Trends Of College Of Basic Education Students Towards The Use Of E-Books In Learning In Kuwait

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Abstract

The study was aimed at revealing the trends of students of the College of Basic Education towards the use of e-book in learning in Kuwait. The computational average of the instrument as a whole (3.88). The results showed that there were no statistically significant differences attributable to the effect of Gender, and that there were statistically significant differences attributable to the impact of the school level, and the differences were in favor of the third and fourth.

Keywords: Directions, Students, E-Book, Learning, College of Basic Education, Kuwait.

Introduction

Our time is characterized by rapid change in all areas of life, including the tremendous technological revolution, rapid progress in all areas, as well as the rapid growth in the volume and quantity of information in all fields of knowledge, the volume of information produced in the previous three decades. The amount of information produced by humanity during the past centuries, the product of the technological revolution and the rapid progress of computers, software and networks of all kinds, which have revolutionized the educational process, and the relentless attempt to invest this revolution in the development of the educational process.

Since the advent of the technological revolution in information technology, which has made the world a small village, the need to share experiences with others has increased, and the student's need for rich, multi-source environments for research and self-development has emerged, and the concept of e-learning, which is a method of education in communicating information to the learner, is based on modern computer, global network and multimedia technologies (Ghribi, 2009).
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In the light of e-learning, it became necessary to change the learning process, and the student's exit from the traditional book shell, where it became the introduction of online courses to reach learners (Al-Shahri, 2002).

Educational (electronic) content is provided in such a way that learners can interact actively with this content, with the teacher and their colleagues simultaneously or in synchronously, and to complete learning at the time and place and at a speed appropriate to their circumstances and abilities (Zaytoun, 2004).

E-learning is the best way to deliver educational content to a subject in a way that aims to create a rich, partly or comprehensive, interactive learning environment for teachers and learners using information technology, computer networks, multimedia and various software. The Internet has access to sources of teaching and learning in the shortest time, less effort and greater benefit without restriction of a particular place or time (Al-Sofiani, 2008).

The trend towards e-learning has become, as Salem pointed out (2004) that education through internet technology is

carried out through the dissemination of content over the Internet, intranet or extranet, and this method allows the creation of Link links with sources outside the educational space. E-library, e-book, websites that publish educational programs and others.

E-Books is a form of e-learning, through which books are transformed from their traditional image into digital e-books in the form of page-specifically coordinated pages so that they do not change from one device to another. Photos, video footage, as well as Hyperlinks linking the student to sub-information or to websites (Al-Shaya and Ben Shenan, 2009).

In light of the above, e-learning can be considered an educational method based on the provision of information through electronic media (e.g., e-books, interactive e-library- Internet) through computers with the aim of increasing the efficiency and development of the educational process. The researcher believes that the students of the College of Basic Education are mostly aware in e-learning, and the e-books of university courses are available online, and we will identify their term, characteristics and importance, and their characteristics, and address the technical and educational criteria and standards for the design of e-books, and accordingly will measure the orientations of students of the College of Basic Education towards the use of e-book for university courses in learning in the light of the above.

Theoretical framework

- E-book definition

The term e-book is not a new term, it has existed since the 1990s and the definition of e-book varies according to the eraser through which it is defined, some know it in terms of design and others in terms of production and others in terms of use and here are some definitions of the book E-mail (Abdul Jawad, 2007):

Simonian (2001:13) defined the e-book as "any book, booklet or print in general,

which is in an electronic digital form and can be distributed electronically through the Internet, e-mail, direct

Abdul Jawad (2007:59) defined him as "an interactive electronic learning source based mainly on text as well as images and drawings and presents its content in a complex or linear manner

based on the contract and links, which the user can browse freely and store on CD-ROM or display it on the network".

Abdul Wahab (2001: 26) defined the e-book as "a book loaded with the language of the times, an e-book like any book but not printed on paper that is opened in a special way, the contents

of each part of the book appear on the screen on the side of the screen and the reader should only ask what he wants to see from the topics no matter how big the A book.

The researcher defines the e-book as "converting a traditional book into a digital format who can read its contents on computers and upload it to the Internet for learning."

The importance of using e-book

The great importance of e-book through its use in the learning process, including (Hijazi, 2011):

1- The use of e-book contributes to keeping pace with the development of education globally, where it provides the opportunity for the curriculum to be flexible in accordance with the latest courses at the international level.

2. The use of e-book as a method of teaching technology serves self-education and helps the teacher to take into account individual differences between students.

3- The e-book contributes to improving the quality of teaching and learning.

4- The e-book acts as an educational medium by providing pictures, films and audio recordings.

5- The e-book is an interesting way to attract the attention of students and keep them

away from the routine of preservation and indoctrination.

6- The e-book achieves educational goals and acquires different skills.

7- The e-book contributes to reducing the teaching and learning time and increasing the speed and achievement rate of students.

Features of e-book

The e-book is available to the student all day, seven days a week and on holidays and does not hinder the use of time or place, as the student can use it at any time he wants, and the e-book does not need classrooms and it is not necessary to have computers available at the university if It can be used from home, and the student can use it several times, and see the scientific material of the book and lectures constantly, and the traditional book may agree with the e-book in the characteristics mentioned above, but the e-books about the traditional book are unique in the process of interaction and communication between Teacher and students each other, and the student has a positive and effective role in the e-book where each student contributes to the preparation of the scientific material of the course, and expresses his opinion on it and comments on what other students have provided, and the e-book adopted on the Internet provides the opportunity for students to communicate a tremendous amount of information (Mohammed, 2005).

There are many advantages offered by the e-book whether it is available on CDs or via the direct communication system and these features are basically the possibilities and characteristics that the virtual digital environment adds to the text to the electronic format, and divides the features E-book into four categories are categories that are primarily concerned with e-books, including the following features (Alameddine, 2005; Mohammed, 2005):

First: Benefits according to beneficiaries:

1. The possibility of making e-books available directly and also on the indirect line.
2. Direct access to the e-book via the library catalogues online.
3. The ability to search with keywords.
4. E-textbooks provide greater flexibility in the educational process and serve the purposes of distance learning.
5. The possibility of carrying a large number of e-books.
6. E-books allow the beneficiary to set up his own online library.
7. The possibility of viewing and reading e-books using different computers.
8. The immediate use of electronic language dictionaries to translate words within the text.
9. The ability to control/ and adjust the electronic text in accordance with the needs of the beneficiaries as well as to meet the needs of the disabled.
10. The possibility of using the e-book in a form that is more like its original form.
11. Reading in the case of an e-book is faster than in the case of a paper book.
12. Lower prices of e-books compared to printed books.
13. The possibility of purchasing a particular chapter or part of the e-book has been lost.
14. The possibility of replacing e-book editions with modern ones.
15. The e-book is in line with conservation trends.
16. The beneficiary can check online from the e-book before purchasing it.

Second: Features according to libraries

1. The library can participate in the electronic publication of books.
2. The ease of publishing heritage books and rare books electronically.
3. E-books are not damaged or obsolete.
4. E-books include their own bibliographic recordings.

5. Reducing maintenance and recreation tasks for book collections.
6. Access to more accurate statistics on the use of e-book collections.
7. Eliminate many of the problems facing book-lending operators.
8. The possibility of reducing the cost of securing books.
9. The possibility of acquiring large collections of books without limiting the limited shelf space.
10. The possibility of reducing the number of employees in the library.

Third: Features according to the authors: the possibility of self-publishing of e-books, helping authors to publish some works that are difficult to publish in print.

Fourth: Features according to publishers:

1. Easy publishing of books of large sizes.
2. Easy to update the content of the e-book.
3. The possibility of creating unconventional ways of selling books in electronic form.
4. Reducing some of the traditional material costs related to the production of printed paper books.
5. The possibility of exploiting books from which property rights have fallen.

Mohammed (2005) pointed out that the e-book is characterized by the fact that it is available to the student throughout the day, seven days a week and holidays and does not hinder the use of time or place, as the student can use it at any time he wants, and does not need the e-book to have classrooms and does not have to have computers At the university it can be used from home and the student can use it several times, in addition to constantly reviewing the scientific subject of the book and lectures, and the traditional book may agree with the e-book in the above-mentioned qualities; The process of interaction and communication between the teacher and students each other, and the student has a positive and effective role in the e-book where each student contributes to the preparation of the scientific material of the course, and expresses his opinion on it, and comments on what other students have provided, and the electronic book adopted on the Internet provides the opportunity for students to communicate With a huge amount of information.

E-books are cheap for students and teachers as they can be copied on CDs or broadcast on online learning sites, and are easy to search for specific information needed by the student or teacher within the e-book. It supports the design of lessons where a copy of a particular paragraph can easily be taken and copied in the program (Power Point) for presentation in the classroom using a device(Data Show) and is easy to modify and update scientific content continuously, and can use (Hyperlinks) to communicate the student with additional information via the appropriate web sites or transfer it to educational materials enrichment or therapeutic prepared with the book (Salem, 2008).

The researcher believes that e-book with all its characteristics and characteristics, it helps the student to move towards learning, and that the use of e-books has great benefit in the educational and learning process. It should be noted that the attractive output of the book and its interactive materials such as educational media, images, videos and flashes made it more interesting for learners and a desire to learn. The most important technical and educational criteria for the design and production of the e-book were to be mentioned, because of the importance of the director on the direction of learners towards learning through it.

Technical and educational foundations and standards for the design and production of e-books

There are educational technical foundations and standards for the design and production of e-books, in the light of the

concept of e-learning in general, the concept of e-book in particular, and in light of the changes in the design of e-books, and the specifications of the design of e-books and sources of derivation must be available (Abdul Jawad, 2007; Al-Hadi, 2001), these specifications will be displayed as follows:

1- Sources deriving the specifications of the design of e-books:

The main value of specifications and standards is that they exclude difference, support compatibility, and reach a high degree of quality, as they are easy to control, evaluate and train. The importance of these specifications, for e-books, lies in the fact that they lead to quality in production, effective use and accuracy in design, as they lead to (Khamis, 2000; Hadi, 2001):

- Acceptable degree that is not of high quality.
- Free of design errors.
- Effectiveness in achieving the desired goals,
- Effectiveness and efficiency in use.
- Suitable for the nature of educational content.
- Meet the needs of learners and take into account the individual differences among themselves and suit their characteristics as learners.
- Easy to update and develop under these specifications to ensure the quality of the product.

In the light of the literature of education and research technologies and previous studies on the standards and specifications of interactive multimedia design, interactive multimedia programs in general and the design of e-books in particular with good specifications, and the above can be determined conditions The characteristics that should be available in these specifications are comprehensive so that these specifications include all aspects of the design and production of e-books, accuracy in linguistic and grammatical formulation, flexibility and modernization so that they are adaptable to other electronic programs and books, and can be applied in Different areas can also be constantly updated in the light of the innovations of education, information and communication, objectivity in drafting and focus on most aspects of design and productivity without bias, honesty and stability i.e. to give the same results, if applied many times in different positions, continuity and development In keeping with technological innovations and global trends, they can be applied for extended periods of time, internal consistency between these standards, and measurable, i.e. their outputs can be measured, user characteristics taken into account, and valid for the users for whom they are designed (Hadi, 2001).

2- Classification of the design specifications of e-books:

Through the above presented in the derivation of specifications, and through the design variables of e-books, and in the light of the characteristics of learners can be mentioned as follows (Al-Hadi, 2001; Khamis and Abba al-Khayr, 2004):

- Specifications for the objectives of the e-book.
- Specifications for the creation of an electronic book on the portal of interactive multimedia.
- Specifications for the content of the e-book.
- Specifications for sailing methods within the e-book.
- Specifications for the design of the interactive interface for e-books.
- Specifications for the operation of the e-book.
- Specifications for the calendar within the e-book.
- Specifications for the use of the e-book.

E-book production criteria

1) Educational criteria for the production of e-book (Saleh, 1999; Sayed, 1995; Mohammed, 2005);
2) Technical standards for e-book: These standards are how to design the e-book

(Naeem, 2003): The technical standards of sound in the e-book: sound is a powerful and effective means of communication in the production of e-book and the sound is used in the electronic book in pictures such as: technical standards for voice commentary (spoken language), technical standards of sound effects: (Alqadi Zaghloul, 2002), and artistic standards for music such as the use of music in Reinforcement and as a background to the text in a way that does not distract the learner. In addition to the technical standards of the image in the e-book where the types of images in the e-book are multiplied into three types (technical standards for still image, technical standards for animation and animation, technical standards of video clips).

3) Technical criteria for the design of electronic book screens, such as: easy access to the e-book as well as exit from it, exit from a chapter or unit of the book to the main menu or index in an easy way, refer to the previous screen or previous page for review, control the transition to the final test without passing through all units, and contain the screen means and tools to help the student or user, control the rate of presentation of information according to the user speed, focus on graphics more than text in the design of screens, and use methods of excellence to put The element in the focus of the learner's attention, in addition to the use of images and familiar shapes, relying on the mouse rather than relying on the keyboard, does not prefer to use overlapping windows to perform more than one function at a time, as well as to use the split screen method when learning concepts.

4) Technical color criteria in the e-book: include: using color in a functional way within the e-book, using color to distinguish certain elements to focus attention on them, and to be aware of the lack of use of colors, in addition to avoiding the use of colors that cause color blindness in the screens of interaction, the use of natural and conventional colors, the use of color in motion in an appropriate way, as well as avoiding the lack of color contrast, and avoiding color aberration. (Shaker, 2004).

5) The technical criteria for text within the e-book include: (containing the screen with less text, using short lines. Combining text and image on the same frame, making sense of meaning. Objectionable sentences built for the unknown and exile, the use of movement with text to attract attention, and the distances between the lines and the written paragraphs are single (Al-Daban, 1999).

Therefore, the design of e-books requires, like any design in education technology, to apply one of the well-known models of design and educational development, because this design is the heart of education technology, which is the basic process in which, where the designer helps to take into account all the factors and circumstances affecting The effectiveness of teaching and learning, as well as the design models and provide a visual form in which the relationships between processes are clear, and the multiplicity of educational design models is the required management of the designer, and the model is a mental perception that takes the form of an equation or a physical image or description or illustration, representing a position of life attitudes Realism, either as it should be, and the model is not the real position but a replica of it, and the more the copy is identical to the original, the better the model, the model is a descriptive tool of it, and makes it clear and understandable by simplifying it, these models help us to organize the elements and components The sub-system, and the discovery of new information in the process, as well as predicting what would happen if

we changed or adjusted one of the components (Abdul Jawad, 2007).

The e-book is characterized by efficiency and effectiveness of the process of teaching and learning through capacity where it can include a huge amount of information and various media from (written text, graphics, still and moving images, sound, easy access to and retrieval of information at any time over the Internet, and provides E-book is an e-learning environment rich in many sources of learning, individual learning, where these teaching media are designed on the basis of the needs of the learner, allowing them to walk according to their own steps, in addition to the advantage of collaborative learning, positive instructiveness on the part of the learner, and allows for uniqueness. Educational attitudes to suit the variables in the learner's personality, and integration where the multimedia components are multiple and varied, and at the same time we must take into account the integration of their components, as well as the economic advantages were making the process of education more economical by increasing the ratio of learning to its cost (Mohammed, 2005; Abdul Jawad, 2007).

For reference only, the butcher defines the educational design model as a graphic and verbal representation of processes in the development stages that lead to effective educational systems, by applying the method of systems, study, analysis, design, production, evaluation and feeding use. Revisions and audits of the educational system. Thus, the educational design model is the steps and procedures to be followed to develop a learning system (e-book).

From the researcher's point of view, the e-book and its good output of interactive visual materials attracts students and encourages them to learn, so students' attitudes towards e-book is not only for content, but the foundations and criteria that are set in the e-book have a great role in motivating students to learn, and take

advantage of the scientific material it contains, because it brings comfort and curiosity. This is what distinguishes the e-book.

Students' attitudes towards using e-book in learning

The effectiveness of the use of e-book in learning leads to students' orientation towards it, and increases the motivation of their learning process, and many studies and research have pointed to different results towards e-book, and the effectiveness and impact of e-book in the learning process as it transcends the walls of Classrooms, providing support and assistance to the learner at any time, either simultaneously or in synchronously, in addition to giving the learner the opportunity to gain experience in various technology techniques, especially educational ones, and acquire the skills needed to use them.

Abu Swar (2007) pointed out that computer properties are not made the most in the educational process, as well as the lack of use of lessons and applied experiments for computer lessons that require laboratory experiments. The researcher sought to use it for the computer as a modern educational tool that provided all the multimedia and which is difficult to make available in others. He began by investigating and finding out the impact of using e-book in raising students' achievement scoring compared to using traditional book by designing an educational program in the computer book, which was one of the most important findings, demonstrating the effectiveness of the use of e-book in the education of female students, and that it has to do with Positive by raising the level of achievement among female students and reducing the disparities between female students and distributing them in a homogeneous manner.

Students' orientation towards the use of e-book alongside computers and multimedia in learning seems to have increased their educational achievement, as

well as the effectiveness of education by acquiring skills and experience that qualify them to use computers, tools and programs.

Grant,2004, confirmed that there is an impact on the use of e-books and their effectiveness in developing the ability to understand and read among students.

Rowhani & Sediq, 2005, concluded that adding interactive visual materials to e-books can increase the effectiveness of the educational process by supporting various educational activities in e-books.

Hilal (2010) noted that there was an impact on the use of e-book on the trends of university students. This confirms that the trend of students to use the e-book is positive.

Al-Shaya and Ben Shenan (2009) stressed that there is a clear impact on the use of e-books on the development of creative thinking and the trend towards computer learning in students.

(Gonca, Sacici & Torun, 2013) they investigated the choices of university students between e-book and printed materials with reading habits in the context of a number of variables, and their study revealed that 68% of university students read one book per week while 62% indicated that they read e-books.

Asunka, 2013, indicated that most students had sufficient idea of e-books and their benefits.

The study, through what the researchers confirmed and their findings, there is a positive trend for students towards e-book, as a result of the clear impact on students both in acquiring skills, achievement or in learning in general, and that there is a trend for university students towards e-books in pdf format, which is most commonly used for academic purposes;

Study problem

One of the most important objectives of education in Kuwait is to guide students towards e-book within the framework of the directions sought by the State of Kuwait with technological education to keep pace with the technological revolution, and the rule of e-

governance that developing countries are seeking to achieve, and it was necessary to investigate the directions of students of the College of Basic Education towards the use of e-book in learning, and to highlight the results that will be achieved. The current study will highlight the importance of e-book in learning and even in the learning process with a more comprehensive view. According to the researcher' science, the studies that dealt with the trends of students towards the use of e-book are few, and are considered the first of its kind in Kuwait, and after reviewing the available studies, they confirmed the impact and effectiveness of e-books, and the positive trend of students towards it as a study (Shaya and Ben Shenan, 2009; Hilal, 2010; Mohammedi, 2012; Grant, 2004; The united states of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United Statesof The problem of study can therefore be formulated in the following main question:

"What are the trends of basic faculty students towards the use of e-book in learning?"

The following questions are branched out from the main question:
1- Are there statistically significant differencesα at the level of significance (≤ 0.05) in the trends of students of the College of Basic Education towards the use of e-book in learning due to the Gender variable (male, female)?
2- Are there statistically significant differencesα at the level of significance (≤ 0.05) in the trends of students of the College of Basic Education towards the use of e-book in learning due to the change of specialization?

Study objectives

The current study aims to achieve the following:

1- Learn about the trends of students from the College of Basic Education towards the use of e-book in learning.

2- To detect differences in the attitudes of students of the College of Basic Education towards the use of e-book in learning due to the Gender variable.

3- To show the differences in the attitudes of students of the College of Basic Education towards the use of e-book in learning is due to the change of specialization.

The importance of study

The importance of the study lies as follows:

1- Identify the students' attitudes in the College of Basic Education towards the e-book in learning of the importance of e-book in the learning process. Students are at the center of the learning process and in the face of developments, the huge technological revolution and the sources of electronic information over the Internet.

2- Guiding students to what benefits them in contemporary context, the e-book has features that help the student to learn, get the required benefit, solve the problem of individual differences between learners, and crowded classrooms with students.

3- According to the researcher's knowledge, the current study is almost the first of its kind in Kuwait, so the current study may benefit researchers in highlighting e-books in teaching and learning, and conducting research on the subject of the study with new variables to achieve the necessary development in the scientific learning.

4- The study may help officials identify university students' attitudes towards the use of e-books in learning, allowing them to focus on the positive aspects of these trends and try to make efforts to provide addressing or mitigating negative trends, which may be reflected in the development of Students' attitudes towards e-books in learning.

Study limits

1- The study was limited to revealing the tendencies of students of the College of Basic Education towards the use of e-book in learning.

2- The study was limited to students of the College of Basic Education in the General Authority for Applied Education and Training in Kuwait, in the first semester 2019/2020.

Study terms

The researcher used the following terms in the study:

− Direction: "Positive or negative feeling towards a particular subject, person, situation or thought"(Nitko, 2001: 450).

The researcher defines the trend procedurally as: "The degree of acceptance or rejection responses in students on the scale of the trend towards the use of e-book in learning."

− E-books: "Books based on the integration of educational material and e-learning technology in its design, creation, application and evaluation, and the student learns their contents technically and interactively by himself or with the teacher at any time and at any time" (Ismail, 2009: 86).

The researcher defines the e-book procedurally as: "Converting a traditional paper book into a digital format who scan read its contents on computers and uploaded over the Internet for learning."

Previous studies

The Al-Shaya and Ben Shenan Study (2009) aimed to learn about the impact of the use of e-books on the development of creative thinking and the trend towards computer inaction in the biology of second-grade high school students. The study followed the quasi-experimental approach (asymmetric control group design). Achieving the objectives of the study may require the use of the Torrance Test

for Creative Thinking (Innovative) using image (b) shapes codified on the Saudi environment, and the measure of the trend towards computer use in biology learning. After measuring the sincerity and stability of the study tools, they were applied to the study sample, which consisted of two groups, one experimental (32 students) and the other a female officer (33 students). The results of the study indicated that there are statistically significant differences between the control and experimental groups in skills (flexibility, originality, detail) and total creative thinking in favor of the experimental group in the dimensional application, and that there are no statistically significant differences between the control and experimental groups in fluency skill. The results also showed that there were no statistically significant differences between the control and experimental groups in the direction of using computers in the learning of biology in the dimensional application.

Hilal Study (2010) aimed at investigating the impact of the use of e-book on the trends of university students. The researcher used the experimental method. He developed software and set directions for students. The sample consisted of (20) students from the 4th Division of the Faculty of Quality Education Department of Education Technology, and were randomly selected. The researcher reached the distance scale was higher and better than the results of the tribal trend scale.

A study carried out (Grant, 2004) aimed at identifying the effectiveness of e-books in the development of the skill of understanding and reading in the subject of reading.

The study(Rowhani & Sediq, 2005) investigated the impact of the addition of visual interactive materials (educational media- images- video-flashes) to e-books for mathematics in the learning process, dividing the study sample into two experimental groups studied using e-books in addition to

visual materials, and the other by an officer studied using e-books only. Electronic.

Al Mubarak (2003) conducted a study aimed at identifying the impact of the use of web pages on the educational achievement of students of the Education Technology Course at the Teachers College in Riyadh, and the impact of teaching the course of teaching techniques and using the internet pages on the directions of students of the Faculty of Teachers in Riyadh towards the course. The researcher used the semi-experimental curriculum, and the study sample consisted of (34) students divided into two groups (control and experimental), and the study found that there were no statistically significant differences in the averages of academic achievement for students of the Course of Teaching Techniques between the two groups that studied the use of web pages, The group studied the traditional method, and there was a positive relationship in the direction of the course of teaching techniques and its study using the internet.

Al-Mohammadi Study (2012) aimed to measure the impact of using a proposed interactive e-book for the Systems and Design Analysis Decision in the development of cognitive and skill aspects for diploma students of the General Computer Education Division. Using the semi-experimental method, the researcher prepared a list of criteria for the design and production of the proposed e-book, the preparation of tools, namely the e-cognitive learning test to measure cognitive skills, and a note card to measure performance skills. The sample consisted of (14) students divided into two groups (experimental and female). The results showed the effectiveness of using the proposed interactive e-book for the Systems and Design Analysis Decision in the development of cognitive and skill aspects for general diploma students of the Teaching Computer Division.

Study (Gonca, Sacici & Torun, 2013) The study aimed to reveal the choices of university students between e-book and

printed materials with reading habits in the context of a number of variables. Week, while 62% said they read e-books. The study also showed that there is a significant relationship between the social environment and the reading habits of students. It showed that 81% of students read e-books for scientific research and that the majority prefer to coordinate the pdf.

The study sample (Asunka, 2013) aimed at revealing the awareness, experiences and perceptions of university students about e-books, especially on the subject of their acceptance of the replacement of e-books. Electronic. The study showed that students are aversion to using e-books and internet sources in the place of regular books for academic purposes.

The current study of previous studies is characterized by the investigation of the trends of students of the College of Basic Education towards the use of e-book in learning in Kuwait, and as far as the researcher learned, the study is the first of its kind in Kuwait did not find a study similar to the lack of studies dealing with measuring trends University students are using e-book to learn in the relevant State of Kuwait.

- Method and procedures

Curriculum

The researcher used the descriptive survey method to suit this type of research, and is based on the opinions of students in the General Authority for Applied Education and Training in Kuwait in order to reach the required results.
The study community and its eyes

The entire study community (17,455) students from the College of Basic Education in the General Authority for Applied Education and Training in the first semester of the academic year 2019/2020, and the number of male students (5324) students and females (12131) students.

The researcher selected a sample of research of (392) students randomly from bachelor students in the first academic year 2019/2020, and the sample included (152) students and (240) students in the College of Basic Education in the General Authority for Applied Education and Training.
Sample study:

Table (1)
Iterations and percentages by study variables

	Categories	Iteration	Percentage
Gender	Male	140	35.2
	Female	258	64.8
School level	1+2	192	48.2
	3+4	206	51.8
	Total	398	100.0

in education, in light of their knowledge of the theoretical literature and previous studies available despite the few, and the resolution consisted of (78) paragraphs, and divided into fourteen areas: first domain: Google Mail Gmail, domain 2: Google, third domain: Google docs, fourth field: presentation Google.

Study tool

The researcher prepared a questionnaire to measure the reality of the use of google applications by university students
The accuracy of the study tool
The authenticity of the questionnaire was verified by its initial presentation to a number of arbitrators specializing in curricula,

teaching methods, techniques and education technology. These arbitrators were asked to express their views on the soundness and appropriateness of the wording of the paragraphs, their expression of the area in which they were contained, as well as the accuracy of the language. The arbitrators made some observations taken by all the researchers, and the arbitrators approved all 30 paragraphs of the resolution.

The stability of the study tool

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplied two weeks later to a group outside the study sample consisting of (30) students, and then the Pearson correlation coefficient was calculated between their grades (0.91).

The stability factor was also calculated in the internal consistency manner by the Cronbach Alpha equation, reaching 0.88 and these values were considered appropriate for the purposes of this study.

Statistical standard

The five-year-old Likert ladder was adopted to correct the study tools, giving each of its five paragraphs one score(very large, large, medium,   weak,   very weak)and represents digitally (5, 4, 3, 2, 1) respectively, and the following measure has been adopted for the purposes of analyzing the results:

From 1.00- 2.33   weak
From 2.34- Medium 3.67
From 3.68- 5.00   Large
And so,

The scale was calculated by using the following equation:

$$\frac{\text{Upper scale (5) - minimum scale (1)}}{\text{Number of categories required (3)}}$$

$$\frac{5-1}{3} = 1.33$$

Then add the answer (1.33)   to the end of each category.

Search execution procedures

To achieve the objectives of the research, the following steps and procedures were followed:

- The sample of the study from the entire community was randomly identified.
- Prepare the search tool and present it to specialists and arbitrators to take advantage of their observations about it.
- The questionnaire was distributed to a survey sample of bachelor's students in the College of Basic Education in the General Authority for Applied Education and Training, and then the questionnaire was distributed to the random sample after extracting honesty and consistency.
- The researcher unloaded the surveys and performed statistical analysis using appropriate statistical treatments to present and discuss the results and make recommendations.

Statistical treatment

In the light of the study's questions, the researcher used mathematical averages, repetitions, standard deviations, and appropriate treatments based on the study's questions.

- View and discuss the results

Question 1: What are the trends of basic faculty students towards using e-book in learning?

To answer this question, mathematical averages and standard deviations of basic faculty of education students' attitudes towards the use of e-book in learning have been extracted, and the table below illustrates this.

Table (2)
Arithmetic averages and standard deviations of the basic faculty of education students' attitudes towards the use of e-book in learning ranked downwardly according to arithmetic averages

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
1	28	Adding interactive visual materials to e-books increases my learning efficiency.	4.03	.842	Big.
2	8	Gain experience in various technology techniques, especially educational ones, and acquire the skills needed to use them.	4.02	.853	Big.
3	14	I think using e-books is easier and more flexible to learn.	3.99	.849	Big.
4	13	The best e-books compared to traditional books because they reduce the burden on me to carry or browse them.	3.98	.866	Big.
4	23	I can interact with my colleagues through e-book educational content as quickly as our circumstances and capabilities.	3.98	.869	Big.
6	21	Better learning by using an e-book for access to it anywhere in the world.	3.96	.910	Big.
7	5	I enjoy browsing e-books because of its interactive materials such as photos, movies, audio recordings, videos and exciting multimedia.	3.95	.919	Big.
8	4	E-books give me access and increase additional information about the material.	3.93	.892	Big.
8	30	I am happy to achieve the element of culture besides learning by looking at various e-books.	3.93	.966	Big.
10	16	I feel motivated to browse the e-book freely and store it on CD-ROM or view it online.	3.92	.897	Big.
11	3	I have many readings concerning the scientific subjects I study in pdf format.	3.91	.876	Big.
12	20	I care more about using e-book than traditional because it saves time, effort and the most useful.	3.90	.788	Big.
13	2	I have great confidence in myself and my ability to choose the scientific material to prepare.	3.89	.961	Big.
13	6	I am not afraid of being absent for some reason because of the possibility of obtaining the e-books necessary to solve duties and conduct research.	3.89	.928	Big.

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
15	10	I develop e-books for self-learning and scientific thinking.	3.88	.870	Big.
15	17	I am enjoying sharing with my colleagues via email and direct file transfer.	3.88	.842	Big.
17	7	E-book is an interesting way to get my attention and keep me away from the preservation and indoctrination routine.	3.86	.879	Big.
17	26	My reading of e-books has contributed to the development of my ability to read better.	3.86	.943	Big.
19	1	I make sure to fulfill my duties in my lectures using online e-books.	3.85	.906	Big.
20	9	Using e-books motivates me to learn constantly and complete my studies.	3.83	.906	Big.
20	12	I want to use e-books because they increase my speed and collection rate.	3.83	.889	Big.
20	22	I use e-books because they are partly or comprehensively multi-source through the use of technology of all kinds.	3.83	.889	Big.
23	15	I am not afraid of difficult materials to provide information in e-books that make it easier for me to understand, understand and research.	3.82	1.047	Big.
24	11	I prefer to use e-books because they reduce learning time.	3.81	.921	Big.
25	29	I would like to learn by supporting e-books for various educational and enrichment activities.	3.79	.891	Big.
26	19	I am not afraid that university courses are not available online.	3.77	.951	Big.
26	24	I don't have enough skills to get online sources.	3.77	.934	Big.
28	18	I get bored reading e-books on my computer screen.	3.75	1.034	Big.
28	27	Develop creative and contemplative thinking while learning.	3.75	.952	Big.
30	25	I don't like to use e-books for learning.	3.74	.935	Big.
		The tool as a whole	3.88	.535	Big.

materials to e-books increases my learning effectiveness."" in first place with an average

account of 4.03, paragraph (8) and text "Gain experience" In various technology techniques,

Table (2) shows that the arithmetic averages ranged from (3.74-4.03), with paragraph (28) and the text "Adding visual interactive especially educational ones, and acquiring the skills needed to use them." in second place

with a mathematical average of (4.02), paragraph 14 and the text "I think the use of e-books is easier and more flexible to learn" in third place and with an average account Paragraph 25 reads "I don't like to use e-books for learning", with a mathematical average of 3.74. The average arithmetic of the instrument as a whole was 3.88.

The results of the current question showed the trends of students of the College of Basic Education in learning with mathematical averages ranging from (3.74-4.03), and the average arithmetic of the instrument as a whole (3.88), to a large extent. This result is due to students' awareness of the importance of e-books in learning, the need to keep up with the developments of education technology to achieve effective and effective learning for students, and students appear to be encouraged by their teachers or colleagues who go to e-books to learn and learn positive results, and to gain learning skills and technological skills and experience.

Poverty (28) and its text "The addition of interactive visual material to e-books increases my effectiveness towards learning. "In the first place and with an average account of(4.03),to a large extent, the researcher attributes the result to the fact that the interactive materials visible in e-books and their multimedia, images, videos and others have an impact and effectiveness to attract students' attention, and encourage them to learn through the e-book, which are elements of excitement and attraction for students towards learning and increase their effectiveness towards it, and the current study agrees with The Blessed Study (Gonca,2003; Sacici & Torun, 2013) The united states of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United States of The United Statesof

Poverty (8) and the text "gain experience in different technology techniques,

especially educational ones, and acquire the skills necessary to use them. "In second place with a mathematical average of4.02, poverty came number (14) and read "I think the use of e-books is easier and more flexible in learning" in third place and with a mathematical average of (3.99),and the rest of the paragraphs in order (13, 23, 21, 5, 4, 30, 16, 3, 20, 2, 6, 10, 17, 7, 26, 1, 9, 12, 12, 22, 15, 11, 29, 19, 18, 27, 25) and calculation averages between (3.75-4.03)and came largely.

The researcher attributes the result to the active use of e-book in the use of e-book in learning, and to acquire different experiences and skills, both thinking, creativity and various technological skills, motivation to use it, developing different types of thinking during learning, feeling pleasure and boredom leads to a trend towards e-book in learning, the availability of educational and enrichment activities, and the possibility of obtaining them at any time and place, and does not need to exert effort and waste of time, and the information provided by e-books facilitates understanding, assimilation and research, and develops the development of educational and enrichment activities, and the possibility of obtaining them at any time and place, and does not need to exert effort and waste time, and the information provided by e-books facilitates understanding, understanding and research, and developing and developing e-books. Better reading among students, completing duties through e-books online with ease and ease, as well as achieving the element of culture among students, easy access, storage and presentation in different formats, and interacting with colleagues through educational content in e-books according to students' abilities and circumstances. These findings in this question were agreed with the study (Shaya and Ben Shenan, 2009; Hilal, 2010; Al Mubarak, 2003; Mohammedi, 2012; Grant, 2004 Rowhani & Sediq, 2005; Gonca, Sacici & Torun, 2013).

While paragraph24 reads "I do not have enough skills to obtain electronic resources online", it came with an average of my account (3.77) and rank (26), poverty number (25) and read "I do not like the use of e-books in learning" in the last place and my account average of (3.74). The researcher attributes the result to the lack of experience of students electronic (technological) in dealing with computer skills, the Internet and other technological innovations, and the lack of computers or smart devices, and the reasons may be due to the lack of learning sense among some students in seeking to learn different skills and gain experience to deal with computers and software and tools, the Internet and other technologies, and to their poor desire to learn or poor reading skills, or their preference for traditional e-book, so there is no effectiveness and trend of using the e-book in the e-book. Learning. This product

was agreed with a study (Asunka, 2013) that there are a large number of students who do not use e-books. The study showed that students are aversion to using e-books and internet sources in the place of regular books for academic purposes.

Question 2: "Are there statistically significant differences (= 0.05) in the attitudes of basic faculty students towards the use of e-book for learning due to the Gender variable?"

To answer this question, mathematical averages and standard deviations of the basic faculty of education students' attitudes towards the use of e-book in learning by gender variable were extracted, and to show the statistical differences between the mathematical averages the test was used, and the tables below illustrate this.

Table (3)

Arithmetic averages, standard deviations and the "T" test of the impact of Gender on the trends of basic faculty of education students towards the use of e-book in learning

	Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Male	140	3.81	.576	1.782	396	.076
Female	258	3.91	.509			

Table 3 shows that there are no statistically significant differences (= 0.05) attributable to the effect of Gender, with a value of 1.782 and a statistical significance of 0.076. The researcher attributes the result to students' interest in the e-book trend in gender learning, and their awareness of the educational towards the use of e-book in learning due to the change in the level of study?"

To answer this question, the mathematical averages and standard deviations of the basic faculty of education students' attitudes towards the use of e-book in

learning characteristics and benefits of the e-book.

Question 3: "Are there statistically significant differences (= 0.05) in the attitudes of students of the College of Basic Education

learning according to the variable of the study level were extracted, and to show the statistical differences between the mathematical averages the "T" test was used, and the tables below Explain it.

Table (4)

Arithmetic averages, standard deviations and the "T" test of the impact of the academic level on the trends of students of the College of Basic Education towards the use of e-book in learning

	Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
The first two	192	3.81	.575	2.337	396	.020
3rd and 4th	206	3.94	.488			

usefulness of e-books in Learning and development of knowledge and skills aspects of students. The current study was in agreement with a study (Hilal, 2010) in the directions of students in the fourth stage of the Faculty of Education Department of Education Technology to the use of e-book. I agreed with the study (Al-Mohammadi, 2012) in the use of e-book in the development of cognitive and skill aspects.

Recommendations:

In light of the results of this study, the following recommendations can be made:

1. The trend towards the use of e-books in learning as the study showed positive trend among students of the Faculty of Basic Education.

2. Highlighting the guidance of students and the development of their technological skills, which were not very numerous in the study who did not like to use e-book or had trouble dealing with computers and in the search for e-books online.

3. Study the use of e-books in other subjects of university courses and in different scientific courses on various dependent variables such as: academic achievement, different thinking skills, direction towards learning and computer and Internet use.

4. Study a comparison of the different methods of e-learning in terms of their impact on various dependent variables such as: academic achievement and

Table (4) shows statistically significant differences (= 0.05) attributable to the impact of the school level, with a value of 2.337 and a statistical significance of 0.020, and the differences were in favor of the third and fourth.

The reason may be that students at the third and fourth levels of the school are more experienced than the first and second stage and the most acquired computer skills and online dealing, i.e. their technological expertise is higher than the first and second stage, and it seems that the students of the third and fourth stage more A trend due to their need to learn e-books, to conduct research, duties, education, and acquire information and skills that are often more intense than the first and second stage, as well as being more aware of the importance and development of different thinking skills, technological and cognitive.

5. Study the design and production of e-books and their impact on students' attitudes towards learning, where the researcher noted that the paragraph of interactive materials in the e-book of images, videos and multiple media students answer edited by students is great, and this calls for highlighting the criteria and bases of the design and production of books E-mail to be more effective, attractive and influential for students in teaching and learning.

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