Positive attitudes towards e-learning.
- There are no differences, statistically significant, in the average of attitudes influenced by: Gender, Specialty, Scientific Qualification, Work Experience, and Computer Training.

- Therefore, the researcher recommend the need for increased attention on the E-learning by the realization of researches and studies to great the ways of its application on reality, also programing courses and formative days for the benefit of both of professors and students to identify its importance and the recent techniques that have taken place in this type of education and the adaptation with it safe and advanced electronic floor must be provided to ensure the accessibility between components.

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