Ilkogretim Online - Elementary Education Online, Year; Vol 20 (Issue 5): pp. 604-614
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.05.65

Attitudes of Physical Education Students Towards E-Learning at Yarmouk University

Dr. Ayat Moustafa Al Shara, Assistant Professor, Department of Self-Development, Deanship of Preparatory Year, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia, Email**:** aalsharoa@iau.edu.sa

Abstract- This study aimed at identifying the attitudes of physical education students towards utilizing e-learning in teaching physical education courses at Yarmouk University. The study sample consisted of (80) male and female students from the Faculty of Physical Education at Yarmouk University. To achieve the objectives of the study, the researcher adopted the descriptive and analytical approach and used a questionnaire consisted of (25) items to gauge the students' attitudes towards using e-learning.The findings showed that the degree of physical education students' attitudes towards utilizing e-learning in teaching physical education courseswas high. And that there were no statistically significant differences attributed to the gender variable.The study recommended employing modern technological means in teaching the physical education course to make educational learning more enjoyable, providing more computer education centers, computer laboratories, and programs related to physical education.

Keywords: **attitudes, physical education students, e-learning.**

I. INTRODUCTION

Today, the world is experiencing various rapid changes in all aspects of life, political, economic, social, and educational and this fact have urged educators to give more attention to the educational system including theteaching process and educational strategies that strive to equip a generation capable of addressing new challenges and building all facets of individual personality, which can only be achieved if the university curricula, teaching techniques keep pace with these rapid changes.

E-learning is a very significant and effective way of assisting physical education teachers in achieving their goals, especially in this era that is witnessing a widespread and rapid development in different sciences and knowledge. Therefore, if physical education major does not cope up with these changes by employing e-learning in its teaching process, then it will be lagged behind other sciences and retreated to become unable to communicate, interact and harmonize with other sciences, especially, in the meeting the requirements of the educational process and the students need (Karawani, 2012).

E-learning, or computerized education at all its multiple levels, occupies a high position in all developed countries which seek to keep pace with the development and achieving integration with various cultures and civilizations since these countries do not see education as only a mean for providing knowledge to students and as a tool for measuring their outcomes. Rather, they consider education as a strong and integrated process that is built on a solid base for providing students with the basic scientific and professional applied skill through assistance and training them on how to access and obtain information from its various and multiple sources as well as searching for it (Fakhry, 2008). Therefore, there is an urgent need to improve conventional teaching methods and techniques that rely solely on the teacher in providing knowledge to new strategies that educate students on how to access and examine the information from its various sources and on the variety of methods used to search for it(Abdel Wahab, 2016.)

Undoubtedly, e-learning, whether it is attained through computer-based programs, the information network, the Internet, search engines, social networks, or various programs in smart devices that support the educational and learning process is considered rich and indispensable resources and regardless of the categories using them whether they are students or the teachers. Actually, it has been proven that visual and

audio sources are more entrenched in the student's mind, and from this fact, the importance of employing electronic sources in teaching has emerged, as they combine information or idea to image and movement which enhances the learning of the different types of learners.

Nobody can deny the role e-learning plays in providing different sources of information and multiple methods in presenting and communicating information, for instance, there are various programs such as E-sports programs specialized in sports, different sites that aim to provide research, e-books and hold courses, educational seminars, and electronic courses through on-line registration, follow-up and use of them remotely (Laban, 2014).Considering the importance of teaching university courses and the physical education course, utilizing e-learning in teaching has become an indispensable necessity as it makes the educational process a tangible and enjoyable aspect.E-learning creates an active educational environment that is filled with a spirit of fun and competition between students and their peers, as well as enhances their communication, solving problems skills, and enables them to solve problems faster, easier, and with a higher degree of innovation (Khawalda and Al-Sa`ida, 2017.)

E-learning increases students' motivation towards learning and develop their cognitive and perceptual aspects, and affects the surrounding society, as they are reflected in their behaviors, actions, and method of communicating with others and interacting with them, as well as helping them in making decisions and solving problems in psychological and social situations without hesitation or thinking (Akkan, Cakir, 2012). The scientific and technological development and the modern information revolution required urgent changes regarding the use of multiple educational means and methods of communicating information to be in line with this modern era and its requirements. Therefore, several international universities and educational institutions have adopted the use of e-learning methods to keep pace with development as they considered technology as an important and integral part of its integrated system (La'aban, 2014).

Likewise, Jordanian institutions and universities have been keen to ensure that electronic education is also an essential part and even a strong source of their educational system to enrich and use educational materials effectively. Yarmouk University, in its role and as a major part of its philosophy, has employed all the appropriate means and basic capabilities to integrate technology into the educational process, and it has also developed the competence of its cadres by providing them with training courses that improve their knowledge and qualify them technologically. It also employed qualified cadres who have the skill and ability to teach through technology and made this as a criterion for recruitment.

Yarmouk university as adopted these procedures to prepare a generation capable of coping with the rapid changes in all aspects of life social, economic, education.

Despite the interest of recent studies and advanced research in promoting and developing e-learning attitudes in teaching physical education, unfortunately, there are still clear deficiencies as the performance indicators indicated a general weakness of students in physical education courses and in dealing with computer skills and basic modern programs. In addition to the weakness of other academic courses in the college to be inconsistent with the modern teaching methods and that reflects negatively on students' participating and interacting with other courses thatare integrated with physical education. This lack of consistency creates a feeling of retreat and an unwillingness to continue studying.

Study Problem

From the above-mentioned, we conclude the importance of students 'attitudes towards using e-learning in teaching physical education and the effect of these attitudes in shaping the basic idea of employing e-learning. It also has a great impact on enhancing the educational process, increasing students' motivation towards learning, and raising the level of their participation in doing their duties and assignments.This fact invites academic educationalists who compose the college curricula to identify students' attitudes and to develop and enrich the college courses according to students' preferences and needs. Yarmouk University also endeavors to utilize technology tools in education to fulfill the requirements of the modern era in which we live to prepare a qualified generation with high-level experiences capable of keeping pace with recent changes and developments. This consequently will reflect positively on their professional and social performance since the use of modern technology is an essential element in the development of social,

educational, and cultural life. This prompted the researcher to work on identifying students' attitudes towards utilizing e-learning in teaching and learning the physical education course and that by answering the following two questions:

1- What are the attitudes of physical education students towards using e-learning in teaching the physical education course at Yarmouk University?
2- Are there statistically significant differences at the significance level (0.05) in the attitudes of physical education students at Yarmouk University towards using e-learning in physical education courses attributed to gender variable?

Study Objective:
This study aimed at identifying the physical education students 'attitudes towards employing e-learning in the physical education course at Yarmouk University.

Study Importance:
This research is the first of its kind according to the researcher's knowledge.

- Encouraging faculty members at the university and in all universities to use e-learning in teaching, as Yarmouk University works towards integrating e-learning in all academic courses at the university.
- The importance of this research stems from the importance of using modern technology in teaching physical education for its positive impact on university students and the entire society.
- This study is in line with global trends adopted by various universities in terms of applying new types of educational technology such as e-learning, self-learning, and distance learning to create a wider area of the educational and knowledge environment.
- This topic of this research constitutes a basic base and an information source for universities and the concerned authorities in the field of employing e-learning due to the urgent need to spread the culture of e-learning and its application in universities**.**
- Increasing the positive attitudes of university students towards e-learning and changing their negative perceptions towards e-learning.

Study Limitation
1- Spatial limits: Yarmouk University.
2- Objective limits: the study tool that the researcher used
- Temporal limits: the academic year 2020-2021 AD.
- Human Limits: Students of the Faculty of Physical Education at Yarmouk University for the 2020-2021 academic year.

Study Terminology
E-Learning is a modern method or modern technology that includes a set of educational computer-based programs and applications, in addition to some educational websites that are applied in an integrated manner to a specific academic subject within precise specifications and standards, which helps the learner to learn on his pace.Operationally: Accordance to what Yarmouk University applies in employing electronic education in the College of Physical Education, it is a group of means and methods that are used in electronic activities and technologies, video broadcasting, virtual classes, flipped learning in addition to a group of multimedia.

Attitudesmean a group of emotions the individual takes towards specific matters, either positively, which leads him to a passion for this material and enthusiasm for it, or negatively by showing aversion and lack of interest in it (Omar, 2017).Operationally it is the extent to which the student accepts or rejects e-learning and his appreciation of the inherent importance of e-learning and his understanding of the degree of benefit derived from its application to his future learning.
Students are the students who study in the College of Physical Education for the academic year 2020-2021.

Previous Studies

The study aimed to identify the recent attitudes of university students towards e-learning in the physical education course, as the researcher mentioned some previous studies that dealt with computer and computer skills among students, physical education teachers, and faculty members. The previous studies related to the topic of the current study were arranged chronologically:

Al-Shareef (2020) aimed to measure the reality of university students 'attitudes towards employing digital platforms in education. The research followed the descriptive approach and used Attitudes towards employing digital platforms in the education Scale. The study sample consisted of (120) students from the College of Education - at Taibah University in Madinah. The findings showed that there were statistically significant differences attributed to the effect of gender in favor of males, and there were no statistically significant differences attributable to the effect of the study place, as well as the existence of statistically significant differences due to the effect of the interaction between gender and the place of the study.The results also indicated that there were significant and non-statistically significant differences concerning the other four fields in the Attitude scale when considering the variables of gender, the place of the study, and the interaction between them.

Muhammad (2020) conducted a study entitled the effectiveness of an electronic handball course in developing cognitive achievement and the attitude towards the course among students of physical education at Mansoura University. The researchers used the experimental approach. The results of the study concluded that there were statistically significant differences between the method of teaching based on an electronic course and the traditional method of teaching in favor of the electronic course model, which relies mainly on technology. The study also indicated the effectiveness of employing electronic course in raising student achievement and increasing their cognitive growth.

Wang,Chen and Xi(2018) conducted a study aimed at achieving adaptive learning through digital platforms.The MOOC was relied upon by analyzing learning behaviors, and the study concluded the importance of motivating learners to use the pattern of learning behaviors.Wang (2018) aimed to design an educational platform for students of the English language course.The results of the study showed that the digital platform is a stimulating environment for learners, and it emphasized the importance of improving students' learning levels.

Zhou (2017) aimed to design a digital podcast platform based on the Moodle system. The results of the study showed that the experimental group performed better than the control group, and the results indicated that the learning platform can be applied in the field of physical education.

Omar (2017) revealed the effect of using e-learning through the International Information Network on the cognitive achievement of beginners in diving. The researcher applied the experimental method. To achieve the objectives of the study, the researcher used the survey form, tests of mental abilities, physical abilities, and cognitive testing. The study was applied to a sample consisting of (16) students from the diving specialization at the College of Physical Education in Port Said in the fourth year for the academic year 2015-2016 AD. The researcher found that there were statistically significant differences at the level of significance (0.05) between the mean scores of the pre and post-test of the control group in the cognitive achievement test in favor of the post-test, which indicates the improvement of the control group in the cognitive achievement test with a significant degree. Also, there were significant differences between the control and experimental group in the cognitive achievement test in favor of the experimental group, which indicates that the proposed educational website on the Internet had a high impact on the level of cognitive achievement of the experimental group students from the control group.

Saber at, el (2017) conducted a study aimed at identifying the effectiveness of the use of e-learning in acquiring the cognitive aspects of the Scout Education course and the attitudes of the fourth year students specializing in teaching at the Faculty of Physical Education for Boys at Abu Qir, Alexandria University. The researchers used the experimental approach and the descriptive approach in designing the Scout Education course on paper and then electronically, designing the cognitive achievement test, and the attitudes scale.The study was conducted on a random sample of (37) students, and (10) experts from faculty members

specializing in curricula, teaching methods, scouting education, and educational technology. The results of the study showed a clear superiority in the cognitive achievement test of the Scout Education course, in addition to the students 'acquisition of positive trends towards teaching the online Scout Education course.

In a study carried out by Al-Fayyad (2017) aimed to identify the degree computer skills that professors of mathematics have and the degree of their practice of these skills in colleges of education in Iraqi universities.The researcher adopted a descriptive approach. The study sample consisted of all the (127) mathematics professors in colleges of education in Iraqi universities in several governorates. To achieve the objectives of the study, the researcher designed a questionnaire consisting of (46) items distributed into three main domains in different competencies, which included: (14) general computer skills, (21) adequacy in using the Internet in teaching mathematics, and (11) adequacy in using software Computers in teaching mathematics, where these competencies are organized in the form of a questionnaire consisting of two parts: the first section represents the degree of possession of competence and the second part the degree of proficiency exercise.The results revealed that there was a statistically significant relationship on the scale between the degree of having these competencies and the degree of practice.

Al-Astal (2015) conducted a study aimed to identify the attitudes of student teachers at the Islamic University of Gaza towards the use of technology and virtual educational materials in teaching mathematics. The research sample consisted of (30) male and (75) female students who were mathematics teachers during the first semester of the academic year 2014/2015 at the Islamic University in Gaza. To achieve the objectives of the study, the researcher built and developed the attitude scale consisting of (41) items included on the five-point Likert scale and distributed it into four domains, including satisfaction with the use of technology and virtual educational materials, confidence in the effectiveness of teaching mathematics using technology and virtual educational materials, appreciation of the use of technology and educational materials Virtualization in the teaching of mathematics. Anxiety over the use of technology and virtual teaching materials in teaching mathematics. The researcher concluded that the students' attitudes of mathematics teachers at the Islamic University towards the use of technology and virtual educational materials in teaching mathematics are positive and that there are no statistically significant differences in the attitudes of student teachers due to the gender variable.

Comments on previous studies, after examining the previous studies, the researcher found that several studies dealt with using e-learning in education, but she did not find a study that dealt with students' attitudes towards e-learning in teaching physical education at Yarmouk University.

The results of the studies varied, some of them showed positive attitudes towards utilizing e-learning in teaching and that it had a significant and positive role in improving the learning process. Some studies also indicated that using e-learning in education increases student achievement, and most studies dealt with multiple variables such as gender, teaching experience, levels of education, and educational region. The current study will deal with the gender variable, it differs from the other studies in terms ofthe educational area that is Jordan, as well as the study sample, which dealt with Yarmouk University students.The current study shows clear support for previous studies in identifying students' attitudes towards the use of e-learning in education, and perhaps this study adds scientific results in the field of e-learning and contributes to demonstrating the importance of employing e-learning technology in education in general and in physical education subjectsespecially nowadays where the world is suffering from the Coronavirus pandemic, which necessitates the employment of distance learning in education.

II. METHODS AND PROCEDURES

This chapter includes a description of the study methodology, population, sample, the method by which the sample was selected, the tools, the methods for verifying its validity and reliability, the study procedures, variables, and the statistical treatments used to conclude the study results.

Study Approach: To achieve the objectives of the study and to answer its questions, a descriptive approach was used to describe, analyze, and interpret the results of students' responses to the study tool.

Study population: The study population consists of (300) male and female students from the first and second years who studyin the Physical EducationCollege at Yarmouk University during the academic year 2020-2021.

Study Sample: The study sample was selected by a simple random method, representing the study population during the academic year (2020-2021). The researcher distributed (111) questionnaires, (22) questionnaires were retrieved and (80) questionnaires were valid for statistical analysis with a percentage of(80%). Table (1) shows the sample distribution according to the independent variables.

Table (1):*Distribution of the study sample according to the levels of its variables*

Variables	Category	No.	percentage
Gender	male	35	43.8%
	female	45	56.3%

Study tool: The researcher has reviewed the educational literature and previous studies related to the attitudes of physical education students at Yarmouk University towards the use of electronic learning in the physical education course from the students' point of view to assist her in preparing the study tool as the study of Judeh (2017) and Qarawani (2012).The respondent has to tick the suitable responses for each item of the domains on a scale comprised of five responses (very high, high, moderate, low, very low), and the tool was corrected by giving the following weights (5, 4, 3, 2, 1) for the aforementioned degrees, The validity and reliability indications of the tool were also checked.

Tool Validity:

A. Face validity: The validity of the scale was checked by presenting it to a group of arbitrators to check and judge its relevance

B. Content Validity:The questionnaire was applied to an exploratory sample of (30) students from the study population, who were excluded from the study sample.

The correlation coefficients were calculated between the score for each item with the total score for the field to which the items belongto as shown in Table (2).

Table (2): Person correlation coefficients between the items and the total tool

Items	**Total Tool**
E-learning was used as an aid in teaching physical education	.449(**)
Employing e-learning increases my achievement	.572(**)
The employment of e-learning hinders the teaching of the physical education course	.516(**)
I want to learn physical terms, concepts, and skills using e-learning	.526(**)
Teaching physical education through e-learning helps me increase my understanding and problem-solving	.625(**)
E-learning helps enrich the educational process	.735(**)
Enjoy when e-learning is employed	.763(**)
Teaching physical education through e-learning increases self-confidence	.691(**)
I prefer to use the traditional method and worksheets in teaching physical education	.739(**)
E-learning in teaching physical education develops my higher-order thinking skills	.797(**)
E-learning helps in teaching physical education in managing my time	.701(**)
I suggest teaching a physical education course using e-learning	.662(**)
Using e-learning to teach physical education makes me feel afraid and dread	.748(**)
I feel tired while learning physical education using e-learning	.564(**)
Learning physical education using e-learning takes great effort	.540(**)
I feel e-learning prevents the communication process between me and the teacher	.755(**)
E-learning in teaching physical education improves students' learning of the course	.780(**)
I see that e-learning in the teaching of physical education develops the skill of creativity	.798(**)

I feel that e-learning in teaching physical education weakens my personality	.668(**)
I find that employing e-learning increases my financial burden	.677(**)
I feel difficult to complete the tasks electronically	.674(**)
I do not find enough time to use the computer	.633(**)
E-learning allows access to lectures that I was unable to attend	.733(**)
Use the computer in an efficient way	.659(**)
Promotes e-learning in teaching physical education knowledge	.702(**)

*Statistical significance at the level of significance (0.05).
** Statistical significance at the level of significance (0.01).
Table (2) shows that the values of the correlation coefficients of the items of the study tool with the overall tool were greater than 0.30, which is considered appropriate values to achieve the objectives of the study.

Study Reliability:
The researcher used two methods to check the reliability of the study tool, the first method is test-retest, and the second method is the calculation of the Cronbach coefficient for the items of the questionnaire. In the first instance, the questionnaire was applied to the exploratory sample of (30 students) twice, with a time difference of two weeks, and the Pearson correlation coefficient (reliability coefficient) was calculated between the two applications. In the second method, the internal consistency reliability was calculated through the Cronbach alpha coefficient. The results showed that the Pearson correlation coefficient between the scores in both applications reached the overall reliability coefficient =0.92. The reliability coefficient of the internal consistency "Cronbach's Alpha" for the total score of the tool = 0.93. Which indicated a high-reliability coefficient. Accordingly, these values were considered appropriate to achieve the study objectives.

Tool Correction:
To calculate the total score for the tool, five alternatives were used, the respondent chooses one of these alternatives that express his opinion, and the grades were given (5, 4, 3, 2, 1) for the five alternatives very high,high, moderate, low and very low respectively. To judge the level of means for the items, fields, and the total tool, the statistical criterion is adopted using the following equation:

Category range = (highest value - lowest value) divided by the number of options
The range of the category = 5-1=4 ÷5=0.8
Thus, the judgment criterion becomes as follows:

Table (3): The statistical criterion for determining the degree of the study tool

Means	Degree
1.00-1.80	Very low
1.80-2.60	Low
2.60-3.40	Moderate
3.40-4.20	High
4.20-5.00	Very high

Statistical treatment methods:

To answer the first question, means and standard deviations will be calculated for physical education students 'attitudes at Yarmouk University towards using e-learning in the physical education course. To answer the second question, means and standard deviations were calculated, and the Two-way analysis of variance was used to find out the statistical significance of the apparent differences between the means of the estimates of the study respondents on the items of attitudes scale.

III. RESULTS

The results of the first question: "- What are the attitudes of physical education students towards using e-learning in the physical education course at Yarmouk University?The means and standard deviations of the

estimates of the respondents were calculated for each of the items of each field of physical education students' attitudes at Yarmouk University towards using e-learning in the physical education course.

Table (4):Means and standard deviations of the estimates of the respondents on the items of the attitude scale of arranged in descending order according to the means

NO.	Items	*Mean	SD	Rank	Degree
13	The employment of e-learning in teaching physical education does not make me feel afraid and dread	4.60	.493	1	Very high
12	I suggest that physical education courses be taught by employing e-learning	4.58	.497	2	Very high
11	E-learning helps in teaching physical education in managing my time	4.56	.570	3	Very high
1	E-learning was used as an aid in teaching physical education	4.51	.574	4	Very high
3	The employment of e-learning does not hinder the teaching of the physical education course	4.51	.574	5	Very high
10	E-learning in teaching physical education develops my higher-order thinking skills	4.46	.550	6	Very high
2	Employing e-learning increases my achievement	4.44	.570	7	Very high
8	Teaching physical education through e-learning increases self-confidence	4.43	.708	8	Very high
9	I do not wish to teach physical education in the traditional way	4.43	.652	9	Very high
4	I want to learn mathematical terms, concepts, and skills using e-learning	4.41	.567	10	Very high
5	Teaching physical education through e-learning helps me increase my understanding and problem-solving	4.39	.606	11	Very high
16	I feel that e-learning in teaching physical education improves the communication process between me and the teacher	4.34	.615	12	Very high
18	I see that e-learning in the teaching of physical education develops the skill of creativity	4.33	.652	13	Very high
17	E-learning in teaching physical education improves students' learning of the course	4.29	.732	14	Very high
25	Promotes e-learning in teaching physical education knowledge	4.29	.532	15	Very high
19	I feel that e-learning in teaching physical education strengthens my personality	4.21	.688	16	Very high
15	Learning physical education using e-learning requires extensive experience	4.20	.644	17	Very high
6	E-learning helps enrich the educational process	4.19	.781	18	high
24	Use the computer in an efficient way	4.18	.689	19	high
20	I find that employing e-learning reduces my financial burden	4.15	.797	20	high
14	Feel the effort while learning physical education using e-learning	4.13	.560	21	high
23	E-learning allows access to lectures that I was unable to attend	4.09	.640	22	high
21	I feel difficult to complete the tasks electronically	4.08	.776	23	high
7	Feel the enjoyment when e-learning is employed	4.04	.803	24	high
22	I find ample time using the computer	3.93	.776	25	high
	The overall tool	4.31	.431		high

*Highest degree(5), the lowest degree(1)

The results of this study reveal that the items regarding students' attitudes towards the use of e-learning in the physical education course are(high), and it ranged between (3.93) and (4.60) as illustrated in Table (4). This can be explained by the fact that the vast majority of students have electronic devices, such as computers, tablet, and smartphoneson one hand, and on the other hand to the availability of computer

laboratories and the Internet services that the university provides to its students and employees in all colleges, especially in the College of Physical Education. Thehigh experience of the faculty members in the implementation of e-learning and how to deal with its basic materials and employ them effectively in teaching courses in general and in teaching physical education, in particular, have also played a significant role in this high result.

These high resultsindicate clearly that the increased desire of students towards e-learning may be attributed to several reasons related to temporal and spatial conditions, as e-learning is considered a quick and effective solution to overcome all the difficult circumstances that the student may face during his studies, also they can study with the least effort and cost. Technology has shortened distances, temporal and spatial limits in a more flexible manner which enables students to do all the required tasks and assignments more easily and can interact with activities and projects and deliver them whenever they want through e-learning portals such as the "blackboard" system and other Internet methods.
Electronic learning has encouraged all students at all levels to participate, express views, and interact with their teachers without any embarrassment, which was a big obstacle and a difficulty for many students in traditional education.The findings of this study are consistent with Al-Sharif (2020) and Muhammad (2020) which concluded that the attitudes of students towards the use of technology in education were optimistic and strongly supported the use of technology.

The results of the second question: "Are there statistically significant differences at the significance level (0.05) in the attitudes of physical education students at Yarmouk University towards using e-learning in physical education courses that are attributable to gender variable?

Table (5):Means and standard deviations of the estimates of the respondents on their attitudes towards using e-learning in the physical education course, according to the (gender) variable

Variable	Category	Mean	NO.	SD
Gender	Male	4.23	35	.481
	Female	4.37	45	.383
	Total	4.31	80	.431

As shown in Table (5) there are apparent differences between the means of the respondents' attitudes from the Faculty of Physical Education at Yarmouk University towards the employment of e-learning in the physical education course according to the variable (gender). To determine the statistical significance of these apparent differences, the Two-way analysis of variance was applied as shown in Table (6).

Table (6):The Two-way analysis of variance of the means of the respondents' estimates towards using e-learning in the physical education course according to the (gender) variable

Variable	SS	FD	MS	F value	Sig
Gender	.365	1	.365	1.946	.167
Error	14.265	76	.188		
Total	1500.090	80			
Adjusted total	14.691	79			

*Statistically significant at the level of statistical significance (α = 0.05)

By examining Table (6) we can conclude that there is no statistically significant difference at the level of statistical significance (α = 0.05) for the estimates of the respondents on their attitudes towards using e-learning in the physical education course by gender variable. The researcher attributed this result to several reasons that are the expansion of the use of digital technology in the study, the students' willingness to transcend the obstacles they may face when using e-learning, and their willingness to use computers. Moreover, the cohesive educational environment for both parties has also contributed to the absence of differences in terms of courses and study tools, and teaching methods. The results of this study differed with the study of (Jawdah, 2017), which indicated that there were differences in favor of the female variable, and the study of (Al-Sharif, 2020), which concluded that the differences were in favor of the male variable.

IV. RECOMMENDATIONS:

- Giving more attention to students' attitudes towards the use of technology in teaching physical education and seeking to use the latest methods and tools that make education more enjoyable and interesting.
- Establishing more computer education centers, computer laboratories, and providing software for teaching physical education.
- Training teachers and students on the latest software and assistive technology tools in teaching physical education.
- Conducting similar studies in other universities concerning students' attitudes towards using modern technology in teaching physical education.

REFERENCES

1. Abdel Wahab, M. M. (2016). The effectiveness of participatory e-learning based on the use of the blackboard e-learning management system in developing electronic design skills and maintaining the impact of learning among students at the College of Computers at the Islamic University of Madinah. The Educational Journal (46).
2. Akkan, Y.& Cakir Z.(2012). Pre-service classroom teachers' opinions on using different manipulatives in mathematics teaching. The Journal of Instructional Technologies &Teacher Education, 1 (1), 68-83.
3. Al-Astal, I, H. (2015). Attitudes of student teachers at the Islamic University of Gaza towards the use of technology and virtual educational materials in teaching mathematics, College of Education - Association of Arab Educators, Arab Studies in Education and Psychology (ASAP), Issue 63.
4. Al-Fayyad, R, G, H. (2017). The degree of mathematics professors possessing and practicing computer competencies in the Faculties of Education in Iraqi universities, Al-Bayt University, Jordan.
5. Al-Khawaldah, S., & Al-Sa`ida, M. (2017). The effect of teaching an electronic physics course using the technology-supported Structural Model of Perkins and Blaith on understanding physical concepts among students of Al al-Bayt University, Al-Quds Open University, 2 (42).
6. Al-Sharif, B. (2020). Measuring the reality of university students 'attitudes towards employing digital platforms in education. Taibah University Journal of Arts and Humanities. Pp. 22, 352-406
7. Chang, B., Shih, Y.A. & Lu, F.C. (2018). Construction Concept Through Cloud-Based Social Network Platform Design, Implementation, and Evaluation. The International Review of Research in Open and Distributed Learning, 19(5),. Athabasca University Press
8. Fakhry, A. (2008) The Impact of E-Learning on Achievement, Skill Performance, and Technological Achievement in Computer Subject for Third Year Preparatory Students, College of Education, Menoufia University. http:/homeeconomics.mountada.biz/montada-f19/topic t490.htm # 3619, last accessed October 29, 2010
9. Judeh, M, M. (2017). Attitudes of students in basic education at Al-Aqsa University towards the courses related to mathematics and their relationship to their attitudes towards teaching mathematics, Journal of Al-Aqsa University, 21 (1).
10. Qarawani, M, N. (2012). Attitudes of students of mathematics and computers at Al-Quds Open University - Salfit educational area - towards the use of e-learning in teaching mathematics, Al-Quds Open University, the Palestinian Journal of Open Education and E-learning, 3 (6).
11. Laban, K. (2014). The problem of students 'motivation to practice physical education and sports. Journal of Human Sciences, University of Mentouri Constantine, Algeria, vol. 41,
12. Muhammad, T. (2020). The effectiveness of an electronic handball course in developing cognitive achievement and direction towards the course among students of physical education at Mansoura University. Sports Science Applications Magazine. Alexandria University - College of Physical Education for Boys in Abu Qir. Pp. 104, 230—250.
13. Omar, W. & Abu Sir, A. (2017). The effect of e-learning through the International Information Network on the cognitive achievement of beginners in the sport of diving Scientific Journal of Research and Studies in Physical Education. Pp. 33, 494-466
14. Wang, H. (2018). Study on the Design of Campus Network-based Personalized English Teaching Platform. International Journal of Emerging Technologies in Learning (iJET), 13(4), 117-128. Kassel, Germany: International Association of Online Engineering.

15. Zhou, Y. (2017). Design of Moodle-based Podcast Teaching Platform for the Course of Aerobic Gymnastics. International Journal of Emerging Technologies in Learning (iJET), 12(9), 95-104. Kassel, Germany: International Association of Online Engineering.