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The Level Of Synchronous And Asynchronous Technological Support For Teachers Of The History Department From The Point Of View Of Their Students

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Abstract

The current research aims to measure the level of technological support for the teachers of the History Department at the College of Education for Human Sciences at the University of Karbala from the students' point of view. As for the sample of the research, its size was (214) male and female students who were chosen by random stratified method, and to collect information and data about the research variables, the researcher used the questionnaire, which consisted of (22) items distributed over two fields.). It was found by the researcher that the level of practice (synchronous and asynchronous technological support) and according to the responses of the research sample members was at a (medium) degree. Gender variable (males and females) and in light of the results reached by the researcher presented a set of conclusions, recommendations and suggestions mentioned in the fifth chapter.

Keywords: technology support - synchronous - asynchronous.

Chapter one: Introduction

Knowledge and technical expansion has clear effects on the educational process and provides it with many technological technologies, including smart devices and their applications, where it has become necessary to choose modern methods that achieve educational goals that raise educational achievement, and that digital learning techniques can improve education skills, and that the educational environment that is rich in technologies Educational technology through which it is possible to increase the motivation to learn, stimulate creativity and develop learners' attitudes towards educational content, as the presence of educational technologies with education can create change and renewal in the quality of education. (Asmahani, al, 2017: 8), the higher education system has achieved great progress in recent years, and with this progress, the challenges facing universities in all disciplines have increased, and they are limited to theoretically qualified graduates who lack some digital skills in their academic fields of work. In those years, higher education leaders became more interested in the role that modern technology plays alongside traditional education, and that higher education is one of the important sectors that play a positive role for the future, and this is universally recognized, now higher education includes many intellectual elites who are faculty members Which falls on them the burden of providing developmental ideas for learners. (Al-Sahati, 2017:6), and that university education depends on the academic qualifications available to faculty members, they must have educational skills that keep pace with technological progress to exercise their role in the progress of society, and a faculty member at the university is the main element in the educational process and direct communication With the students, where it affects their scientific and social behavior, and works to provide the scientific and practical message in the service of community

members. In light of this, training, development and evaluation programs must be provided to the university professor in order to keep pace with all technological developments and developments that have entered the field of educational currency in order to be able to prepare students in accordance with the numbers With the requirements of different sectors. (Ibrahim, 2016: 189), and technological support has become an essential component in the educational process, and one of the learner's rights over the teacher. It is not permissible to leave it alone in the way of trial and error, and it is an urgent necessity in e-learning, because it does not happen directly face-to-face and it grows electronically (synchronous and asynchronous) and from here the learner becomes alone and needs technological and educational support and guidance, and (Youssef 2021) confirms that supporting educational performance leads to achieving good performance for learners as it adds experiences for learners to benefit from in different educational situations as well as develops their self-reliance In solving problems that harden investigation and research, and provides them with huge types of information sources. (Yusuf, 119), and technological support may be very important, as mentioned by (Al-Mulhim 2021) that technological support is very important to help learners by increasing the space for their types of learning. This makes it easier for students to understand the educational content presented during the learning process, such as directions, tools, and aids, and is also represented in the media displaying content and questions. Electronic support is of great importance in a student-centered learning environment. It is a way to build knowledge. (Al-Mulhim, 2021:21)

Research problem:

The observer of the conditions of education in Iraq, especially the university, notes that the term electronic or digital education was not in circulation in the Iraqi educational culture until the emergence of the Corona pandemic, which started from China and extended to include most countries of the world, which imposed many restrictions, the most difficult of which was the quarantine, which prevented more From one and a half billion learners around the world to go to their educational institutions, and that the Iraqi Ministry of Higher Education, after the spread of this epidemic, issued a ministerial order, specifically on March 17, 2020 to complete the school year by using technological technology, by authorizing universities to find the appropriate mechanism to deliver lectures to Students using electronic platforms approved through computer centers in Iraqi universities and other methods to ensure the delivery of the study material to students. (Al-Ajili and Mandeel, 2021: 251), and since that date the journey of electronic and digital education began in Iraq, which is still continuing until now, e-learning is the solution The optimum situation in this crisis and an alternative to it. Accordingly, the Iraqi Ministry of Higher Education used all the experts and specialists in the field of education. E-education, especially the ministerial team for e-education, which was formed shortly before the emergence of the Corna pandemic in order to overcome the difficulties in front of university faculty members, especially since the experience is recent and all data indicates a weakness in the technological aspect of university faculty members. The problem of the current research emerges in the sudden digital transformation, which is a new experience that adds new roles for both university faculty members and students alike. Several studies indicated that there are difficulties facing university faculty members represented in their inability to employ technological innovations as a result of their weak possession of the expertise and skills necessary for the success of digital education, and among those studies are the study of Al-Salihi (2020), the study of AlAl-Khafaji (2020), and the study of Farhoud and Al-Mayahi (2021)..

Research importance:

1- The importance of the educational institution (university) in meeting the needs of society in the light of the knowledge economy.
2- The importance of the faculty member possessing the technological skills on which the success of the educational process in higher education institutions depends.
3- The importance of technological support (synchronous and asynchronous) in increasing learners'

experiences and interacting with interactive digital content.

4- The researcher may see, according to his knowledge, that the current research is the first research at the local level that aims to study the level of technological support (synchronous asynchronous) when teaching the history department from the students' point of view.

Research objective:

1- Identify synchronous and asynchronous technology support.
2- Identifying the level of technological support when teaching the history department from the students' point of view.
3- Identifying the differences in the responses of the research sample in technological support according to gender (males - females)
4- Research limits: The current research is limited to all students of the History Department at the University of Karbala / College of Education for Human Sciences for the academic year (2021-2022).

Define terms:

(Technology support)

They have known:

1- Al-Mulhim (2021) defined it as: "Guiding learners in personal learning environments and directing their education in the right path towards achieving educational goals." (Al-Mulhim, 2021: 9).
2- And Ibrahim (2021) defined it as: "a group of aids that are provided to students to learners electronically on a fixed or flexible basis in the form of instructions and directions, and aids that are provided directly and indirectly to guide the learner and guide him when he needs help" (Ibrahim, 2021: 104).
3- Yusef (2021) defined it as "the maximum amount of assistance provided to the learner during the course of the educational process in order to complete the learning tasks well." (Yusuf, 2021: 131).

Procedural definition: All the clarifications directly provided by the teachers of the Department of History at the University of Karbala, College of Education for Human Sciences, about e-learning programs and interactive digital content in order to connect learners to the desired educational goals and increase their digital technological expertise.

Chapter two: Literature review

Technology support (synchronous - asynchronous):

First, the concept of technology support.

After the researcher examined a lot of scientific research, studies and literature, he found that the names of technological support are many. Some of them call it technology support, and some call it learning supports, learning supports, learning aids, or learning support systems. Despite the difference in naming this term, all of them It refers to the same meaning as support for the learner, or educational assistance, which is intended assistance provided to learners through a more knowledgeable source. It is continuous or disappears after a period of time, and providing this assistance is in several forms, whether it is written support, audio support, pictures, support with video clips, or support by referring to websites related to the topic to be learned. (Chukhlomin, 2011: 241), and (Zambrano & Nori 2011) may see that technological support is "a process through which the learner is helped to solve a specific problem that he faces during his learning, where that problem exceeds his scientific capabilities, where the support is provided by the teacher or Another person who is more experienced and more technologically advanced (Zambrano & Nori 2011:13-20), according to (Khamis, 2009) "The support is a temporary system provided by the teacher or another person who is more knowledgeable with the aim of helping learners to perform tasks that they cannot achieve." On their own, except through assistance." Through these definitions, it became clear to the researcher that the technological support is temporary, which helps the researcher cross the technological gap he has, and also helps him to deal with the various situations he faces, in order to be able to reach his desired result. (Khamis, 2009: 10), and that the

responsibility for support in the e-learning environment lies with the teacher. Constructivist view, as the relationship between support and social applications of the theory, which emphasized finding a kind of interaction between learners and constantly showing the resulting changes in the learning community, and this helps in creating upward knowledge among learners, and this is what the constructivist theory aims at, which clarified that knowledge is the product of social interaction between The Learned. (Salah al-Din and al-Sayyid Abdullah, 2018: 666)

Second / the importance of technological support (synchronous and asynchronous).

(Shapiro, 2008) indicated that the technological support that the learner receives from the teacher or through training programs has a significant impact on increasing the achievement of learners.. (Shapiro, A.2008:124)

The importance of support can be summarized in the following points.

1- Helping learners and guiding them during the learning process to reach educational goals.
2- Develop the learner's technological knowledge.
3- It helps to solve technical problems facing students as soon as possible.
4- It works to motivate the learner and increase his motivation towards learning. (Abd al-Ati, 1437: 252)
5- Stirring learners' abilities to think and encouraging them to complete the tasks required of them.
6- It reduces the cognitive load on the learner. (Qoof El-Sayed, 310:2020)
7- It reduces the failure to implement the tasks required of the learners, and helps them to complete them on their own until the learners reach the competency required of them.
8- Helps learners to increase the experiences they need in the educational process. (Cub, 2019: 233)

Third / technological support functions in the e-learning environment.

1- Many researchers agreed on the educational technology support functions that must be taken into account when it is provided by the teacher while providing educational interactive digital content in the e-learning environment.
2- Reduce students' confusion and help them deal with interactive digital content and guide them through the learning process.
3- It helps students to know the modern and diverse sources, and they can decide that these sources are preferred to be used in the learning process.
4- It encourages learners to express their opinions and allows them to find appropriate opportunities to solve their problems.
5- Determining the difficulties faced by the learners as teachers challenge them and provide support to reduce them.
6- Guiding students and identifying their paths in making the important decisions required so that they do not stray from the correct paths in order to continue the process required of them. (Mohammed and others, 2020: 159)

Fourth / characteristics of technology support.

1- It encourages learners to express their opinions and enables them to find the appropriate way to confront their educational problems.
2- It works to reduce the frustration that afflicts students, and enables them to identify the difficulties they face during their learning and provide support to reduce those difficulties that the learners may face.
3- It helps guide students step by step and reduces their confusion during the learning process.
4- It provides modern and diverse learning resources, and enables students to make decisions in those resources and use them in the learning process. (Molenaar, 2011:83)

5- It helps students to access educational resources within the e-learning environment.
6- Helps reduce ambiguity within the e-learning environment. (Ghoneim, 2018: 165)

Fourth / sources of technological support (synchronous and asynchronous)

The sources of technological support in the e-learning environment are divided into two parts:

1- Teacher support.

The teacher is a source of support in the e-learning environment, where the main source can be described through which the student can be helped to acquire knowledge and improve his abilities in the various aspects of e-learning. The teacher must support the student in all the different stages of learning and make him able to improve his performance without actual assistance. (Mousa, 2019: 40)

Pantimonti and Justice (pentimonti & justice, 2010) mention that the teacher has a great role in helping the student to improve his performance and bring about changes during the educational situation. From the Master (pentimonti & justice, 2010:13)

2- Support learners (peer).

This type of support depends mainly on peers (the learners) through their interaction during the educational situation, clarifying ambiguous ideas about interactive digital content among them, and developing the necessary skills to solve the problems they face by explaining and interpreting their peers, correcting errors, organizing information, and in-depth participation among them in processing. Peer support is linked to e-learning in which learners work in groups for a common educational goal, and that each of them has a different performance and experience, and that each of them is responsible to support his peers in searching for information, sharing knowledge and responsibility for learning. (Qahouf, 2016: 315)

The researcher believes that peer support (students) is a process in which each other's experience is increased through their peers with more experience and technological knowledge that leads them to knowledge of the scientific material to accomplish the tasks required of them and to access the educational material easily.

Fifthly, the characteristics of technological support.

1- Learners realize that they have time to teach each other, and that they communicate more with each other than teachers.
2- It increases knowledge of interactive digital content and increases understanding of the study topics and allows students the opportunity to express their opinions and ask their questions without hesitation, and removes embarrassment between them.
3- It helps to develop self-learning, improve social skills, strengthen relationships between learners, and make students active and engaged in learning.
4- Reducing the burden on teachers in communicating with large groups of students. (Malik and Muhammad, 2019: 16)
5- who are they.
6- It helps learners to build mutual trust among themselves. (Gillies, 2008:330).

Sixth / technical support standards

1- Presented according to the needs of learners in the e-learning environment.
2- To be appropriate to the learning objectives and not to deviate from them.
3- The support provided to learners contributes to guiding them towards self-learning.
4- Its contribution to reducing stress among learners.
5- To raise the learners' motivation and interests towards learning. (Abd al-Wahhab, 2021: 651)

Seventh / methods of technological support (synchronous - asynchronous)

There are many and varied methods of support in e-learning environments, and there are many and varied methods of support in the e-learning environment.

Simultaneous support method: Support in this method is provided directly to the learner by the teacher at the same time as learning

Asynchronous support method: Support is provided in this method at any time without requiring the presence of the learner and the teacher during the provision of support, where the learner leaves the required assistance at any time and then the teacher responds to the assistance required by the learner at another time. (Abdul-Wahhab, 2021: 652-251)

Second: The theoretical basis for synchronous and asynchronous technology support.

The studies reviewed by the researcher showed that synchronous and asynchronous technological support is based on a number of theories, which are clear as follows.

Constructivist theory.

After the educational field witnessed a great development in the field of education, the twentieth century witnessed great interest in building the knowledge of the learner's personality, which focused on the external factors that affect learning and the learner, such as the teacher's variables (enhancement, personality, enthusiasm), school or curriculum, in addition To the internal factors, i.e. what is happening inside the learner's mind, such as previous knowledge, the learner's motivation level towards learning, and the learner's thinking patterns. During their focus on how the learner's concepts are formed and the role of his previous understanding in the formation of these meanings, they relied on a philosophical school called the constructivist theory. (Al-Adwan and Dawud, 2016: 33), and the constructivists may see that the educational materials available in scientific sources are similar to raw materials that the learner does not benefit from except after processing and programming by the teacher. He has previous information, so the learner is able to use what he has learned in his daily life and generate new knowledge, so he becomes a consumer of information to a producer of it. (Ali, 2005: 33)

Third / previous studies

The stage of reviewing previous studies is one of the important and main stages in the stages of educational research, as the researcher avoids topics that have been studied in the past. And enriching it from an educational perspective, and after the researcher reviewed the educational literature in Iraqi libraries, and Arab, local and international databases, he did not find a study similar in its variables with the variables of the current research (the level of technological support (synchronous and asynchronous) when teaching the history department from the students' point of view The researcher contented himself with presenting one study that is somewhat close to the current research, in terms of its variables. Technological support, and the researcher will find similarities and differences between him and that study, and then the research will summarize the benefit from those studies.

View previous studies:

The researcher did not find previous studies similar to the current study except for one study, which is:

1- Kakada et al. (2019) study.

(The effect of technological, social, and academic support and university services on student satisfaction)

This study was conducted in India and its aim was to verify the effect of technological, social, academic and university service support on student satisfaction. The study sample consisted of (240) students from engineering faculties, in private and government universities in India, and the results of the study were analyzed and extracted using statistical symbols for social sciences (SPSS), and the results of the study showed the satisfaction of sample individuals. The research from students on support (technological, social, academic, and university services) and it had a positive impact of those services on student satisfaction, which means that there is a correlation between support services and student satisfaction, and in light of this, the researchers presented a set of recommendations, conclusions, and suggestions. (kakada & et al, 2019: 5)

Benefiting from previous studies

1- Choosing and organizing the appropriate theoretical framework.

2- Choosing the methodology that is compatible with achieving the objectives.

3- Choosing the appropriate statistical methods and procedures.

4- Presentation and interpretation of the results.

5- Choosing the sources and references that the researcher needs.

Chapter Three: (Research Methodology and Procedures)

First/Research Methodology

Since the current research seeks to know (the level of synchronous and asynchronous technological support for the teachers of the history department from the point of view of their students), the researcher used the descriptive method in his research as it is the most appropriate method for his research, where the descriptive method is the investigation focused on the phenomenon with the intention of diagnosing it, revealing its aspects and identifying The relationship between its elements and other phenomena, and does not stop at describing the phenomenon, but goes beyond that, analyzing, interpreting and comparing it for the purpose of arriving at meaningful assessments with the intention of insight into that phenomenon. In the present, it is concerned with describing the phenomenon in an accurate description and expressing it qualitatively and quantitatively. The qualitative expression describes the phenomenon and explains its characteristics, while the quantitative expression gives it a numerical description and shows its amount or the degree of its connection with other phenomena. (Al-Azzawi, 2007: 97)

Secondly, the research community:

The research community means all the things or individuals who constitute the research problem and are related to the research problem, and the researcher seeks to generalize to them the results of his research. (Abbas et al., 2008: 217). The current research community included all the students of the History Department at the College of Education for Human Sciences at the University of Karbala - the morning study for the academic year (2021-2022) according to the gender variable, and their number is (481) male and female students distributed over the four classrooms. Table 1 shows this:

Table (1) shows the characteristics of the research community distributed by type and grade variables

T	Class	Type		the total
		male	female	
1	first	44	68	112
2	Second	31	79	110
3	Third	24	61	85
4	fourth	60	114	174
the total		159	322	481

Third / research sample:

The research sample is defined as "a subset of the study population that is selected in a certain way and the study is conducted on it, and then the results of the study are used and generalized to the entire original study community." The sample represents the community correctly, so the sample should suffice the researcher from studying the entire community (Obaidat et al., 1999:84), the researcher relied in selecting his research sample on the method (the stratified random sampling method) because of the heterogeneity of the community in terms of type and category. (Hewitt & Cramer, 2011:235)

The current research sample is divided into:

Survey sample

The researcher chose the exploratory sample from the original community and from outside the basic research sample, and the purpose of using the exploratory sample is to know the difficulties facing the students, their understanding of the questionnaire, and the clarity of its paragraphs. And by the random stratified method (48) male and female students from the History Department at the College of Education for Human Sciences at the University of Karbala, and this number constitutes (10%) of the total number of individuals of the research community, and Table (2) illustrates this.

Table (2) It represents the characteristics of the survey sample

T	Class	Type		the total
		male	female	
1	first	4	7	11
2	Second	3	8	11
3	Third	3	6	9
4	fourth	6	11	17
the total		16	32	48

Statistical analysis sample:

The process of selecting a sample for statistical analysis (the experimental validity sample for the research tool) is one of the important stages in testing the initial image of the research tool on a sample of the original research community and it has a key role in building research tools because it enables the researcher to obtain statistical data for the tool's paragraphs and its clarity, and not ambiguity, And knowing its validity and stability, and that is called the experimental validity of the tool. (Greenfield & Greener, 2016:253**)**

Where the researcher chose a sample of statistical analysis using the stratified random method of equal distribution, from the students of the History Department in the College of Education for Human Sciences at the University of Karbala, as the number of the sample members reached (200) male and female students, and this number constitutes (42%) of the total number of the community The research, which is represented by all the students of the history department, and table (3) shows this**.**

Table (3**)** Describe the characteristics of a statistical analysis sample

T	Class	Type		the total
		male	female	
1	the first	**18**	**28**	**46**
2	Second	**13**	**33**	**46**
3	Third	**10**	**25**	**35**
4	the fourth	**25**	**48**	**73**
the total		**66**	**134**	**200**

The basic research sample.

After the researcher formulated the paragraphs of the questionnaire in its final form and determined the research community, he distributed the questionnaire to the basic sample of the research, and since the current research aims to identify the ability of the teachers of the History Department to prepare digital content and its relationship to synchronous and asynchronous technological support in the College of Education for Human Sciences at the University of Karbala from From the point of view of their students, the total research community is the students of the history department, which numbered (481) students. The researcher determined the size of his basic research sample based on the table in the source of Cohen & et al, 2018:213) and table (4) a table that illustrates this.

Table (4**)** Describes the characteristics of the basic research sample

T	Class	Type		the total	percentage
		male	female		
1	the first	20	30	50	23%
2	Second	14	35	49	23%
3	Third	11	27	38	18%

4	the fourth	27	50	77	36%
	the total	72	142	214	100%

Fourth / research tool:

The research tool can be defined as "the means by which information that answers the research questions and tests its hypotheses, such as questionnaire, test, standards, interview, observation, can be collected." (Soliman, 2010: 19)

And that the current research aims to know the synchronous and asynchronous technological support, the researcher built a questionnaire in which all the characteristics of the scientific tool are sincerity, stability and objectivity. It is one of the most widely used tools for collecting data, and it is either printed or electronic and carries a set of questions that are distributed to the sample members to answer them. (Mirza et al., 2017: 134)

Steps to build the search tool:

1- Benefiting from the literature and previous studies related to the subject of technology support.

2- Theoretical framework related to technology support (synchronous - asynchronous).

Synchronous and asynchronous TSS.

After the researcher reviewed the literature and reviewed the previous studies that were concerned with the variable (synchronous and asynchronous technological support), he proceeded to build the research tool for measuring the level of technological support (synchronous and asynchronous) and in proportion to the sample and objectives of the current research. as follows:-

1. Defining the concept of technology support (synchronous - asynchronous):
   The concept of technological support refers to "all the assistance that is provided to learners in a fixed or flexible electronic way by the teacher, and the support is in the form of instructions, directions and assistance provided synchronously or asynchronously to direct the learner and guide him in order to be able to deal with digital programs when he needs them." (Ibrahim, 104: 2021).
2. Paragraph drafting:
   After reviewing the educational literature from scientific research and previous studies related to the variable (technological support), the researcher set out to build his research tool represented by (the questionnaire), which in its initial form consisted of (22) paragraphs distributed over two fields, and table (5) shows that.

Table (5) Describes the characteristics of synchronous and asynchronous technology support

T	domain name	number of paragraphs
1	Simultaneous technology support	11
2	Asynchronous technology support	11
The resolution as a whole		22

Measuring method:

For the method of measuring the responses of the research sample individuals on the paragraphs of the questionnaire, the researcher used a five-alternative Likert scale, and a score was given to each of the five alternatives, and Table (6) illustrates this.

Table No. (6) (Likert scale scores for synchronous and asynchronous technology support questionnaire alternatives)

alternatives	It is very highly practiced	highly practiced	moderately exercised	exercise a little	Exercise very little
Degree	5	4	3	2	1

Psychometric Properties _

First - honesty.

In order to ensure the validity of the (synchronous and asynchronous technology support) tool, the researcher worked to verify this in three ways:
The apparent sincerity (the sincerity of the arbitrators) (Face validity).
In order to find out the apparent validity of the paragraphs of the (synchronous and asynchronous technological support) scale, the researcher presented the tool in its initial form to a group of experts and specialists, to express their opinions and observations on the validity of the paragraphs in measuring what was set for it, and adopted a percentage (88%) of the agreement between the experts as a minimum to accept the paragraph. Most of the experts unanimously agreed on the adequacy of the paragraphs, while some of them had observations on some of them either because of their linguistic formulation or because they are not related to the field mentioned in it. The percentage of agreement among the experts. The researcher found that the paragraphs of the tool had obtained an agreement rate of more than (85%), which is a high percentage that confirms the validity of the tool. The tool, in its final form, included two areas, the first included (11) paragraphs, and the second field (11) paragraphs, And to show the statistical significance of the percentage of agreement among experts, the researcher calculated the percentage of agreement on the paragraphs of the tool using the chi-square (Ka2), and Table (7) shows that.

Table No. (7) The value of (Ka2) and its statistical significance to calculate the percentage of experts' agreement about the validity of
The second tool (synchronous and asynchronous technology support)

T	Scale fields	Paragraph numbers	'Arbitrators responses		agreement ratio	The chi value calculated at the (0.05) .level	Judgment on paragraph
			OK	not agree			
1	simultaneous support	1,2,3,4,5,6,7,8,9,10,11	23	3	88%	15.39	Statistical function
2	Asynchronous support	1,2,3,4,5,6,7,8,9,10,11 1,5, 9, 11	22	4	85%	12.46	Statistical function

Internal validity validity.
To ensure the validity of the internal consistency of the tool, the researcher referred to the results of the responses of the statistical analysis sample on which he applied the tool, where he extracted the internal consistency to calculate the correlation coefficients between the two fields of the tool and the total degree of the tool, as the results of the analysis showed that the correlation coefficients between the two areas are statistically significant at the level of significance (0.01). Table (8) illustrates thisis.

Table (8) Correlation coefficient between each area of the tool (synchronous and asynchronous technology support) and the total score of the tool

	Total marks	first field	second field
Total marks	1	0.552	0.890
first field	0.552	1	1.871
second field	0.890	0.871	1

It was shown from Table (8) that the correlation coefficients for the degrees of each field of the tool with the total degree of the tool range between (0.552 - 0.890), and all of them are statistically

significant at a level of significance (0.01) and this indicates that all aspects of the tool enjoy a high degree of internal consistency, that is, that The tool measures what it is designed for.

Second - Reliability.

Stability is one of the important psychometric properties, and it is intended to reveal the real differences between individuals in the measured trait, as well as to reveal the accuracy and consistency in the results of the tool and the extent of fluctuation of its results. On the sample of statistical analysis, which amounted to (200) male and female students from the history department included in the research, and in order to calculate the value of the reliability coefficient, the researchers used the half-segmentation method by referring to the scores of the statistical analysis sample, as the degree of the first half of the tool and the degrees of the second half were calculated, through The tool's paragraphs were divided into two halves, and the odd-numbered paragraphs were considered to be the paragraphs of the first half and the even-numbered paragraphs to be the paragraphs of the second half. The correlation coefficient between the two halves was calculated by using the Pearson correlation coefficient. - Brown) to correct the stability. After the correction, the value of the stability coefficient has become (0.90), and this result indicates that the tool has a large degree of stability through which it can be flexibly applied to the basic research sample.

Fifthly, unloading the search tool.

After completing the collection of questionnaires from the sample members, the researcher unloaded their data in the statistical program for social sciences (spss) for the purpose of conducting the appropriate statistical operations to achieve the objectives of the research, and since each paragraph of the research tool includes five graded alternatives, the process of unloading the data was done by giving a score For each of the five alternatives, the total score for each student was calculated according to the alternatives chosen by him and by collecting the scores for the 22 items of the synchronous and asynchronous technological support questionnaire, Between (110) degrees, representing the upper limit of the response, and (22) degrees, representing the lower limit of the response.

Sixth: Statistical means.

To handle the research data, the researchers used descriptive and analytical statistical methods, through the use of the Statistical Package for Social Sciences (SPSS).

The fourth chapter (presentation and interpretation of results)

This chapter includes a presentation and analysis of the findings of the research, their discussion and interpretation in the light of the research objectives. In order to facilitate the interpretation of the research results and to arrange the level of technological support (synchronous - asynchronous) when teaching the history department from the students' point of view, the researcher worked the following procedures:

1- Converting the degrees of weights of the answer alternatives for the study tool items to standard levels, and Table (9) shows this.

Table (9) (Degree of judgment on the level of synchronous and asynchronous technology support)

levels	weight percentile	practice level
1– 1, 80	20% - 36%	very little
1, 81 - 2, 60	36, 10% - 52%	to a small degree
2, 61 - 3, 40	52, 10%-68%	Medium
3, 41 - 4, 20	68, 10% - 84%	To a great extent
4, 21 - 5	84, 10% - 100%	To a very large degree

2- To determine the level of synchronous and asynchronous technological support when teachers of the history department from the students' point of view, the values of the arithmetic averages, the percentage weights and the standard deviations were found for each of the (22) paragraphs. The

following is a presentation of the research results and according to its objectives.

First / the results of the research for the first goal, which states (to identify the technological support that the teachers of the Department of History at the College of Education for Human Sciences at the University of Karbala follow with the students) This goal was verified in the third chapter by building a research tool that includes the technological support methods used with students of the history department, and it consists of (22) items.

Second / the results of the research for the second goal, which states (recognizing the level of technological support when teaching the history department from the students' point of view)

To verify this goal, the arithmetic averages, standard deviations, and percentage weights were extracted for each of the (22) items of the tool, and the table (10) illustrates this. Table (10)

Arithmetic averages, standard deviations, and percentage weights for each item of the instrument (synchronous and asynchronous technology support)

T	The first area (simultaneous technological (support vertebrae	Total scores	SMA	standard deviation	weight percentile	Level rating
1	Trains students to access the**Classroom** educational platform during the electronic lecture	557	2.60	0.98	52.06	few
2	Responds to the inquiries of students who have trouble accessing the educational .platform	691	3.23	1.06	64.58	medium
3	Answers students' inquiries about the problems they face while entering the electronic lecture	644	3.01	1.14	60.19	medium
4	Helps students in the event of a problem when joining the electronic meeting(Google Meet)	655	3.06	1.16	61.21	medium
5	Provides students with the most important computer applications for e-learning such as Microsoft-DOS- pdf -redder)(	635	2.97	1.07	59.35	medium
6	Trains students on how to share the screen of the course content during the lecture	629	2.94	1.24	58.79	medium
7	The test link will be sent via social media in the event that some students are unable to .access the electronic classes	670	3.13	1.28	62.62	medium
8	A trial copy of the test is sent to the students to ensure that there are no technical .problems	630	2.94	1.17	58.88	medium
9	Guides students on the most important websites and virtual libraries during the lecture	628	2.93	1.14	58.69	medium
10	It explains to students the most important requirements of digital education, such as activating the university’s beauty, using the	645	3.01	1.24	60.28	medium

	Internet, and joining the educational platform					
11	Helps students when they are unable to synchronize university benefits with Google applications	608	2.84	1.15	56.82	medium
The second area (synchronous and asynchronous technology support)						
12	Sends messages to students regarding the start and end date of the lecture	629	2.94	1.30	58.79	medium
13	It sends students video clips explaining the mechanism of transferring files in several ways**(Word - pdf -JPEG)**	607	2.84	1.12	56.73	medium
14	Helps students by sending solutions to technological problems they face	644	3.01	1.16	60.19	medium
15th	Records the lecture and publishes it to the students in the participation arena in the electronic class	644	3.01	1.31	60.19	medium
16	He sends to students videos that help them activate the university's beauty	611	2.86	1.30	57.10	medium
17	He sends to students videos that help them in sending assignments and completing the tasks assigned to them within the electronic .classes	690	3.22	1.23	64.49	medium
18	He sends students videos that help them .deal with digital content	554	2.59	0.93	51.78	few
19	He sends students diagrams, pictures and drawings that help solve their technical problems	569	2.66	0.94	53.18	medium
20	Sends instructions for electronic exams before the start of the exam a day or more	659	3.08	1.19	61.59	medium
21	Creates groups with students on social networking sites	545	2.57	0.94	50.93	few
22	Provides students with electronic resources that help them complete their tasks in e-learning	560	2.62	0.99	52.34	few
overall average		623	2.91	1.14	58.22	medium

It is clear from Table (10) that the level of technological support (synchronous and asynchronous) when teaching the History Department in the College of Education for Human Sciences was at a (medium) degree according to the standard levels set by the researcher to estimate the level shown in Table (9). The sample members were based on the tool items as a whole (2.91) with a standard deviation (1.14) and a percentage weight (58.22%). This result is an indication that the history department teachers have provided technological support to a medium degree, which is not at the required level. The researcher attributes the concern of the faculty members in how to prepare electronic classes as well as preparing Digital content and how to conduct

electronic tests, all of this distanced some of them from providing support and attribution in the field of scientific specialization, as well as one of the important reasons that made the result of technological support in this way that most students, after mastering electronic skills in light of education through electronic platforms and classes, and informing them about a lot One of the programs and websites that helped them obtain the information and scientific resources they need in their studies, and that is why they now have another source. From sources of support to obtain knowledge, this is what kept them away, according to the researcher's belief, from asking the teachers for the sources or information they need.

Third / the results of the research related to the third goal, which states (to identify the differences in the responses of the research sample members at a level in the level of technological support according to the gender variable. (Males - females)

In order to verify the goal, the researcher extracted the arithmetic means and standard deviations according to the gender variable (male - female). It was found that the arithmetic mean for males was (64.24) with a standard deviation of (10.228), while for females it was the arithmetic mean (63.96) and the standard deviation (11.291) when testing the significance The differences between the average scores of females and males using the t-test for two independent samples (T-TEST) found that the calculated t-value equals (0.171) and when compared with the tabular t-value of (1.96) at the significance level (0.05) and with a degree of freedom (212), it was found that the calculated t-value greater than the tabular value, and table (11) illustrates this. Table (11)

The results of the test of the significance of the differences between the average scores of the members of the research sample according to the gender variable, male and female).

sex	Sample volume	SMA	standard deviation	degree of freedom	T value		Indication level **(0.05)**
					calculated	tabular	
male	72	64.24	10,228	212	0.171	1.96	not signify
female	142	63.96	11,291				

It is clear from the above table that there are no statistically significant differences in the responses of the sample members to the items of the study tool that are attributed to the gender variable. They were female or male, and the researcher believes that the reason for the response of the sample members to the paragraphs of the questionnaire in this way is due to the fact that the sample members hold the same ideas about the level of provision of history department teachers to synchronous and asynchronous technological support.

Chapter Five Conclusions, recommendations and suggestions.

First, the conclusions

1. Technological support has an effective role in solving educational problems that students face during their e-learning.
2. University professors are the basis for scientific and human development in the future by preparing them for educational leaders and educators of the new generations.

Second, recommendations

In light of the findings of the study, the researcher recommends the following:

1. Intensifying training programs and scientific workshops that contribute to increasing the expertise of teachers.
2. The faculties of education in general and the Faculty of Education for Human Sciences at the University of Karbala in particular should give great importance to technological support for students.
3. The necessity of holding scientific seminars and workshops on the importance of technological support to benefit from the opinions of experts in this field.
4. Benefit from the experiences of countries in the field of technological support in higher

education and scientific research and include it in Iraqi universities.

Third / suggestions

1. Conducting a study to find out the importance of technological support in developing digital skills among university students.
2. Conducting a study of the effectiveness of technological support in increasing students' achievement according to the grade variable.
3. Directing the attention of postgraduate students in Iraqi universities by focusing on the issue of technological support for the scarcity of studies in this field from the researcher's point of view.

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