

University Students' Attitudes Towards the Use of E-Learning Platform Moodle: A Field Study on a Sample of Sociology Students at Chadli Bendjedid University - El Tarf

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Received: 01/2024

Published: 07/2024

Abstract:

The study aims at identifying the attitudes of sociology students at El Tarf University towards using Moodle e-learning platform. The sample consisted of 90 male and female students at Chadli Bendjedid University - El Tarf. The study relied on the descriptive-analytical method, and data were processed using the Statistical Package for the Social Sciences (SPSS). The results of the study were as follows:

- The attitudes of sociology students at Chadli Bendjedid University - El Tarf towards using the Moodle e-learning platform are positive.
- There are no statistically significant differences in the attitudes of sociology students at Chadli Bendjedid University - El Tarf towards using Moodle e-learning platform based on the gender variable.
- There are no statistically significant differences in the attitudes of sociology students at Chadli Bendjedid University - El Tarf towards the use of Moodle e-learning platform based on the educational level variable.

Keywords: attitudes; Moodle e-learning platform; university students.

Introduction:

The world is witnessing a cognitive, scientific, and technological revolution in various fields, where computers and their applications have become an integral part of modern societies. One of the most prominent of these technologies is the internet, which has contributed to creating a virtual space that has brought individuals closer together and erased boundaries between cultures and countries.

One of the most invested fields in the realm of modern technology is education, where advancements have been leveraged to improve learning processes inside classrooms, universities, and beyond. These efforts have led to the development of a comprehensive educational system known as e-learning.

E-learning over the Internet is a method that utilizes information and communication technology, playing a crucial role in delivering educational content and conveying concepts to

learners synchronously or asynchronously. This flexibility caters to the needs and capabilities of learners in terms of time, place, and speed suitable for them.

E-learning is defined as a teaching method that uses modern technology such as computers, global and local networks, electronic information sources, and various media to efficiently deliver educational content to learners in the shortest possible time and with minimal effort. This makes the learning process more effective and beneficial (Issa, 2010, p. 11).

E-learning has emerged as a modern educational model, rapidly spreading in various universities and colleges, with some institutions offering fully electronic programs, especially after the COVID-19 pandemic, through various e-learning platforms like Moodle to facilitate the learning process.

The emergence of multiple online technologies and their use in developing modern learning methods and creating digital content to enhance student achievement have had a clear impact on changing modern educational policies and methods. This is crucial in delivering educational content and conveying concepts synchronously or asynchronously, allowing learners to access knowledge at their own pace, time, and speed that suits their abilities.

Considering that the student is the central element around which the education process revolves, and that teachers and curricula seek to meet their needs and achieve desired learning objectives, digital educational platforms have their impact on education. Therefore, the current research will focus on investigating the opinions and trends of university students towards the use of the Moodle e-learning platform at Chahid Ben Djelloul University in Taref and answering their questions.

1. Problem of the Study:

Digital technology has witnessed tremendous development in recent years, leading to increased use across various fields, including education. This has played a significant role in the educational sector, thanks to the internet and digital environments. This qualitative leap necessitated the updating and development of the educational environment to align with modern technological advancements. This includes providing suitable software and hardware, as well as designing electronic educational courses that meet educational objectives. This aims to surpass traditional education models and transition towards modern e-learning.

One of the most important technological applications in education and its methods is known as "the use of computer networks to enhance and facilitate learning and educational communication anytime and anywhere." This application includes the use of the internet, wireless networks, and online educational platforms to enable students and teachers to easily access educational resources and interact with them, whether in the classroom or in a distance learning environment. It is considered a theory within modern learning theories, drawing on various educational philosophies such as behavioral theory and constructivist theory (Tarek Abdul Raouf, 2014, p. 124).

With the advent of e-learning, new educational environments have been created that allow learners to interact and receive lectures remotely. The availability of knowledge sources for them has increased, and the goal of education has surpassed the mere imparting of knowledge to enhance their skills, capabilities, and self-reliance. The current aim of education is to empower students to interact with the challenges of the era and acquire the ability to control technology.

Therefore, most countries around the world have worked on adopting this educational alternative by harnessing material, financial, and human resources to enhance infrastructure and provide the necessary technological requirements for this type of education. Governments have increased financial expenditure on the education sector to support educational institutions, develop their infrastructure, and provide the necessary technological tools and application programs. According to a report issued by the World Bank in 2020, total spending reached around 12 trillion dollars, with a significant portion allocated to investment in distance education technology and e-learning.

In the United States, approximately \$54.3 billion was allocated to support schools. In comparison, France launched an initiative worth 1 billion euros to enhance distance education and develop e-learning. Italy estimated the necessary cost at around 85 million euros to successfully implement distance education for 8.5 million students, in addition to improving internet connectivity in remote areas.

Meanwhile, China launched a program worth \$1.5 billion to enhance education through electronic media, while Saudi Arabia allocated approximately \$2 billion to develop infrastructure and expand the use of digital technology in educational institutions. At the same time, the United Arab Emirates supported distance education in both the public and private sectors through a financing program valued at \$327 million, in addition to earmarking approximately \$82 million for infrastructure development related to this type of education. The budget allocated for funding the distance education improvement program amounted to about \$20 million (Malika Boujett, 2023, p. 324).

Therefore, the Algerian university has given great importance to this issue with the aim of making e-learning parallel to traditional education. It has ensured the inclusion of lectures and lessons through the Moodle platform, which is one of the distance learning platforms generally adopted by Algerian universities, particularly Chahid Ben Djelloul University in Taref. This initiative aims to keep pace with modern technological developments in the field of education. Professors and students can access this platform online to support learners' academic achievement, increase their efficiency, and keep up with the latest advancements offered by this technology to enhance, support, and develop education.

In this context, and considering the theoretical heritage on the subject, several studies have emphasized the importance of focusing on e-learning, including a study by Ben Aichi Ammar et al., 2020, which aimed to explore the usage reality of the Moodle e-learning platform and its impact on higher education from the perspective of its students. The study found positive attitudes among

the sample towards the use of the e-learning platform. The results indicated that Moodle provides better outcomes compared to traditional education, and at a lower cost (Ben Aichi Ammar et al., 2020, p. 330).

A study by Salima Qasi and Amira Sakr (2021) aimed to assess the utilization of the Moodle system in distance education from the perspective of Social Sciences department students at Constantine 2 University. The study revealed that the utilization of Moodle was moderate, and there were several difficulties encountered by students when using it (Salima Qasi, Amira Sakr, 2021, p. 14).

Similarly, in the same context, Al-Jarrah et al. (2016) conducted a study to explore the attitudes of University of Jordan students towards using the Moodle platform in learning processes. The results showed positive attitudes among the study sample towards using the platform, and it facilitated their learning process (Al-Jarrah et al., 2016, p. 415).

The increasing use of online education has become an indispensable necessity and one of the foremost challenges facing the field of education in the technology era. This has led learners to directly engage with and rely on this type of education extensively. Introducing such challenges and anticipating their success requires significant focus on their human aspects, as they are a crucial element in their success. Therefore, through this study, we aim to uncover students' opinions and attitudes towards using the Moodle e-learning platform, with the following major question:

- What is the nature of the sociology students' attitudes at university of El Taraf towards the use of Moodle E-platform?

And the following sub questions:

- Are there any differences of statistical significance in the sociology students' attitudes towards using Moodle E-platform due to gender variable?
- Are there any differences of statistical significance in the sociology students' attitudes towards using Moodle E-platform due to the educational level?

2. The Study Objectives:

The current study aims at:

- ✓ Identifying sociology students' attitudes at Chadli Bendjdid university -El Taref towards E-learning platform Moodle.
- ✓ To identify whether there are differences in students' attitudes towards the Moodle e-learning platform attributable to the gender variable.
- ✓ To identify whether there are differences in students' attitudes towards the Moodle e-learning platform attributable to the educational level variable (Bachelor's - Master's).

3. Importance of the Study:

The importance of this study lies in the significance of the topic it investigates, especially after the emergence of e-learning as a vital component of education. E-learning opens new horizons for enhancing education and enriching knowledge beyond traditional classrooms, enabling students to enhance their skills and acquire new knowledge and qualifications that support their aspirations.

The importance of this study also stems from the significance of digital educational platforms, as they provide real opportunities for participation and positive interaction among students. Learning through digital platforms is student-centered, aligning with their diverse abilities and focusing on developing cognitive aspects, performance skills, and offering opportunities to engage with various resources, thereby achieving educational goals. Therefore, it has become an indispensable necessity in higher education, making its activation and the enhancement of its users' efficiency, both students and professors, imperative. Understanding students' attitudes is a crucial step, as knowing their attitudes helps in identifying the educational needs that the platform has not met. This knowledge allows for the necessary measures to be taken to address deficiencies and subsequently achieve educational objectives.

4. The Study Hypotheses:

- Sociology students at university of El Taref tend to have positive attitudes towards using E-learning platform Moodle.
- There are no differences of statistical significance in the sociology students' attitudes at El Traf university towards using E-learning platform due to gender variable.
- There are no differences of statistical significance in the sociology students' attitudes at El Traf university towards using E-learning platform due to the educational level.

5. The Study Concepts:

5.1. Attitude:

Gordon Allport defines attitude as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.”

Borgardus defines it as "a tendency that develops through behavior, moving closer to certain environmental factors or away from them, and imparting positive or negative standards depending on one's attraction to or aversion from them" (Saleh Hassan Ahmed Al-Dahri, 2010, p. 299).

Abdulrahman Al-Maaytah defines it as “an acquired organization with relative stability of beliefs held by an individual towards a subject or situation, preparing them to respond in a manner that is preferred by them” (Al-Maaytah, 2000, pp. 161-162).

Procedurally, in this study, attitude refers to the stance or response exhibited by a university student towards the use of the Moodle e-learning platform. This was measured in the study through a questionnaire.

5.2. Definition of E-learning:

E-learning is defined as "an educational system that relies on the application of information technologies and computer networks to enhance and expand the educational process. This includes the use of a variety of media such as computers, the internet, and electronic software." (Al-Ajrash, 2017, p. 18). It is also defined as "a modern educational method that relies on the use of modern technology to enhance the communication process, whether through distance learning or within the classroom, aiming to achieve advanced and effective educational experiences." (Magdy Younis, 2017, p. 15).

5.3. Concept of the Moodle E-learning System (Moodle E-learning Platform):

The Moodle e-learning platform can be defined as "a set of interactive online services that allow learners to access information, tools, and resources that facilitate and enhance the learning process. Moodle is considered a virtual learning environment that provides open and free tools and resources to help learners interact with educational content and develop their skills online" (Mohammed Boulekhrouf, 2022, p. 39).

It is also known as "one of the open-source digital learning management systems that make it easier for teachers to provide an electronic learning environment, whether at the individual or institutional level." The word "Moodle" stands for Modular Object-Oriented Dynamic Learning Environment. This system was developed in Australia in 1999 by Martin Dougiamas. The goal of this system is to provide a dynamic learning environment using object-oriented programming techniques, allowing teachers to deliver courses online. Special attention is given to building content interactively and collaboratively, as well as regularly updating the content. The first version of Moodle was released in 2002.

Moodle is an open-source e-learning environment designed by Moodle.com, and it can be used personally at the individual level. The system supports 45 languages, including Arabic, and had registered over 75,000 users in 2009 from 138 countries (Tariq Abdul-Raouf, 2014, p. 134).

5.4. University Student:

An individual who obtains a high school diploma and enrolls in a university institution to study a specific major in order to obtain a degree. In this study, the student is registered at the University of Chahid Zedjeli in El Taraf.

6. Theoretical Framework:

6.1. Types and Forms of E-Learning:

6.1.1. Synchronous E-learning: This type of e-learning is characterized by real-time interaction, allowing learners, teachers, and subject matter experts to engage directly through text, audio, and video. This enables them to exchange ideas and knowledge as if they are meeting in a traditional classroom session. Some forms include chat, video conferencing, and virtual classrooms.

6.1.2. Non-Synchronous E-Learning:

It is a type of e-learning that does not require learners and teachers to be present at the same time. Learners can access educational materials according to a predetermined schedule. The student can choose the time and place that suits him/her best for studying. Key forms include the use of email, databases, multimedia, virtual objects, video tapes, and CDs. This style of education allows learners to access educational resources at any time and any place suitable for them, helping them determine the appropriate time and place for their learning activities. (Tarek Abdel Raouf Amer, 2015, p. 125)

6.1.3. Blended Learning:

Blended learning:

It is an integrated educational environment where a variety of media converge, designed to complement and enhance the learning process and its applications. Blended learning programs include a wide range of learning tools such as virtual collaborative learning software, online courses, and materials for self-learning. This type of education combines multiple learning experiences based on activity and interaction, including learning in traditional classrooms where teachers meet students face-to-face, as well as self-directed learning. It integrates both synchronous and asynchronous learning. (Abeer Saad, 2015, p. 46)

6.2.Characteristics of Moodle E-learning Platform:

Moodle E-learning platform is characterized by the following features,

- 1) Providing a multilingual interface for ease of use in the educational process.
- 2) Offering chat rooms that enable synchronous communication between teachers and learners.
- 3) Providing continuous feedback to learners by monitoring their progress.
- 4) Utilizing it for electronic assessments to evaluate learners, grade tests, and record results instantly and automatically.
- 5) Facilitating communication within courses through dedicated communication channels.
- 6) Allowing teachers to design and distribute surveys.
- 7) Enabling the submission and reception of assignments with specified deadlines for file submission.
- 8) Providing a high level of security that is difficult to breach. (Mohammed Boukhrot, 2022, p. 40)

6.3.Functions of Moodle e-learning system:

Moodle offers several key functions, including:

Ease of communication and interaction: Moodle allows users to communicate and interact with course material via internet connectivity at any time and from any location. Students can submit assignments promptly upon completion.

Provision of feedback: Moodle provides quick and continuous feedback on test results and learner queries, whether through email or chat. It also offers feedback on student progress and inquiries related to the program.

Enhancing and facilitating communication process: The system allows students to communicate with their teachers and peers through several options provided by the system such as announcements, discussions, virtual classrooms, email, and others.

Student tracking capability: The system includes a feature for tracking student activities by depositing results into a statistical file during the learning period. This allows instructors to obtain statistical information about all students. Additionally, instructors can track individual assignments, including the date and time of submission and receipt of assignments sent by students. Students themselves can also monitor their progress.

Meeting learner needs and skill building: Moodle provides various skills to help students efficiently complete their assignments, such as time management and organization. It also assists teachers in accommodating different learning styles among their students. Moodle meets the needs of visual learners who prefer learning through presentations, charts, timelines, images, and videos. Additionally, the system caters to learners who prefer simulation-based learning, role-playing, creative activities, and project work. (Ben Aichi Ammar, 2020, p. 336)

7. Previous Studies:

Considering the characteristics and features that distinguish the Moodle e-learning platform as an open-source and free learning management system, several Arabic and foreign studies have been conducted to explore the trends towards its usage. Some of these studies have been reviewed:

7.1. Hanane Ben Blida's Study:

The study aimed to understand the attitudes of students participating in a discussion page on sociological issues towards the use of e-learning. The researcher adopted a descriptive approach and used a questionnaire to collect data from a sample of 98 students. Data analysis was conducted using the SPSS software. The study showed that students have positive attitudes towards the use of e-learning, and both their cognitive and affective attitudes towards e-learning were positive. (Ben Blida, 2023, p. 635)

7.2. Study by Khalil Abdel Karim Shuwarba, 2019:

The study aimed to assess the usage level of e-learning platforms among postgraduate students at the Private University of Jordan, as well as their attitudes towards these platforms. The results of the study showed that postgraduate students at private universities in Jordan have a high level of usage of e-learning platforms. Additionally, there were no statistically significant differences in usage based on gender and specialization variables, while significant differences were found based on age.

Furthermore, the results indicated that postgraduate students' attitudes towards e-learning platforms were highly positive. The study also revealed statistically significant differences between male and female students' responses in favor of males regarding attitudes, while no significant differences were found based on gender and specialization variables in terms of attitudes. (Khalil Abdel Karim Shuwarba, 2019, p. 71)

7.3. Study by Abdul Mehdi Al-Jarah and others, 2016:

The study aimed to investigate the attitudes of University of Jordan students towards using the Moodle software in their learning. To achieve the study's objectives, a questionnaire was distributed to 131 students. The results showed positive attitudes among the study sample towards using Moodle software in their learning. Participants indicated that Moodle software helped facilitate the learning process and increased their classroom participation.

Based on these findings, the study recommended the necessity of activating the use of Moodle software across all faculties of the University of Jordan. It suggested that this activation could contribute to enhancing the educational process and providing distance learning opportunities for community members interested in furthering their education. (Abdul Mehdi Al-Jarah and others, 2016, p. 415)

7.4. Study by Norris et al. (2013):

The study aimed to explore the attitudes of graduating students from the Business Administration Faculty at a British university towards using Moodle in their learning. It also discussed recommendations for enhancing Moodle usage. The results indicated positive attitudes and high satisfaction levels among the sample towards Moodle. The recommendations included adding additional services to Moodle, such as subject-related video clips, and increasing motivation for both students and teachers. (Norris et al., 2013, p. 64)

7.5. Study by Paynter (2012):

The study investigated the use of Moodle as a platform for collaborative learning. It involved 40 university students from the University of Western Australia (UWA) and 80 high school students from the surrounding educational region. Moodle was used along with high-definition asynchronous videos in the learning processes, aiming to enhance participation and collaboration among the participants in the study.

The results showed that the use of Moodle contributed to enhancing communication and collaboration among the study participants, as well as developing self-directed learning and communication skills. (Paynter, 2012, p. 38)

8. Discussion of Previous Studies:

The current study aligns with previous research in its exploration of university students' attitudes towards using the Moodle e-learning platform as an educational system in managing the educational process. Like previous studies, it focused on university students, employed a

descriptive-analytical approach to address its inquiries, and utilized questionnaires as a data collection tool. However, it differed from previous studies in terms of its sample composition.

Most studies have indicated that students hold positive attitudes towards using the Moodle e-learning platform. They also suggest that Moodle offers better outcomes and lower costs compared to traditional education, facilitating the learning process. The current study seeks to understand the attitudes of sociology department students at Cheikh Benguecha University in El Taraf towards the Moodle e-learning platform. It aims to shed light on aspects measured by its instrument, thus emphasizing the significance of the current study.

9. Field Aspect of the Study:

9.1. Study Settings:

9.1.1. Place: The study was conducted at the Faculty of Social Sciences, Cheikh Benguecha University in El Taraf.

9.1.2. Time: The study was conducted during the second semester of the academic year 2022-2023.

9.2. Study Sample:

The sample of the study consisted of 11% of the population. The researcher selected 90 sociology students randomly at university of El Taraf.

9.3. The Study Methodology:

The researcher utilized an analytical descriptive methodology to conduct the study.

9.4. Research Instruments:

In this study, a questionnaire was utilized to measure students' attitudes towards using the Moodle e-learning platform in the Department of Sociology at Cheikh Benghabrit University, El Taraf. The Likert five-point scale was employed where alternative weights were assigned (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1).

The questionnaire included personal data related to the characteristics of the study population (gender and educational level), along with specific instructions on how to fill it out. It comprised 25 positive statements distributed across three main axes as follows:

- **The first section** represents the dimension of study and scientific research (items 01-13).
- **The second section** represents the dimension of communication and interaction (items 14-18).
- **The third section** represents the difficulties faced by university students while using the Moodle platform (items 19-25).

9.4.1. Psychometric Characteristics of the Study Instrument:

9.4.1.1. Calculating the Research Instrument Validity:

To verify the validity and reliability of the study instrument (the questionnaire), the researcher conducted a survey study with a sample of 30 students. Using SPSS, she calculated discriminant validity by extracting the upper and lower thirds of the distribution (27% each), comparing the scores between these two groups. She computed the mean and standard deviation for each group separately. Then, she calculated the t-value to test the significance of the differences between the two groups.

Table 01. Values of the Differences between the Upper and Lower Groups for the Research Instruments.

Comparison sample	Sample size	Mean	Standard deviation	Calculated t-value	Degrees of freedom	Probability value (significance level)
Top Third	08	105.50	6.07	8.60	14	0.00
Bottom Third	08	72.62	8.94			

From Table 01, it is noted that the probability value “sig” is (0.00), which is less than the significance level of 0.05. Therefore, it is statistically significant, indicating that there are differences between the higher and lower groups on the study instrument. This suggests that the questionnaire is valid and discriminates between individuals, thus it is suitable for use in the current study.

9.4.1.2. Calculating the Research Instrument Reliability:

To check the reliability of the scale, the researcher relied on calculating the Cronbach's alpha coefficient for the entire scale, which was found to be 0.817. This indicates that the scale exhibits a high degree of reliability.

After completing the collection of field study data, it was encoded, entered, and processed using the statistical package SPSS (Statistical Package for the Social Sciences).

Table 02. Sample Members According to their Gender.

Gender	Frequency	Percentage
Male	9	10%
Female	81	90%
Total	90	100%

Based on the results from Table (02), which represents the distribution of the sample according to the gender variable, it is evident that the largest proportion of the study sample belongs to females, accounting for 90%, equivalent to 81 individuals. In contrast, males comprise

10% of the sample, totaling 9 individuals. This indicates that the number of females at the university exceeds the number of males.

Table03. Distribution of the Sample Members according to their Educational Level.

Educational Level	Frequency	Percentage
License Degree	84	93%
Master	6	7%
Total	90	100%

According to Table (03) concerning the educational level of the respondents, it is evident that 93% of the participants are studying at the undergraduate (Bachelor's) level, which corresponds to 84 individuals. Following that, 7% of the respondents are at the master level, totaling 6 individuals. This reflects the larger number of undergraduate students compared to master students. Additionally, master students are occupied with their theses and are less frequently present on campus, whereas undergraduate students are still fully engaged in their studies throughout the day over the course of their three years.

9.5.Discussion, Analysis and Interpretation of the Study Results:

This study aims at investigating the attitudes of Sociology department students at the University of El Taraf towards using the Moodle e-learning platform. To achieve the study objectives, the researcher designed a questionnaire, validated and ensured its reliability, distributed and coded it, and then entered the data into the computer. Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS).

The following are the study results based on the sequencing of its hypotheses.

9.5.1. Presentation of the First Hypothesis Results:

The hypothesis is as follows: “The attitudes of Sociology Department students at University of Tarif are positive towards using the Moodle e-learning platform.”

To validate the hypothesis, we calculated the mean and standard deviation for all responses of Sociology Department students at University of Tarif on the questionnaire. The table below illustrates this:

The arithmetic mean calculated was 75, serving as a reference value for interpreting the results. A mean score above 75 indicates positive attitudes, whereas a mean score below 75 indicates negative attitudes. (Since the questionnaire consists of 25 positively worded statements, the mean is calculated as the sum of the highest and lowest values divided by 2).

Table 04. Mean and Standard Deviation of the Sociology Students' Attitudes towards the Use of Moodle.

Sample	High Degree	Low Degree	Mean	Standard Deviation	Significance Level
90	55	115	90.65	11.82	0.00

It is evident from Table 04 that the overall mean score for the attitudes of sociology department students at University of Chadli Ben Jedid El Taraf towards using the Moodle e-learning platform was 90.65, with a standard deviation of 11.82. This mean score is higher than the average score of 75, indicating that the students have positive attitudes towards using Moodle. Thus, the hypothesis stating "The attitudes of sociology department students at University of Taraf towards using the Moodle e-learning platform are positive" is supported.

This result can be further affirmed by presenting the results for each dimension of the questionnaire, as indicated by the average and standard deviation for each dimension:

For the dimension of "Study and Scientific Research," we used an average of 39 as a reference value for interpreting the results. This dimension consists of 13 positive statements, thus the average is calculated as $(13 * 5 + 13) / 2 = 39$. Average scores above 39 indicate positive attitudes, while scores below indicate negative attitudes. For the dimension of "Interaction and Engagement," we used an average of 15 as a reference value for interpreting the results. This dimension consists of 5 positive statements, thus the average is calculated as $(5 * 5 + 5) / 2 = 15$. Average scores above 15 indicate positive attitudes, while scores below indicate negative attitudes. For the dimension of "Challenges Faced by Students While Using Moodle," we used an average of 21 as a reference value for interpreting the results. This dimension consists of 7 positive statements; thus, the average is calculated as $(7 * 5 + 7) / 2 = 21$. Average scores above 21 indicate positive attitudes, while scores below indicate negative attitudes. These findings collectively support the conclusion that sociology department students at University of Chadli Ben Jedid El Taraf have positive attitudes towards using the Moodle e-learning platform.

The arithmetic means and standard deviations for the dimensions of the questionnaire on the attitudes of sociology department students at University of Chadli Ben Jedid El Taraf towards using the Moodle e-learning platform are shown below:

Table 05. Means and Standard Deviations for the Questionnaire of Students' Attitudes Dimensions.

	First Dimension	Second Dimension	Third Dimension	Total
Number	90	90	90	90
Mean	45.877	18.233	26.544	90.655

Standard Deviation	8.678	3.490	4.393	11.820
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Notes:

- First Dimension: Study and scientific research.
- Second dimension: Communication and interaction.
- The third dimension: Difficulties facing university students while using the Moodle e-learning platform.

It is evident from Table (05) above that the arithmetic mean of the dimension of study and scientific research reached (45.877) with a standard deviation of (8.678), which is higher than the arithmetic mean (39). This indicates that the attitudes of sociology department students at Chahid Ben Djelloul University - El Taraf are positive towards using the Moodle e-learning platform in the field of study and scientific research. The arithmetic mean of the dimension of communication and interaction was (18.233) with a standard deviation of (3.490), which is higher than the arithmetic mean (15). This shows that the attitudes of sociology department students at Chahid Ben Djelloul University - El Taraf are positive towards using the Moodle e-learning platform in the area of communication and interaction. Additionally, the arithmetic means of the dimension of difficulties faced by students at the university while using the Moodle platform was (26.544) with a standard deviation of (4.393), which is higher than the arithmetic mean (21). This indicates that the attitudes of sociology department students at Chahid Ben Djelloul University - El Taraf are positive towards using the Moodle e-learning platform in difficulties faced by students during its use.

The data obtained confirms what several studies have concluded, such as the study by **Hanan Ben Bleda in 2023**, which showed that students have positive attitudes towards using e-learning. Both their cognitive and affective attitudes towards e-learning are positive. Additionally, the study by **Ben Aishi Ammar and others in 2020** demonstrated positive attitudes among economics students at Biskra University towards using the Moodle e-learning platform. It also indicated that Moodle provides better results than traditional education, and that the cost of education through Moodle is lower compared to traditional methods.

Furthermore, **Khalil Abdel Karim Ash-Shawarbah's 2019** study showed that graduate students have highly positive attitudes towards e-learning platforms. The study by **Abdul Mahdi Al-Jarrah and others in 2016** also indicated positive attitudes among participants towards using Moodle software in their learning, highlighting that Moodle has facilitated their learning process and increased their classroom participation.

The study by **Norris et al. (2013)** also indicated positive attitudes and high satisfaction levels among the sample towards the Moodle system.

We can explain these positive attitudes towards using the Moodle e-learning platform considering its characteristics and importance. Moodle is a modern educational tool that excels in many features, surpassing traditional education and avoiding its associated problems. Using Moodle in the educational process may help enhance academic achievement because it provides students with additional learning resources related to their subjects. This helps them organize and track their studies regularly. Moreover, students benefit from continuous questions and feedback during and after lectures. The emergence of positive attitudes towards using the Moodle e-learning platform may also encourage self-directed learning and collaborative education.

The reason may also lie in the nature of the Moodle platform, as it accommodates individual differences among students by delivering information and stimulating their motivation. Moodle incorporates various forms such as graphics, images, colors, animations, video clips, chat programs, and email. Additionally, students are eager to keep pace with scientific and technological advancements.

The reason may also be attributed to the importance of using the Moodle platform in developing teaching methods. Moodle facilitates the teaching process and helps in enhancing teaching techniques. It promotes interaction between the teacher and the learner, which could be seen as a positive indicator among study participants regarding the importance of using the Moodle e-learning platform in the teaching process.

For them, Moodle represents a new teaching method that saves them a lot of time and effort. It allows for the exchange of information and dialogue among the elements of the educational process, which may better assist students in their learning and enhance their academic achievement.

We can also interpret these positive attitudes towards using the Moodle e-learning platform considering the dimensions of the survey (post-study and scientific research, communication and interaction, challenges faced by university students when using the Moodle e-learning platform). These dimensions are crucial areas that students can utilize within the Moodle platform, justifying their positive attitudes. The sample population holds positive attitudes towards using the Moodle e-learning platform for study and scientific research. This is due to its numerous services and advantages, such as encompassing various knowledge and information, including lectures, books, and references relevant to students' academic needs. Additionally, the platform's integration with the internet facilitates research and information retrieval. Furthermore, positive attitudes were observed in terms of communication and interaction because Moodle provides continuous communication opportunities between teachers and students, as well as among students themselves through dialogue, discussion, exchange of opinions and ideas, and sharing educational materials via chat rooms, among other features.

9.5.1.1.Presentation of the Results Related to the First Hypothesis:

The hypothesis is as follows: “**There are no statistically significant differences in the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform attributed to gender.**”

To test the validity of this hypothesis, the t-value was calculated to indicate the significance of the differences between the mean scores of both genders (males and females) on the study variables. Here is a presentation of the results obtained:

Table 06. The results of the 't-test' indicating differences in the attitudes of Sociology Department students at El Taraf University towards the use of the Moodle e-learning platform according to the gender variable.

Variable	Group	Number	Mean	Standard Deviation	T Value	Sig
Gender	Male	9	77.88	05.11	-0.500	0.618
	Female	81	86.90	94.11		

The results from table (06) indicate that there are no statistically significant differences in the average attitudes towards using the Moodle e-learning platform among Sociology department students at University of El Taraf based on gender. The average attitudes were 88.77 for males and 90.86 for females. The calculated t-value is -0.500, with a significance value (sig) of 0.618, which is greater than the significance level of 0.05. Therefore, the t-value is not statistically significant at the 0.05 level. As a result, the null hypothesis stating "There are no statistically significant differences in the attitudes of students towards using the Moodle e-learning platform attributed to gender" is accepted.

The alternative hypothesis, which states "There are statistically significant differences in the attitudes of students towards using the Moodle e-learning platform attributed to gender," is rejected. This suggests that Sociology students have consistent opinions and attitudes towards their experience with distance learning at our university, regardless of whether they are male or female. University students strive to benefit from the Moodle e-learning system, adapting to the educational environment and overcoming challenges to access academic content. This results in motivation and preparedness among both genders.

These findings align with studies by Hanan Majid (2022) and Abdul Karim Ash-Shawarbah (2019), which similarly found no statistically significant differences in the attitudes of study participants attributed to gender. The researcher attributes these results to students' commitment to their academic achievement and success, their eagerness to use and learn technology across genders, and the interactive and resource-rich environment facilitated by Moodle. This ease of use from any location and the ability to communicate anytime with peers contribute to the absence of statistically significant differences in the attitudes of study participants towards the Moodle platform attributed to gender.

9.5.1.2. Presentation of the Results Related to the Second Hypothesis:

The hypothesis is as follows: **“There are no statistically significant differences in the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform attributed to educational level.”**

To test the validity of this hypothesis, the t-value was calculated to indicate the significance of the differences between the mean scores of both educational levels (Bachelor's and Master's) on the study variables. The findings were as follows,

Table 07. The results of the 't-test' for indicating differences in the attitudes of Sociology students at El Taraf University towards the use of Moodle e-learning platform are attributed to the educational level variable.

Variable	Group	Number	Mean	Standard Deviation	T Value	Sig Value
Gender	License	84	04.91	92.11	1.180	0.241
	Master	6	16.85	49.3		

From table (07), it is evident that there are no statistically significant differences in the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform attributed to educational level. The calculated t-value is 1.180, and the significance value (sig) is 0.241, which is greater than the significance level of 0.05. Therefore, the t-value is not statistically significant at the 0.05 level.

The results from the table above indicate the absence of differences in the attitudes between Bachelor's and Master students towards using the Moodle e-learning platform. Thus, the null hypothesis stating "There are no statistically significant differences in the attitudes of students towards using the Moodle e-learning platform attributed to educational level" is accepted. Conversely, the alternative hypothesis, which suggests “There are statistically significant differences in the attitudes of students towards using the Moodle e-learning platform attributed to educational level,” is rejected.

This outcome aligns with a study by Hanan Majid (2022), which similarly found no statistically significant differences in students' attitudes towards e-learning use during the COVID-19 pandemic attributed to educational level.

The researcher attributes these results to the significant convergence in students' perspectives on the effectiveness and importance of utilizing digital platforms in higher education, regardless of their educational level. They are keen on overcoming obstacles and gaining experience in handling technology, electronic tools, and educational systems to benefit from technologies designed for this purpose. This is facilitated by the flexibility in time and place that these technologies provide for both students and instructors.

The results presented in both table (06) and table (07) demonstrate that neither gender nor educational level significantly influences students' attitudes towards using the Moodle e-learning platform.

Conclusion:

The emphasis on leveraging technological advancements in higher education institutions is rapidly increasing, aiming to enhance educational outcomes and develop the skills of students and staff, both administratively and academically. Most institutions now rely on e-learning and its various platforms, especially following the COVID-19 crisis, which propelled e-learning to the forefront. It has become an indispensable choice, and thus, this study aimed to address some inquiries regarding the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform. The study arrived at the following conclusions:

- ✓ Students of the Sociology department at University of El Taraf exhibit positive attitudes towards using the Moodle e-learning platform.
- ✓ There are no statistically significant differences in the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform attributed to gender.
- ✓ There are no statistically significant differences in the attitudes of Sociology department students at University of El Taraf towards using the Moodle e-learning platform attributed to educational level.
- ✓ These findings underscore the widespread acceptance and integration of e-learning platforms like Moodle in educational settings. They highlight the uniformity in students' perceptions across gender and educational levels, emphasizing the adaptability and benefits of digital platforms for enhancing the learning experience in higher education.

Study Recommendations:

- Encourage university students to utilize digital technology and ensure its availability across various university institutions.
- Raise awareness among students about the importance of using e-learning platforms in university teaching and its impact on academic achievement.
- Conduct training courses for new students on how to use e-learning platforms such as Moodle and others.

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