# E-Learning and its Contribution to Driving Achievement from the point of view of Students of The Faculty of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University

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**Abstract:**

The current study aimed to identify the level of e-learning and the level of motivation for achievement, the relationship between e-learning and motivation for achievement, and to reveal the differences between e-learning and motivation for achievement from the point of view of students of the College of Applied Studies and community service attributable to the type (male-female) and to identify the extent to which The contribution of e-learning to the motivation for achievement, the sample consisted of (340) students (214) females and (126) males from the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University, and the results of the study The level of e-learning and the motivation for achievement came high and there is a correlation between e-learning and motivation for achievement, while there are no statistically significant differences between e-learning and the motivation for achievement in the sample members due to the type (male-female), as well as the study showed the contribution of e-learning to predict motivation through e-learning and the study recommends the development of e-learning applications in students.

**Keywords:** E-learning, Motivation, Achievement.

## Introduction:

E-learning is easy to interact and communicate with students, gives them the opportunity to get what they need and what they need to learn, access the teacher as quickly as possible, and the learner can send their questions to the teacher through e-mail. Also, the diversity and diversity of teaching methods in which material can be received in a way that suits students, and the provision of resources for education and always learning, as well as the multiplicity of assessment methods (Ali 2015).

E-learning contributes to more effective and flexible communication of information, extends the perspective of learners at the personal and professional levels, and provides teachers with an unstructured source of information that the teacher may need in different fields of

knowledge, and the information is modern, diverse, and inclusive (Ali 2001, Roempler 2002).

The e-learning system consists of inputs, processes, outputs, and feedback, and its implementation requires a set of prerequisites and key components that must be integrated with each other for the purpose of making this system work and its various components. E-learning is one of the important outcomes of the digital age and its modern technologies (Al-Shabul, 2014).

Khalaf 2015 confirms that e-learning contributes to the development of the digital economy, improving equal opportunities for and lifelong availability of education, improving educational outcomes, providing education and training opportunities, ensuring that learning outcomes are adapted to the needs of the labor market, and creating modern and innovative approaches to education; We find some educational opinions that view e-education as a renewal of education, and that the prospects for its future growth are continuing because of its flexibility and rapid response to the needs of students, the nature of the times and the requirements of society.

E-learning, if well organized and structured in a way that is favorable to mainstream systems, will give a clear picture of its access to society, expand its education using different technological media, and consequently, using e-learning media in education makes it more effective and students more central to the educational process (Al-Salem 2012).

E-learning is directly dependent on the use of ICT, which requires that the teachers are aware of these techniques to make the educational process a success, and that using e-learning technology means more interaction with the learning material using many media. Its use in teaching addresses many educational problems (Tawfiq 2019, Al-Qura 2019).

The Al-Ashi (2021) states that e-learning is an educational system based on modern digital technology and needs to provide an infrastructure environment and many components and variables for its operation, and the overall components are human resources, financial and administrative resources, educational technologies. This requires that educational institutions consider all these elements, as the absence of one of them affects the job performance of the educational process.

E-learning relies on new technologies to effectively deliver educational content to students through the positive characteristics of reducing time, effort, economic cost, and potential to effectively enhance student learning and improve their scientific level, as well as providing an engaging and engaging learning environment for both teachers and learners. Allow students to learn in the light of their scientific potential, abilities, and cognitive abilities. (Al-Mezher 2006)

The motivation for learning is a distinct situation that refers to the learner's inner state and drives them to take note of the learning situation, to engage in a guided activity, and to continue learning until learning is achieved, however, the task of providing motivation for learning and further achievement rests with the learner (Qatami, and Ades 2002).

The motivation for high-level achievement motivates them to confront and address problems, try to solve them, and overcome all the difficulties and obstacles they face, and the motivated individuals are pleased to perform tasks and are actively seeking to achieve the opposite of low-level, low-motivation individuals who avoid problem solving. (Alawna 2021)

There are many obstacles to students' motivation for achievement: The nature of student achievement motivation, the surrounding environment, physical and social, such as absence

of parents, family disintegration, experience of success or failure, expectations of performance and teacher, and how they deal with student outcomes (Rashwan and Ali 2006).

The motivation for achievement depends on the students' conviction that they are responsible for determining their own fate, as high-attainment students do not give him luck or chance, but they support him for their efforts and their personal decisions (Ghabari 2008).

Muray's theory of achievement has been interpreted as a desire or tendency for an individual to overcome obstacles and make an effort to perform challenging tasks well and quickly (Muammaria 2013).

The motivation for success and the motivation for failure is related, and if the student is motivated by success, he tries to perform tasks that are as likely to be successful as the probability of success is equal to the probability of success, and the value of the motivation is high at this level of probability. If a student is driven by fear of failure, they will respond to such equal tasks in terms of probability of success and failure and choose easier tasks to reduce the likelihood of failure or more difficult tasks where the task can fail to be difficult rather than self-fulfilling (Al-Rabagi 2015).

Atkinson's thought of the achievement as linked to the individual's expectation of performance, self-awareness of his ability and its consequences, and as mutual knowledge relationships that stand behind the conduct of achievement, and that highly motivated individuals are making a great deal of effort in reaching a solution to problems as success is an acquired and learning achievement. The motivation for achievement is influenced by three key factors that drive success, and the likelihood of success associated with the difficulty of the task and the value of the success (Petri and Govern 2013).

The literature points out that the motive for achievement is a development phenomenon that is becoming more apparent with the progress of life, and that individuals differ in their endeavor to avoid the failure associated with non-achievement. So, individuals are different in their own direction: They are motivated by success. They are more motivated than others, because the results of achievement have a positive impact on them. They are doing their utmost to reach higher levels to meet competition and excellence by demonstrating a great deal of activity, effectiveness, and perseverance as an expression A desire for excellence and success. (Al-Hayali and others 2013).

## Study Problem:

E-learning has become a feature of the current era, in which the traditional educational environment has been transformed into an environment in which modern technology tools have been employed in recent years, owing to the consequences of the Corona pandemic in most countries, where e-learning has been given special attention because of its effectiveness, efficiency, and economic feasibility Through her work in the academic field, she highlights and also recognizes how e-learning can drive achievement in the sample.

## In the light of the above, the current problem of research can be formulated in the main question:

How did e-learning contribute to driving achievement from the perspective of students at the faculty of applied Studies and Community Service at the University of Imam Abdul Rahman bin Faisal?

The following sub-questions arise from the main question:

## Study Questions:

1- What is the level of e-learning from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?

2- What is the level of motivation for achievement from the point of view of the students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?

3- Is there a statistically related relationship between e-learning and achievement-driven learning from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?

4- Do statistically significant differences between e-learning and the achievement motivation from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal are related to the gender variant (male-female)?

5- Does e-learning contribute for the prediction of achievement from the students' point of view?

## Objectives of The Study:

1- To learn about both the level of e-learning and the drive for achievement from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal.

2- To learn about the relational relationship between e-learning and the drive for achievement from the perspective of students at the College of applied Studies and the Community Service at the University of Imam Abdulrahman Bin Faisal.

3- The difference between electronic and postgraduate learning from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal is attributed to gender (male-female).

4- Learn how e-learning can contribute to forecasting through motivation for achievement from the perspective of students at the College of applied Studies and Community Service at Imam Bin Abdulrahman Bin Faisal University.

## The Importance of the Study:

The importance of the current study is also determined by the importance of the topic it deals with, as well as the identification of study variables, the review of previous studies and research on variables, and it is clear that It there is an urgent need to conduct more such research in order to verify the extent to which e-learning contributes to achieving motivation for achievement among the respondents.

While the importance of the current study is applied to the use of the results of the study and to use it in a set of educational recommendations and proposals, and urging educators and specialists in educational institutions to take advantage of the results of the study in developing the e-learning system and enhancing student motivation.

## Study Terms:

### 1- E-learning

The American Society defines e-learning as the process of acquiring knowledge and skills with the help of an intermediary to transfer learning and information, including all the different technologies, and learning formats (Khalaf, 2015).

### Procedural definition of e-learning

An educational system designed to deliver learning to students by employing online

technology tools and enabling them to receive educational content in a timely manner to students.

## 2- Driving Achievement:

Abu Jadu (2011) defines the motivation for achievement is the internal and external needs that drive students' behavior toward a specific goal or offer and keep it going until the goal is achieved.

**The researcher defines The driving achievement:** The degree to which the students get the driving score for the achievement used in the current study.

## Study Limits:

1. **Human boundaries:**
   It is limited to a sample of students from the College of applied Studies and Community Service at Imam Abdulrahman Bin Faisal University.

2. **Time limitations:**
   The two course tools were applied in the summer term of the university year (2021).

3. **Objective limitations:**
   E-learning and achievement motivation.

4. **Spatial boundaries:**
   College of applied Studies and Community Service at Imam Abdulrahman Bin Faisal University.

## Previous Studies:

**Al-Ashi (2021) conducted** a study aimed at identifying the relationship between the educational practices of parents in e-education at the primary level. The results of the study found that (74.2%) do not see e-learning as better than traditional primary education, whereas (25.8%) sample consider e-learning better than traditional primary education, and (77.8%) sample that the

responsibility for following up a child during e-learning through a (school platform) (12.6%) of the sample members are responsible for following up the child during e-learning (school platform) for all family members, and there is a correlation between different dimensions (configuration, psychological readiness, placement of e-learning, and school communication). To measure the educational practices of parents in e-education and different administrative stages.

**Al-Mutairi (2020) conducted** a study aimed at identifying the role of e-learning in activating the classroom environment in schools in Al-Frouaniya governorate in Kuwait from the point of view of supervisors and school administrators, and the study sample was made up of 35 supervisors and 130 school administrators, and the results of the study resulted in the use of e-learning in the classroom environment. The field of activating the classroom environment came in the first order, while the area of interaction with students and teacher was in the last order, while the role of e-learning in detailing the classroom environment as a whole and in all fields was medium. The area of the activation of the classroom environment was first and the area of interaction with the subject was last in the order.

**Abed (2020) conducted** a study aimed at identifying the effectiveness of e-learning in developing self-attainment and learning skills in teaching the teaching of the educational methods course for students at the Al-Aqsa Community College in Gaza in light of crises and formed a sample of 100 students from the educational methods course. The group of female students were subjected to research tools before and after the experiment, which are a test of achievement and a measure of self-learning skills, and the results of the study resulted in differences between the grades of the college students in the cognitive achievement of the teaching methods course and the pre- and post-application self-

learning skills scale for the benefit of the dimensional application. The contribution of e-learning methods has shown a significant rate in the development of cognitive attainment and in the development of self-learning skills, and the study recommended that training courses be organized for college members and their training on e-learning.

**Al-jarrah (2020) conducted** a study aimed at learning the reality of e-learning in distance learning programs under the Corona pandemic from the students' point of view in Jordan between theory and practice, and the study sample was made up of 1,200 students. The results of the study led to the importance of using e-learning in distance-learning programs and to the existence of statistically significant differences between the sample individuals' responses to the reality of e-learning in distance learning programs due to gender variables. The study recommended encouraging and sensitizing students to use e-learning technology to facilitate and improve educational practices under current conditions, and to strengthen the positive trend toward employing e-learning technology and making use of Arab and international experiences in the field of employing e-learning technology.

**Jagan, Sardar (2020), conducted** a study aimed at identifying the level of achievement motivation of university students, revealing differences according to the type of variable and the sample of the study was made up of 40 students selected from the students at the College of Education at Dahuk University. They were divided into two experimental group and control group and the educational program was applied to the experimental group at a rate of two lectures a week. The results of the study resulted in a low level of motivation for achievement, while no evidence of male-female differences in motivation of achievement was attributable to the impact of the educational program and to the interest of the experimental group.

**Al-Zoubi (2020) conducted** a study that aims at identifying the advantages and disadvantages of electronic learning from the point of view of students at the College of Educational Sciences at Al-Bayt University and formed a sample of 300 students. The results of the study showed that 55% of Al-Bayt University students are dissatisfied with e-learning and that students' views on the disadvantages of e-learning were high while benefits were moderate, and there are statistically significant differences in students' views on the disadvantages of e-learning and for the benefit of females. While no statistically significant differences have emerged in students' views of the advantages of e-learning that are attributable to both gender and academic level.

**Ruslan (2020)** conducted a study aimed at determining the effectiveness of using e-book to correct misperceptions of the mathematical environment and to develop motivation for achievement among students of the Mathematics Division of the College of Education, and the sample of research was made up of 76 students. The results of the study have resulted in a high effectiveness in using e-book to correct misperceptions of the whole and in each of the components of the mathematical structure (concepts, postulates, generalizations, relationships, processes, Skills) in developing motivation for achievement as a whole and in each dimension (cognitive motivation, self-direction, motivation for belonging), the study recommended that use of e-books should be adopted as interactive educational tools in the distance learning of university courses.

**Al-Masri and Farah (2020)** conducted a study aimed at identifying the relationship between achievement motivation and strategic intelligence among students at King Faisal University, Saudi Arabia, and at detecting the impact of different types and levels of study on both achievement motivation and strategic intelligence. (684) students at different levels of study. The results of

the study were that the level of motivation of achievement and strategic intelligence was high among students at King Faisal University, while there was a high relationship between motivation of achievement and strategic intelligence, a gender effect in motivation of achievement in favor of females and an impact of level of study, the study recommends the strengthening of students' motivation for achievement and strategic intelligence.

**Bilal, Hamid (2019)** conducted a study aimed at identifying the impact of e-learning on the achievement of metrology and orthography, developing creative thinking skills, revealing the differences between the average grades of students of the experimental group studying in the traditional measurement and evaluation method, and the sample of the study consisted of 100 students and 50 students in the experimental group; The results of the study show that there are significant differences in the distance test for the experimental group, while there are statistically significant differences in the creative thinking test for the experimental group. The study recommended that students be given the opportunity to offer as many solutions as possible to the single problem, thus contributing to the development of their creative thinking.

**Al-Mazin (2016)** conducted a study aimed at identifying the obstacles to the application of e-education in Palestinian universities from the point of view of students, and the sample of the study consisted of (281) students of humanitarian and applied colleges at the Islamic University and Umma University in Gaza, and the results of the study resulted in The relative weight of the student preoccupation with sites that have nothing to do with e-learning (84.34%), followed by the large size of the university curriculum makes the university professor inclined to traditional education (83.60%) followed by the belief of some that e-learning eliminates their role in The teaching process (80.64%) is followed by

the small number of devices in proportion to the number of students (80.60%), followed by the lack of cooperation between universities in the exchange of experiences for the development of e-education (79.30%), which are large percentages, and there are differences between average study sample estimates for obstacles to the application of e-education in Palestinian universities according to the variable education (traditional - open) in favor of open education, and the study recommends the activation of the role of academic guidance by the centers of e-learning for teachers and students.

**Shakdeih (2015)** conducted a study aimed at identifying the impact of e-learning on the development of scientific concepts, creative thinking and trends towards it among Jordanian university students, and the sample of the study consisted of (60) learners in the Rafida College of Nursing and Medical Professions University of Balqa, and the sample was divided equally into two experimental and controlled groups, and the results of the study resulted in the positive impact of e-learning in achieving the desired educational results.

**Abu Akel conducted a study (2013)** aimed at identifying the trends of students at Al Quds University towards integrated e-learning, and the sample of the study consisted of (288) students, and the results of the study resulted in statistically significant differences in the trends of learners towards e-learning due to the variable level of study for the first and fourth years while there are no statistically significant differences in the trends of Open University students towards e-learning to increase their experiences, and the organization of courses of training in the field of e-learning techniques.

**Kamour (2013)** conducted a study aimed at identifying the relationship between the motivation for achievement and the level of emotional intelligence in a sample of students of the Arab Open University Jordan branch, and the

sample of the study consisted of (201) students, and the results of the study resulted in a correlation There are no differences between emotional intelligence and motivation for achievement due to the male and female type change and academic specialization, and the study recommended attention to the motivation for achievement as a personal and emotional feature among students in enhancing students' abilities and achieving Success.

**Al Alawi (2012)** conducted a study aimed at identifying the impact of e-learning on achievement and developing thinking skills beyond knowledge among fourth-grade for sociology, and the sample of the study consisted of (63) female students, by the fact that (32) female students For the group that studied e-learning and (31) female students studied in the traditional way, the results of the study resulted in statistically significant differences between the averages of the female students of the experimental group and the average grades of the female students of the experimental group in the measure of thinking skills beyond tribal and remote knowledge in the fields The three scale (knowledge of knowledge, knowledge organization, knowledge processing) for the benefit of visual testing and there are differences between the average grades of female students of the experimental group and the control group in the measure of post-cognitive thinking skills in the three areas (knowledge, knowledge organization, knowledge processing) for the benefit of the students of the experimental group.

**Abdel Dayem and Nassar (2012)** conducted a study aimed at identifying the relationship home of the most used e-learning environments and the level of achievement motivation among students of The Open University of Jerusalem, the sample of the study consisted of (345) students of the university, and the results of the study resulted that the level of use of e-learning environments in the sample members came to an average degree,

while there are statistically significant differences in the average degrees of use of e-learning environments according to type and the differences were in favor of males, while there are no statistically significant differences in the degrees of use of e-learning environments according to type and differences in male benefit, while there are no statistically significant differences in the degrees of use of e-learning environments according to type. Learning e-learning environments according to the academic program, there are statistically significant differences in model usage grades, virtual classes, and e-learning environments depending on the level of study, there are statistically significant differences in achievement motivation levels depending on the type for females, while there is no statistically significant relationship between the use of electronic environments and the motivation of achievement among sample members. The study recommended improving and developing the physical and technical equipment required using e-learning environments in university laboratories.

## Commentary on Previous Studies:

After presenting previous studies, it was noticed that the e-learning variable came with many variables, including: parenting practices, preference for the classroom environment, development of self-achievement and learning skills, development of creative thinking and trends, development of thinking skills beyond knowledge, the level of motivation for achievement, while the motivational variable for achievement came with both strategic intelligence among students, the impact of an educational program on the motivation for achievement and the use of e-learning environments motivated for achievement, correction of error in the sports environment and the development of motivation for achievement, and the motivation for achievement and its relationship to the level of emotional intelligence.

Diversity in objectives and the diversity of the study community and the method of choosing the sample for both e-learning and motivation for achievement were also noticed, where they dealt with different age stages as well as diversity in the results of the study according to the nature of each study, and the researcher benefited from the presentation of previous studies in the preparation of the study scale in interpreting the results, and what distinguishes the current study from previous studies is to verify the contribution of e-learning to achieve the motivation for achievement from the point of view of students.

## Study Methodology:

Use the analytical descriptive curriculum based on the study of the phenomenon in question (e-learning and its contribution to achieving the motivation of achievement from the point of view of students of the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University) and analyze its data and show the relationship between its components and the opinions put forward around it and the processes it contains and the effects it causes, which is one of the forms of analysis and scientific interpretation organized to describe a specific phenomenon or problem and photograph it quantitatively by collecting data and information codified by the phenomenon or problem Categorize, analyses and subject them to specific studies.

## Study Community:

The study community is composed of students from the College of Applied Studies and Community Service of Imam Abdulrahman Bin Faisal University of Saudi Arabia who are enrolled for the 2021 summer semester (562) of whom (387) are male and (175) are female.

## Study Sample:

The sample of the study was formed on (340) students from the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University in Saudi Arabia for the year 2021. Table (1) shows the distribution of the study sample by type.

**Table (1) shows the sample of the study by type.**

| Type | Number | Percentage |
|---|---|---|
| Males | 126 | 37.06 |
| Females | 214 | 62.94 |
| Total | 340 | 100.00 |

## Study Tool:

In the context of modern educational literature, previous measures and previous studies related to the problem of the study that was seen, and in the light of the survey of a sample of mental health professors in universities through interviews, the researcher prepared the e-learning scale, which reached the number of paragraphs after its final formulation to (25) Paragraphs, achievement drive scale (25) paragraphs, where each of the two measures gave weight listed according to a five-tiered scale (strongly approved, OK, neutral, opposed, strongly opposed) the following weights were given (1, 2, 3, 4, 5 ).

## Scale Validity :
### 1.    The Veracity of the Arbitrators:
 The scale was presented in its initial form to a group of professors specializing in psychology and mental health working in universities, where

they expressed their opinions and observations on the appropriateness of the paragraphs of the scale, the extent to which the paragraphs belong to the scale, as well as the clarity of their linguistic formulations, and in the light of those opinions some paragraphs were excluded, and others modified.

## 1. Internal Consistency Validity:

The internal consistency of the scale was validated by applying the scale to a reconnaissance survey sample of (40) outside the study sample members, the Pearson correlation factor was calculated between each scale paragraph and the overall scale grade, and the Pearson correlation coefficient was calculated using the Statistical Program (SPSS).

**Table (2) shows the correlation coefficient of each e-learning statements with the overall score of the scale.**

| N | correlation coefficient | N | correlation coefficient | N | correlation coefficient |
|---|---|---|---|---|---|
| 1 | $.549^{**}$ | 10 | $.725^{**}$ | 19 | $.623^{**}$ |
| 2 | $.381^{*}$ | 11 | $.847^{**}$ | 20 | $.601^{**}$ |
| 3 | $.515^{**}$ | 12 | $.693^{**}$ | 21 | $.721^{**}$ |
| 4 | $.718^{**}$ | 13 | $.577^{**}$ | 22 | $.833^{**}$ |
| 5 | $.646^{**}$ | 14 | $.551^{**}$ | 23 | $.713^{**}$ |
| 6 | $.456^{*}$ | 15 | $.460^{*}$ | 24 | $.587^{**}$ |
| 7 | $.551^{**}$ | 16 | $.476^{**}$ | 25 | $.471^{**}$ |
| 8 | $.613^{**}$ | 17 | $.387^{*}$ | | |
| 9 | $.611^{**}$ | 18 | $.549^{**}$ | | |

** T scheduling at freedom score (38) and at indication level (0.01) = 0.304

*T scheduling at freedom score (38) and at indication level (0.05) = 0.393

### a) E-learning Scale:

Table (2) shows that correlation coefficients between each dimension paragraph and the overall degree of its paragraphs are indicative at a semantic level (0.05.0.01), and correlation coefficients range from (0.381-0.847), so the metric terms are true to what they are designed to measure.

### b) Achievement Motivation Scale:

Table (3) shows that correlation coefficients between each dimension paragraph and the overall score of its phrases are indicative at the indication level (0.01), and correlation coefficients range from (0.363-0.790), so the metric terms are considered to be true to what they are designed to measure.

**Table (3) shows the correlation coefficient of each the achievement motivation statements with the overall score of the scale.**

| N | correlation coefficient | N | correlation coefficient | N | correlation coefficient |
|---|---|---|---|---|---|
| 1 | .738** | 10 | .752** | 19 | .536** |
| 2 | .458* | 11 | .717** | 20 | .616** |
| 3 | .783** | 12 | .533** | 21 | .565** |
| 4 | .790** | 13 | .616** | 22 | .621** |
| 5 | .719** | 14 | .720** | 23 | .626** |
| 6 | .746** | 15 | .384* | 24 | .363* |
| 7 | .708** | 16 | .656** | 25 | .707** |
| 8 | .729** | 17 | .623** |  |  |
| 9 | .573** | 18 | .501** |  |  |

**T scheduling at freedom score (38) and at indication level (0.01) = 0.304

* T scheduling at freedom score (38) and at indication level (0.05) = 0.393

### Reliability Stability:

The researcher took steps to ensure the stability of the two measures after applying them to the members of the reconnaissance survey sample in two ways: The Split-Half and the Alpha-Cronbach coefficient.

### Split-Half Coefficient:

The survey sample scores were used to calculate the stability of the two scales in the half-retail manner, where the first half score of each of the two scales was calculated as well as the second half of the grades by calculating the correlation factor between the two halves and then the length

was adjusted using the Jetman equation, and table 4 shows this.

Table (4) shows that the total stability factor of the e-learning scale (0.859) and the achievement drive scale (0.849) indicate that the two measures have a high degree of stability that the researcher is assured of applying to the study sample.

### 1. Alpha-Cronbach method:

Stability was calculated in Alpha-Cronbach method, to find the stability factor of the two scales, where it obtained the value of the alpha coefficient for each of the two scales and table (5) showing this:

**Table (4) shows correlation coefficient between the two halves of each of the measures before modification and stability coefficient after modification.**

| Scale | Number of the statements | Correlation before modification | Stability coefficient after modification |
|---|---|---|---|
| E-Learning Scale | 25 | 0.855 | 0.859 |
| Achievement Motivation Scale | 25 | 0.836 | 0.849 |

**Table (5) shows Alpha-Cronbach coefficients for each of the two scales.**

| Scale | Number of the statements | Alpha-Cronbach Coefficient |
|---|---|---|
| E-Learning Scale | 25 | 0.834 |
| Achievement Motivation Scale | 25 | 0.859 |

Table (5) shows that the total stability factor of the e-learning scale (0.834) and the achievement drive scale (0.859) indicate that the two measures have a high degree of stability that the researcher is assured of applying to the study sample.

## Study results:

## Answer to the first question:

The first question states: **What is the level of e-learning from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?**
To answer this question, the researcher used frequencies, averages and percentages, and the following table shows this.

Table (6) shows that the overall scale was large and obtained a relative weight of 75.31, and paragraph (1) which provided for "e-learning provides me with the opportunity to compensate

for the lectures I missed", where I ranked first with a relative weight of (92.94%) and to a very large extent, while paragraph (8): which stipulated " e-learning depends on means of communication Modern technology " where it ranked second with a relative weight of (91.94%) and very largely, while paragraph (14): which states I answer e-mail and send it easily in third place, while paragraph (11) which provides for the availability of E-learning tools for students flexibility in time and space in the fourth-order learning process, Paragraph (10), which provides for the loading and retrieval of lectures, makes the study more effective and efficient, was ranked fifth and paragraph (17), which stipulates that I download and retrieve lectures on the Internet permanently in my study, was ranked sixth, while paragraph (20), which provides for e-learning, took into account the individual differences between learners in the 25th place, the lowest order, and paragraph (15) Which states that I will

be happy in the future to study other paragraphs through e-learning in the 23rd order.

The researcher attributes the total degree of e-learning scale to a high degree from the point of view of students at the College of Applied Studies and Community Service because e-learning is a learning activity based on dialogue and role-sharing in the educational process between the learner and the teacher, and this type of learning provides the opportunity for the learner to compensate for the missed lectures because of his reliance on modern technologies, and the effort exerted is on the learner and this pattern provides flexibility for the learner to send the answer through e-mail easily in The right time and place, allows the learner to download the lecture and review it permanently and to see the content of the course easily and gives the learner a space of freedom to choose exam dates, and it takes into account the individual differences between learners and motivates them to study other courses through e-learning.

**Answer to the second question:**

The second question states: **What is the level of motivation for achievement from the point of view of the students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?**

To answer this question, the researcher used frequencies, averages and percentages, and the following table shows this:

**Table (6) shows frequencies, averages, standard deviations, and the relative weight of the e-learning.**

| N | The statements | Average | Standard Deviation | Relative Weight | The Rank |
|---|---|---|---|---|---|
| 1 | E-learning gives me the opportunity to make up for the lectures I missed. | 4.647 | 0.609 | 92.94 | 1 |
| 2 | E-learning is devoid of indoctrination and preservation. | 3.374 | 1.112 | 67.47 | 21 |
| 3 | E-learning saves me time and effort. | 3.897 | 1.088 | 77.94 | 9 |
| 4 | E-learning is an effective learning system. | 3.515 | 1.369 | 70.29 | 19 |
| 5 | E-learning gives students a space of scientific freedom. | 3.956 | 1.200 | 79.12 | 8 |
| 6 | Helps share experiences and information between students. | 3.815 | 1.300 | 76.29 | 10 |
| 7 | Increases students' motivation to learn. | 3.356 | 1.412 | 67.12 | 22 |
| 8 | E-learning depends on modern technical means of communication. | 4.597 | 0.760 | 91.94 | 2 |
| 9 | I feel good when looking at course materials through e-learning tools. | 3.959 | 1.211 | 79.18 | 7 |
| 10 | Downloading and retrieving lectures makes the study more effective and efficient. | 4.253 | 0.972 | 85.06 | 5 |

| N | The statements | Average | Standard Deviation | Relative Weight | The Rank |
|---|---|---|---|---|---|
| 11 | E-learning tools provide students with time and space flexibility in the learning process. | 4.265 | 0.963 | 85.29 | 4 |
| 12 | E-learning tools help students discuss the scientific subject in greater depth. | 3.556 | 1.378 | 71.12 | 18 |
| 13 | The methods of examinations used in e-learning are multiple. | 3.759 | 1.376 | 75.18 | 11 |
| 14 | I answer e-mail and send it to professors with ease. | 4.356 | 0.802 | 87.12 | 3 |
| 15 | In the future, I would be happy to study other courses through e-learning. | 3.221 | 1.608 | 64.41 | 23 |
| 16 | E-learning brings more interaction between students and teachers. | 3.179 | 1.665 | 63.59 | 24 |
| 17 | I download and retrieve lectures online permanently in my studies. | 4.029 | 1.157 | 80.59 | 6 |
| 18 | E-learning makes me able to communicate verbally with teachers clearly. | 3.379 | 1.363 | 67.59 | 20 |
| 19 | E-learning provides me with instant feedback. | 3.582 | 1.300 | 71.65 | 16 |
| 20 | E-learning take into account individual differences between learners. | 3.109 | 1.421 | 62.18 | 25 |
| 21 | E-learning provides an opportunity for learning that does not conflict with my work. | 3.682 | 1.299 | 73.65 | 14 |
| 22 | E-learning motivates me to solve the problems I face in studying. | 3.676 | 1.272 | 73.53 | 15 |
| 23 | I can understand the course through e-learning. | 3.559 | 1.469 | 71.18 | 17 |
| 24 | E-learning helps apply modern teaching strategies. | 3.726 | 1.339 | 74.53 | 12 |
| 25 | E-learning provides an opportunity to develop conversation and discussion skills. | 3.688 | 1.394 | 73.76 | 13 |
| | **Total scores of e-learning scale** | **3.765** | **0.952** | **75.31** | |

**Table (7) shows frequencies, averages, standard deviations, and the relative weight of the achievement drive scale.**

| N | The statements | Average | Standard Deviation | Relative Weight | The Rank |
|---|----------------|---------|--------------------|-----------------|----------|
| 1 | I feel happy when I finish the assignment successfully. | 4.691 | 0.534 | 93.82 | 1 |
| 2 | I do the work which it is difficult for others easily. | 4.241 | 0.821 | 84.82 | 16 |
| 3 | I enjoy Competing with others in getting things done. | 4.376 | 0.899 | 87.53 | 8 |
| 4 | I make plans for my academic future constantly. | 4.262 | 0.801 | 85.24 | 15 |
| 5 | I try my best to reach my goal. | 4.485 | 0.727 | 89.71 | 3 |
| 6 | I enjoy studying successfully. | 4.326 | 0.932 | 86.53 | 14 |
| 7 | I try to be special among my colleagues. | 4.415 | 0.817 | 88.29 | 5 |
| 8 | I like to watch scientific and cultural programs. | 3.924 | 1.105 | 78.47 | 23 |
| 9 | I prefer to work even if I have a slight health problem. | 4.018 | 1.013 | 80.35 | 21 |
| 10 | I spend long hours studying without getting bored. | 3.303 | 1.376 | 66.06 | 25 |
| 11 | Although I am busy with external matters, I maintain my education. | 4.232 | 0.828 | 84.65 | 18 |
| 12 | I prefer to stay up to complete my duties to sleep early without finish them. | 4.112 | 1.050 | 82.24 | 20 |
| 13 | I feel upset if I'm late for the lecture. | 4.238 | 0.956 | 84.76 | 17 |
| 14 | I seek to do my daily preparation for classes better than other students. | 3.912 | 1.083 | 78.24 | 24 |
| 15 | I keep following the lectures on time. | 4.571 | 0.608 | 91.41 | 2 |
| 16 | I ask about the unclear aspects of the study content. | 4.332 | 0.790 | 86.65 | 13 |
| 17 | I try to solve my problems without asking anyone for help. | 3.979 | 0.958 | 79.59 | 22 |
| 18 | The courses that I receive at university is very useful to me. | 4.153 | 0.925 | 83.06 | 19 |
| 19 | I like to be at the forefront of academic achievement. | 4.344 | 0.781 | 86.88 | 11 |
| 20 | I admit my mistakes as well as my success. | 4.421 | 0.730 | 88.41 | 4 |

| N | The statements | Average | Standard Deviation | Relative Weight | The Rank |
|---|---|---|---|---|---|
| 21 | Successful people are the makers of the present and the future. | 4.397 | 0.797 | 87.94 | 6 |
| 22 | I have the skills and abilities that qualify me to excellence. | 4.338 | 0.806 | 86.76 | 12 |
| 23 | I can encourage myself to achieve my goals. | 4.391 | 0.785 | 87.82 | 7 |
| 24 | Not being successful in an assignment motivates me to try again. | 4.347 | 0.755 | 86.94 | 10 |
| 25 | I like to listen to other people's success stories. | 4.350 | 0.790 | 87.00 | 9 |
| | **Total scores of the achievement motivation scale** | **4.246** | **0.584** | **84.93** | |

Table (7) shows that the overall score of the driving measure of achievement was large, and paragraph (1) which states that I am happy when I successfully finish my assignments got the first order, while paragraph (15) which stipulates that I keep following the lectures on time in the second place, paragraph (5) which states that I try my best to reach my goal in the third place, and paragraph (7) which states that I seek to be distinguished among my colleagues got the fifth place, and the paragraph (20) Which states I admit my mistakes as well as my success in the fourth place, and paragraph (21) which states the successful are the makers of the present and the future in the sixth place, whereas paragraph (10), which stipulates that I spend long hours studying without getting bored, the lowest order of twenty-fifth, and paragraph (14), which states that my daily preparation of lessons should be better than the rest of the students in the twenty-fourth order, and paragraph (8) which stipulates that I like to watch scientific and cultural programs got the order Twenty-third.

The researcher attributes that the driving measure of achievement is very high because the members of the sample are pleased when completing the study tasks assigned to them successfully where

they do their best to achieve the goals, and follow lectures through using of modern learning techniques with a high degree of motivation, where they aspire to be distinct from their peers and be at the forefront of academic achievement, because they have the capabilities with internal and external motivation, which qualify them to achieve what they plan, despite enjoying learning is the motivation for achievement they also enthusiastic of reconnaissance and perseverance in accomplishing difficult and intellectually challenging tasks, and they are ready to take responsibility and compete with others aware of the importance of time and planning for the future, where it differed with the result of the study of Jagan, Sardar (2020), which showed that the level of motivation students had low.

### Answer to the third question:

The third question states: **Is there a statistically related relationship between e-learning and achievement-driven learning from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal?**

To answer this question, the researcher used Pearson's correlation coefficient and table 8 explains this:

**Table (8) shows Pearson's correlation between the level of e-learning and the motivation of achievement in a sample of students at the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University**

| Total scores of e-learning scale | Total scores of the achievement motivation scale |
|---|---|
| | **0.513** |

*T scheduling at freedom score (338) and at indication level (0.05) = 0.113

**T scheduling at freedom score (338) and at indication level (0.01) = 0.148

Table (8) shows a correlation between e-learning and motivation for achievement from the point of view of students at the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University.

The researcher attributes this result to the fact that the more students use e-learning tools and components, the greater their level of motivation for achievement. As the performance of the learner in using this type of learning depends on the level of motivation for their achievement for that e-learning encourages students during the learning process, therefore the motivation for achievement increases and is concentrated because modern technologies develop the ability to dialogue and discussion as well as increase the space to interact with educational content and connect the learner to new ideas with his previous information. This type of learning develops meditation on the level of conduct of the student and their judgment on performance in order to achieve the desired goals, so the students prepare a set of questions including educational content to test themselves in their ability to answer these questions, and e-learning increases motivation during the learning process. Motivation is an educational goal and is a means of achieving educational goals as the main engine of the learner, especially during e-learning through its relationship. With the learner's inclinations and attention, they are self-reliant rather than dependent on others, while the Shakdih Study

(2015) noted the impact of e-learning on the importance of achieving the desired results, and Al-jarrah Study (2020) noted the importance of using e-learning in student learning programs.

**Answer to the fourth question:**

The fourth question states**: Do statistically significant differences between e-learning and the achievement motivation from the perspective of students at the College of applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal are related to the gender variant (male-female)?**

To answer this question, the researcher used the "T. test" method.

Table (9) shows that the calculated "T" value is lower than the "T" value in the overall e-learning and motivational degree for achievement, indicating that there are no statistically significant differences attributable to the type of variable (male and female).

The researcher attributes this finding to the fact that male and female students are university students with goals, ambition and aspiration sought to achieve them and they use computer skills, browsing, research and surveying through the web pages well, and that the gender variable does not affect the difference in motivation for

**Table (9) shows the averages, standard deviations, and the "T" value of the scale attributable to the variable (type) of the e-learning scale and the motivation of achievement scale.**

|  | Type | Number | Average | Standard Deviation | Value "T" | Indication value |
|---|---|---|---|---|---|---|
| **Total scores of e-learning scale** | **Males** | **126** | **3.817** | **0.811** | **0.759** | **0.448** |
|  | **Females** | **214** | **3.735** | **1.026** |  |  |
| **Total scores of the achievement motivation scale** | **Males** | **126** | **4.237** | **0.541** | **-0.238** | **0.812** |
|  | **Females** | **214** | **4.252** | **0.609** |  |  |

The "T" table value at the indication level (0.05 ≤ • • equals 1.98

The "T" table value at the indication level (0.01 ≤ • • equals 2.58

achievement in (males and females) because they both live in the same environment and are exposed to the same social conditions and have the abilities, skills and competences that qualify them for jobs and hold positions after graduation.

The results were compatible with the findings of the Jagan and Sardar study (2020) that there were no differences between males and females in the driving measure of achievement, while she agreed with the Kamor study (2013) that there were no statistically significant differences between males and females driving achievement and emotional intelligence.

**Answer to the fifth question:**

The fifth question states: **Does e-learning contribute for the prediction of achievement from the students' point of view?**

To answer this question, the researcher used the multi-step regression analysis as follows and table 10 explains this. Table (10) shows the predictive equation of achievement motivation through e-learning, with a correlation coefficient (0.513), a function value, a value of P (120.826), a function value, and a value of (R2) (0.263), indicating that the motivation for achievement was attributable to it (26.3%) variation in sample

scores to e-learning. The rest (73.7) of the change is due to other variables.

There is a positive moral impact among the motivations of achievement through e-learning, with B value (0.836) and "T" (10,992). It is a statistically significant value and therefore it is clear that there is a statistically significant impact between achievement and e-learning motivations.

The researcher attributes this finding that e-learning in all its components and applications contributes to predicting the motivation for achievement among students because it positively affects the behavior of learners and increases their ability to invest the resources available for learning as this type of new learning allows space of interaction between the learner and the teacher through the sound and image tool during the presentation of educational content, which contributes to high levels of motivation for achievement, and motivates them to learn e-learning, where Bilal and Hamed study (2019) indicated that E-learning contributes to the development of creative thinking for students, while Abed's Study (2020) shows that e-learning and its tools contribute to the development of educational attainment.

**Table (10) shows the results of a progressive multiple regression analysis to predict achievement motivation through e-learning.**

| Variables | R | R2 | F | B | Standard error | Beta | Value "T" | Level of significance |
|---|---|---|---|---|---|---|---|---|
| **The constant Value** | 0.513 | 0.263 | 120.826 | 0.214 | 0.326 | | 0.657 | 0.512 |
| **E-learning** | | | | 0.836 | 0.076 | 0.513 | 10.992 | 0.000 |

## Conclusion and Recommendations:

Considering the results of the study, the researcher recommends:

1. Activating the e-learning process in all educational and higher education institutions.
2. Training faculty members and conducting training workshops on various electronic programs in the e-learning process.
3. Training students on the programs used in the e-learning process and guiding them on how to access and deal with them.
4. Working on developing the students' basic skills in employing modern learning techniques in the e-learning system and encouraging them to use them through conducting various training activities, both systematic and unsystematic, to achieve the best results in the application of electronic teaching aids.
5. Conducting awareness-raising programs and campaigns on the importance of digital transformation in all fields, especially in the educational process, in overcoming many life obstacles and enhancing the motivation for achievement.
6. Benefiting from the experiences of different educational institutions and exchanging experiences among them to reach the best results and develop the educational process.
7. Activate the computerized curricula for all courses and include them within the core hours of the courses to be fully implemented whenever needed.
8. Working to keep pace with electronic development and support digital transformation by following up on the most important updates and changes in the field of developing the educational process electronically.

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