



Impediments to the Use of E-Learning to Teach Gymnastics Course in Faculties of Physical Education

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Abstract

Research Objectives: This research aims at designing a Questionnaire to identify the Impediments of using E-learning to teach Gymnastics courses in Faculties of Physical Education, along with identify the following: 1-Impediments related to technical and administrative aspects and the order of its effect. 2-Impediments related to Faculty Members and the order of its effect. 3-Impediments related to students and the order of its effect. 4-Impediments related to Gymnastics course and the order of its effect. **Research Methodology:** descriptive approach was used. **Research Sample:** Research Sample consisted of (50) Faculty Members who teaches Gymnastics course in (12) faculties. This sample was randomly selected after distributing the website for Questionnaire on Gymnastics department in Faculties of Physical Education in the Egyptian Universities. **Conclusions:** There are Impediments obstructing Faculty Members from using e-learning to teach Gymnastics courses in Faculties of Physical Education. Impediments related to technical and administrative aspects were in the first order between study axes with an arithmetic average of (4.066). The most significant Impediments within the axis were the slow Internet connection and interruption of communication taking a lot of time in lecture. 2-Impediments related to students were in the second order among the axes of the study with an arithmetic average of (4.02). The most important Impediments within the axis is the preoccupation of students in sites of no relation to e-learning. 3-Impediments related to Gymnastics course were in the third order among the axes of the study with an arithmetic average of (3.609). The most important Impediments within the axis is the difficulty in carrying out evaluation activities for Gymnastics course when using e-learning. 4-Impediments related to Faculty Members were in the fourth order among the axes of the study with an arithmetic average of (3.606). The most important Impediments within the axis is the lack of internet points in the offices of Faculty Members.

Introduction and Research Problem

Education is a cornerstone of development and progress for societies. As well-educated and qualified individuals are deemed to be the real wealth of any society. Accordingly, investing in the human element is one of the trends for which the world's universities compete.

This has led the educational institutions and its cadres to adopt new forms of education, the most prominent of which is e-learning. Its applications have diversified to become more widespread and used in numerous specialities. (1:261)

E-learning plays an important role in the development of teaching and learning processes. This is demonstrated by the ability of a learner to choose the information and experience he needs in time and at the speed suitable to him; so he does not engage himself in class schedules. Moreover, a learner can repeat and reiterate learning as

much as he needs without feeling embarrassed. E-learning provides a great amount of information without the need for attendance at libraries. Furthermore, E-learning provides time and effort of a teacher for guidance, direction and preparation of student activities. E-learning also provides various forms of interaction between teacher and learner, focusing on feedback to guide a learner to the right path, in addition to the quick updating of educational material and providing learners with the same, along with reducing costs of publishing. (5 :51-53)

Good preparation of E-courses achieves the goals of education. It also affects the learner's interaction and satisfaction with education. E-courses are provided to students either on CD-ROM or computer or through the Internet. However, online courses are characterized by being provided fast and for a large number of users, along with allowing development and updating to its content. (9:231)

Findings of many studies indicate the effectiveness of using learning environments designed by using E-learning in the development of cognitive acquisition, along with the formation of positive attitudes for individuals, where the state-of-the-art technology devices are harnessed, from electronic presentation techniques to multimedia, search engines, electronic libraries and internet portals from which a learner benefits in the university education system. (18), (19), (23)

Gymnastics course is one of the courses taught in faculties of Physical Education in Egyptian Universities, so it is necessary to benefit from the technological revolution in learning motor skills, as well as the development of methods and techniques of its teaching.

Despite the importance of E-learning, as well as the many findings that have proven its success, its use to teach Gymnastics courses in Faculties of Physical Education is still very limited. E-learning faces some Impediments and challenges, along with that there are faculties that have not activated any electronic courses to teach Gymnastics courses yet.

Given E-learning is a necessity dictated by changes of contemporary time, and in order to identify and determine the problem of study scientifically and correctly, the Researcher conducted this study to try identifying the Impediments to the use of E-learning facing Faculty Members when applying E-learning systems to teach Gymnastics course.

Research Objectives

This research aims at designing a Questionnaire to identify the Impediments of using E-learning to teach Gymnastics courses in Faculties of Physical Education, along with identify the following:

- 1-Impediments related to technical and administrative aspects and the order of its effect.
- 2-Impediments related to Faculty Members and the order of its effect.
- 3-Impediments related to students and the order of its effect.

- 4-Impediments related to Gymnastics course and the order of its effect.

Research Questions

- 1-What are the Impediments to the use of E-learning to teach Gymnastics course related to technical and administrative aspects and the order of its effect?
- 2-What are the Impediments to the use of E-learning to teach Gymnastics course related to Faculty Members and the order of its effect?
- 3-What are the Impediments to the use of E-learning to teach Gymnastics course related to students and the order of its effect?
- 4-What are the Impediments to the use of E-learning to teach Gymnastics course related to Gymnastics course and the order of its effect?

Research Terms

E-Course:

A course based on the integration between educational material and E-learning technology in its design, preparation, application and evaluation. A student studies its contents technologically and interactively with Faculty Members whenever and wherever he desires to do so. (3:86)

Impediments to the use of E-learning

Problems and difficulties that preclude Faculty Members from using E-learning to teach Gymnastics course in Faculties of Physical Education. (Operational Definition)

Research Methodology

Descriptive Approach was used

Research Sample

Research Sample consisted of (50) Faculty Members who teaches Gymnastics course in (12) faculties. This sample was randomly selected after distributing the website for Questionnaire on Gymnastics department in Faculties of Physical Education in the Egyptian Universities. Individual of study sample were distributed as follow:

Table (1)

Data	Classification	Number	Percentage
Academic Degree	Teaching Assistant	14	28%
	Associate Professor	12	24%
	PH.D Professor	14	28%
	Professor Emeritus	10	20%
Total		50	100%

In addition, (20) Faculty Members were selected from the same research population, and outside the basic sample in order to conduct the scientific transactions (truthfulness-stability) of the Questionnaire in question.

Research Tool

Questionnaire was used as a data collection tool. (the Impediments of the use of E - learning to teach Gymnastics course Questionnaire)

Application of Study

The website of the Questionnaire was distributed to the study sample of Faculty Members of Gymnastics from 3th September 2018 to 28 January 2019.

Statistical Methods Used

Based on the nature of the study and the objectives it seeks to achieve, Statistical Package for the Social Sciences (Spss) program was used, based on the following statistical methods:

1-Pearson Correlation Coefficient

2-Cronbach's Alpha Reliability Coefficient.

3-Frequency and Percentage

4-Arithmetical Averages

5-Standard Deviations

Criteria of Evaluating the Importance of Impediments to E-learning

The following criteria were used to determine the effectiveness of Impediments of E-learning from the point of view of Faculty Members; in order to facilitate the interpretation of the results. The Researcher used the following method, depending on weighting the criteria by the following calculation equation:

$$\text{Category Length} = \frac{(\text{the largest value} - \text{the lowest value})}{\text{Number of Categories}} = \frac{(5-1)}{5} = 0.8$$

Table (2)

Arithmetic Average of Response to Statement	Degree of Impediments Effect
Less than 1.8	Very Low
From 1.8 To less than 2.6	Low
From 2.6 To less than 3.4	Moderate
From 3.4 To less than 4.2	High
From 4.2 and More	Very High

Research Results

First, Presentation and Discussion of First Question's Results

The First Question states that:

1-What are the Impediments to the use of E-learning to teach Gymnastics course related to Technical and Administrative Aspects and the order of its effect?

For answering such question, the frequency and arithmetic average of the responses of research sample on technical and administrative aspects were calculated in order to determine the degree of Impediments effect and its Order from their point of view, and the results were as follows:

Table (3)
Ordering and Degree of Effect of Impediments Related to Technical and Administrative Aspect

Ordering By Effect	Number of Statement on Questionnaire	Impediments	Arithmetic Average	Standard Deviation	Degree of Effect
1	8	Slow Internet connection and interruption of communication take long time in E-learning in the lecture	4.6	0.67	Very High
2	6	Incompatibility of numbers of computers with numbers of students	4.6	0.92	Very High
3	1	Lounges are not equipped with the necessary equipment for E-learning	4.5	0.67	Very High
4	4	Training programs offered for E-learning are not commensurate with the actual needs of designing and producing E-courses	4.3	0.64	Very High
5	3	Lack of financial resources to finance E-learning requirements	4.3	0.78	Very High
6	5	Lack of specialized technicians to solve technical problems when using E-learning	4.2	0.75	Very High
7	10	Lack of financial support to hold training courses for E-learning	4	0.78	High
8	7	Incompatibility of technical support in solving some technical problems, which leads to waste of lecture time	4	1.1	High
9	2	Not organizing timings of schedule to allow E-learning	3.8	0.75	High
10	11	Lack of performing periodic maintenance for the internal internet network in faculty	3.8	1.2	High
11	12	Repeated power cuts	3.6	0.8	High
12	9	Lack of clarity of the regulations and mechanisms used to activate E-learning for courses	3.1	0.95	Moderate

Table (3) shows that study sample agree on all the Impediments related to this axis. The Impediments with the order of 1 to 6 were of a "very high" effect. Study sample shows that the Slow Internet connection and interruption of communication take long time in E-learning in the lecture are deemed to be the most important Impediments related to this axis.

Impediments with order from 7 to 11 were of a "high" effect, as study sample considers that lack of financial support to hold training courses in E-learning is one of the Impediments affecting the use of E-learning to teach Gymnastics. Impediments with order of 12 was of a "moderate" effect, as study sample considers that the lack of clarity of regulations and mechanisms used to activate E-learning courses is one of the Impediments they face when using E-learning.

Abdullah Abdul Aziz (2005) points out that a requirement for activating E-learning in the educational process is to provide high-capacity internal and external Internet networks. (7 :231)

Mohammed Al-Qadah (2002) states that a requirements of using E-learning includes the provision of infrastructure including laboratories, computers, corporate internal network, Internet network, CDs, electronic library,

electronic labs, technical technicians, teachers and supervisors training programs and supervisors. (11: 12)

The findings of this study are consistent with the study of (Muhammad Fawzi) (2015) (12), and (Stevenson) (2007) (20) in the existence of Impediments to the use of E-learning in teaching, which are related to the technical and administrative aspects, including limited infrastructure and equipment necessary for E-learning, limited technical support in the lecture lounges, lack of training programs to enhance the competencies of Faculty Members to use E-learning.

Second: Presentation and Discussion of First Question's Results

The Second Question states that:

What are the Impediments to the use of E-learning to teach Gymnastics course related to Faculty Members and the order of its effect?

For answering such question, the frequency and arithmetic average of the responses of research sample on Questionnaire statements related to Faculty Members were calculated in order to determine the degree of Impediments effect and its Order from their point of view, and the results were as follows:

Table (4)
Ordering and Degree of Effect of Impediments Related to Faculty Members

Ordering By Effect	Number of Statement on Questionnaire	Impediments	Arithmetic Average	Standard Deviation	Degree of Effect
1	18	Lack of internet points in offices of Faculty Members	4.4	0.67	Very High
2	13	Lack of feedback to the performance of Faculty Members using E-learning system	4.2	0.6	Very High
3	21	Lack of skills of a Faculty Members in planning and designing Gymnastics E- course	4.1	0.54	High
4	15	Limited experience of Faculty Members in using software related to E-learning	4.1	1.05	High
5	17	Difficulty of development in methods, ways and patterns of teaching Gymnastics course from traditional to electronic	4	0.78	High
6	19	Turning Gymnastics course into E-course requires considerable time and effort	3.9	0.7	High
7	23	High academic and teaching burdens required of a Faculty Members	3.9	0.83	High
8	22	Lack of a Faculty Members 's skills in dealing with computer programs and Internet services	3.7	1.01	High
9	26	Difficulty in following large numbers of students when using E-learning tools	3.5	0.67	High
10	14	Poor physical incentives for Faculty Members against the use of this type of education	3.5	1.03	High
11	27	Lack of skills of Faculty Members in dealing with computer-attached equipment, including printers, scanners and cameras	3.5	1.12	High
12	16	There are no programs and training courses designed to raise the efficiency of E-learning technology for Faculty Members periodically	3.4	0.8	High
13	25	Lack of skills of Faculty Members in managing and evaluating Gymnastics E-course	3.4	1.03	High
14	20	Inability to maintain discipline and study in the classroom when using E-learning	2.3	0.64	Low
15	24	Believing that E-learning undermines the role of Faculty Members in the educational process	2.2	0.6	Low

Table (4) shows that the study sample agrees on all Impediments related to this axis. Impediments with the order of 1 and 2 were of "very high" effect, and study sample considers that the lack of Internet points in the offices of Faculty Members is the most important Impediments related to this axis, hindering interaction and communication between a teacher and learner. Impediments with order of 3 to 13 were of "high" effect; as study sample considers that the lack of skills of planning and designing Gymnastics e-course for a Faculty Members is one of the Impediments affecting the use of e-learning to teach Gymnastics course. Impediments with order of 14, 15 were of "low" effect, as a study sample considers that the Impediments of inability to maintain discipline and conduct of study inside the lounge when using e-learning, and the Impediments of believing that E-learning undermines the role of a Faculty Members in the educational process represent low Impediments when using E-learning.

According to Mohamed Ibrahim El-Desouki (2005), when choosing e-learning as a university education method, basic requirements must be provided. The most important of these requirements are the skills of Faculty Members, such as computer skills and Internet services through training programs, ensuring appropriate technical and professional development, and raising personal and professional competence. (10: 165)

Such findings are consistent with the findings of Abdul Rahman Abdul Aziz (2015) 6, (Woods, R.Bakre, J&Hopper, D.) (2004) (22), (Guyen, Gulbahar (2008) (17), (Alothman, almosad) (2017) (15) In the existence of Impediments to the use of e-learning in teaching, which are related to Faculty Members, including that they do not have access to programs or courses related to the application of e-learning before engaging in teaching. Thus, it is difficult to move immediately from traditional

learning to e-learning, together with the lack of material appreciation for their use of this type of learning.

Third: Presentation and Discussion of Third Question's Results

The Third Question states that:

3- What are the Impediments to the use of E-learning to teach Gymnastics course related to students and the order of its effect?

For answering such question, the frequency and arithmetic average of the responses of research sample related to students were calculated in order to determine the degree of Impediments effect and its Order from their point of view, and the results were as follows:

Table (5)
Ordering and Degree of Effect of Impediments Related to Students

Ordering By Effect	Number of Statement on Questionnaire	Impediments	Arithmetic Average	Standard Deviation	Degree of Effect
1	30	Student preoccupation in websites of no relation to E-learning	4.4	0.67	Very High
2	28	Student's lack of awareness for the importance of switching from traditional learning to e-learning to study Gymnastics course	4.3	0.64	Very High
3	34	Classroom space is not adequate for student numbers	4.3	0.64	Very High
4	32	Lack of internet connection within some students' houses	4.3	0.65	Very High
5	35	Difficulty of using search engines to access educational information through college internet network	4.2	0.6	Very High
6	29	Lack of some students' skills in using computers	4.1	0.54	High
7	37	Faculty does not provide programs to train student on E-learning skills	3.8	0.6	High
8	36	Lack of students' ability to carry out tasks and work required through means of e-learning quickly and efficiently	3.8	0.75	High
9	31	Lack of student access to support and direct guidance by teachers when using e-learning	3.5	0.67	High
10	33	No awareness among students of the importance of e-learning	3.5	0.68	High

Table (5) shows that the study sample agrees on all Impediments related to this axis. Impediments with the order of 1 to 5 were of "very high" effect, and study sample considers that student preoccupation in websites of no relation to E-learning is the most important Impediments related to this axis.

Impediments with order of 5 to 10 were of "high" effect; as study sample considers that the lack of some students' skills in using computers is one of the Impediments affecting the use of e-learning to teach Gymnastics course in such category.

Mandour (2009) points out that the lack of familiarity of learners with the skills of using modern technologies, such as computers and simulations, and their lack of training in e-learning techniques are of the Impediments of e-learning. (13 :119)

These findings are consistent with those of the study of (Abdel Mohsen Abdel Razek) (2012), (8), (Anderson) (2008) (14) in the existence of Impediments to the use of

e-learning in teaching, which are related to students, including lack of skills sufficient to use e-learning, lack of computer skills and the Internet as well as their preoccupation with sites of no relation to e-learning, lack of computers in some students at home, and the large number of students in lounges.

Fourth, Presentation and Discussion of Fourth Question's Results

The Fourth Question states that:

4-What are the Impediments to the use of E-learning to teach Gymnastics course related to Gymnastics course and the order of its effect?

For answering such question, the frequency and arithmetic average of the responses of research sample on Questionnaire statements related to Gymnastics course were calculated in order to determine the degree of Impediments effect and its Order from their point of view, and the results were as follows:

Table (6)
Ordering and Degree of Effect of Impediments Related to Gymnastics Course

Ordering By Effect	Number of Statement on Questionnaire	Impediments	Arithmetic Average	Standard Deviation	Degree of Effect
1	38	Difficulty in carrying out evaluation activities for Gymnastics course when using e-learning	4	0.9	High
2	46	Method of e-learning is not commensurate with the evaluation of the practical aspect of Gymnastics course	3.9	1.23	High
3	44	Lack of educational activities for Gymnastics course that support the employment of e-learning	3.8	0.75	High
4	42	Objectives of Gymnastics course are not focused on the use of e-learning	3.7	0.64	High
5	45	Difficulty of establishing a learning resource Center in Gymnastics that contains E-learning materials and resources	3.7	0.78	High
6	48	Inability to handle E-course flexibly in terms of (deletion – addition - modification)	3.7	0.79	High
7	43	Inability to develop a plan to E-Gymnastics course	3.5	0.5	High
8	39	Difficulty of identifying E-elements and resources necessary for educational process of Gymnastics course	3.5	0.81	High
9	40	Length of Gymnastics course and density of course-related subjects	3.5	0.81	High
10	41	Difficulty in analysing the content of Gymnastics course and presenting it electronically	3.3	1.11	Moderate
11	47	Gymnastics lecture time is not enough to display all unit contents when using e-learning tools	3.1	0.7	Moderate

Table (6) shows that study sample agrees on all Impediments related to this axis. Impediments with the order of 1 to 9 were of "high" effect, and study sample considers that difficulty in carrying out evaluation activities for Gymnastics course when using e-learning is the most important Impediments related to this axis.

Impediments with order of 10 and 11 were of "moderate" effect; as study sample considers that difficulty in analysing the content of Gymnastics course and presenting it electronically are of moderate Impediments affecting the use of e-learning to teach Gymnastics.

Adeb Abdullah Al-Nawaysa (2007) points out that one of the Impediments to e-learning is the lack of standards for

developing and operating an effective program, lack of ensuring that curricula is proceeding according to the plan developed for the same, difficulty of applying evaluation tools and methods, density of courses and incompatibility of courses with the rapid development of techniques. (2 : 223-224)

These findings are consistent with the study of (Sultan Abdul Aziz) (2017) (4), Conna (2007) (16), Anderson (2008) (14), sury. Daniel (2009) (21) In the existence of Impediments to the use of e-learning related to course, including difficulty of carrying out evaluation activities of courses, lack of adequacy of curriculum items for e-learning tools, inability to handle curriculum flexibly and density of curriculum.

Table (7)
Ordering of E-learning Impediments According to Its Degree of Effect

Ordering By Effect	Impediments of Using E-Learning To Teach Gymnastics Course	Arithmetic Average of Responses	Standard Deviation	Degree of Effect
1	Impediments related to Technical and Administrative Aspects	4.066	0.955	High
2	Impediments related to Students	4.02	0.721	High
3	Impediments related to Gymnastics Course	3.609	0.875	High
4	Impediments related to Faculty Members	3.606	1.026	High
Total Average of Impediments		3.808	0.942	High

Table (7) shows that Impediments of e-learning were achieved as a whole with a high degree of effect. The total average of Impediments reached (3.8 08). The first

Ordering in terms of degree of effect was the Impediments related to the technical and administrative aspects. In the second Order in terms of the degree of effect was

Impediments related to students. In the third Order in terms of the degree of effect was Impediments related to Gymnastics. In the fourth Order in terms of the degree of effect was Impediments related to Faculty Members.

Conclusions

There are Impediments obstructing Faculty Members from using e-learning to teach Gymnastics courses in Faculties of Physical Education.

Impediments related to technical and administrative aspects were in the first order between study axes with an arithmetic average of (4.066). The most significant Impediments within the axis were the slow Internet connection and interruption of communication taking a lot of time in lecture.

2-Impediments related to students were in the second order among the axes of the study with an arithmetic average of (4.02). The most important Impediments within the axis is the preoccupation of students in sites of no relation to e-learning.

3-Impediments related to Gymnastics course were in the third order among the axes of the study with an arithmetic average of (3.609). The most important Impediments within the axis is the difficulty in carrying out evaluation activities for Gymnastics course when using e-learning.

4-Impediments related to Faculty Members were in the fourth order among the axes of the study with an arithmetic average of (3.606). The most important Impediments within the axis is the lack of internet points in the offices of Faculty Members.

Recommendations

1-Faculties of Physical Education should develop a strategy for e-learning and start developing infrastructure, and providing all material and human equipment.

2-Developing a plan to train all Faculty Members, students and technician supervising programs of implementing e-learning.

3-Providing material and morale incentives to activate e-learning in teaching.

4-Raising students' awareness to the importance of e-learning.

5-Designing e-learning curricula, taking into consideration the needs and characteristics of learners.

6-Providing budgets to support the activation of e-learning at Faculties of Physical Education.

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