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The Difficulties Of E-Learning From The Point Of View Of The Futsal Teachers In The Faculties Of Physical Education And Sports Sciences For The Universities Of The Middle And Southern Euphrates

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Abstract

The aim of the research is to identify the difficulties of e-learning from the point of view of the teachers of futsal in the faculties of physical education and sports sciences for the universities of the Middle and South Euphrates, because this matter is of great importance in developing and improving education under the conditions of the Corona pandemic, being exceptional conditions and marred by many obstacles and difficulties, and from By identifying them, mistakes can be avoided and what is useful for the success of this new experiment, and thus the educational process proceeds at a rapid pace to achieve results and satisfactory levels for all those concerned with the implementation of e-learning.

The researchers assumed that there is a discrepancy in the difficulties of e-learning from the point of view of the teachers of futsal in the faculties of physical education and sports sciences of the universities of the middle and southern Euphrates. Physical and sports sciences for the universities of the Middle Euphrates and the south, which numbered (73), teachers, all of them were counted for the purpose of research.The (22) paragraphs of the scale were prepared and formulated, and the method of drafting as well as the answer alternatives were determined (to a very large degree - to a large degree - to a medium degree - to a small degree - to a very small degree). Conducting the main experiment, and using appropriate statistical means, the difficulties of e-learning were identified from the point of view of the futsal teachers in the faculties of physical education and sports sciences for the universities of the Middle and South Euphrates education and move it towards progress and excellence.

Keywords: (e-learning)

Introduction

Keeping abreast of developments and events that accompany the educational process and dealing with them according to a clear and sober scientific approach is one of the factors that contribute to the success of this process, and there is no doubt that education in Iraq in general and education collectors in particular is currently going through many difficulties and obstacles resulting from the reality of Iraqi society and the transformations and developments The social, political and economic it is going through. Contributed to the disruption of many activities and events and even the future plans of the state, and education has enjoyed a large share of this disruption and delay, and from here it was necessary to find alternatives to urban education to achieve a close and similar level. Learning Outcomes. According to the foregoing, e-learning has been adopted as an alternative to personal education, and those in charge of it have excelled in their various names and responsibilities, according to the available devices and tools and the possibilities of applying them in the

best way. . Way. But through our interviews with a number of futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle Euphrates and South Euphrates, we noticed that there are several difficulties faced by e-learning and from different aspects, which constitutes an obstacle. To teach to give the best to students. Accordingly, a tool has been prepared to identify these difficulties and try to find effective solutions and alternatives in an attempt to solve one of the e-learning problems in Iraq.

Purpose of the research

1. Building an e-learning difficulties scale from the point of view of futsal teachers in the faculties of physical education and sports sciences at the Middle and South Euphrates Universities.
2. Applying the e-learning difficulties scale from the point of view of futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle and South Euphrates.
3. Identifying the difficulties of e-learning from the point of view of futsal teachers in the faculties of physical education and sports sciences at the Middle and South Euphrates Universities.

Research procedures

Research Population and Sample

"Sample selection is one of the important steps, as researchers usually define the original community according to the problem or phenomenon that they want to study, and it is defined as a model that represents another aspect of the units of the original community" (1)The research sample and community were identified, represented by futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle and South Euphrates.

Study design

"It is the way to reveal the truth in science through a variety of general rules, to control the work of the mind and to determine its operations as a result of information" (2)The researchers used the descriptive method in the survey method for its relevance to the nature of the research problem.

Study variables

E-learning difficulties were studied as a main variable for this study.

Tests were used

Determining the paragraphs of the scale

In order to determine the items of the e-learning difficulties scale from the point of view of futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle and South Euphrates, the researchers reviewed a number of sources, scientific references and periodicals as well as standards, through which a set of items was prepared and another set through An open questionnaire distributed to a number of futsal teachers in the faculties of physical education and sports sciences in the universities of the East. South of the Euphrates. Through the foregoing, (22) items were prepared that collectively constitute e-learning difficulties from the point of view of futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle Euphrates and South Euphrates.

Determining the validity of paragraphs

To identify the validity of the paragraphs, a questionnaire was prepared and presented to a group of experts and specialists to alternatives of five degrees (to a very large degree - to a large degree - to a medium degree - to a small degree) the degree - to a very small degree) and the grades were given (5 - 4 - 3 - 2 - 1) for these substitutes, respectively, use the Ka2 test to determine the validity of these elements, as shown in Table (1)

Table (1) shows the validity of the e-learning difficulties scale items

Indication type	The value of Ca^2 calculated	agreement ratio	number of experts		Paragraph	NO
			Does not fit	Repair		
moral	9	%100	zero	9	I find it difficult to record the attendance of students during the lecture in e-learning	1
moral	5,44	%88.8	1	8	Most of the students get high marks in the electronic exams	2
moral	9	%100	zero	9	Ease of answering electronic questions by students	3
moral	5,44	%88.8	1	8	I find it difficult to take into account the individual differences between students in e-learning	4
moral	9	%100	zero	9	I find it difficult to reduce the phenomenon of circulating answers among students in electronic exams	5
moral	9	%100	zero	9	I am having difficulty communicating with students in e-learning	6
moral	5,44	%88.8	1	8	I find it difficult to answer students' questions during the lecture in e-learning	7
moral	9	%100	zero	9	Lack of time is a limiting factor to provide good content for my e-learning lecture	8
moral	5,44	%88.8	1	8	I find it difficult to provide practical lectures during e-learning	9
moral	9	%100	zero	9	I find it difficult to differentiate between students to know the distinguished among them in e-learning	10
moral	9	%100	zero	9	I am having difficulty downloading some lectures for students during e-learning	11
moral	5,44	%88.8	1	8	I find it difficult to receive students' answers on time in e-learning	12
moral	9	%100	zero	9	I find it difficult to apply the principles of kinetic learning ,especially practical lectures in e-learning	13
moral	9	%100	zero	9	I am having difficulty sending email questions on time	14
moral	5,44	%88.8	1	8	I face difficulty in applying teaching skills, especially with regard to the implementation of the lesson during	15th

					e-learning	
moral	9	%100	zero	9	I find it difficult to prepare electronic questions because they are restricted to a certain wording	16
moral	5,44	%88.8	1	8	There is a discrepancy in the quality of e-learning between theoretical and practical subjects	17
moral	9	%100	zero	9	I see that I am forced to give a short lecture due to lack of time	18
moral	9	%100	zero	9	I face difficulty in how to use some electronic platforms during e-learning	19
moral	5,44	%88.8	1	8	I see that I am obligated to provide content commensurate with the type of questions in e-learning	20
moral	9	%100	zero	9	I find it difficult to record the attendance of students during the lecture in e-learning	21
moral	5,44	%88.8	1	8	I find that the relevant authorities have provided all the requirements for the success of e-learning	22

Determining the method and foundations for formulating the paragraphs of the scale

Likert method, which involves choosing an alternative from a set of alternatives, was adopted, where the scale included five response alternatives (very high - to a significant degree - to a moderate degree - to a small degree - to a very small degree) and scores were given (5-4-3) -2-1) for these alternatives respectively.As for the wording of the scale paragraphs, it was easy, clear and understandable, giving one meaning and independent of each other.

Scale instructions

The instructions are an introductory tool for implementing the scale, preferably simple, concise and clear, including knowledge related to both the test objective and how the answers are scored (1)Instructions for the scale were prepared that include the method of answering the paragraphs accurately, choosing only one alternative, not leaving any paragraph unanswered, as well as the sincerity of the answer. By preparing the instructions for the scale it is ready in its final form (*). (3)

Experimental Experience

The pilot experiment was conducted for the period from 22/5/2020 to 27/5/2020 by ten teachers to ensure the extent of understanding and understanding of the paragraphs of the research sample, linguistic clarity and integrity.

The main experience

It was a major experiment (construction experiment) based on a sample of (63) teachers for the period from 15/6/2020 to 17/7/2020, and after collecting the forms, the data was unloaded for statistical analysis.

- The scientific weight of the paragraphs of the scale:

- Discrimination Indicators:
- Ability to distinguish:

The discriminatory ability of the items of the scale was extracted by arranging the scores of the research sample in descending order and adopting 27% of the scores for the highest and lowest groups that represent individuals with the highest and lowest levels and using the T-test for independent samples between the two groups and all items are distinct as shown in Table No. (2)

Table (2) it shows the t-test values of the paragraph discrimination coefficient

indication	T value	lower group		senior group		paragraph number
		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	**1**
0.001	3.500	1.586	2.400	1.274	3.800	**2**
0.000	5.579	1.601	2.000	1.060	4.120	**3**
0.026	2.298	1.318	2.480	1.408	3.360	**4**
0.000	5.402	1.191	2.120	1.248	3.960	**5**
0.000	5.488	1.334	1.680	1.176	3.600	**6**
0.006	2.888	1.301	2.400	1.351	3.520	**7**
0.038	2.137	1.805	2.920	1.215	3.840	**8**
0.000	4.608	1.459	2.080	1.283	3.920	**9**
0.008	2.751	1.439	2.600	1.248	3.640	**10**
0.001	3.548	1.213	2.080	1.279	3.320	**11**
0.001	3.500	1.586	2.400	1.274	3.800	**12**
0.000	5.579	1.601	2.000	1.060	4.120	**13**
0.000	4.725	1.503	1.840	1.022	3.560	**14**
0.009	2.729	1.546	2,680	1.285	3.760	**15**
0.000	4.975	1.327	2.240	1.007	3.880	**16**
0.001	3.432	1.488	2.320	1.173	3.600	**17**
0.000	5.714	1.135	1.640	1.349	3.640	**18**
0.000	4.041	1.351	2.200	1.135	3.600	19
0.003	3.086	1.381	2.600	1.204	3.720	20
0.000	4.822	1.675	2.240	1.076	4.120	21

0.000	7.688	0.929	1.960	0.978	4.040	22

T-table value at a degree of freedom (32) and a level of significance (0.05) = 2,042

Correlation coefficient of the item's score with the total score of the scale

To identify the correlation coefficient of the paragraph degree with the total degree of the scale, the researchers adopted the Pearson simple correlation coefficient by calculating the internal consistency of the paragraphs, as shown in Table (3)

Table (3)It shows the correlation coefficient of the item with the total score of the scale

Indication type	correlation coefficient	Paragraph sequence
Moral	0.550	1
Moral	0.547	2
Moral	0.594	3
Moral	0.679	4
Moral	0.609	5
Moral	0.517	6
moral	0.534	7
moral	0.552	8
moral	0.555	9
moral	0.609	10
moral	0.517	11
moral	0.534	12
moral	0.552	13
moral	0.555	14
moral	0.612	15th
moral	0.524	16
moral	0.613	17
moral	0.428	18
moral	0.532	19
moral	0.670	20
moral	0.438	21

moral	0.569	22

The value of the tabular correlation coefficient at a degree of freedom (61)and a significance level of 0.05 = 0.25

The scientific bases of the scale

Validity of the content

“A test or measurement is honest, which accurately measures all phenomena designed to measure does not measure anything, in place of it or in addition to it” (4) and to ensure the validity of the scale, its paragraphs are a group of experts and specialists to indicate its validity and the extent to which it is measured for the property to be measured.

Construction and honesty

The method of the last two groups and the internal consistency of the vertebrae was adopted to validate the construction.

Stability

The split half is used to check the reliability of the test by dividing the scale items into odd and even halves and using the Pearson simple correlation coefficient between the test halves' scores and correcting them using the Spearman-Brown equation. To obtain the stability of the entire test.The value of the stability coefficient before the correction was 0.805, and using the Spearman-Brown equation, the stability coefficient becomes (892)

Objectivity

One of the most important features of the standardized test is a high degree of objectivity and objective return to test the clarity of instructions from the test administration and giving the class and objectivity of the test when it gives the same results regardless of the extent of the assessors' difference (5)The scale prepared by the researchers is objective in the presence of a correction key, where scores are given (5-4-3-2-1) according to five of the alternatives (very significantly to significantly to moderately to small to very small) as well as clarity Paragraph scale, instructions and method of answering.

Scale application

The scale was applied to the sample applied from 3/8/2020 to 7/9/2020. The applied sample members numbering 63 teachers according to the same conditions and previous instructions, and after collecting the forms, the data of the applied sample members are unloaded and analyzed in tables in preparation for it to be statistical. .

Scale correction

The scores of the application sample individuals were extracted using the correction key prepared for this purpose. The scale included a five-point rating scale for the alternatives (very significantly to a significant degree to a moderate degree to a small degree to a very small degree) and scores were given (5-4-3-2).). - 1) for these straight alternatives.

Equilibrium Distribution of Application Sample

To ensure the moderation in the distribution of the scores of the application sample, and to know how close or far these scores are from the normal distribution, the researchers calculated some statistical indicators such as calculating the deviation coefficient as a property of the equilibrium distribution curve as the test is a normal distribution if the values of Pearson's deviation coefficient range between 1 and this proves Suitability of all items to the level of the research sample. [6]). Table No. (4) Shows the statistical indicators of the applied sample.

Table (4)Shows statistical indicators for sample application

Term	standard error	skewness	mode	Mediator	Arithmetic mean
51	0.207	0.005	80	77	76.3

Presentation and analysis of the results of the e-learning difficulties scale

Table (5)Shows the arithmetic mean, weighted mean, and weight percentile of the scale items

weight percentile	weighted mean	Arithmetic mean	the scale	NO
75,22	70,33	76.3	E-learning difficulties	1

Table (5) shows that the arithmetic mean value has reached (76, 3) and the weighted mean value of the research sample has reached (70.33), while the percentage weight has reached (75.22). (6)

Table (6)Shows the results of the research sample

Medium			To a great extent			To a very large degree			NO
The ratio	Estimated total	3	The ratio	Estimated total	4	The ratio	Estimated total	5	
10	30	10	13	52	13	9	45	9	1
17	51	17	11	44	11	7	35	7	2
12	36	12	12	48	12	6	30	6	3
16	48	16	10	40	10	8	40	8	4
17	51	17	8	32	8	4	20	4	5
14	42	14	9	32	9	7	35	7	6
15	45	15	11	44	11	8	40	8	7
16	48	16	13	52	13	9	45	9	8
11	33	11	14	56	14	6	30	6	9
10	30	10	11	44	11	8	40	8	10

15	45	15	12	48	12	3	15	3	11
17	51	17	8	32	8	6	30	6	12
12	36	12	9	36	9	7	35	7	13
14	42	14	7	28	7	8	40	8	14
15	45	15	9	36	9	9	45	9	15
18	54	18	7	28	7	5	25	5	16
19	57	19	8	32	8	6	30	6	17
17	51	17	9	36	9	7	35	7	18
16	48	16	13	52	13	5	25	5	19
14	42	14	11	44	11	9	45	9	20
13	39	13	12	48	12	7	35	7	21
18	54	18	8	32	8	5	25	5	22

ranking				very little			to a small degree			NO
	weight percentile	weighted mean	Estimated total	The ratio	Estimated total	1	The ratio	Estimated total	2	
thirteen	48.2	2.40	154	15	15	15	6	12	6	1
Fifth	54.7	2.71	158	12	12	12	8	16	8	2
Seven	51.6	2.58	152	10	10	10	9	18	9	3
eleventh	49.6	2.47	168	14	14	14	13	26	13	4
the fourth	56.2	2.80	148	13	13	13	16	32	16	5
sixteen	47.2	2.36	154	11	11	11	17	34	17	6
Twelfth	49.2	2.45	177	12	12	12	18	36	18	7
eight	51.2	2.56	196	15	15	15	19	36	19	8
the second	62	3	156	13	13	13	12	24	12	9
Sixth	52	2.64	162	12	12	12	16	32	16	10
first	64	3.1	137	11	11	11	9	18	9	11
the ninth	50.7	2.52	144	15th	15th	15th	8	16	8	12
the third	57	2.7	152	13	13	13	16	32	16	13
tenth	50.3	2.51	158	14	14	14	17	34	17	14

seventeen	45,8	2.1	174	12	12	12	18	36	18	15th
twenty -two	38.4	2	153	14	14	14	16	32	16	16
eighteen	45.6	2.28	165	12	12	12	15th	34	15th	17
nineteen	45	2.24	171	13	13	13	19	36	19	18
twenty	44	2.19	178	15	15	15	20	38	20	19
fourteen	48	2.39	182	11	11	11	21	40	21	20
twenty-one	42	2.13	174	10	10	10	17	42	17	21
fifteen	47.4	2.36	167	12	12	12	21	44	21	22

Table (6) shows that the scale contains (22) items. Observing the scale's weighted means, we find that it lies between an upper bound (3.1) and a lower bound of 2, with a maximum of 64 percentile weight and 38th percentile weight.) process during e-learning)), they came in order (2) with a weighted average (3), and a weighted percentage (62) items (I find it difficult to apply the principles of kinesthetic learning, especially practical lectures in e-learning) in order of (3) with a weighted average (2.7) and the weight ratio (57) followed by the paragraph (I) find it difficult to reduce the phenomenon of the circulation of answers among students in electronic exams) which came in rank (4) with a weighted average (2.80) and weight ratio (56.2) followed by the paragraph (most Students get high grades. In the electronic exams) which ranked (5) with a weighted average (2.71) and the percentage of the roll weight (54.7) for a paragraph (I find it difficult to differentiate between students to know the distinguished among them in e-learning) and it is ranked (6) with a weighted average (2.64 and J weight percentile (52) (as for the item (ease of learning)). Answering) to electronic questions by students) ranked (7) with a weighted average (2.57) and a weight ratio (51.3) As for the paragraph (lack of time is a critical factor in providing good content for my website - educational lecture) Rank (8) with an average Weighted (2.55) and (51.1) (followed by a paragraph (I find it difficult to receive students' answers on time in e-learning) in order (9) with a weighted average (2.52) and a weighted percentage (50.7). The specified time) within (10) with a weighted average (2.51) and a weighted ratio (50.3) As for the paragraph (I find it difficult to understand) (calculating individual differences between students in e-learning), it was rated (11) with a weighted average (2.47). And a weight ratio (49.6), followed by a paragraph (I find it difficult to answer students' questions during an electronic period - an educational lecture) in order (12) with a weighted average (2.45) and a weight percentage (49.2) as for the paragraph. (I find it difficult to record the attendance of students during the lecture in e-learning) in the order (13) with a weighted average (2.40) and a weight ratio (48.2) As for the paragraph (I see that I am obligated to provide content commensurate with the type of questions in e-learning) it came in order (14) with a weighted average (2.39) and a weight ratio (48), followed by a paragraph (I find that the relevant authorities provided all requirements for the success of e-learning in order (15) with a weighted average (2.36) and a relative weight (47.4) as for the paragraph (I find it difficult In answering students)') questions during the lecture in e-learning) in a request (16) with a weighted average (2.34) and a weighted percentage (47) (for the paragraph (I find it difficult to send electronic questions on time)) in order (17) With a weighted average of (2.1) and a weight ratio of (45.8) (as for the paragraph (there is a discrepancy in the quality of e-learning between the two theories). (Basic and practical materials) came in order (18) with a weighted average of (2.26) and a weight

ratio of (45.4) (followed by a paragraph (I see that I have to give a short lecture due to lack of time)) in order (19)) with a weighted average of 2.24 and a weight percentile (45) of the paragraph (I find it difficult to use some electronic platforms a email praise).(rning) in order (20) with a weighted average (2.19) and weight percentile (44) (followed by the paragraph (I find it difficult to record students' attendance during the lecture in e-learning), it came in order (21) with a weighted average (2.13) and a percentage of Weighted (42) followed by a paragraph (I find it difficult to prepare electronic questions because they are limited to a specific formula), which came in order (22) with a weighted average (2) and a weight ratio (38.4)

Discussing the results of e-learning difficulties

The scale items came in different ranks, as the item (I find it difficult to download some lectures for students during e-learning) ranked first among the scale items. The study material is an important source of information that the student needs, which enables him to increase his experiences and information about the nature of a particular subject and thus increase his acquisition of knowledge. A lecture that requires students to interact through an electronic platform. It is not easy because of the large number of students on the one hand, and there are multiple problems related to the difficulty of downloading lectures for students, and for this reason, this is the first place for the scale items. The paragraph (I find it difficult to give practical lectures during e-learning) came in second place. Physical education and sports science teachers deal with two types of lectures, the first is theoretical lectures, and the other is practical lectures, which contain multiple skills that vary according to the nature of effectiveness and difficulty. Preparing lectures of this type is very difficult because the teacher is not able to directly involve the students in the performance and the difficulty of correcting errors and providing feedback during the performance and on this basis this paragraph was ranked second. Among the items of the scale. The occupied paragraph (I find it difficult to apply the principles of kinetic learning, especially the process of e-learning lectures) ranked third for the paragraphs in which the scale needs the educational process to apply principles called kinetic learning principles, and these principles are sequential and consistent one after the other. He cannot move to the stage without mastering the stage through e-learning, the teaching faces difficulty in applying the principles of kinetic learning because it does not have direct contact with students and because there are multiple problems that prevent its ability to follow each student individually and to know the stage of kinesthetic learning that he has reached to follow up on the application of these stages. As for the paragraphs that occupy the last three ranks, the paragraph (I find it difficult to use some electronic platforms during e-learning) is ranked 20, which makes sense, because using electronic platforms is not difficult for my university. The teacher came in light of the courses, workshops and qualitative lectures held in this place in the twenty-first rank (I find it difficult to record the attendance of students during the lecture in e-learning). Twenty-one, as this is not a huge obstacle for the teacher, as he can record the attendance of students through multiple platforms and different applications and at different times during the lecture period in e-learning. The paragraph (I find it difficult to prepare electronic questions because they are limited to a certain format) came in the twenty-second place. The formulas cover multiple aspects of the course content that has been presented, and the remaining paragraphs receive varying attention from teachers, and researchers attribute this to the difficulty these paragraphs pose to the teacher and in light of the e-learning experience they provided. It is practiced and the multiple difficulties accompanying it, which differ according to the teaching vision of it, and thus came in this different arrangement according to this vision.

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Supplement No. (1)The final scale

answer alternatives					vertebrae	NS
very little	to a small degree	Medium	To a great extent	To a very large degree		
					I find it difficult to record the attendance of students during the lecture in e-learning	1
					Most of the students get high marks in the electronic exams	2
					Ease of answering electronic questions by students	3
					I find it difficult to take into account the individual differences between students in e-learning	4
					I find it difficult to reduce the phenomenon of circulating answers among students in electronic exams	5
					I am having difficulty communicating with students in e-learning	6
					I find it difficult to answer students' questions during the lecture in e-learning	7
					Lack of time is a limiting factor to provide good content for my e-learning lecture	8
					I find it difficult to provide practical lectures during e-learning	9
					I find it difficult to differentiate between students to know the distinguished among them in e-learning	10
					I am having difficulty downloading some lectures for students during e-learning	11
					I find it difficult to receive students' answers on time in e-learning	12
					I find it difficult to apply the principles of kinetic learning ,especially practical lectures in e-learning	13

					I am having difficulty sending email questions on time	14
					I face difficulty in applying teaching skills, especially with regard to the implementation of the lesson during e-learning	15th
					I find it difficult to prepare electronic questions because they are restricted to a certain wording	16
					There is a discrepancy in the quality of e-learning between theoretical and practical subjects	17
					I see that I am forced to give a short lecture due to lack of time	18
					I face difficulty in how to use some electronic platforms during e-learning	19
					I see that I am obligated to provide content commensurate with the type of questions in e-learning	20
					I find it difficult to record the attendance of students during the lecture in e-learning	21
					I find that the relevant authorities have provided all the requirements for the success of e-learning	22

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