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# Difficulties In Using Electronic Platforms In Learning From The Student's Point Of View Field Study At Mascara University

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## Abstract:

The study aimed to identify the difficulties of using electronic platforms in education from the point of view of psychology students, as well as to identify the differences in the difficulties of using electronic platforms from the point of view of psychology students according to the academic level variable. The study sample consisted of 130 male and female students, to whom a difficulty scale was applied. The use of electronic platforms, which consists of 29 items, and the statistical processing of the data was carried out using the Statistical Package for the Social Sciences (SPSS) program. The results revealed the presence of difficulties regarding the use of electronic platforms from the point of view of students in the Department of Psychology. Difficulties related to the student came in first place, followed by difficulties related to management, and finally Difficulties related to the curriculum. The results also showed that there were no differences in difficulties in using electronic platforms among psychology students according to the variable of academic level.

**Keywords:** Difficulties, electronic platforms, students, psychology.

## Introduction:

The use of the Internet by twenty-first century societies is an inevitable necessity, as it provides many benefits and fulfills many desires and satisfactions. Its use varies from one individual to another and from one age group to another. We see a group using it to manage their commercial and economic work, a group to fill the void, play and have fun, while we find a group People of knowledge use it for research, giving, and exchanging scientific knowledge. This last group considered the Internet a blessing that made the difficulties of searching for knowledge easier with the push of a button, after they had previously found it difficult to obtain it. From here we see that the Internet had several repercussions for people of knowledge, whether he was a

researcher. Or educated, and one of its repercussions in the modern era is what is known as digital education that the world has witnessed.

Digital education is no longer a new thing for many developed societies, as it has appeared since the beginning of the nineteenth century in several international universities or institutions specialized in education. It was previously known as correspondence education, as the Toussaint and Lagtscheid Institute was founded in Berlin as the first institution of correspondence education in 1856, specializing in Language education. In Britain, distance education began to be used for the first time in the year 1858 at the University of London and in Chicago in the year 1892. After this date, with the emergence of the new generation of the Internet, and precisely in the twentieth century, interest in e-learning increased, which took several forms, methods, and applications. Despite the diversity, the goal is One of the applications that has become popular in the educational community is what is known as digital educational platforms .

As education was known through electronic platforms, it received special attention in recent years, especially the last five years that the world witnessed as a result of the outbreak of the Covid-19 pandemic, which imposed unusual measures that made it necessary for various countries to find modern alternatives in education to succeed traditional education. All they had to do was adopt electronic platforms. As an alternative to in-person education, its success depends on follow-up and guidance by those responsible and active in it. It also requires strong grassroots structures, and despite the material and human capabilities and all the efforts made by the state to approve and succeed education via electronic platforms, we see that the issue has become a broad debate between acceptance and rejection. Within the educational system, this difference in trends towards the use of electronic platforms came from the actors in the system, such as professors and students, as they are the important parties in embodying the use of education via electronic platforms. From this standpoint came the need to reveal the trends of students in the Department of Psychology towards the use of electronic platforms in education. Accordingly, the researchers attempt to answer the following questions:

-Are there difficulties in using electronic platforms in education from the perspective of students in the Psychology Department?

- Are there differences in the difficulties of using electronic platforms from the point of view of Psychology Department students due to the variable of academic level?

### **1-Study hypotheses:**

There are difficulties in using electronic platforms in education from the point of view of students in the Psychology Department.

-There are differences in the difficulties of using electronic platforms from the perspective of students in the Psychology Department due to the variable of academic level.

### **2-Objectives of the study:**

-Identifying the difficulties in using electronic platforms from the perspective of students in the Psychology Department.

-Identifying difficulties towards using electronic platforms from the point of view of students in the Psychology Department due to the variable of academic level.

### **3-Importance of the study:**

-Identifying the difficulties in using electronic platforms to uncover the reasons that hinder this type of education, and arriving at strategies to predict academic achievement among university students, considering that e-learning is modern in higher education institutions in Algeria.

This study is considered one of the topics that higher education institutions in general need to improve the quality of e-learning and education via platforms.

This study serves as a previous study by opening the field of research for other similar studies in the future.

-Strengthening the field of studies and research with a recent study identifying the difficulties of using electronic platforms, especially at the Arab level.

### **4-Defining the study terms:**

#### **Difficulties in using electronic platforms:**

It is the score obtained by students of the Department of Psychology through the scale applied to them in identifying the difficulties they face while using electronic platforms in education .

#### **Electronic platforms:**

It is a digital platform for distance education that was adopted by the Guardian Ministry to provide lessons and lectures, known as E-learning.

### **5-Theoretical framework:**

#### **Electronic platforms:**

Al-Sayed (2006) defines electronic platforms as an interactive virtual learning environment that employs Internet technology and combines the advantages of managing, transferring, and storing information and teaching educational content through it. It enables teachers to publish lessons and topics, set tests for educational activities, and communicate with students through technologies and student means. It allows discussion and exchange of visions. And arriving at solutions to problems that direct them to achieving the lesson objectives (Al-Gharawi, 2021: 637).

As for Piotrowski (2011), he defines electronic platforms as a wide range of information and communication technology systems used to provide and support learning, as they combine communication and sharing tools, and provide a safe space for individual work online, to enable teachers to manage content and customize it according to their needs, and track students' progress (Al-Mulla, 366:2021)

While Ibrahim (2011) defined it as an educational environment based on the synthesis of a set of teaching and learning tools and means, in order to create a synchronous or asynchronous interactive environment that aims to serve the learner and teacher and enhance the learning process (Al-Mulla, 360:2021)

Zidane (2013) defines them as intensive electronic courses that target a number of students, and they consist of videos explaining the course presented by professors and experts, reading materials, tests, as well as forums for communication between students and teachers

on the one hand, and students with each other on the other hand, and studying in asynchronous platforms, that is, it depends on the step. The student's CV (Al-Mousawi, 2022:485)

From the point of view of Al-Rifai and Tawalba (2014), electronic platforms are the modern technological media that we use in the field of learning and teaching, to enable and assist in receiving, processing, storing, retrieving, and printing information. They are represented by the computer and its programs, compact discs, the Internet, e-mail, video, and interactive television, which It contributes to developing the educational process (Al-Khaibari, 5:2021)

Asadullah & Kankanhali (2018) considered electronic platforms as online educational programs that allow communication and interaction between learners on the one hand and teachers, experts, and various sources of knowledge on the other hand (Al-Khaibari, 2021: 5)

Homanova & Prextova (2017) define educational platforms as a set of integrated online interactive services, which provide information, tools and educational resources to teachers, learners, parents and other education participants, and support and enhance the delivery and management of education (Farwana, 2019: 66)

As for Al-Enezi et al. (2019), he believes that electronic platforms are an electronic tool designed to share any applications or information within its own framework (Arab, 2021: 224)

Chen et al (2020) defined it as a virtual program whose function is to create virtual spaces for sharing information, and it is used in universities and schools to provide electronic content (Al-Falahi, 8:2021)

Electronic educational platforms, from Al-Falahi's point of view (11:2021), are technological tools used to support the educational process and are distinguished by their ability to deliver content to students. They are also characterized by their flexibility, as they allow the student to study from them at any time and from any place, using modern devices such as computers and devices. Tablet and any device that supports this idea.

Al-Rikabi (2022:158) believes that electronic educational platforms are a method of education in providing information to students and how to use modern technology mechanisms, such as the computer, its networks, and multimedia, meaning the use of technology of all kinds, which helps in delivering information to students in the shortest time, least effort, and greatest benefit. By controlling the educational process and managing it correctly and accurately, and measuring students' evaluation.

In light of the above definitions, the researchers define electronic platforms as an interactive virtual educational environment that takes place through the Internet, using simple media that enables parties to the learning process to access scientific resources quickly and at any time and place .

### **Features of electronic platforms:**

Al-Bawi and Ghazi (2019) pointed out several features of electronic educational platforms, which are:

- Provides the ability to browse through the Internet.
- Provides the possibility of using the gallery contained by email to enter the electronic platform.
- It allows better communication between students and the teacher in the halls, using the system available on the platform.
- Allows teachers to use the lecture management system program.

-Play all educational audio and video files continuously (Al-Ruwaili and Al-Anazi, 360:2021)

### **Requirements for applying electronic platforms:**

Kafi (2009) mentioned three requirements for implementing electronic platforms, which are:

-Providing the infrastructure represented by equipping universities and education departments with the various networks, devices and software necessary for the educational process.

-Paying attention to training university professors, students, and all educational and administrative staff and making optimal investments for them.

The educational system must be rehabilitated in accordance with this type of electronic educational platforms and the regulations and laws it includes and what constitutes regulation of the conduct of the educational process (Al-Rikabi, 158:2022).

### **Dimensions of electronic platforms:**

**Participation:** A concept that focuses on the use of educational platforms in educational institutions, especially their use in higher education institutions, and the necessity of creating an educational platform that focuses directly on sharing information and facilitating its circulation among all parties using the platform.

**Interpersonal education:** It refers to teaching students how to use educational platforms to prepare them well. It can provide them with many job opportunities through which they can be creative in their professional lives. Using global social media is a professional skill that, given that the world has become more interconnected, future graduates will need to master.

**University performance:** The university administration is responsible for making the decision regarding the involvement of stakeholders with different requirements and considering their requests to choose the appropriate educational platform according to a strategic plan and providing it to all teachers and students. It is the responsibility of the university administration to grant licenses to create educational platform applications and determine the costs of construction and maintenance according to the established budget. There is usually a general budget for educational programs and purposes and also consideration of the requirements for integration of cross-platform education programs with other administrative tools (Alwan and Yassin, 2022:39)

### **Obstacles to electronic platforms:**

Several studies have confirmed that this type of learning, like any other type, has obstacles that hinder its implementation on the ground, the most important of which are:

- Failure to develop standards for e-learning .
- Lack of clarity in systems and methods.
- Lack of support and cooperation provided for the effective nature of learning.
- Attacks occur on major websites on the Internet.

- The extent of students' response to the new style and their interaction with it.
- The constant need to train and support learners and administrators at all levels.
- Condemns the level of faculty members' use of computers.
- Lack of training in addition to lack of time (Abu Mualiq et al., 2020: 321)

Al-Salem (2008) and Al-Harsh et al. (2010) also pointed out a number of obstacles that can be summarized as follows:

- Lack of financial capabilities.
- Lack of sufficient knowledge among teachers to deal with modern technology in teaching.
- Society's negative view of distance e-learning, considering it to be less than formal education.
- Lack of clarity in the systems and compensation incentives that encourage the effectiveness of e-learning.
- Lack of training programs on software that serves the specialization and their high prices.
- Resistance and opposition from education leaders.
- Applying e-learning in the traditional educational environment without developing it (Kariri, 2020: 13).

## 6- Study procedures:

### Study Approach:

The current study aims to find out the difficulties of using electronic platforms among students of the Department of Psychology. The descriptive approach is appropriate to the nature of this study.

### Study population:

The current study included students from the Psychology Department at Camp University for the 2023/2024 academic season. The study tools were applied to second-year and third-year students, and the following table shows the distribution of the sample members:

**Table No. (01) Shows the distribution of the sample according to demographic variables**

variable	Property	Repetition	percentage
the level	second	127	% 73
	Third	47	% 27

### Description of the study tool:

After reviewing the most important scales that were used to identify the difficulties of using electronic platforms in previous studies, the researchers considered that it is most appropriate to use the Abu Malik et al. (2020) scale for the obstacles and difficulties that students face toward using electronic platforms due to its high psychometric properties. The scale consists of twenty (29) an item distributed over four dimensions. Answer scores are distributed on a

five-choice scale, and the weights are as follows (1, 2, 3, 4, 5). Thus, the highest score obtained by the subject ranges from 145 degrees to 29 degrees, and the lowest score is 29 degrees. This was designed Compile the scale electronically and send it to students via email.

**Psychometric properties of the scale:**

**A- Validity of the scale:**

The researchers calculated the internal consistency validity to determine the correlation between the dimension and the total score, and the following table shows this:

**Table No. (02) Shows the values of internal consistency reliability coefficients**

Dimensions	The association in the total degree
Difficulty in the administration	**0,641
Difficulty related to students	**0,883
Difficulties related to the curriculum	**0,778

\*\*Dignified at a significance level of  $\alpha$  0.01

It is clear from Table No. (02) That the correlation coefficients between the total score and the dimensions of the scale were statistically significant at the significance level of 0.01, which is high and significant, ranging between 0.641 and 0.883.

**B- Scale stability:**

We relied on the split-half method, where the reliability coefficient reached 0.540, and after correcting it, the reliability coefficient became equal to 0.701, while the Cronbach's alpha coefficient reached 0.805. From the above it is clear that the scale has acceptable psychometric properties of validity and reliability, and this justifies its use in the current study.

**Statistical methods used :**

To process the data obtained in the basic study, we relied on the Statistical Package for the Social Sciences (SPSS) program, where a set of the following statistical methods were used: percentage, Pearson correlation coefficient, the “t” test equation for the significance of differences for one sample, the “t” test equation for the significance of the differences for two independent samples. .

**View and analyze results:**

**First hypothesis:**

It stated that there are difficulties in using electronic platforms from the point of view of students in the Department of Psychology, and to verify its validity, a one-sample t-test was used, and the table shows this:

**Table No. (03) Shows the difficulties towards psychology students’ use of electronic platforms**

The number of the sample members	Average	standard deviation	Virtual average	"T" value	Freedom degree	Statistical significance level
174	106,71	11,901	87	21,849	173	Statistically significant

It is clear from Table No. (03) That the value of the arithmetic mean amounted to 106.71, while the value of the standard deviation amounted to 11,901. When comparing the arithmetic mean to the hypothetical average of the scale, which is 87, we see that the arithmetic mean is greater than the value of the hypothetical average of the scale, and by applying a sample "t" test One of them turned out to be statistically significant, and this indicates that there are difficulties towards using electronic platforms from the point of view of students of the Department of Psychology. The difficulties will be presented, arranged according to dimensions, according to the arithmetic mean, deviation and standard deviation, and the following table shows this:

**Table No. (04) Shows the difficulties of using electronic platforms from the point of view of psychology students**

Dimensions	Average	standard deviation
Difficulty in the administration	52,36	6,654
Difficulty related to students	28,46	4,285
Difficulties related to the curriculum	25,90	4,206

It is clear from the previous table that there is a difference in the dimensions of difficulties in using electronic platforms, as the difficulties related to the student came in first place, with their arithmetic average reaching 50.36. This result can be explained by the fact that the student does not attach importance to this type of education that has imposed itself in recent years. And without prior warning, that is, without the student undergoing the necessary training in using digital platforms, as well as the absence of interaction during the presentation of the educational material, in addition to the lack of availability of the Internet for some students and the feeling of anxiety while taking electronic exams, and there is also a lack of motivation for those who are proficient in using e-learning platforms, all of which are factors. It creates problems and difficulties for students in using electronic platforms.

As for the difficulties related to the curriculum, which came in second place, this is due to the nature of the topics included in some standards, which do not require the use of this type of education due to their specificities, as its content is not delivered to the professor, as it requires examples and exercises that encourage students to achieve good academic achievement, and also from Advantages of education via digital platforms: It requires intense educational activities, and this is something that the student does not accept and considers it exhausting. The student also considers the ambiguity of evaluation in some activities to be one of the difficulties that hinder the use of digital education in general.

Finally, we arrive at the difficulties related to the administration, whose average score reached 25.90. This can be interpreted as the fact that the administration considers e-learning a secondary matter, as this type of education has become limited to some standards and not



others, as well as a lack of material and human capabilities, such as not equipping designated halls with the necessary equipment. Modern tools and devices for this type of education, and the lack of prior training for this type of education, whether for the professor or the student, and this constitutes difficulty in applying and accepting it, and the main reason is that, overnight, this type of education was imposed on students without prior preparation for it and by providing the financial resources. And the humanity that contributes to its success.

The results of our study agreed with the results of the study of Al-Awawda (2012), which found that there are difficulties facing e-learning from the students' point of view, amounting to a score of 70.98%. The study of Al-Ruwaili and Al-Anazi (2021) also concluded that there are obstacles in using electronic platforms, such as the lack of technical specialists, the lack of tools, and the lack of training programs. On the use of educational platforms, it also agreed with the results of the study of Abu Malik et al. (2021), which revealed the presence of several difficulties, but they differed in terms of their similarity with our study, as difficulties related to the curriculum came in first place with a percentage of 75%, while in second place after difficulties related to students with a percentage 72.38%, while the dimension related to administrative difficulties came in last place with a percentage of 73.3%.

### Second hypothesis:

It stated that there are differences in the difficulties of using electronic platforms from the point of view of students in the Department of Psychology due to the variable of academic level. To verify its validity, a "t" test was used, and the table shows this:

**Table No. (05) Shows the differences in difficulties in using electronic platforms due to the variable of academic level**

	The number of the sample members	Average	standard deviation	"T" value	Freedom degree	Statistical significance level
Second Year	127	106,22	11,732	0,896	172	Not statistical
third year	47	108,04	12,376			

It is clear from Table No. (05) That the "t" value of 0.896 is not statistically significant, and this indicates that there are no differences in the difficulties of using electronic platforms among psychology students according to the academic level variable.

The result of the absence of differences between second and third year students in the difficulties of using electronic platforms is explained by the fact that the students study at the same university and even the same college and department. The difficulties that they face or hinder the use of these same platforms are especially related to the university environment, and we find other factors behind the same difficulties and obstacles, as the students use the same electronic platform, which is often exposed to technical malfunctions as well as slow browsing. In addition, the students do not have the culture of electronic learning that imposed itself overnight, which made them not have a positive attitude towards this type of learning, as

they had never experienced this. Experience, and they still do not have a high desire and motivation to learn through this system, despite its advantages, such as the ability to learn from home without joining the university. In addition, another factor allowed the formation of these negative trends and strengthened them, which is the lack of assistance and support from the teaching staff that supervises them. To teach some standards according to this type of education .

The results of our current study agreed with the study of Abu Malik et al. (2020), which found that there were no statistically significant differences in the difficulties of using electronic platforms due to the university level, while they differed with the results of the study of Jarwan and Al-Hamran (2009), which concluded that there were differences in difficulties due to the variable of academic level. For the benefit of the lower levels.

### **Suggestions:**

In light of the results of the current study, the researchers suggest the following:

- Providing material and human resources based on education through the use of electronic platforms .
- Providing training courses on managing and using technological media in the learning process.
- The need to encourage students to rely on e-learning through digital platform applications in the educational process.
- The necessity of preparing guidance and awareness programs on the importance of using electronic platforms through media sessions for both professor and student.

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