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تقييم مقارنة للدراسة عبر الإنترنت والحضور الشخصي التقليدي في جامعة الطائف
(دراسة حالة لطلاب إدارة الأعمال في جامعة الطائف)

**COMPARATIVE EVALUATION OF ONLINE STUDY AND TRADITIONAL IN-
PERSON ATTENDANCE AT UNIVERSITY OF TAIF (CASE STUDY BUSINESS
ADMINISTRATION STUDENTS AT TAIF UNIVERSITY)**

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Year:2023

Abstract

This study aimed to compare and detect between traditional education and e-learning, especially after the spread of the Corona virus, from the point of view of students in the Business Administration Department of AL-Taif University. , who undertook the study during the period of the spread of the Corona virus through the e-learning system, and the necessary data were collected using a questionnaire whose stability coefficient was between (0.895) and (0.731). It was applied to the study sample. The results of the study revealed that the evaluation of the study sample for the effectiveness of e-learning compared to traditional teaching was high, and their evaluation of the field of continuity of e-learning, the field of obstacles to the use of e-learning, the field of interaction of faculty members with e-learning, and the field of student interaction in the use of e-learning was high, and the researchers recommended holding training courses in the field of e-learning for both teachers and students, and helping to get rid of all obstacles that prevent the benefit from the e-learning system used, and the need to combine traditional education with e-learning in higher education institutions in the future.

الملخص

هدفت هذه الدراسة إلى المقارنة والكشف بين التعليم التقليدي و التعليم الإلكتروني خصوصا بعد انتشار فيروس كورونا من وجهة نظر الطلاب في قسم ادارة لاعمال جامعة الطائف ، ولتحقيق أهداف الدراسة جرى الاعتماد على المنهج الوصفي التحليلي، وتكونت عينة الدراسة من (90) طالب قسم ادارة لاعمال جامعة الطائف ممن قاموا بالدراسة خلال فترة انتشار فايروس كورونا من خلال نظام التعليم الإلكتروني، وجرى جمع البيانات اللازمة باستخدام استبيان بلغ معامل ثباته بين (0.895) و (0.731). وتم تطبيقه على عينة الدراسة. كشفت نتائج الدراسة أن تقييم عينة الدراسة لفاعلية التعليم الإلكتروني مقارنة بالتدريس التقليدي كان عاليا، وجاء تقييمهم لمجال استمرارية التعليم الإلكتروني ومجال معيقات استخدام التعليم الإلكتروني ومجال تفاعل أعضاء هيئة التدريس مع التعليم الإلكتروني، ومجال تفاعل الطلبة في استخدام التعليم الإلكتروني عاليا ، وأوصى الباحثون بعقد دورات تدريبية في مجال التعليم الإلكتروني لكل من المدرسين والطلبة والمساعدة في التخلص من كافة المعوقات التي تحول دون الاستفادة من نظام التعليم الإلكتروني المتبع، وضرورة الجمع بين التعليم اتقليدي والتعليم الإلكتروني في مؤسسات التعليم العالي مستقبلا.

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Chapter One

1.1 Introduction

The Corona virus pandemic has put education systems all over the world into an unprecedented crisis. Schools - all over the world - closed their doors for an indefinite period. In such emergency and exceptional circumstances that required urgent measures to preserve the safety of students, the urgent need arose to shift education from direct (attendance) to counting, and here real signs of difficulties and challenges began. The students who faced the education of the employees of the Ministry of Education, the school environment was not suitable significantly for this technological shift, the home environment (family) has sufficient and appropriate preparations. These difficulties were represented in the preparation of an e-learning platform for the Ministry of Education that includes all public and private schools, and the preparation of digital content that accommodates prepared with the requirements of education, and the formation of a professional technical support team leading It conducts rapid intervention operations for processing, support, solving emergency problems, qualifying human cadres (school principals, teachers, students, and parents), and raising the efficiency of the rapid communication network (Internet), and assisting families in providing students with e-learning tools and devices.

More and more students are choosing online education as a flexible and practical alternative to traditional in-person attendance as technology develops. However, there are other advantages to taking classes in person as well, including the chance to connect with classmates and professors in person, as well as the chance to network and participate in extracurricular activities. In order to assist you choose which method of study is ideal for you, we will give a fair comparison of the two.

Organizations have to abandon their old practices and embrace new ones in order to adapt to the COVID-19 pandemic in 2020. On an unprecedented scale, allowing people to work remotely from home has become the new standard.

The Ministry of Education, with the support and guidance of the wise leadership, hastened to implement Royal Order No. (68537) dated (25/12/1441 AH) stipulating the continuation of studies in all stages of education through distance education to ensure the safety of society. The Ministry mobilized all its sources of human and material resources to continue the educational process efficiently and effectively.

The higher education industry has to confront the same requirement to accept these new pandemic-imposed constraints, such as social isolation and a stagnant economy. Professors and students had to reconsider how they used the technology at their disposal to provide higher education services and to take use of those services. However, it is still unclear if this new system will be successful. The purpose of this study is to offer useful insights into the efficiency, advantages, and difficulties related to both modalities of learning from the viewpoint of Taif University students. The outcomes of this study will be used to inform future conversations and decision-making processes about how higher education will be delivered.

1.2 Research Problem

The research problem we are addressing in this proposal is the comparative evaluation of online study and traditional in-person attendance at the University of Taif. With the increasing popularity of online education, it is important to understand the advantages and challenges of both modes of study, and how they impact student learning outcomes.

Through our research, we aim to provide insights into the effectiveness of online study and traditional in-person attendance, and help students make informed decisions about their mode of study. We will be examining factors such as student engagement, academic performance, and overall satisfaction with the learning experience.

1.3 Research Hypotheses

Our research aims to test two hypotheses: first, that online study is a more effective mode of learning than traditional in-person attendance at University of Taif; and second, that the benefits of online study outweigh the challenges. To test these hypotheses, we will conduct a comparative evaluation of student performance, satisfaction, and engagement across both modes of study.

We believe that our research will contribute valuable insights to the ongoing debate about the merits of online study versus traditional in-person attendance at the University of Taif. By rigorously testing these hypotheses, we hope to provide evidence-based recommendations for students, educators, and policymakers who are grappling with the complex trade-offs involved in choosing a mode of study.

1.4 The Importance and Objectives of the Research

- To assess the academic performance and achievements of students engaged in online study compared to those attending traditional in-person classes.
- To identify the advantages and disadvantages of online study in terms of flexibility, accessibility, and engagement.
- To explore the challenges faced by students in online study, such as technical issues, lack of social interaction, and self-discipline.

- To investigate the overall satisfaction level of students with their chosen mode of learning and their preference for future educational delivery methods.
- To provide recommendations for enhancing the effectiveness of both online study and traditional in-person attendance at Taif University.

1.5 Research Methodology

- Conduct a comprehensive literature review on the current state of online study and traditional in-person attendance in higher education.
- Design and distribute a survey questionnaire among business administration students at Taif University, covering aspects related to academic performance, advantages, challenges, satisfaction, and future preferences.
- Conduct interviews or focus groups with a sample of students to gain qualitative insights and experiences related to online study and traditional in-person attendance.
- Analyze the collected data using appropriate statistical methods and qualitative analysis techniques.
- Compare the results to draw meaningful conclusions and make recommendations.

1.6 Research Limits

- **Spatial Boundaries** A group of Taif University students
- **Temporal Boundaries** Academic year 2023 AD 1444 AH

1.7 General Perception of the Research Structure

The perception of research structure varies greatly depending on the researcher and the way things are apt. For some, it may seem like a straightforward process of collecting data, analyzing it, and drawing conclusions. However, for others, it can be a complex and delicate process that requires careful consideration of various factors such as methodology, sample size, and validity of the data.

The research contains four chapters, the first chapter contains the introduction and presentation of the research problem, hypotheses, data collection methods and previous studies.

The second chapter also contains the aspect of literature reviews, the third chapter contains the practical side of the research and the analysis of the results of the questionnaire and the methods of analysis, and finally the fourth chapter contains the results and recommendations that were deduced from the results of the questionnaire.

1.8 Literature Review

Considering that the focus of this research is on education in relation to conventional and enhanced virtual modes, it is essential to recognize the important components. These components or elements include: Traditional learning is superior, as is online learning, and there are similarities between the two types of learning. Therefore, we will show you some previous research that talked about the issue of the difference between electronic and traditional education.

- There is a study conducted by the researcher Ahmed bin Abdulaziz Al-Mubarak, King Saud University 2004 AD, entitled "The Impact of Teaching Using Virtual Classrooms via the World Wide Web," ITER

UAE Education and Communication Technologies at King Saud University. The achievement of students at the College of Education concluded in several results, the most important of which are:

(1) There are no statistically significant differences at the level of 0.05 in the average achievement of students on the first and second cognitive levels of Bloom's classification (the level of remembering and the level of understanding).

(2) While there are statistically significant differences at the level of 0.05 in the average achievement of students at the third cognitive level of Bloom's classification (the application level), as well as in the average achievement of students in the applied test.

- Al-Hayhi, Al-Shaima (2018) showed the effect of using e-learning in teaching English language on the development of multiple intelligences among fifth-grade students in the Capital Governorate / Amman. The study sample was randomly distributed to an experimental group consisting of (25) students, and a control group consisting of (21) students. Level ($0.05 \geq \alpha$) between the averages of the performance of the two study groups on the Multiple Development Intelligence Estimate scale in favor of the experimental group, which was studied using e-learning.
- There is also a study presented by Dr. Muhammad Adam Ahmed Al-Sayed, Assistant Professor at Teachers College in Bisha. December 2004 under the title "Distance Training Techniques". The study concluded several results, including:

(1) Distance training can be delivered to the trainees using multiple techniques, each with its positives and negatives. It is a renewal of traditional training and not a substitute for it. The potential for future growth continues.

2) After the electronic training accompanies the traditional training, one of the trainees may act as a protagonist or supportive person, and in this case the trainer can refer the trainees to some duties based on electronic media.

- A study titled using mobile communication tools in web based instruction

This study discusses the extent of students' awareness and interaction and their willingness to use mobile communications in online educational courses. As the mobile education portal can be accessed through the different models of mobile learning designed for this purpose. This portal includes: discussion forums, and the scientific information system. This thesis also discusses the benefit of using short messages through mobile learning devices, and how to send assignments and receive results.

1.9 The Study Sample

Sixty-five students of computer technology and educational administration at Middle East Technical University. 29 of 65 students in this study were between 18 and 22 scholars, and 36 of 65 students whose ages ranged between 23 and 27 years. 48 male students and 17 female students. Most of the students (60 students) are bachelor's students, two are master's students, and 3 are doctoral students. The students in this study were experienced in using the Internet: 34 of them used the Internet from 3 to 5 years, and 31 of them used the Internet for more than 5 years.

1.10 Analysis of the Results

The results were analyzed using spss and the Cronbach's alpha value for standard items was 0.893.

The value of 0.891 pFOD is non-standard, and this value is acceptable for social science research.

In conclusion, the study proves that the majority of students love the use of mobile learning techniques in their studies and request that it be circulated to all subjects.

Chapter two

2.1 Theoretical Framework

Education is of great importance to the individual and society, as it is the cornerstone of progress and ensuring a distinguished future. Therefore, all countries seek to pay close attention to the educational process and its elements, which include the student, the educational content, the method, the teacher, and the educational environment. (Hajar, 2019).

And because of what the world and the Kingdom is suffering, especially as a result of the Corona pandemic, it was necessary to close schools and transfer from traditional education to distance education based on modern communication tools, in order to reduce overcrowding as much as possible and maintain social divergence in order to mitigate the spread of the Corona pandemic.

Every crisis that occurs in any society reveals negative and positive matters, and it also demonstrates the extent of governmental and societal readiness to confront the crisis and limit its effects on society. The current global crisis resulting from the spread of the (Corona) virus revealed the extent to which societies need clear plans to confront various crises. (Al-Ibrahim, Adel, 2020)

2.2 Traditional Learning

It is education based on giving educational lessons in the classroom face to face, and both the teacher and the learner must be present at the time and room of the lesson. This style of education has been in use for several centuries, or since the beginning of the educational system in the world, and the traditional education style relies on traditional culture, which is the main pillar in the transfer of knowledge, as the teacher is the focus of the educational process and is the ideal educational means for transferring knowledge and information

and teaching it to students. The role of the learner is passive, and he is a mere receiver of information, and memorizes it without any effort in discovering it. The traditional method of education is based on three main axes: the teacher, the learner, and the book with the information it contains. Therefore, there are no innovative or technological teaching aids. We can say that traditional education consists of the teacher, the student, the blackboard, and the book in the classroom.

This method of education is the most suitable way for young children to learn, especially in the elementary stages, and perhaps even the intermediate stage, where regular attendance at school and the lesson helps them to communicate and interact with the teacher and with their peers of the same age. Therefore, face-to-face learning helps the teacher and the student to get to know each other, and the teacher knows his students, their personality, and their level of knowledge and skills in a better way than distance learning. In this style of learning, the teacher can know the strengths and weaknesses of his students. because he can watch them face to face; Thus, he can evaluate them and guide them in a better way. The traditional or urban education method enables the learner to ask his questions and inquiries and participate directly with his teacher. Thus, he gets an immediate and direct answer inside the classroom.

2.3 E-Learning

It is a pattern of education based on the use of technical devices such as: the use of a tablet computer, and its multimedia such as images, sound, graphics, shapes, tables, etc. (Al-Hila, Muhammad Attia: (2008)), and it is also known as education via the Internet (Rabah, Maher Hassan: (1425)).E-learning is an innovative and effective method for teaching students if it is used correctly as a new educational concept using information and communication technology, and many researchers classify e-learning as more effective than in-person (traditional) education due to its ability to improve student performance and increase their effectiveness

towards learning. It promotes success in the digital-technological field, but on the other hand, there are those who reject the idea of e-learning (Saleh, Mona Hadi: (2013)) In this type of education, educational lessons are presented via the Internet to students in the form of educational videos, pictures, computer-printed files, and others. Therefore, e-learning is a modern revolution in the field of teaching methods and methods (Alabbad, A. (2016)).The nature of e-learning depends on the method of delivering information and educational lessons electronically or virtually, as electronic media are used in communication, receiving data and acquiring skills. And the interaction between the teacher and the learner and between the learner and the school, and it may be between the teacher and the school as well.

2.4 The Current Reality of E-learning in the Kingdom of Saudi Arabia

If interest in e-learning has been increasing recently at the global and regional level, the Kingdom of Saudi Arabia has made great strides in this field, especially at the university level. The Ministry of Higher Education "The National Center for E-learning and Distance Education" with the aim of supporting the efforts of Saudi universities in this type of education.

These universities have started initiatives in this field. In King Saud University, King Fahd University of Petroleum and Minerals, and King Faisal University, some students study some basic courses on the Internet. King Abdulaziz, Umm Al-Qura, and King Khalid Universities have established centers for distance education and e-learning that provide some lectures on the Internet. The Agency for Girls' Colleges in the Ministry of Education has also started an ambitious project for distance education using the satellite broadcasting system (VSAT) to educate female students remotely in more than (100) colleges for girls in the Federation of the Kingdom. The Ministry of Education in the Kingdom of Saudi Arabia has also initiated years of distinguished

steps to use computers and modern technology in the stages of general education and in the speedy completion of administrative and organizational work, and he identified three different methods for that, namely:

- Using the computer as an educational material.
- Using the computer as an educational tool.
- The use of computers in administrative matters related to the organization of education.

Since the academic year 1405/1406 AH, the Ministry of Education has begun to introduce the computer as an educational subject in the developed secondary schools. Five compulsory hours have been allocated for its study in that system within the general secondary program. The computer subject has also been introduced in the education of girls in secondary schools. year 1405AH.

Efforts and achievements in order to achieve e-learning in public education. The Ministry of Education has made many efforts and achievements in order to achieve e-learning in public education, including:

In the year 1414 AH, an additional department was opened in the secondary stage under the name (Department of Science and Technology) and four computer courses were developed for it, but this specialization was applied only in a limited number from schools.

In the year 1416/1417 AH, the number of classes in the computer course was increased from one class to two classes per week for all secondary school classes, and the practical side exam was counted among the basic exams, as before that the computer subject was only theoretically tested for the past ten years.

Based on the recommendations of the National Computer Family, computer curricula were modified and applied in the year 1419/1420 AH for the first secondary grade and from the year 1420/1421 AH for the second secondary grade.

The Ministry's organization of the Sixteenth National Conference on Computers and Education in cooperation with the Saudi Computer Society in Riyadh from 10-13/11/1421 AH under the title "Computers and Education".

The Ministry of Education's adoption of Prince Abdullah and his students' computer project (National), which is based on a vision that stems from absorbing information and communication technology, employing it and using it positively in the educational process, developing the capabilities of teachers, raising the knowledge level of students, enabling them to access direct education resources, and improving educational outcomes to graduate a generation Highly skilled producer.

Its objectives were defined in the following objectives:

- 1- Developing students' skills and preparing them well to meet future requirements by using and benefiting from information technology in education.
- 2- Raising the level of teachers' capabilities in employing information technology in all educational activities.
- 3- Creating an informational environment with its scientific content that is appropriate to the needs of students and teachers and providing them with direct learning resources.
- 4- Improving the educational process to produce a generation that improves the use of information technology.
- 5- Intensifying comprehensive awareness of the importance of employing information technology in education and spreading knowledge of information technology among members of society.

A living example of the success of electronic education in the Kingdom Saudi Arabia:

2.4.1 King Abdulaziz Electronic University

Signs of e-learning began to appear at King Abdulaziz University through the electronic university, which is a unique experience in the universities of the Kingdom. The advantages of e-learning are not hidden, the most prominent of which is the possibility of distance education and the spread of culture among members of society, and thus the advancement of the Saudi citizen intellectually and scientifically, and this modern method overcomes many obstacles for the university student, whether regular or regular. As for affiliation students, their benefit is clear, as they can watch the entire lecture via the Internet with audio and video whenever they want without any hindrance that hinders them from their work. Also, regular students benefit from this method in the review process in the event that they cannot understand a part of the topic.

2.4.2 King Khalid Electronic University

King Khalid University adopts e-learning as a strategic choice to upgrade the educational process at the university. The university's plan mainly aims to employ e-learning effectively to develop the educational process at the university and contribute to solving its problems, such as:

"The lack of faculty members and the spatial divergence that exists between the university's faculties, as well as the lack of cadres in the women's colleges. The plan also aims to raise the university's classification among international universities. The compatibility of this plan with the university's strategic plan and local and international standards related to e-learning has been taken into account."

The university currently has an integrated electronic environment comparable to the existing in international universities and is the first of its kind in the region and contains global systems for managing e-learning and electronic tests. with each other and with other systems.

King Khalid University has paid attention to this type of teaching methods, and this interest was reflected in the belief of the Deanship of E-Learning in the importance of training as a basic pillar for implementing the e-learning strategy at King Khalid University. Therefore, the Deanship of E-Learning trained 255 faculty members on the e-learning system during the second semester of the year 1430 AH. And the programs supporting it, in addition to the programs that contribute to increasing the skills of the faculty members in the use of computers and the design of electronic courses. The number of courses that were held during the second semester reached 58 training courses with a number of more than 380 training hours, provided by trainers from the Deanship of E-Learning. Seeking help from some companies to provide courses, including the international company Board Black.

2.5 The Difference Between Distance Education and Traditional Education

The difference between the two methods of distance education and traditional education appears through the tools used in the educational process, and since they have a clear and large difference, there are many differences between them, and studies have shown many of these differences, as the following table shows these differences:

From where	E-Learning	Traditional education
Education style	Through web pages and various technology tools	By book only or some technological tools sometimes
Extent interactive	It is based on the extent of interaction between the learner and the	It is allowed only between the teacher and the learner and not between the learner and the book

	multimedia and between the teacher and the learner as well	
The possibility of updating	Easy - inexpensive - after publication as well	Very difficult because you need to collect all the books and destroy them for editing - very expensive
Availability	Available anywhere, anytime	Available in specific places and specific time
Reliability	Depends on the teacher in terms of guidance, advice and advice, and the learner more because of the use of technological tools in the search for and use of information	It depends on the teacher, as he is the transmitter and the prompter, and he has the main role in simplifying and communicating the information
Educational system	Flexible - not limited to time and place	Inelastic - limited by time and place
Financial cost	It requires a large financial cost because it needs infrastructure, electronic devices and equipment	It does not require a large financial cost
Educational content	More attractive and exciting because it contains written texts, still and animated pictures, and sound clips	A printed book with written texts and some picture

Follow-up and evaluation	It is done in a purely electronic way	It is done in a purely human way
Credibility	Difficult because of the fear of wrong practices such as cheating	Easy because of the direct supervision of the teacher and the reduction of cheating

2.6 The Advantages and Disadvantages of Traditional Education

One of the most prominent advantages of traditional education is the meeting between the teacher and the learner, face to face, as it is the strongest means of communication between them, easy to implement in various educational environments, serves a large segment of society, is more suitable for some scientific and literary subjects, and is also characterized by low financial cost (Sami, Iman, 2019).

*Availability of the most important pillar of learning, which is simulation between the teacher and the student.

* The continuity of competition between students and teachers, as well as between institutions.

* Development of curricula to keep pace with the times.

* The student can discuss with the teacher during the explanation.

Spreading the spirit of cooperation and developing social relations.

* Gaining experiences from simulation between the teacher and the learner and between the learner and another learner.

* The diversity of information, sciences and cultures that the learner obtains.

Among the disadvantages of traditional education is the omission of the role of the teacher and his conversion from a supervisor to a prompter, which reflects to him the delivery of information to the student and its limitation to the method of indoctrination only and reliance on the mental side of the student in the amount of memorization of information and not taking into account the individual differences between the student and in addition to that the inability to constantly update the educational content for the financial cost. The consequent high levels of education and the reduction of quality education opportunities due to the high number of students in classrooms and halls.

- * Following the same learning patterns throughout the ages.

- * Taking more time to learn as the teacher is committed to teaching a limited number and limited parts.

The methods and routine of the school day make the learner bored with the direction of education.

- * Moving and sometimes traveling to reach a place to receive knowledge.

- * The exorbitant cost of traditional education, which is considered a routine expense, that is, the student must spend it daily, other than paying annual fees, tuition fees, and textbook expenses.

2.7 Advantages and Disadvantages of Distance Education

One of the most prominent advantages of distance education is protecting the student's right to learn and ensuring the continuity of the educational process in all circumstances and conditions, promoting the principle of self-learning and the effectiveness of knowledge through easy access to information, saving time for everyone, so the teacher does not need members of the same content repeatedly, flexibility in The delivery of educational content and access to it by the student (Work Team, 2020), the transition of the role of the teacher from the prompter to the wave supervisor, the multiplicity of sources of knowledge and not being

limited to the book only, the ease of communication with the teacher at any time and asking the questions he wants answers to, as well as It helps to expand the scope of education, contribute to immediate evaluation, identify results, and correct errors. (Sami, Iman, 2019)

- * E-learning is a technological cry; Where distance education is available, and sometimes it is an indefinite time and does not require effort, or it requires leaving the house at all.

- * It is an optimal solution found to reduce the spread of epidemics in recent times, in conjunction with the spread of Corona disease.

- * It is the education of the future as it depends on the use of modern devices; The papers and files are converted into memory, allowing the learner to browse and re-hear the explanation more than once. As he controls the content inside the smart device that he owns.

- * It does not require a place where an electronic room is created, or what is called a virtual room, where the student and teacher are gathered through electronic communication.

- * It allows the learner to receive, store and retrieve information more than once and also can control the amount of information he receives.

- * The educational process in e-learning has become easier, more enjoyable, less intimidating, and less burdensome.

- * It allows the learner to receive the learning process anywhere and at any time.

- * Education is provided to the largest number of learners at the same time without bothering with a narrow place or the distance of the place; As huge numbers are collected and taught through educational platforms simultaneously without any problems.

- * Respect the rules of individual differences among students and activate the process of self-learning.

- * Exchange of experiences and cultures between the institutions that supervise the educational process.

- * Change and control data and educational content in an easy and flexible manner.

Ease of evaluating each study and also providing what is needed for it through the feedback system.

- * The availability of information pertaining to students, teachers, and heads of departments in a smooth manner that allows officials to view it at any time necessary.

- * Sharing experiences among the learners, which makes the educational process, take the curve of participation and exchange of experiences.

Availability of information about learners makes it easier for the teacher to evaluate the learner and identify weaknesses and improve them.

- * Ease of communication between teachers, school principals, students and parents.

- * Low cost in terms of purchasing tools, transportation and other expenses necessary for the daily routine of the learner.

- * Providing the necessary information for parents to know the level of their children periodically.

Among the disadvantages of distance education: the high financial cost, especially at the beginning, because it requires equipment, devices, means of communication and training, which sometimes leads to boredom due to the lack of direct interaction between the teacher and the learner, social separation of the student due to the difficulty of getting to know his colleagues (team Work, 2020), the difficulty of evaluating

students due to lack of credibility, increased opportunities for distraction, lack of fairness and fairness due to the varying availability of the necessary technology, time and motivation for students, the educational level of parents, support for remote participation, the inability of parents to actively participate in the education of their children, especially students in The stage of the first three grades requires high skill and a method of conveying information. (Sami, Iman, 2019).

- * The lack of devices or internet services, which affects the progress of the educational process.

- * Damage to the device, which erases any information that was saved on it, which leads to the loss of a lot of information.

- * The most priority of learning, which is simulation, has been lost, as all interaction has become through the small screen, which makes the student less social than others.

- * The lack of expertise necessary to complete the electronic educational process, which makes the educational situation negative and the failure to achieve any goals.

- * Loss of the spirit of competition and cooperation.

- *The failure of the teacher and the learner at times to perform their duty towards the course of the educational process.

Chapter Three

3.1 Study Participants and Sampling

The undergraduate students at the College of Business Administration, Taif University, Taif City, Saudi Arabia, were the participants in the study. The students were the same in both teaching styles. 90 students out of a total of 90 students participated in it.

3.2 Study Populations

The study population consisted of a group of business administration students at Taif University in the Kingdom of Saudi Arabia in the first semester of the academic year (1445 AH), and the study population reached (90) samples, of which (56) were males and (34) females.

3.3 Data Collection Tool and Technique

A questionnaire was designed covering questions such as whether online classes provide better understanding of course content, is it easier to pay attention to lectures in online classes, whether online classes are convenient to attend, is it easier to clear doubts through online discussions, do the students face technical issues during online classes, are the students more likely to attend online classes than traditional classes, is it easier to get distracted during online classes than during traditional classes, are the students more likely to stick to the time table of traditional classes as compared to online classes, do the students miss social interaction with peers and teachers in case of online classes, and do lack of face to face communication makes online classes less engaging.

An electronic link (Google questionnaires) was provided to the questionnaire covering all questions for all students, and a full questionnaire was collected from all participating students. All participating students were asked to fill out the questionnaire individually. Responses to all questions from all participating students were entered into Microsoft Excel and analyzed.

3.4 Study Design:

This study was designed with the aim of identifying the impact of using a virtual learning environment compared to the traditional method. The study included a number of variables:

1- The independent variable:

The teaching method has two levels (traditional / using the virtual learning environment)

2- Modified variable:

Gender: It has two levels (male and female)

3- The dependent variable: educational attainment (students' score in the achievement test adopted by the researcher in study it)

3.5 Ethical Considerations

Consent was taken from all students who participated in the study. Ethical consideration was not required as no active change in teaching modality was there due to the study.

3.6 Stability of the Study Tool

The questionnaire was applied electronically to an exploratory sample of the study sample consisting of (90) students from the Faculty of Business Administration, Taif University, and Cornbrash's Alpha test was used to test the stability of the questionnaire. For the resolution axes between (0.895) and (0.731).

3.7 Statistical Treatment

After unpacking the answers of the respondents, they were coded and data entered using the computer, then the data was processed statistically using the Statistical Packages for Social Sciences (SPSS) program using the following statistical treatments:

- 1- Arithmetic averages.
- 2- Dependent multivariate analysis of variance MANOVA. using wolk lambda. Lambda Wilks, as well as Sedak's test for post comparisons to test the difference between measurements and retention of the experimental and control groups.

The five-tier categories have also been converted into a three-tier scale, as follows:

$$(5-1) = 4$$

$$4/3 = 1.33$$

I used this value to specify the staging length as follows:

1–2.33 is weak

2.34–3.67 average

3.68–5.00 large

3.8 Research Results

The results were presented and analyzed in light of the sequence of study questions as follows:

Rank	Question	Number	Arithmetic Average	Standard Deviation	Score
1	The ability to deal with computer operating systems and applications	90	2.044444	1.271212	High
2	The ability to operate and deal with devices connected to the computer (printer / camera ... / etc.).	90	1.888889	1.203408	High
3	The ability to use the Internet to learn, research and extract information	90	1.842697	1.313383	High
4	The ability to handle uploading and downloading files from websites and websites dedicated to education	90	1.977778	1.226833	High

5	The ability to use the Internet to communicate with others through (e-mail / audio and video) through the programs available for that.	90	1.933333	1.355803	High
6	The ability to know, understand and activate distance education strategies	90	1.909091	1.274294	High
7	The ability to choose the appropriate multimedia type for distance education	90	1.988889	1.240645	High
8	The degree of student access to information when using distance education	90	1.955056	1.242341	High
9	The ability to prepare worksheets for students when using distance education	90	1.822222	1.076592	Medium
10	The ability to manage lesson time and deal with the problem	90	1.944444	1.211936	High

	of absence or the problem of boredom and boredom associated with focusing on the theoretical aspect of distance education.				
11	The ability to use modern technologies in preparation (semester records / assessment of student performance and academic achievement)	90	1.888889	1.165462	High
12	The degree of cooperation with parents regarding the children of their students in order to make the most of the scientific material given to students and increase their academic achievement	90	1.784091	1.12902	High

13	The degree of student access to information when using traditional education	90	2	1.288057	Medium
14	The ability to prepare worksheets for students on the use of traditional education	90	1.840909	1.183083	High
15	The ability to (manage lesson time / deal with the problem of absence / deal with the problem of boredom and boredom) associated with focusing on the theoretical side in traditional education	90	1.722222	1.02801	Medium
16	How satisfied are you with the effectiveness of traditional education in increasing students' academic achievement?	90	1.722222	1.049642	High

17	The ability of traditional education to increase students' ability to achieve (discipline / motivation to learn / increase understanding) under traditional education	90	1.8	1.062116	Medium
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Chapter Four

4.1 Conclusion

We conclude from reviewing and comparing each pattern of traditional education (attendance) and e-learning (effective) in terms of concept, differences, pros and cons, it becomes clear to us the following: it is not possible to dispense with the method or pattern of traditional education (attendance), and on the other hand, it is not possible to rely entirely on the method E-learning, whether in schools or universities; Because there are advantages that characterize each of the patterns of traditional education and e-learning. Rather, it can be said that the presence of urban education and e-learning in the educational institution is one that complements the other. This comes in line with many studies that indicate and confirm the method of blended education, which is a form of education that uses e-learning through educational platforms, with attendance in the classroom at school or university; In order to ensure that the student is tested and evaluated formally and morally; Where we find in the pattern of flipped education or the flipped classroom the possibility of merging the pattern of face-to-face education and e-learning, where the teacher can meet, discuss, ask, test, and his students face to face in the classroom and communicate with them electronically by preparing and planning an educational lesson sent in advance through the educational platform; Therefore, we find many results of studies that apply the strategy of flipped education as a pattern of blended education, and confirm that students' performance and educational levels improve and increase compared to other patterns of education, whether traditional or electronic.

4.2 Recommendations

The researchers recommend applying the e-learning project in all educational institutions in the Kingdom of Saudi Arabia and Taif University in particular by preparing model classrooms with technological use, and in return training teachers on how to use this type of learning, its importance in the educational process, and overcoming the human obstacles facing teachers. And an emphasis on the use of the blended learning style through the flipped classroom. This is due to the importance of using electronic educational platforms such as the Blackboard as one of the innovative teaching methods that use electronic means to deliver educational lessons and present them through virtual learning applications and learning with augmented reality technology using smart boards in the future.

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Volume: 12 Issue: 3 pp. 67.